

Inspection Report



Pristine Private School 2014-2015



CONTENTS

School Information	2
Parents' Report.....	3
School Inspection Report.....	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	14
How good are teaching and assessment?.....	16
How well does the curriculum meet the educational needs of all students?.....	17
How well does the school protect and support students?	18
How well does the school provide for students with special educational needs?	19
How good are the leadership and management of the school?	20
What are the views of the Principal, parents, teachers and students?.....	23
What happens next?.....	24
How to contact us.....	24

School information



General information

Location	Al Nahda
Type of school	Private
Opening year of school	1992
Website	www.pristineschool.com
Telephone	04-2674299
Address	Al Nahda - 2 Area, P.O.Box 60830, Dubai, UAE
Principal	Aisha Ansari
Language of instruction	English
Inspection dates	9 th - 12 th March 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	1539
Number of children in FS1	125
Number of Emirati students	6
Number of students with SEN	43
Largest nationality group of students	Pakistani



Teachers / Support staff

Number of teachers	132
Largest nationality group of teachers	Indian
Number of teacher assistants	19
Teacher-student ratio	1:11
Number of guidance counsellors	3
Teacher turnover	22%



Curriculum

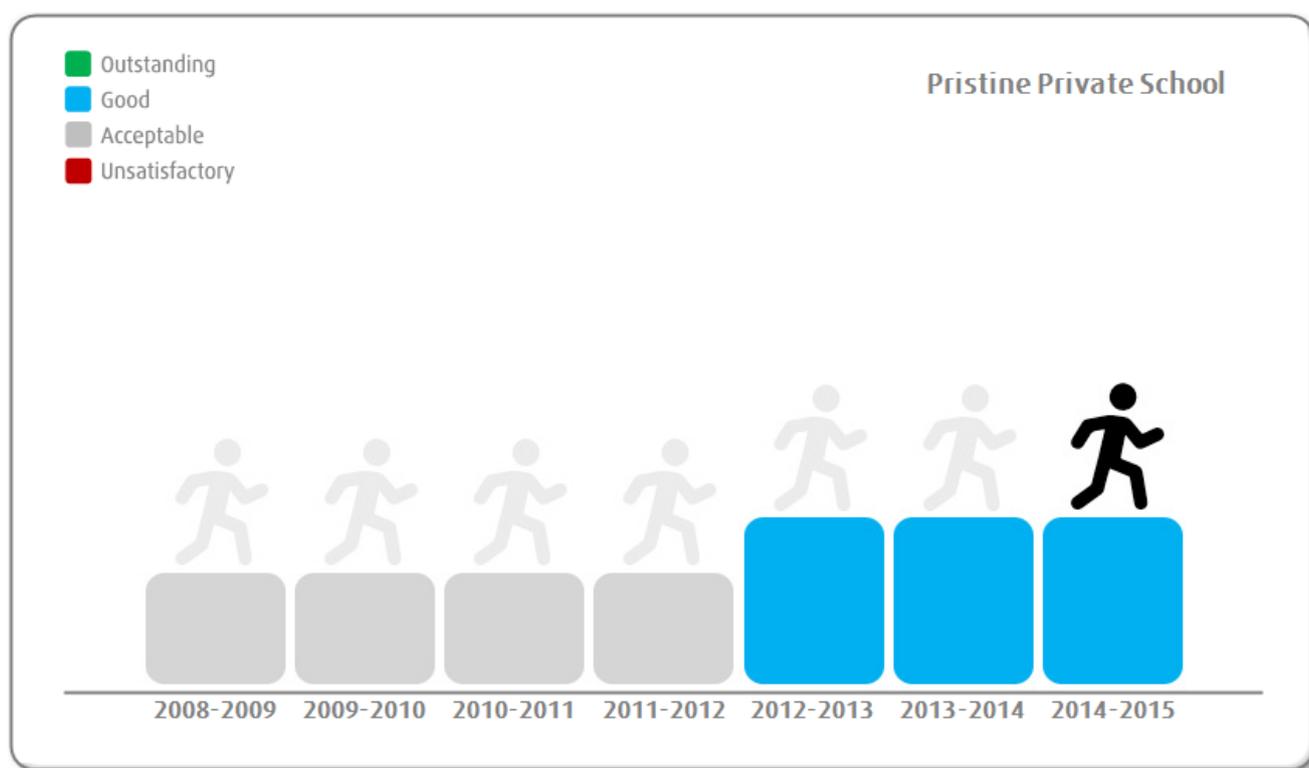
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IBT; Cat 4; CEM; IGCSE; AS; A Levels.
Accreditation	



Dear Parents,

Pristine Private School was inspected by DSIB from 9th - 12th March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress were good in most key subjects.
- Students' attitudes and behaviour were outstanding throughout the school.
- Students' understanding of Islamic values and culture were excellent, and their community and environmental responsibility were a great strength.
- Teaching and the curriculum were good throughout the school.
- The school's protection and support of its students were outstanding.

Areas for improvement

- Although improved since last year, students' attainment and progress in Arabic as a first and additional language was not yet good overall.
- Teaching was good overall but not all teachers ensured that there was sufficient challenge for the more able students or that lessons really encouraged critical thinking.
- Teachers were not yet skilled enough to ensure that lessons were modified appropriately for students with special educational needs.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority



A closer look at Pristine Private School

How well does the school perform overall?

Overall, Pristine Private School provided a **'Good'** quality of education for its students.

- Students' attainment and progress were mostly good across all phases, although mainly acceptable in Arabic as a first language. Children in the Foundation Stage made outstanding progress in mathematics and science. Students were usually enthusiastic and responsible learners, who collaborated effectively with each other and worked well independently. They applied their critical thinking skills well when opportunities were provided for them.
- Students showed positive and responsible attitudes, excellent self-reliance and control. They formed close and respectful relationships with other students and staff. The majority were committed to a healthy and well balanced lifestyle. Students showed respect and appreciation of Islamic values throughout the school and they respected the heritage of the UAE. Students throughout the school had a strong work ethic. They were conscientious in seeking ways to improve the school environment and support sustainability in the wider world.
- Teachers demonstrated good subject knowledge and an understanding of how to teach. However, knowledge of how children learn was weaker in English and Arabic. Teachers planned effectively, used time and resources well and learning took place in a stimulating and safe environment. Teacher-student interactions were generally good, but the quality of questioning was varied. The school conducted regular assessment of students' progress in all subjects. Teachers analysed the results and had a good knowledge and understanding of individual students' strengths and weaknesses.
- The curriculum was well-planned and had a clear rationale. It was relevant for students in developing their skills and knowledge so they were usually well prepared for learning for the following year. The curriculum was often interesting and imaginative, particularly in the Foundation Stage. In lessons, the curriculum did not always provide sufficient challenge for the most able, or have appropriate modifications for students' with special educational needs.
- The school had a wide range of systems and services to protect and promote students' physical and emotional well-being. Excellent relationships permeated the school and behavior was managed very well. Students felt secure as a result of the high quality of support and guidance that was offered.
- Leadership and management of the school were good. There was a strong capacity to continue this year's improvements. Communication and reporting to parents was effective and helpful. Governors were actively and productively involved with the school. However, they had not yet been successful in extending the school's premises to provide more facilities for students and staff.

How well does the school provide for students with special educational needs?



- In the best lessons students with special educational needs made good progress. However, inconsistent quality of teaching resulted in acceptable levels of progress. The majority of students acquired knowledge, skills and understanding that prepared them well for their next stage of education.
- The school made some curriculum modifications for students with special educational needs through the use of individual learning targets. However, some teachers were not able to modify lessons well enough. In these cases students did not make the expected levels of progress.
- The school's special educational needs team were appropriately qualified and had developed some strategies for supporting students. These had a positive impact on student learning and personal development.

1. How good are the students' attainment, progress and learning skills?

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

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

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

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Students' attainment and progress were good in most key subjects.
- Students' attitudes, behaviour and understanding of Islamic values were outstanding throughout the school.
- Students' community and environmental responsibility were outstanding.
- Teaching and the curriculum were good throughout the school.
- The school's protection and support of its students was outstanding.
- The very effective leadership of the Principal and senior leaders set a clear direction for the school and ensured that its vision was shared by staff, students and governors.

Changes since the last inspection

- There was improved attainment of primary students in Islamic education and Arabic as an additional language, and in their progress with Arabic as a first language.
- There had been improvement in students' attainment in mathematics in the post-16 phase.
- Progress made by Foundation Stage children had improved in mathematics and science.
- The improved achievement of students in all aspects of their personal and social development.
- The improved curriculum to meet the educational needs of all children in the Foundation Stage.
- The provision by the school to ensure students' health and safety had improved in all phases.
- The school's governance had improved.

Recommendations

- Improve students' attainment and progress in Islamic Studies and Arabic by linking assessment to curriculum expectations and providing more challenge in lessons.
- Further improve the consistency of teaching by ensuring teachers use skillful questioning in lessons to extend student's critical thinking, and provide appropriate challenge to accelerate the progress of more able students.
- Improve teachers' use of assessment information to ensure that teaching meets the learning needs of all groups of students.
- Ensure teachers are sufficiently skilled to understand the barriers to learning for students with special educational needs, and to appropriately modify the curriculum and support in lessons.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Outstanding 
Science	Good	Outstanding 

- In English, most children in the lower Foundation Stage could recognise and sound out the beginning, middle and end letters of familiar three-letter words. They could copy simple three-letter words accurately and read their writing. By upper Foundation Stage most children were confident speakers and could converse well with their peers and adults. Independent writing was not as well-developed as speaking.
- In mathematics, children quickly learned to count and by the end of the Foundation Stage almost all of them could accurately add together two single-digit numbers. They made excellent progress, boosted by high quality learning skills along with the effective use of teaching assistants and the rich resources.
- In science, children developed early investigative skills very well and understood basic concepts regarding the world around them. They very rapidly gained skills in prediction and knew how to perform simple tasks. Children explored and investigated the environment with curiosity and sometimes wonder.

Primary

Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Good 	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, attainment was good. Most students demonstrated strong knowledge and understanding of Islamic concepts and were able to link some of them to Holy Qur'an and Hadeeth. Progress overall was good with improvement in Holy Qur'an recitation skills.
- Most students in Arabic as a first language were starting to speak fluently when reading aloud, communicating and responding. They had appropriate reading and comprehension skills. They were developing basic writing skills and were making good progress from their starting points.

- In Arabic as an additional language, attainment and progress were good. Students' listening skills were strong. Most students could give answers to basic questions about familiar topics. Students were able to read short paragraphs and the majority understood what they read. Writing skills were improving and students had started to engage in more writing opportunities.
- In English, students could speak for extended periods of time, mostly on familiar topics, and a few could also speak on unfamiliar topics. A minority could read and write above expectations, but most students' reading and writing were at expected levels for the number of years they had learned English. Speaking and listening were much more developed than reading and writing and these two skills were more often observed in lessons. Grammar, spelling and punctuation were adequately developed by the end of Primary. Most students had a few pieces of independent writing in their notebooks.
- The attainment and progress of primary students in mathematics showed that the majority of students were above the international average as confirmed by IBT results and the school's own assessments. These results were collaborated by students' notebooks and lesson observations. Students in this phase were able to solve comparison, sum and difference problems using information presented in a line graph or a table.
- In a number of science lessons, especially in lower primary, students made outstanding progress, developing their critical thinking skills very well. For example, they designed experiments to find out which magnets were the strongest. Older primary students developed their knowledge, understanding and scientific skills well. However testing out their own scientific ideas was more limited.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Good
English	Good ↓	Good ↓
Mathematics	Good	Good
Science	Good ↓	Good ↓

- In Islamic education most students demonstrated an acceptable attainment of knowledge, skill and understanding of Islamic concepts and principles. Progress over time and in lessons was good. Students greatly improved their understanding of events surrounding the battle of Tabook. Across the phase, students demonstrated insufficient progress in reciting prescribed verses of Holy Qur'an and applying Tajweed rules of recitation.
- In Arabic as a first language, most students attained in line with curriculum standards in reading comprehension. They were able to analyse appropriate literature poetry. They showed good skills of listening and responding, but their fluency and confidence in speaking was limited.
- In Arabic as an additional language, students' listening skills were in line with expectations. Speaking and responding skills were acceptable related to familiar topics. Most students' independent writing skills were below expectation for their age group.

- In English, students could discuss, debate and give their opinion expressively and with confidence, using a broad range of vocabulary. Speaking was by far the strongest of their language skills. The majority could analyse and produce an acceptable standard of written work, with most above expectations. Better progress was made when students were expected to produce high levels of work and the work required critical thinking, research and well-developed ideas.
- In mathematics, the attainment and progress of the majority of students were above the international average as confirmed by IBT results and the school's own assessments. The results of IGCSE mathematics were good. The students were strong on interpreting and discussing data.
- In science, students had a good knowledge and understanding of scientific concepts. Reasoning and application also developed well but were more variable across classes. Students worked carefully when carrying out investigations and expressed their ideas clearly using scientific terminology. Older students were well aware of scientific procedural work, could discuss and wrote about them knowledgeably. The most able students occasionally did not make as much progress as they should.

Post-16

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Not Applicable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good 	Good
Science	Good	Good

- In Islamic education, most students demonstrated age-appropriate knowledge of Islamic concepts and history. However the skills to link Islamic events to Holy Qur'an and Hadeeth were under developed. Students made acceptable progress in improving Holy Qur'an recitation. Progress was good as measured against their starting point.
- There were very few students who studied English. However, those students showed confidence in speaking, reading and writing. They had developed good levels in the skills of analysis and interpretation of text.
- In mathematics, the attainment and progress of the majority of students were above the international average in the A-levels mathematics. Students were fluent in dealing with first degree differential equations, inverse functions and the different integration techniques.
- In science, students in Years 12 and 13 understood scientific concepts well and competently applied reasoning to their work. Application of their learning to real life was not as well developed; for example a number of boys thought of only one application of their work on a pendulum swinging. Occasionally the most able students made limited progress working on tasks that lacked challenge for them.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good
<ul style="list-style-type: none"> • Students were enthusiastic, hardworking and highly engaged in their learning, persevering when facing challenges. They took responsibility for their own learning well when working independently, for example when evaluating their work or completing their homework conscientiously. In Arabic and English lessons students were not as involved when listening passively for long periods. • Students collaborated well during group discussions, for example taking on roles and responsibilities, engaging confidently in group work. They shared ideas freely and listened to each other. However the least able in Foundation Stage, did not extend their learning to the same extent as their peers during group work. • Students applied their learning well to real life, for example young children decided which fabric to use to mend an umbrella, taking into account real life experiences. They made good connections across their learning, especially in the Foundation Stage where children spontaneously connected words learnt in mathematics, like concave, to mirrors when working in science. • Students developed their critical thinking and problem solving well when asked to. They enjoyed finding things out for themselves, predicting and synthesising information in mathematics. However, occasionally they were not challenged to think more deeply about the problems or issues they were learning. 				

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding 	Outstanding 	Outstanding 
<ul style="list-style-type: none"> • Students had a keen sense of personal responsibility and demonstrated the schools' values, such as being enterprising in their behaviour. They were self-reliant, proactive and independent in their views, expressing themselves confidently. • Behaviour was excellent and students acted with high levels of self-control, discipline and courtesy. They showed respect towards one another and to adults. They collaborated extremely well and resolved difficulties through discussion. Students steadily gained confidence and developed into mature and thoughtful young people. • Students formed excellent relationships with staff and other students. They took responsibilities for others seriously, for example helping younger students with their studies. They developed leadership qualities through working with and for others, for example starting up and contributing to a good quality newsletter. • Most students attended regularly and punctuality to school and to lessons was excellent. • The majority of students were committed to leading a healthy lifestyle, making healthy eating choices. They were aware of the importance of regular exercise. Older students showed a good understanding of the need for a balanced lifestyle to maintain good mental health. 				

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

- Students throughout the school showed respect and appreciation of Islamic values in society. They lived these values through their daily lives in school.
- Students valued, appreciated and respected the heritage and culture of the UAE. They were aware of its importance to real life in Dubai.
- Students acknowledged the cultures of each other through involvement in various activities but their understanding of cultures from around the world was underdeveloped.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding 	Outstanding 	Outstanding	Outstanding 

- Students contributed in responsible ways to the school community and the wider community. They were purposefully involved in a diverse range of programmes, including making connections with students in schools in other countries. Older students showed initiative in planning and developing activities particularly through the Students' Council which had representation from almost all grades across the school. Students consistently showed responsibility and maturity in respect of others' needs.
- Students of all ages had a strong work ethic. Their willingness to be fully involved in a variety of activities had developed strong skills of enterprise and a strong sense of citizenship.
- All students cared for the school and took part in activities to improve the environment. They had a well-developed sense of the need for sustainability and contributed enthusiastically to school activities to achieve this, such as recycling to raise money to buy plants for the school.

3. How good are teaching and assessment?

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

- Teachers had good subject knowledge which they used well to plan lessons. Knowledge of how to teach was also good, but a little inconsistent. It was weakest in English and in Arabic as an additional language, where teachers talked for too long and learning was too passive.
- Lesson planning was good, but variable. For example, in English, lesson plans frequently focused on activities rather than learning objectives. The learning environment was stimulating, despite the physical restrictions of some rooms. In the Foundation Stage teachers often produced their own excellent resources, which supported learning very well. Students were productive and kept busy.
- Teachers gave clear instructions and explanations, but very occasionally the strong accent of teachers' made it difficult to understand. While questioning was generally effective, occasionally teachers asked too many closed questions rather than posing demanding open questions, requiring students to think. Too often students were allowed to chant the answers or teachers accepted responses from volunteers, usually the most able students.
- Most teachers used a good range of strategies to engage students, especially in mathematics. However, the work for the most able occasionally lacked challenge, for example in English and in a minority of lessons in science.
- The development of critical thinking had improved significantly in some areas. It was consistently well promoted in mathematics, where students expected to research information, in Islamic education and for younger children in science. In English, teaching occasionally prevented students from reflecting deeply and was a barrier to the development of critical thinking.
- In the teaching of Arabic language, teachers had strong subject knowledge and knew how to teach. In the upper grades teachers did not always use time effectively. Teachers promoted collaborative learning but this was limited in its effectiveness. Although teachers used IT well for presentation, students were not given sufficient opportunities to use it. Teachers in upper grades encouraged students to make presentations, micro teach and take part in role-plays. Lessons had clear learning objectives, but provided limited challenge because they were frequently not well matched to students' needs.

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

- The school had rigorous testing systems and processes in place. Assessment practices were well linked to the National Curriculum standards of England. They provided clear measures of students' academic development.
- The school benchmarked all students' outcomes against appropriate international expectations through IBT in Years 3 to 10 in English, mathematics and science. In Years 11 to 13 students took the IGCSE, AS-Levels and A-Level exams.
- Middle and senior managers and leaders thoroughly analysed assessment data, whether internal or external, to identify students' strengths and weaknesses, to make informed judgements about teaching and learning and to bridge curriculum gaps.

- Using assessment data to meet the learning needs of all groups of students in lessons was evident in mathematics, but less so in the other subjects. Teachers involved students in assessing their own progress towards meeting the learning outcomes of lessons. They also provided students and parents with constructive feedback about next steps. This was a recommendation from last year addressed fully by the school.
- In Islamic education and Arabic, assessment of students' progress was based solely on internal tests. The tests were strong in Islamic education but lacked rigour. In Arabic lessons, assessment quality met curriculum expectation. Minimum feedback was given to students in their written work.
- In the Foundation Stage, assessment processes were directly linked to child development and, as such, produced reliable data to modify and enhance lesson plans and differentiate instruction.

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding 	Good	Good	Good

- The curriculum had a clear rationale based on meeting the academic and personal needs of students. The curriculum was relevant but did not always provide sufficient challenge for all students. In most subjects, curriculum focused on knowledge as well as skills.
- There was regular planning for progression and continuity within subjects to ensure the curriculum had a positive impact on student learning. Students were usually well prepared for next stages in learning.
- In some subjects, the curriculum was consistently interesting and imaginative and therefore enriched students' learning. But this was not so for all subjects. ICT was used effectively in a few subjects. In the Foundation Stage a diverse and innovative curriculum provided a wealth of opportunities for children's learning.
- Cross-curricular links were planned by a number of teachers, such as between science and mathematics, but were not a feature in some lessons where they would have enhanced students' learning. Providing opportunities for independent learning, research and critical thinking was not consistently a feature of all lessons.
- The curriculum was reviewed and developed regularly to ensure good provision in subjects and to meet the personal and academic needs of students.
- In Arabic the school followed the curriculum and requirements of the Ministry of Education in all phases. Children in upper Foundation for whom Arabic was a first language were provided with an extra class in Arabic to support the development of their language skills.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

- The curriculum was planned well. It met the academic needs and aspirations of most students. However, in some lessons, the curriculum was not always modified to meet the needs of the most able or students with special educational needs. The curriculum was particularly well aligned with the learning needs of girls. .
- Students in Post-16 did not always have the option to study subjects which fulfilled their talents, interests and aspirations.
- There was a strong extra-curricular and co-curricular programme to enhance students' academic and personal development. This included projects to support community links and projects that supported personal development for gifted and talented students.
- In Arabic the curriculum was not sufficiently reviewed or modified to meet the needs of all groups of students, particularly those with special educational needs..

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding 	Outstanding 	Outstanding 	Outstanding 

- Child protection policy and procedures were firmly in place and known by all staff. Children knew by heart their rights and responsibilities. Levels of supervision were excellent, especially for Foundation children where there was a full time guard at the gate during school hours. Staff received training on cyber bullying and the use of the internet. This was further disseminated to students and parents through workshops, presentations and projects.
- The school site was safe and secure with guards on duty at both front gates and the side gate. School took security issues very seriously. The degree of monitoring for students in classes and out of classes and on buses was excellent. The number of cameras had doubled from last year. Buses were equipped with alarm buttons to be activated by students sitting in the back seat to ensure no students were forgotten on board at the end of the trip.
- Health and accident records were securely documented. Risk assessments were in place and updated regularly. Relevant medical information was shared with staff and parents in a systematic way to ensure a strong focus on students' medical care at all times.
- The school premises, equipment and resources were well suited to the educational needs of almost all students. Accessibility for those with additional physical needs was only possible on the ground floor through ramps. Lifts were not available. The premises enabled students to be kept safe at all times.
- There was strong provision for healthy lifestyle including cross-curricular programme of food and nutrition. Nurses were proactive in educating students about healthy lifestyles. This feature was embedded in the curriculum. The doctor and nurses worked in partnership with parents to support their children's physical and emotional development through different activities like the Healthy Heroes Campaign and the Hula Hoops Day. Students' BMI were measured at the beginning of the academic year and updated every three months.

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Relationships between staff and students were very good and were underpinned by the schools mission statement. Positive behaviour was promoted and managed well in the school. The school's approach to managing attendance and punctuality were good with effective processes and procedures in place. Appropriate action was taken to support students who were repeatedly late or absent. The school had established baselines and made use of a variety of identification procedures for students with special educational needs. In the best classes, identification procedures were matched to interventions and support. However, this was not consistently well done and did not have sufficient impact on the learning, progress and support of all students with special educational needs. The school's counsellor provided good support for students' needs and older students were given a range of advice and information about pathways for their next post-school educational steps. Careers conferences were organised to help students' with their choices and students were offered interview training for work placements. Transition procedures across all phases were well managed and supported the students' attainment and progress. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> Senior leaders facilitated an ethos and a commitment to provision for students with special educational needs. Systems were in place to coordinate provision. However coordination was inconsistent and sometimes resulted in poor support. The system of monitoring and evaluating the impact of provision on the outcomes for students with special needs was better in some classes and phases than others. Leaders in the Foundation Stage showed good capacity to improve provision further. The school used a range of evidence to support the identification of students with special educational needs including summative and formative assessments. However this did not adequately inform practice and procedures which were inconsistent across the school. The school made some curriculum modifications for the majority of students through individual education plans, learning targets and teacher differentiation. The special educational needs team had developed some strategies for supporting students' needs and, when these were effective, the impact of the support and resources were monitored and evaluated and the support was altered accordingly. A majority of teachers were not as skillful in their ability to differentiate the support in lessons for students with special educational needs and therefore not all made the progress they could. 	

- The school had worked to improve links with parents. Feedback from parents indicated that they were not yet sufficiently involved in setting targets and reviewing their children’s individual education plans. Parents did not always feel supported in the provision for their children.
- Evidence of student progress was inconsistent across the school. The majority of students acquired knowledge, skills and understanding that prepared them well for future careers. Data on personal, social and emotional development were recorded but the impact on progress was less evident and did not often inform individual targets.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The Principal was inspirational in her dedication to students’ high standards of academic and personal achievement. She, and an effective team of senior leaders, had set a clear direction and promoted an aspirational vision of students meeting their potential of academic success, and their awareness as global citizens. • Distribution of leadership was effective in achieving good learning and academic standards in most subjects and high standards in students’ personal and social development. Subject and year group leaders had developed confidence and competence in their roles and responsibilities. Further empowerment would improve the impact of their work on the school’s provision. • Relationships and communication between all leaders were professional and productive. All staff and students understood the school’s vision and their role in achieving high academic and personal standards. • Leaders at all levels were highly involved with improvement planning, monitoring and evaluation. The range and depth of improvement strategies, for example to embed Islamic values into the everyday life of students, demonstrated leaders’ good capacity to continue the school’s development. • Leaders had successfully improved significant aspects of the school’s work since the last inspection. Academic outcomes for students had, overall, improved this year and students’ personal and social development were now outstanding. They had not yet been able to improve attainment in Islamic Education and Arabic in the secondary school or further improve the provision for students with special educational needs. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Systematic and rigorous self-evaluation processes were embedded into the school’s improvement planning. The school knew itself well and most key priorities were accurately identified. • The school’s performance management systems were effective in collating all aspects of teachers’ performance, identifying both strengths and areas for development. The process identified staff professional training needs which were addressed either at a whole school level or for individual members of staff as appropriate. • Improvement plans were formulated from an extensive analysis of students’ performance in international assessments, inspection recommendations, from the school’s self-evaluation and outcomes for students. Action plans had improved this year in detail and in structure. They had ambitious but realistic goals and very clear success criteria. 	

- There were some improvements to students' attainment and progress in Arabic and Islamic Studies, but these needed further improvement. There were evident improvements in aspects of teaching, in assessment in the Foundation Stage and in governance. The school was eager to continue its development.

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • There were productive links with parents which helped their children's academic learning and their personal and social development. Many parents were proud of the students' strong sense of Islamic values, commitment to sustainability and support of the world's more needy inhabitants. • There were frequent formal and informal communication between school and home. Parents were particularly appreciative of the easy e-mail contact between parents, students and teachers which helped them feel engaged with the school. They appreciated the Principal's commitment to Saturday morning coffee meetings. • Reporting was thorough and helpful to parents in understanding their child's attainment, progress and next steps of learning. • There were a growing number of productive community links which supported students' development as leaders and as citizens. • The school had not yet ensured that parents of students with special educational needs felt sufficiently supported and involved in their child's provision. 	

	Overall
Governance	Good 
<ul style="list-style-type: none"> • Governors had sought the views of all stakeholders. Analysis of these views enhanced the governors' very good knowledge of the school. They responded constructively to concerns or requests made regarding the quality of canteen food and additional parental involvement. • Governors made effective use of their meetings to monitor the school's success with its improvement actions. With the Principal and senior leaders, they analysed students' performance in international assessments and held the school firmly to account for student outcomes. • Governors had been proactive in seeking out examples of best governance practice in Dubai they used this research to ensure that governance had a positive and more powerful influence on the school's work. • Governors had worked hard with plans to expand the premises and were considering a variety of solutions. They were successful in beginning the programme of improvement for students' access to IT resources and had upgraded the school's systems to support more efficient use. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The school was effectively managed with secure and efficient routines and procedures. • Staff were, overall, appropriately qualified and experienced and were effectively deployed. The school recognised the disadvantage of a high turnover of teachers in the primary section. However, new staff had a careful induction and were mentored and trained to increase their skills. There was a good range of professional training for all staff. • The school's premises were of good quality and were meticulously cleaned and maintained. The environment supported students' good learning and was particularly imaginative in the Foundation Stage. However, there was limited study and group learning space for students and staff. Although accessible to all current students, the school was not readily accessible for students with mobility issues. • Resources in lessons were generally relevant and varied to assist students' learning. The Foundation Stage staff were especially innovative in their resource provision for the youngest children. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	194	18%
	Last year	423	43%
 Teachers	92		68%
 Students	120		93%

- A minority of parents, the majority of teachers, and almost all students given the survey, responded.
- Of those who responded to the survey, almost all parents felt that the school was well led and that their children enjoyed attending and had developed a range of learning skills. They believed that their children were well looked after and safe and made good progress in almost all subjects. However, a minority who commented were concerned about their children's acquisition of Arabic.
- Most parents thought that their children learned well through good teaching, but a small minority was concerned about teachers leaving and the inexperience or lack of quality of replacements. Most parents considered that assessment and marking helped their children to improve but a small minority commented about the burden of homework.
- Parents overall were happy that the school listened to their views, although a few felt their views not fully acknowledged. Almost all parents believed that the inspection programme led to school improvements.
- Almost all teachers who responded felt that the school was well led and that students made good progress in their academic work and in their personal and social development. They believed that the school listened to their views and included them in key discussions. They were concerned about the pressures of time in which to do their job, and concerned also about their salaries.
- Almost all students who responded were satisfied with the quality of education available at school. They thought that they were developing a good range of learning skills and were making good progress in most subjects.
- A minority thought that progress in Arabic was not as good as other subjects. About a fifth of students who responded also doubted the effectiveness of homework.
- Students would like more opportunities to learn about Emirati heritage and a significant minority would like more extra-curricular activities, particularly sports. Some parental comments also supported this view.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae