

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



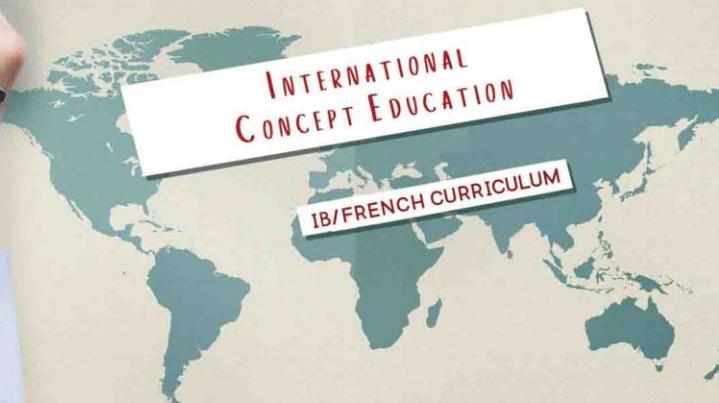
المعرفة
Knowledge

INSPECTION REPORT

2017-2018

International
Concept
Education

Celebrating
10 years of
inspections



INTERNATIONAL
CONCEPT EDUCATION

IB/FRENCH CURRICULUM

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School information

General information

Location	Meydan
Type of school	Private
Opening year of school	2013
Website	www.icedubai.org
Telephone	04 3708668
Address	Meydan
Principal	Ian John Tysoe
Principal - Date appointed	1/9/2017
Language of instruction	French, English
Inspection dates	05 to 07 February 2018

Teachers / Support staff

Number of teachers	31
Largest nationality group of teachers	French
Number of teaching assistants	5
Teacher-student ratio	1:8
Number of guidance counsellors	0
Teacher turnover	13%

Students

Gender of students	Boys and girls
Age range	3-12
Grades or year groups	KG 1-Grade 6
Number of students on roll	235
Number of children in pre-kindergarten	0
Number of Emirati students	2
Number of students with SEND	27
Largest nationality group of students	French

Curriculum

Educational permit / Licence	French/IB
Main curriculum	French / IB
External tests and examinations	IBT/French
Accreditation	French/IB - Candidate School
National Agenda benchmark tests	CAT4, ISA

School Journey for INTERNATIONAL CONCEPT EDUCATION

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2015-2016



2016-2017



2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

INTERNATIONAL CONCEPT EDUCATION was inspected by DSIB from 05 to 07 February 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal provides a clear sense of purpose and vision for the future of the school. However, the school's self-evaluation is inaccurate, and the targets set in the school improvement plan are not specific enough. Parents are very supportive. The governing board exerts a very positive influence on the school's leadership and direction. Staffing is of high quality.

Students' achievement

Students' attainment and progress in science have improved in maternelle and primaire. Their progress has also improved in English in maternelle and primaire, and in Arabic as an additional language in primaire. In the other subjects, attainment and progress remain the same as at the time of the last inspection.

Students' personal and social development, and their innovation skills

Students' personal and social development is a strength in all phases of the school. Most have a positive work ethic, behave well and participate in a range of activities that benefit the school community. They have clear understanding of Islamic values and the culture of the UAE. They engage in a number of projects that enable them to be innovative.

Teaching and assessment

Teaching and assessment in maternelle and collège are similar to the previous year, as is assessment in primaire. However, teaching in primaire has improved. Nevertheless, there is inconsistency in the extent to which the work in lessons provides enough challenge to students. Assessment information is not accurate enough to provide a secure base for planning teaching and learning and for measuring students' progress.

Curriculum

The school aligns the French national curriculum with the requirements of the IB. The curriculum design ensures smooth transition between phases and promotes the systematic building of knowledge, understanding and skills. Although the curriculum meets the needs of most students well, there are inconsistencies in the provision for students with special educational needs and disabilities (SEND) and for those of higher ability.

The protection, care, guidance and support of students

The school has very good procedures for protecting and safeguarding students. Staff ensure that child protection procedures are followed diligently. The maternelle provides a safe and caring environment for young children. Support for students with SEND is inconsistent. The school works well with students and parents to ensure that students have regular attendance and good punctuality.

What the school does best

- The quality of teaching and learning in primaire
- Students' attainment and progress in French, English, mathematics and science in maternelle, and primaire
- Students' personal and social development and their enthusiasm for learning
- The school's arrangements for promoting healthy lifestyles and keeping students safe
- The school's strong links with parents and the community.

Key recommendations

- Improve school's self-evaluation by ensuring that:
 - external assessments are used to validate internal assessment information
 - judgements accurately reflect school performance and form a reliable base for improvement planning
- Improve the leadership of the SEND department to ensure there is accuracy in the identification and consistency in the support provided to students.
- Build on the examples of very good teaching and ensure that:
 - all teachers have clear understanding of what constitutes high-quality teaching and learning and strive to achieve these in their daily lessons
 - the work set in lessons provides an appropriate level of challenge, particularly for the more able students
- Under the direction of a senior leader, establish coherent common assessment procedures in all phases of the school to facilitate:
 - baseline testing against suitable international benchmarks
 - the accurate tracking of students' progress over time
 - teachers' monitoring of students' progress in lessons

Overall School Performance

Good

1. Students' Achievement

		Maternelle	Primaire	College
Islamic education 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Good	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
Language of instruction 	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
English 	Attainment	Very good	Very good	Very good
	Progress	Very good ↑	Very good ↑	Very good
Mathematics 	Attainment	Very good	Very good	Good
	Progress	Very good	Very good	Good
Science 	Attainment	Very good ↑	Very good ↑	Good
	Progress	Very good ↑	Very good ↑	Good
		Maternelle	Primaire	College
Learning skills		Good	Very good ↑	Good

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

	Maternelle	Primaire	College
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good↓	Good
Social responsibility and innovation skills	Good	Very good	Very good

3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Good	Very good↑	Good
Assessment	Good	Good	Good

4. Curriculum

	Maternelle	Primaire	College
Curriculum design and implementation	Good	Very good↑	Very good
Curriculum adaptation	Good	Good	Good

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good
Care and support	Good↓	Good↓	Good

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (NAP).
- Due to the very small size of the cohort in Grade 3 in the international section, evaluation of attainment on NAP is not possible.
- School leaders are committed to the NAP, but there is currently no specific action plan. The school improvement plan makes a limited reference to NAP targets.
- Cognitive ability test (CAT4) data is not triangulated with curriculum assessment and benchmark test data to identify individual students' strengths and weaknesses.
- The curriculum has been reviewed to be better aligned with TIMSS. CAT4 tests have been recently taken by all students, including the six in the international section for whom the NAP applies.
- CAT4 scores are too recent to have an impact on teaching strategies. Some activities address the needs identified, but critical thinking, investigations, inquiry and application to real life are not common elements of learning.
- Grade 3 students, to whom the NAP applies, do not understand the NAP individual reports. Learning technologies and other resources support students' research, but their use is neither regular nor widespread.

Overall, the school's provision for achieving its National Agenda targets is below expectations.

Moral Education

- The moral education program (MEP) is not integrated or delivered within the school's curriculum although a draft scope and sequence for teaching and learning is being developed.
- A coordinator and qualified teachers for MEP have not been identified.
- The content of a coherent programme of moral education has not been developed in line with KHDA guidelines, including expectations for personalised student-led learning.
- Approaches to the assessment of cognitive, behavioural and emotional domains to reflect students' progression in skills, knowledge and concepts are underdeveloped.

The school's implementation of the UAE moral education programme is underdeveloped.

Social Studies

- The UAE social studies programme is delivered within geography, history, and the IB PYP. It has a limited focus on the UAE standards and learning outcomes.
- Lessons include investigations that link with students' experiences but lack the challenge to develop their higher-order thinking skills.
- Students are keen to learn. They collaborate and use technology purposefully on investigations, and they communicate their learning effectively. Their critical thinking is underdeveloped.
- Assessment processes are inconsistent. Because the focus is mainly on students' knowledge and not on the development of their skills, assessment provides a limited measure of progress.

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

Innovation in Education

- Most students use technology effectively to support their learning. Tablets and educational software are used well in most lessons and contribute to the development of students' innovative learning.
- When given the opportunity, students show that they can be innovative and creative. They participate in a variety of environmentally-worthy projects.
- Opportunities in lessons for the development of students' critical thinking and problem-solving skills are inconsistent. The development of higher-order thinking is not a common feature of many lessons.
- Curriculum adaptations are being made to develop a school-wide approach to the development of innovation. However, these are not consistently evident in practice.
- School leaders understand the importance of developing a culture of innovation in the school and the need to make it an integral part of learning.

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

Main inspection report

1. Students' achievements

		Maternelle	Primaire	College
Islamic education 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable

- Students' knowledge and understanding are in line with curriculum standards. Although students make acceptable progress overall, their progress is more rapid in upper primaire. Consequently, students' understanding of Islamic concepts is less secure in lower primaire.
- Most students demonstrate a reasonable understanding of Islamic values. Students in the French section make better progress in understanding the Holy Qur'an. Arabic section students demonstrate better Holy Qur'an recitation skills and can make connections to everyday life. Their application of the rules of Tajweed remains underdeveloped.
- Most students have improved their memorization and understanding of the Holy Qur'an. This is particularly evident in the Arabic and French sections and is a result of the time allocated to these aspects in lessons.

For development

- Improve students' achievement levels by raising the amount of challenge in lessons.
- Enhance students' recitation and application of the rules of Tajweed.

		Maternelle	Primaire	College
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Good	Not applicable

- The attainment of most students is in line with curriculum expectations. However, students' work in lessons and their assessment information show that the majority of them make good progress in all grades. The progress of students with SEND is adequate.
- Most students are competent readers. Although their writing is not error free, their use of punctuation is accurate. Their speaking skills are more variable. In general, the speaking skills of younger students are better than those of older students.
- Reading projects, such as the online 'Asafeer', are having a positive impact on students' reading, both in terms of fluency and comprehension. Recent modifications to the curriculum are having a positive influence on students' achievement.

For development

- Raise students' engagement in lessons and challenge them more to improve their speaking and writing skills.

Arabic as an additional language 	Attainment	Maternelle	Primaire	College
	Progress	Not applicable	Not applicable	Good ↑

- The majority of students make good progress in primaire in relation to their starting points. Students' progress in collège is in line with expectations. Students are well engaged and show interest in learning Arabic. Recent internal assessment data, students' work in lessons and their written work show acceptable attainment.
- Students' ability to use full sentences in speaking is variable. Some students can write about everyday situations and daily routines. Their reading skills are better than their ability to understand and follow teachers' instructions.
- The introduction of a variety of online applications is having a positive impact on students' learning. The use of the 'DOJO' application enables students to record and share their use of Arabic at home.

For development

- Provide more opportunities for students to develop their speaking and writing skills.

Language of instruction 	Attainment	Maternelle	Primaire	College
	Progress	Very good	Very good	Very good

- Across the phases, the large majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. Because students get many opportunities to apply language in meaningful contexts, they make much better than expected progress, particularly in speaking and comprehension.
- Most students use well-developed vocabulary to articulate their thoughts. They communicate very well with staff and their peers. They can retell stories, describe special events and express personal points of view. Their functional and expressive writing is of very good quality.
- Students' very good progress is underpinned by their regular use of discussions and debates. As a result, the large majority of them make progress that is well above expectations in relation to their starting points. This is confirmed by their external assessment results.

		Maternelle	Primaire	Collège
English 	Attainment	Very good	Very good	Very good
	Progress	Very good ↑	Very good ↑	Very good

- Students' listening and speaking skills are very good. Although most students are relatively new to the language, they are improving their skills quickly, including their reading and writing skills. Many students in primaire and collège can sight read and compose original fiction.
- The progress students make in learning English as an additional language has improved since the previous inspection. In all three phases, their progress is very good, as evident in their oral comprehension, reading comprehension and writing skills.
- Only a minority of students in the international section make very good progress against their starting points.

For development

- Provide opportunities for students to write in English across all subjects on a regular basis.

		Maternelle	Primaire	College
Mathematics 	Attainment	Very good	Very good	Good
	Progress	Very good	Very good	Good

- Most children in maternelle have a good understanding of early numeracy, shape, direction and measurement. Students build on these skills very well so that the overall levels of attainment are well above curriculum expectations in maternelle and primaire.
- Most students in primaire use mathematical vocabulary correctly. Their numeracy skills are mostly accurate, and they have good age-related geometrical skills. Of the very small cohort in collège, the high-achieving students have secure number and problem-solving skills related to the area and perimeter of complex shapes.
- In primaire, students' progress accelerates as they move through the school. The introduction of a digital application is beginning to have a positive impact on their numeracy skills and motivation. The challenge for the high-achieving students to solve more complex problems is not consistent.

For development

- Provide more opportunities for students, especially the high-achievers, to solve complex problems using real life situations.

		Maternelle	Primaire	College
Science 	Attainment	Very good ↑	Very good ↑	Good
	Progress	Very good ↑	Very good ↑	Good

- Students' outcomes in the lower phases have improved since the previous inspection. In maternelle, children discuss properties of air at a level that is above the curriculum standards. In primaire, students make hypotheses about real issues, such as predicting areas of their classroom that are likely to have a high concentration of bacteria.
- In maternelle and primaire, students develop strong enquiry and investigative skills. In collège, these skills are not as strong. However, older students have a basic grasp of scientific concepts, such as the theoretical significance of the distance from the sun on the sustainability of life.
- Students' attainment and progress in lessons, in their work and as indicated by internal tests, are strong in all the phases. However, the small amount of information that is available from international benchmarking tests shows weaker outcomes.

For development

- Provide more opportunities for students to develop their investigative skills in order to improve their outcomes, especially in collège.

	Maternelle	Primaire	College
Learning Skills	Good	Very good ↑	Good

- Students are motivated and keen to learn. Their learning skills are well developed, particularly in science. In maternelle, children are beginning to reflect on their learning and evaluate their strengths and areas for improvement. In primaire, students take responsibility for their learning, have very positive attitudes and collaborate well.
- Students, particularly in primaire, collaborate and communicate their learning effectively. Most students are reflective learners. However, they are not always given the opportunity to engage in meaningful discussions about their learning outcomes.
- Opportunities for students to make connections with real life situations are inconsistent. Their developing use of technology encourages them to be innovative in their learning. When given the opportunity, most students show they are capable of applying both critical thinking and problem-solving skills.

For development

- Embed more opportunities for students to develop their independence in learning and to make connections between their learning and the real world.

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

	Maternelle	Primaire	College
Personal development	Very good	Very good	Very good

- Students have very positive and responsible attitudes. They are self-reliant and eager to have more autonomy in learning. They are often self-disciplined and respond well to others. Bullying is rare. Students' very positive behavior contributes to one harmonious learning community.
- Students are sensitive to the needs and differences of others. As a result, relationships among students and staff are respectful and considerate. The recently-introduced school assemblies have the potential to enhance students' social skills and increase their awareness of citizenship.
- Students demonstrate secure understanding of safe and healthy living. They often make wise choices about their own health and safety. They participate in a variety of activities that promote safe and healthy lifestyles. Almost all arrive at school and to lessons on time.

	Maternelle	Primaire	College
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good ↓	Good

- Most students demonstrate good awareness and understanding of Islamic values. However, their ability to relate Islamic culture to life in the UAE is more variable. The positive relationships between Muslim and non-Muslim students ensure that tolerance and mutual respect prevail across the school.
- Most students demonstrate strong understanding and awareness of their own culture and of their friends' cultures. They participate in UAE cultural events and other world celebrations. They show respect to Muslims' practices and beliefs.
- Children in maternelle have developed good understanding of Emirati culture and heritage, as a result of an improved curriculum. Students show respect to others, regardless of their backgrounds, and are keen to maintain friendships with peers from other cultures.

	Maternelle	Primaire	College
Social responsibility and innovation skills	Good	Very good	Very good

- Students are aware of their responsibilities as members of the school community. A number of useful and engaging initiatives develop their awareness of life in the UAE and other countries, particularly in primaire and collège. Students participate actively in a variety of enrichment activities and enjoy them.
- When given the opportunity, students show they are capable of being innovative and creative. They participate successfully in a variety of projects, such as website building and video and music productions. However, these activities are not fully embedded in the life of the school.
- Students show awareness of the importance of protecting their own and the wider environment. They understand conservation schemes and are involved in recycling and gardening projects. Their participation in these projects effectively promotes their understanding of environmental sustainability.

For development

- Increase opportunities for students to organise and participate in celebrations that promote their awareness of Islamic values and improve their knowledge of the UAE culture and heritage.

3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Good	Very good ↑	Good

- Teachers have clear understanding of students' learning needs and plan appropriately engaging activities, particularly in French, English, mathematics and science. However, teaching strategies are not always effective in targeting students' individual needs. The more able students are not always provided with work that challenges them sufficiently.
- Lessons are planned carefully, and teachers provide a range of activities to ensure students develop their learning skills. Teachers' questioning in primaire is skilful and encourages students to think for themselves. This is less effective in maternelle.
- Teachers' use of technology across most subjects and phases increases students' engagement and responsibility for their learning. Lessons are interesting, and teachers create positive learning environments. However, this is less evident in Arabic as a first language and in Islamic education.

	Maternelle	Primaire	College
Assessment	Good	Good	Good
<ul style="list-style-type: none"> The existing assessment policy is not implemented. The steps the school has taken to integrate the assessment procedures in the French and international sections lack direction. The school is seeking appropriate external benchmark assessments. CAT4 data are not used accurately to inform curriculum adaptation, planning, teaching or learning. The procedures for assessment in lessons, including rubrics, self-assessment, peer-assessment and teacher evaluations, are of variable quality. Some examples of best practice in the PYP are evident, but the systems outlined in the policy are not applied. The online systems for recording progress data are good. They inform reports to parents and support teachers' understanding of students' outcomes. Assessment systems in all sections of the school lack coherence. 			
For development			
<ul style="list-style-type: none"> Increase the challenge, particularly for the more able students, to develop their depth of understanding and mastery of skills. Review the school's assessment policy and implement it consistently in all sections of the school. 			

4. Curriculum

	Maternelle	Primaire	College
Curriculum design and implementation	Good	Very good ↑	Very good
<ul style="list-style-type: none"> The school fully implements the French national curriculum with sensitivity to the culture of the UAE. It has a clear rationale and is now aligned with the requirements of the IB. The curriculum promotes the systematic building of students' knowledge, understanding and skills, particularly in primaire. The curriculum design ensures smooth transition between phases. Cross-curricular links enable students to make connections between subjects. However, these are not fully developed. Students in primaire have opportunities to take the initiative in learning. The curriculum is regularly reviewed to ensure that the academic needs of all students are met. However, the reviews are not sufficiently informed by accurate assessment information to identify gaps in provision and to make appropriate modifications. 			

	Maternelle	Primaire	College
Curriculum adaptation	Good	Good	Good

- The school meets the needs of most students well, especially in relation to their language needs. However, there are inconsistencies in the identification and support provided for students with SEND and in the level of work provided for the more able students.
- The curriculum is augmented well through a range of enrichment activities that include robotics, chess, golf, tennis and a variety of both local and international educational visits. These stimulate students' interest and enhance their personal and social development.
- The curriculum provides a variety of activities related to the UAE national days and celebrations that promote understanding of the Emirati culture. However, the UAE social studies and moral education programmes are not fully integrated into the curriculum.

For development

- Ensure that curriculum reviews are informed by accurate assessment information to identify gaps in provision and to make adaptations that better meet the diverse needs of students.
- Ensure the UAE social studies and moral education programmes are fully integrated into the curriculum.

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- All staff are familiar with the school's child protection procedures and follow them diligently. The maintenance team ensures that all aspects of health and safety are monitored regularly to keep the school environment safe. Security is vigilant, and checks are made on the identities of all visitors.
- The school premises are well suited to the needs of students and are spotlessly clean. The school canteen and clinic are hygienic. Students' understanding of the need for a healthy lifestyle is very good. Organic food is provided in the canteen, and a nutritionist encourages students to bring in their own healthy lunches.
- Bus management and fire evacuation procedures are robust. The monitoring and registration procedures to be followed during evacuations have improved since the previous inspection.

	Maternelle	Primaire	College
Care and support	Good ↓	Good ↓	Good

- Staff-student relationships are very positive, and there is an atmosphere of mutual respect between students and staff. The school works well with students and parents to promote the importance of regular attendance and punctuality.
- Although the school provides an inclusive and caring environment for students with SEND and has systems in place to identify their needs, not all students' needs are accurately identified. In many lessons, students identified as gifted and talented are provided with appropriately challenging activities. However, this is inconsistent and, at times, is ineffective.
- The school does not have a dedicated counsellor. Classroom teachers ensure students' personal and social needs are dealt with efficiently, and students feel confident to ask for help when needed.

For development

- Improve the provision within lessons for the gifted and talented students and those with SEND through robust identification and support.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Senior leaders, governors and the inclusion champion demonstrate a strong commitment to inclusion. This commitment is shared by all staff. However, the school's capacity to improve provision and guide classroom teachers is adversely affected by weaknesses in the leadership and staffing of the SEND department.
- Although the procedures for identification on entry and in classes are appropriate, they are not consistently applied across the school. When needs are accurately identified, students are provided with appropriate support, and interventions are matched to the type and level of need.
- The school keeps parents well informed of their children's progress through formal and informal communications. Parents receive guidance on strategies to support their children's learning at home. However, opportunities for parents to be involved in the construction of their children's individual educational plans are limited.
- Expectations about students' progress are consistent across most subjects. Although curriculum modifications lack consistency, students with SEND generally engage in learning in meaningful ways. However, support in lessons does not always match their individual needs.
- The school is improving systems to track and monitor students' progress. Most students are making good progress in relation to their starting points. However, current assessment procedures measure a student's progress against curriculum standards rather than against the targets set in the student's individual educational plan.

For development

- Ensure that there is consistency in the type of provision and support provided to students with SEND across the subjects.
- Ensure strategic planning, teacher training and support procedures are regularly reviewed and effectively improved.
- Refine the procedures to track and monitor students' progress against the targets set in their individual educational plans.

6. Leadership and management

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

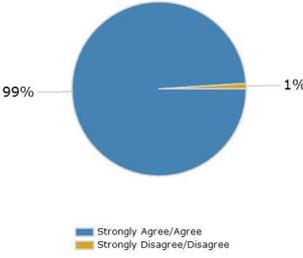
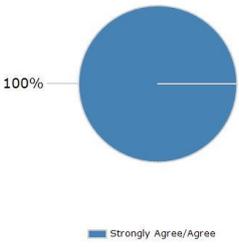
- The recently-appointed principal provides a clear sense of purpose and vision for the future of the school. All leaders promote an inclusive and caring atmosphere, with a clear focus on students' well-being. The effectiveness of subject leadership is variable. The school is in the process of developing middle leadership to ensure greater consistency and increased effectiveness.
- The school's self-evaluation is overgenerous in a number of respects because too much weight has been placed on internal assessment information, and the time needed for changes to become embedded has been underestimated. As a consequence, not all inconsistencies in provision have been identified. The targets set in the school improvement plan are not specific enough to provide a secure basis for further development.
- Parents are very supportive and keen to be involved in the life of the school. Through the recently-established parent council, parents can work in partnership with the school in the interests of their children's education. Parents speak very positively of the approachability of teachers and their willingness to discuss their children's academic and personal progress.
- The governing board has a very positive influence on the school's leadership and direction. Governors demonstrate a high level of commitment to the academic and personal development of all students. They are responsible for planning for innovative action, through teachers' contracts, to enhance the quality of teaching and learning. They ensure that all statutory requirements are met.
- The school operates efficiently on a daily basis. Routines are well established among staff and students, enabling them to focus on teaching and learning, respectively. Staffing is of high quality, and almost all teachers are certified. The premises are of high quality and are well maintained. The use of resources for teaching and learning is very effective, with the exception of Islamic education, where the resources are insufficient.

For development

- Improve the self-evaluation process to provide a more realistic view of the performance of the school.
- Ensure there is effective middle leadership for all subjects and curricular areas.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.

Students No. of responses = 0 	Parents No. of responses = 111 	Teachers No. of responses = 24 
Not Applicable	Overall, I am satisfied with the quality of education at my child's school 	Overall, I am satisfied with the quality of education at my school 

 Students	Not Applicable
 Parents	Almost all parents who responded to the survey are satisfied with the quality of education the school provides. They indicate that their children are kept safe and that they enjoy being at school. A few believe that aspects of support for students with SEND can be improved. Inspectors find that the new procedures for supporting students with SEND have to be fully embedded.
 Teachers	Almost all teachers who responded to the survey are positive about most aspects of the school. Most agree that the school is well led and that there is a good range of resources, including technology, to support students' learning and research. A few do not feel that professional development has helped them become better teachers.

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