

ACCEPTABLE



2019-2020



























INSPECTION REPORT

UK CURRICULUM

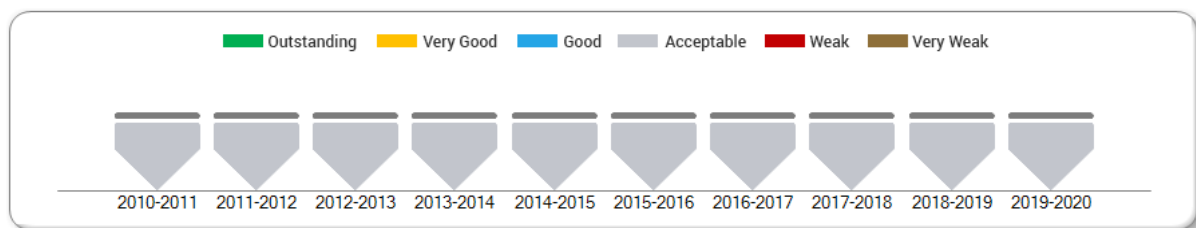
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School Information

General Information	 Location	Al Mizhar
	 Opening year of School	1974
	 Website	www.arabunityschool.com
	 Telephone	04-288-6226
	 Principal	Leonard Murphy
	 Principal - Date appointed	9/1/2019
	 Language of Instruction	English
	 Inspection Dates	27 to 30 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	3132
	 Number of Emirati students	62
	 Number of students of determination	183
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	208
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	26
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	3
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	NGRT, GL, IGCSE, A Level
	 Accreditation	Cambridge
	 National Agenda Benchmark Tests	CAT4, GL

School Journey for ARAB UNITY SCHOOL



Summary of Inspection Findings 2019-2020

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

Students Outcomes

- Students generally achieve the knowledge and skills required by the National Curriculum for England (NCfE). Their achievements improve in the secondary and post-16 phases, and they are well prepared for tertiary education. Their achievements in English, mathematics and science are better than they are in Islamic education and Arabic. Students' skills develop well enough to enable independent learning in the post-16 phase.
- Students' personal and social development is good from the Foundation Stage (FS) to the post-16 years. They generally demonstrate positive attitudes towards school work, their teachers and their fellow students. They care for one another. Rates of attendance are high in the primary and secondary phases, but lower among the oldest students. Students demonstrate a good awareness of Islamic values and the culture of the UAE.

Provision for learners

- The quality of teaching is acceptable overall, and best in the post-16 phase. Some weak teaching occurs in the primary phase. In the main, teachers deliver the NCfE curriculum appropriately, and enable their students to succeed. Many are skilled at setting appropriate tasks for their students, but this skill is inconsistent across the different subjects. The assessments of learning are accurate in almost all subjects.
- The school implements the NCfE curriculum successfully to a diverse student population. It offers a broad range of subjects and activities that address students' personal interests and skills. The curriculum is enriched in some subjects to challenge students of high ability. It is adapted to meet individual needs, including those of students of determination. This adaptation is most effective in FS and in the post-16 phase.
- Provision for the protection, care, guidance and support of students is good. Students are safe at school and when on school transport. Security arrangements for the campus and the buses have improved since the previous inspection. Students of determination are effectively supported in many, but not all, lessons. The guidance provided to older students helps them to make informed choices about their future education

Leadership and management

- Leadership is acceptable overall. Senior leaders demonstrate thorough understanding of the curriculum, teaching and assessment. Middle leaders are less knowledgeable in these areas. Internal evaluations are detailed, but at times too generous. Productive partnerships with parents and the community enrich students' experiences. Governance effectively supports provision of a NCfE curriculum. Resources for reading and information technology (IT) have improved, but IT provision is not totally adequate.

The best features of the school:

- Students' good progress in English, mathematics and science in the secondary and post-16 phases
- Students' good personal and social development
- The good overall quality of the curriculum
- The good provision for the protection, care, guidance and support of students








Key recommendations:

- Improve students' progress so that they attain at least good levels in all four phases.
- Improve the quality of teaching so that the majority of lessons are good and none is weak.
- Improve the use of assessment information so that the curriculum is better adapted to meet the needs of all groups of students.
- Improve the accuracy of self-evaluation procedures and the resulting judgements to enable the setting of appropriate development priorities.
- Ensure that governors are well informed about the school's priorities for improvement and the progress being made on each, and then take appropriate action.

Overall School Performance

Acceptable

1. Students' Achievements

		FS	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Weak	Acceptable	Not applicable
	Progress	Good	Acceptable	Good	Not applicable
 Maths	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
 Sciences	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable ↓	Good	Good
 UAE Social Studies	Attainment	Acceptable			

	FS	Primary	Secondary	Post-16
Learning skills	Good	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

	FS	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	FS	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Good

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

	FS	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection and safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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 2019-2020 academic year.

The school's progress on international assessments meets expectations.

- None of the school's targets for the Programme for International Student Assessment (PISA) in 2015 was met. In Grades 4 and 8, the 2015 Trends in Mathematics and Science Study (TIMSS) results were higher than in 2011 and exceeded the school's targets. The school's average score in the Progress in International Reading Literacy Study (PIRLS) improved in 2016. The outcomes of the National Agenda benchmark assessments in all three key subjects were higher in 2019 than in 2018. When comparing the NAP test outcomes against students' Cognitive Abilities Test (CAT4) results, most attain in excess of expectations, but below in English in the secondary phase.

The impact of leadership is approaching expectations.

- Leaders' commitment to the UAE National Agenda is clear in the school's action plans. There have been limited effects in response to the development points in the 2019 DSIB inspection report. Teachers in the primary and secondary phases do not consistently use assessment information to guide the planning of their lessons.

The impact on learning is approaching expectations.

- Action to develop students' critical thinking, problem-solving, enquiry and research skills is a priority for leaders. Teachers are required to challenge students to think independently and to find information for themselves. Students sometimes use digital devices to assist their learning.

Overall, the school's progress towards achieving the UAE National Agenda targets is approaching expectations.

For development:

- Ensure that information from assessments is used consistently by teachers in the primary and secondary phases to guide their lesson planning.
- Implement strategies to extend students' skills of critical thinking, problem-solving, enquiry and research in English, mathematics and science.

Moral Education

- Older students learn about equality, diversity and empowerment for the common good. Students in Year 9 consider how these affect community life across the UAE. Younger students learn the behaviours that build an ethos of tolerance and respect. Topics include kindness, ethics and moral values.
- Teachers effectively organise discussions and debates about these topics. They plan lessons in which there are opportunities to apply moral questions to daily life through, for example, recycling and sustainability.
- Assessments of learning are carried out to judge students' knowledge. Skills and understanding are assessed through on-going peer and self-assessment. Assessment does not fully reflect students' evaluations of their own achievements.

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

For development:

- Assess learning accurately to give students a more meaningful overview of their achievements.

Reading across the curriculum

- The reading assessment information and analysis provided by the school are very detailed, accurate and realistic.
- The school regularly tracks students' reading skills from FS to Year 9 using internal and external assessments. They provide accurate information on students' reading levels and show some recent improvements.
- Some teachers have no specialist training in monitoring or supporting reading literacy. Teachers in classes other than language classes now offer students more opportunities to read and to extend their subject vocabulary.
- The school promotes reading as a lifelong learning skill, particularly in English and social studies. Teachers enable students to extract and analyse information, and to use their reading skills to develop understanding of what they read, with some success.
- The school promotes a positive culture of reading to boost students' motivation and skills for reading. The facilities, resources and time available to enhance reading have been increased since the previous inspection.

The school's provision for reading across the curriculum is developing.

For development:

- Appoint a whole school literacy leader and a reading literacy specialist to oversee and improve the teaching of reading across the curriculum.

Innovation

- Students are developing the skills of higher-order thinking that are required for innovation. The acquisition of these skills is best among older students.
- The school has increased opportunities for students to engage in projects and competitions which nurture social responsibility.
- Teachers' questioning strategies frequently do not provide sufficient challenge. Rapid intervention by teachers does not allow the full development of learning skills.
- The opportunities offered outside classrooms have the potential to develop students' innovation skills. However, curriculum adaptation for innovation is inconsistent.
- Leaders demonstrate their understanding of innovation by means of the programmes already in place. Their vision to promote a culture of innovation is evident in planning documents, assemblies and special events.

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

For development:

- Provide students with more opportunities to innovate.
- Ensure that IT is used effectively and consistently across the school.

Main Inspection Report

1. Students' Achievement

Islamic Education

	FS	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- Students in the primary phase memorise the Surat well. They know the Pillars of Islam, the names of prophets and the holy books.
- In the secondary phase, students have sound knowledge about the importance of Friday prayers, the day of judgement and Muslim scientists' achievements in history.
- Students in the post-16 years demonstrate understanding of how to build a Muslim family and the conditions of marriage in Islam. They understand the effect of public health on society.

For development:

- Develop older students' skills of reciting the Holy Qur'an.
- Increase students' understanding of Seerah.

Arabic as a first language

	FS	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Internal assessments suggest that students achieve the curriculum expectations in all three phases. However, external tests results are weak. Students' progress in the upper secondary and post-16 phases is evident in their analysis of literary texts and poems.
- Students' listening and reading comprehension skills enable them to understand the texts that they hear or read. They can interpret meanings from the contexts. However, their reading fluency, and their speaking skills to express their reading comprehension in classical Arabic, are not well developed.
- Students' writing skills progress throughout the phases so that older students can write clear, sequential ideas using correct grammar and sentence structure. In the primary phase, students have difficulty in applying rules to construct grammatically correct sentences and to develop their writing skills.

For development:

- Improve students' ability to read with fluency and to read harakat, or vowel sounds, correctly.
- Ensure that students apply the rules of grammar and use new vocabulary when writing.
- Offer greater challenge to students in the primary phase.

Arabic as an additional language

	FS	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment moderation has created more accurate measures of students' attainment, which suggest that it is in line with the curriculum expectations. External test results are weak. Progress is uniform across the phases. Students acquire basic knowledge of new vocabulary.
- Students' handwriting is clear. They form letters correctly. They sound out and read letters, words and whole texts with some mistakes. However, their reading comprehension is limited. Similarly, their limited understanding of oral instructions affects the development of other literacy skills.
- Students find it difficult to express themselves when speaking. They usually respond in single words. They recognise words and grammar rules, but lack the skills to apply them appropriately in developing their writing.

For development:

- Improve students' listening and reading comprehension skills by using resources that build on what they can currently do.
- Develop students' speaking and writing skills by improving their understanding of sentence structure.

English

	FS	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Acceptable	Not applicable
Progress	Good	Acceptable	Good	Not applicable

- Students' attainment in the primary phase remains low because of slow progress in developing literacy skills, particularly writing. Attainment in the higher secondary years, particularly in the girls' section, is better.
- Students' speaking skills across the school, but particularly in the upper years, are good. The quality of their reading and writing skills is lower, but more developed in the secondary phase. In FS the majority of children are confident speakers of English.
- Students demonstrate a greater love of reading as a result of school's recent initiatives to promote reading across the curriculum. However, there remain gaps in language acquisition between boys and girls in many year groups.

For development:

- Improve students' writing and their presentation skills.
- Increase students' progress in the primary years through appropriate challenge in lessons.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Good
Progress	Acceptable	Acceptable	Good	Good

- In FS, the majority of children can count accurately to ten and are beginning to understand simple addition. External assessment results for post-16 students vary from weak to outstanding, resulting in overall good outcomes.
- Students' skills in problem-solving, critical thinking and reasoning are developing best in the upper phases. Investigative skills are less developed in all phases.
- In the primary phase, low levels of challenge and a limited range of teaching strategies slow the development of mathematical skills, including mental arithmetic. However, the daily 'Ten Minute Workout' is slowly improving students' agility in mental mathematics.

For development:

- Improve the skills in mental mathematics, and the number sense, of students in the primary phase.
- Enable students to make more frequent applications of mathematical concepts to real life.
- Offer higher levels of challenge in all year groups.

Science

	FS	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable ↓	Good	Good

- Children's skills of observation develop securely in FS. Students' progress in all aspects of science continues as expected through the primary years. Their progress accelerates through the secondary and post-16 phases, because they are consistently challenged.
- Children in FS know about objects floating or sinking. In the primary phase, students develop their understanding of life processes, chemical reactions and physical phenomena. Students' skills of explanation and analysis in the secondary and post-16 phases are developing.
- The use of scientific methods is not a regular feature of students' learning in any of the four phases. Students are not effective problem-solvers or critical thinkers, because the activities to promote these skills are not regular features of their lessons.

For development:

- Increase children's and students' understanding of scientific methods in FS and the primary phase.
- Extend and develop students' problem solving, critical thinking and investigative skills.

UAE Social Studies

Years 2 to 10

Attainment

Acceptable

- Attainment in UAE social studies is stronger from Years 2 to 6 than from Years 7 to 10. The younger students' achievements are closely linked to the effective use of NCfE resources, supplemented by resources produced in school.
- A few older students undertake projects that go beyond the basic requirements. Such perspectives are broad, and include active learning about global social issues. Younger students focus on the basic history, geography and culture of the UAE and other places.
- This is the first time that a formal judgement for students' attainment has taken place, therefore comparisons of attainment cannot be made.

For development:

- Increase the number of students whose learning goes beyond basic requirements, and offer greater challenge in all phases.

Learning Skills

	FS	Primary	Secondary	Post-16
Learning skills	Good	Acceptable	Acceptable	Good

- Learning skills are better developed in FS and in the post-16 phase. Children and students in these phases are more engaged because they are appropriately challenged and take responsibility for learning. Elsewhere, teachers control learning too much, and a minority of students become passive.
- Across the school, students collaborate well and enjoy positive interactions with their classmates. Their discussions are usually brief because of teachers' low expectations. Students make some connections between different areas of learning and the real world. These connections are strongest in Islamic education.
- The low levels of challenge hinder the extension of learning skills. Critical thinking and problem-solving skills are insufficiently developed. Students do not have consistent opportunities to use IT for enquiry or to assess their learning, using online applications.

For development:

- Ensure that students take responsibility for their learning in all subjects and year groups.
- Develop students' higher-order thinking skills and use of IT in lessons.

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

	FS	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Outstanding

- Students excellent behaviour and responsible attitudes in the post-16 phase is an example to others. Across the school, students have generally positive attitudes, but are not always given enough opportunities to exhibit self-reliance. A minority can become distracted when over-directed by teachers.
- Students enjoy respectful relationships and show understanding towards others. The student council leads many assemblies on raising awareness of students of determination, and representatives use sign language during the National Anthem. The happiness and well-being ambassadors raise awareness of the dangers of bullying.
- Students have considerable understanding of healthy lifestyles. They participate in the new well-being initiatives. They develop leadership skills through active roles in the student council and in sports teams. Attendance is acceptable. Students are generally punctual in arriving at lessons.

	FS	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good ↑

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. Cooperation and mutual support among students are strong. They have a partnership with a commercial company to distribute their charitable donations around the world.
- Students are knowledgeable and appreciative of the heritage and culture underpinning and influencing life in the UAE. They show a strong interest in aspects of UAE culture. They participate in a wide range of cultural activities within and outside school.
- Students demonstrate clear understanding, awareness and appreciation of their own and other world cultures.

	FS	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good	Good

- Students across all phases engage in school-based and wider community activities. The student council committees at the primary, secondary and post-16 levels are dynamic and proactive. They pioneer and lead a good range of appropriate activities.
- Some students demonstrate social responsibility by taking the initiative, by being creative and by making independent decisions. The 'secret' initiative to develop learning skills is effective in many parts of the school.
- Students contribute to local sustainability and conservation programmes. They include a range of recycling projects, beach and desert cleaning, a road decongestion action plan in conjunction with the RTA, and volunteering within the school and the local community.

For development:

- Increase students' participation in activities that promote social responsibility, innovation and entrepreneurial skills.

3. Teaching and assessment

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

- The quality of teaching is inconsistent across the school, but most effective in the post-16 phase. A few teachers lack understanding of the NCFE curriculum. Most post-16 lessons provide high levels of challenge and allow students to take responsibility for their learning.
- In other phases, teachers often have low expectations. They give too much direction to classroom activities. Some talk too much. Lesson plans may be skilfully designed, but implementation is inconsistent. Only a minority of lessons meet the needs of all groups of students.
- Higher-order thinking skills are better promoted in the two upper phases. In a few lessons, teachers provide opportunities for students to use IT for basic research or to access learning applications. There are too many weak lessons in the primary phase.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Assessment processes are linked to the school's curriculum and are applied consistently in most subjects. There have been recent improvements in the accuracy of assessment information. A system to track progress is now in place in all subjects in the primary and secondary phases.
- External assessment information is analysed sufficiently to identify the strengths and weaknesses of most groups of students. Information is used to compile the detailed student profiles provided to every class teacher. External data do not always align with the school's internal assessment results.
- Teachers have a range of assessment information about their students. They are being trained to understand how it should be used effectively. Many teachers do not use it to plan lessons that match the learning needs of all groups of students.

For development:

- Ensure that teachers have high levels of expectations of students in all lessons.
- Provide consistent opportunities for the development of problem-solving and critical thinking.
- Ensure that teachers use assessment information consistently to plan lessons based on the learning needs of all groups of students.

4. Curriculum

	FS	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum has a clear rationale, focused on the content of the NCfE curriculum. It mainly follows UK requirements and the UAE's national statutory requirements. However, a third of students in Year 10 do not study science.
- Most of the programmes and activities promote students' interests. The school now offers new courses to meet students' choices. Older students have a good grounding for the next phases of their education with an appropriate range of curriculum options, advice, guidance and work experience.
- The curriculum provides a balance of knowledge and skills. It is broad, and enables students to experience a variety of subjects and learning experiences. Older students participate in business challenges and engineering competitions.

	FS	Primary	Secondary	Post-16
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- The curriculum includes adequate modifications to meet the needs of most groups of students, particularly so in FS and in the post-16 years, where the adaptations are more effective.
- Modifications to the curriculum are very successful in science in the secondary phase. Secondary and post-16 students have opportunities to engage in activities that promote enterprise, innovation and creativity, but in only a few lessons.
- The curriculum includes activities and resources which promote students' understanding of the heritage of the UAE. Improvements for the promotion of reading literacy across the school are generally successful.
- Arabic is taught for 45 minutes per week in FS.

For development:

- Ensure that all students in Year 10 study science.
- Provide activities that promote innovation in lessons.

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

	FS	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection and safeguarding	Good	Good	Good	Good

- The school building is clean and hygienic. There is high quality medical care for students, provision of which includes raising awareness of a variety of healthy living habits. The school responds to maintenance issues rather than anticipates them.
- The school's safeguarding policy is clear and understood by all. However, the supervision of students is not always rigorous enough, especially during break and at school departure times.
- Renovations to the buildings have improved accessibility. The school responds to safety issues that arise, and has installed finger guards on doors in FS. A tracking system that allows parents to find out the location of the school buses is now operational.

	FS	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- Systems to support students' attendance and punctuality include a multi-disciplinary approach. These new procedures have not had a significant effect on attendance rates.
- Students of determination and those with gifts and talents are accurately identified, using a range of information. The effectiveness of support is limited by the quality of teaching. Extension opportunities for students with gifts and talents have been increased.
- Teachers, heads of departments and counsellors work in conjunction with the head of inclusion to promote and monitor students' well-being. A careers guidance counsellor supports senior students in choosing their career and further education options.

For development:

- Provide ongoing training for teachers and specialists to ensure that support and differentiation of tasks are matched to students' needs.
- Give students with gifts and talents personalised support in both academic and non-academic subjects.
- Provide more rigorous and systematic supervision during break and school departure times.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Senior leaders monitor the outcomes of students of determination. The school has invested significantly in staffing. There is capacity to develop provision. The actions of leaders have had limited impact on the quality of teaching, in many cases.
- The school has expanded the range of indicators used to identify students of determination. The DSIB revised framework for students of determination is applied. Individual education plans (IEPs) accurately identify students' needs. Teachers often overlook these plans during lessons.
- Parents are well informed about their children's progress through formal and informal communication with the school. They are generally pleased with their children's well-being and progress. They do not have enough guidance about supporting learning at home.
- IEPs have clear recommendations on modifying the curriculum and on appropriate teaching strategies. They are implemented effectively by specialist teachers. Non-specialists often lack the skills to adapt the curriculum and their teaching appropriately to meet the needs of students of determination.
- Regular written reports by specialist teachers summarise each student's progress. Most students make good progress towards their academic goals, and often better progress in their personal development.

For development:

- Develop partnerships with parents to improve provision for those students of determination who are working well below the age-related expectations.
- Ensure that all teachers and support specialists meet the individual learning needs of students of determination.

6. Leadership and management

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

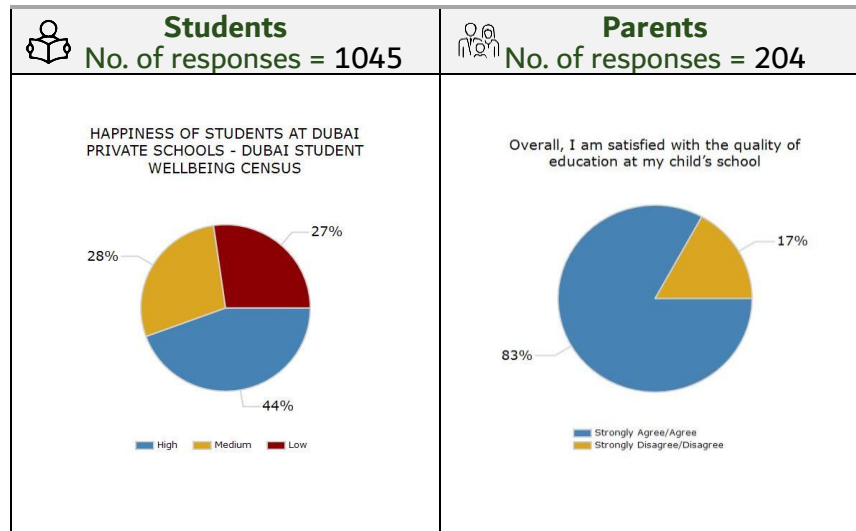
- The majority of leaders share the school's vision and mission, and work together to realise it. They are committed to achieving the priorities of the governments of the UAE and of Dubai. They understand and promote inclusion. Many demonstrate appropriate knowledge of the best practices in curriculum planning, teaching and assessment. Relationships and communication are positive. Staff morale is high. Senior leaders now delegate more responsibilities and consequently have addressed some of the barriers to improvement.
- The processes for internal evaluation of the school's quality are largely, but not wholly, accurate. Although the evidence for evaluations is mostly rigorous, the judgements are too generous in some cases. The school has made clear progress in addressing most of the recommendations made in the previous inspection report. Improvement plans are detailed and useful. Appraisals of teaching quality are conducted, but they focus on teachers' actions more than on students' learning.
- Parents have mostly positive views about the school and how it is supporting the academic and social progress of their children. They are kept reasonably well informed by various electronic means. Written reports produced each term provide summaries of attainment, but lack the next steps for improvement. The school has established useful links with local partners to support students' academic and personal development. The parent council is moderately effective at enriching school life.
- The governing body lacks representation from all appropriate groups. It regularly obtains information about the operation of the school, but collectively lacks detailed knowledge about the priorities for improvement. Governors hold the principal accountable for the overall quality of the school's provision and outcomes. He reports to them regularly. Governors have positive effects on the overall work of the school. However, they have not ensured that all students in Year 10 study science.
- Effective daily management enables the school to run smoothly. There are insufficient teachers in mathematics and science. The high turnover of teachers affects overall improvement initiatives and thus students' learning. The school is now more accessible for students of determination. Libraries are very well resourced. The school provides improved access to IT for students, but full use is not made of the facility. There are basic resources to support learning across the subjects, but only limited resources for some activities in FS.



For development:

- Increase middle leaders' understanding of the best practices in assessment and of the use of this information to enable more effective curriculum planning and teaching.
- Engage more parents in the life of the school.
- Add more resources for teaching and learning in FS.

The views of parents and students

Before the inspection, the views of the parents, secondary and post-16 students were surveyed. Key messages from each group were considered during the inspection. They helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> The response rate is very high and represents students' opinions reliably. Students are positive about the school, their teachers and their personal happiness. These indicators are very similar to the Dubai averages. A few older students find school too stressful.
 Parents	<ul style="list-style-type: none"> The response rate from parents is sufficient to make some inference about their opinions. Parents are mostly satisfied with the quality of schooling provided for their children. Most report some type of involvement in the life of the school. Similarly, most believe that teachers and leaders listen to them and take appropriate actions. Inspection findings corroborate the survey findings.

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