

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



المعرفة Knowledge

Star International School (Branch)

Celebrating 10 years of inspections

INSPECTION REPORT

2017-2018

STAR INTERNATIONAL SCHOOL (BRANCH)

UK CURRICULUM



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School information

General information

Location	Mirdif
Type of school	Private
Opening year of school	2008
Website	http://www.starmirdifschool.com/
Telephone	04-2884644
Address	PO Box 90848, 24B Street, Mirdif
Principal	Ms. Gill Roberts
Principal - Date appointed	9/1/2016
Language of instruction	English
Inspection dates	20 to 22 November 2017

Teachers / Support staff

Number of teachers	41
Largest nationality group of teachers	BRITISH
Number of teaching assistants	21
Teacher-student ratio	1:9
Number of guidance counsellors	0
Teacher turnover	12%

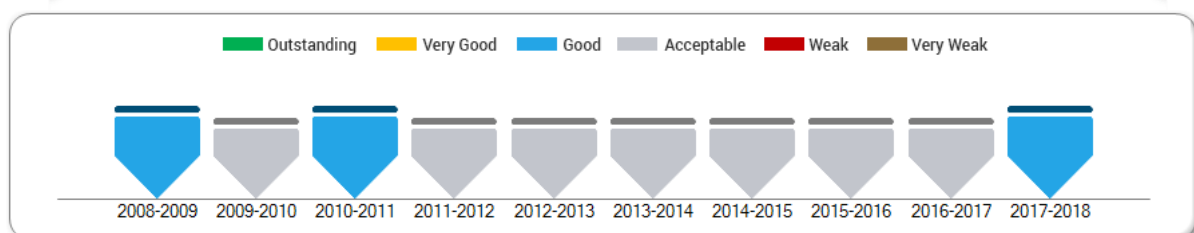
Students

Gender of students	Boys and girls
Age range	4-11
Grades or year groups	FS2 - Year 6
Number of students on roll	378
Number of children in pre-kindergarten	0
Number of Emirati students	40
Number of students with SEND	18
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	N/A
Accreditation	N/A
National Agenda benchmark tests	GL

School Journey for Star International School (Branch)



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

Star International School (Branch) was inspected by DSIB from 20 to 22 November 2017. 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

All aspects of the school's leadership and management are good. The school's new leaders are shaping the school into a caring, well organised, learner focused, community school. Their understanding of the school's strengths and areas for improvement is developing. Partnerships with parents and the community are strengthening. The active governing board fulfils its role with increased diligence, but does not provide sufficient resources to support the school.

Students' achievement

Although students across both phases and all subjects make good progress, their levels of attainment are variable. In Islamic education, Arabic as a first and additional language and primary phase science, most students meet expected curriculum standards. In all key subjects in the Foundation Stage (FS), and in English and mathematics in the primary phase, the majority of students attain levels above curriculum standards.

Students' personal and social development, and their innovation skills

Students across the school have positive attitudes, are very well behaved and enjoy positive relationships with others. They have a good understanding of Islamic values and are well aware of Emirati culture. They have limited knowledge and appreciation of cultures in the wider and global communities. Students' social responsibility and innovation skills have improved. They make a positive contribution to the community and take good care of the environment.

Teaching and assessment

The quality of teaching for effective learning and the school's assessment systems and practices are good in both phases. Teachers' planning and questioning are of a high standard. Most teachers are becoming more confident at utilising external benchmark and cognitive assessment data to modify the curriculum and to meet the learning needs of individuals and groups of students.

Curriculum

The curriculum is appropriately designed, implemented and adapted to ensure that the learning needs of all groups of students are adequately met. It provides a balance of age-appropriate activities to develop students' knowledge, skills and understanding. Assessment information is increasingly used to guide its modification to ensure close alignment to the different needs of all students.

The protection, care, guidance and support of students

The protection and care of students has improved since the last inspection and is a strong feature of this caring community school. There are effective systems for monitoring students' physical, social and emotional wellbeing. They receive good guidance and support for their personal and academic development.

What the school does best

- The principal and her leadership team are embedding the new school vision effectively, and systematically enhancing most aspects of the school.
- The improving quality of teaching and assessment across both phases of the school, leads to good progress in all subjects and phases.
- The culture of the school is purposeful, with caring, on-task, well-behaved and respectful students.
- The very good provision for health and safety including all aspects of child protection and safe guarding, and the improved provision for SEND and Emirati students.







Key recommendations

- Raise levels of students' attainment in all subjects and phases but especially in Islamic education, the Arabic languages and primary science by:
 - ensuring that teachers' subject knowledge and skills is as strong as the school's best teachers
 - providing a greater level of challenge to students and increasing teachers' use of enquiry-based, open-ended questioning
 - improving the feedback provided by teachers to inform students of their next steps for learning.
- Increase the availability, the application and the use of technology in classrooms, and the range of library books, and other resources, to support students' learning.
- Improve boys' reading and writing abilities in the Foundation Stage by using curriculum planning, teaching strategies and resources more effectively.
- Install a lift to enable students with restricted mobility to access the upper floor facilities.

Overall School Performance

Good ↑

1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
English 	Attainment	Good	Good ↑
	Progress	Good	Good
Mathematics 	Attainment	Good	Good ↑
	Progress	Good	Good ↑
Science 	Attainment	Good	Acceptable
	Progress	Good	Good ↑
		Foundation Stage	Primary
Learning skills		Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑
Care and support	Good	Good

6. Leadership and management

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

- Attainment, as indicated by the National Agenda Parameter (N.A.P.) benchmark tests is above expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders demonstrate a strong commitment to the National Agenda and there is clear emphasis on student development in the action plan.
- The school's effective analysis of its internal and external assessment information, supports teachers' understanding of how to improve learning outcomes. There is ongoing development of the measuring, tracking and recording of students' progress.
- Curricular modifications include an emphasis on investigations and student-led activities. Students are regularly guided in the development of the skills of application and reasoning.
- Following analysis of N.A.P. some teachers are using better questioning techniques and making use of Cognitive Ability Test (CAT 4) data to support the different learning needs of students.
- Students make good use of the limited resources available, but these are insufficient to develop research skills and skills in the use of technology.

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

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.**
ii) **Learning and Intervention.** iii) **Personalisation**

- School leaders and governors are committed to, and are prioritising, the raising of Emirati students' achievement. Subject and senior leaders carefully analyse relevant assessment data. There is an awareness across the school of the need to develop Emirati students' thinking and verbal reasoning skills.
- Emirati students enjoy school and have very positive attitudes, behave very well and actively engage in learning. They cooperate in paired and group activities. They communicate their ideas appropriately and keenly contribute during class discussions.
- The school adapts the curriculum to support most Emirati students well. It is particularly effective when lessons are personalised to meet individual learning needs.

Moral Education

- Moral education is integrated within the themes in stand-alone lessons and assemblies, mainly led by the designated teacher.
- Units are taught in English language, where thematic links are supplemented with a range of other resources. There is a strong focus on questioning.
- Students are engaged in lessons and many respond with profound and insightful responses. There are developing community links, including visitors who support and enhance the school's programme.
- End of unit tests measure students' progress, which is tracked electronically using 'learning ladders'. Reports to parents include a section on moral education.

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

Social Studies

- Social Studies is taught as a stand-alone subject from Year 2 to Year 6 during geography or moral education classes. It is supplemented during assembly themes to ensure appropriate time coverage.
- Lessons are engaging. Effective questioning techniques enable students to debate and discuss complex issues. Good quality social studies resources enhance teaching.
- Students are enthusiastic participants in the activities and discussions and present their ideas eagerly. Their critical thinking skills are developing appropriately.
- Assessment of older students' learning is based on project work. The systems for assessing younger students learning and progress are not clearly defined. Comments are included in reports to parents.

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


Innovation in Education

- Students can work independently when carrying out practical investigations and, on occasion, when using technology.
- However, the use of technology is not fully embedded in all lessons and is often limited to lessons in the information technology (IT) laboratory.
- Students' development of critical thinking and problem solving is evolving. Teachers do not consistently encourage students to delve deeper in their thinking.
- Enterprising and innovative projects, such as the water bottle collection and their distribution to workers, have been encouraged.
- Collectively, senior leaders and teachers have been innovative in planning and implementing creative and innovative school wide solutions to identified problems.

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

Main inspection report


1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- Most students' attainment is in line with the curriculum standards. Their progress in relation to their starting points is good. Most Arabic speaking students demonstrate a better understanding, than non-Arabic speaking students.
- Most students have a clear understanding and knowledge of the Seerah, "life of the Prophet" (PBUH) and the Islamic morals. They perform the expected worships, Fiqh law, and principles. Students' recitation skills involving the Holy Qur'an and Hadeeth are underdeveloped, especially for the non-Arabic speaking students.
- Student's ability to link what they learn to real-life situations is underdeveloped. Most students have limited ability to link Hadith and Holy Qur'an verses to the subject they are studying.

For development

- Developing students' ability to link what they learn, to real-life situations.


		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- The majority of students are making better than expected progress in their language development from their low starting points. However, most students are attaining standards which are broadly in line with expectations. The school's internal assessment results reflect stronger achievement than is evident in lessons and students' work.
- Students' listening skills are strong; they can understand instructions and other readings in standard Arabic and can respond accordingly. Their writing skills are developing. Most students produce examples of extended writing at age appropriate levels.

- As a result of limited opportunities students' speaking and reading skills are less developed.

For development

- Ensure all teachers communicate high expectations and enable students to attain higher standards in reading comprehension, speaking, and extended writing.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- The school's internal assessment information indicates acceptable attainment which is also reflected in students' books and in lessons. Progress is good when measured from starting points in learning.
- The majority of students make strong progress in their listening and understanding skills, and are starting to develop their extended and creative writing. However, they are not effectively developing their language skills to enable two way conversations or to comprehend what they read. The more able students make better progress, when sufficiently challenged.
- In the upper years, students' listening, speaking and writing skills are developing well, but the development of reading is more limited.

For development

- Ensure that students develop their reading comprehension and extended speaking skills.

		Foundation Stage	Primary
English 	Attainment	Good	Good ↑
	Progress	Good	Good

- In the Foundation Stage (FS) standards attained by the majority of children are good, but boys' attainment is considerably lower than that of the girls. Assessment results indicate that students across the primary phase make good progress and reach above the expected level of attainment.
- Guided reading and phonics lessons fully engage students in a wide range of activities that promote their reading and writing skills across both phases. In the FS, planned activities for more able children sometimes lack challenge.

- From low starting points on entry, students are making good progress in all skills. Reading skills development and a greater focus on the process of writing, is showing a positive impact in lessons, especially where students know their strengths and weaknesses.

For development

- Provide a greater level of challenge for children in the Foundation Stage.

		Foundation Stage	Primary
Mathematics 	Attainment	Good	Good ↑
	Progress	Good	Good ↑

- There is a consistency in the development of students' knowledge, skills and understanding of the concept of number and number operations, across both phases, resulting in good attainment and progress.
- Primary phase students' perform well in external benchmark tests compared to their internal assessment results, which are more variable.
- Students have well-developed number skills and are developing their ability to apply their mathematical knowledge and justify their conclusions. Their ability to use mathematics across the curriculum, and to see its relevance in the real world, are underdeveloped.

For development

- Improve students' knowledge and understanding of the role that mathematics plays in other subjects and in everyday life.

		Foundation Stage	Primary
Science 	Attainment	Good	Acceptable
	Progress	Good	Good ↑

- Attainment is above curriculum standards in the FS and in line with curriculum standards in the primary phase. Progress is good in both phases, because students engage in enquiry and investigations. They experiment, analyse results, record accurately and communicate clearly, what they learn.
- Students' use of resources, enhances their achievement. The majority of students' have sound subject knowledge, but in some cases lack accuracy and breadth, to support the development of deeper critical thinking. This restricts the attainment of some students.

- Students' written records are accurate. However, some work books do not reflect a deeper understanding of science. Lack of research opportunities prevents students from acquiring in-depth knowledge and illustrating what they know.

For development

- Use learning technologies in science lessons more consistently to support research and deeper understanding.

	Foundation Stage	Primary
Learning Skills	Good	Good
	<ul style="list-style-type: none"> • Students participate in investigations, work in groups or independently, and take responsibility for their learning. Students, supported by self-assessment, increasingly know their levels of attainment and how to improve. • Students interact well with each other and collaborate sharing resources and ideas about what to do next. They make some connections between their scientific knowledge and the environment, and in English, their writing reflects a clear purpose. Such links are more limited in Islamic education and in mathematics. • Critical thinking, problem solving and investigation are developing across all key subjects, but the use of technology as a research or recording tool, is more limited. 	

For development

- Make more use of technology for research, reporting and presenting information and text in all subjects.

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

	Foundation Stage	Primary
Personal development	Very good	Very good
	<ul style="list-style-type: none"> • Students enjoy school and most have very positive attitudes to their learning. They are self-reliant and respond well to critical feedback both from their teachers and their peers. They work responsibly in a variety of situations, including when they work independently. • Students' are self-disciplined and their behaviour is consistently very good and often exemplary. They exercise high levels of self-control and follow school rules. Most students demonstrate a commitment to achieving a healthy lifestyle. • Students enjoy very good relationships with staff and with each other. They show genuine concern and tolerance towards the needs of other students, including those with special educational needs and disabilities (SEND). Levels of attendance and punctuality to school and to classes are good. 	

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
<ul style="list-style-type: none"> • Across both phases most students demonstrate an appreciation and understanding of Islamic values, and their influence on peoples' daily lives in the UAE. Students across the school organize and participate in Islamic events. They appreciate the values of tolerance. • Students have a strong understanding and appreciation of Emirati culture. They celebrate the UAE National Day and Flag Day enthusiastically. They are aware of many aspects of the Emirati culture and traditions and the Islamic values that underpin them. • Students are proud of their own culture. They show respect to other nationalities and religions. However, their knowledge and appreciation of cultures in the wider community is limited. Few have a deep understanding of worldwide cultures, particularly, of other Arab countries. 		

	Foundation Stage	Primary
Social responsibility and innovation skills	Good ↑	Good ↑
<ul style="list-style-type: none"> • Students take a keen interest, in and nominate themselves for, election to the school council. They volunteer for school and local activities. Older students read stories to the younger students and act as playtime leaders and supervisors. • Students have a very positive work ethic and are innovative. They devise interesting and creative ideas such as bird feeders and planting for the environment. They are proud of their achievements and of being part of the school projects. • Students across both phases are aware of protecting the environment and have instigated a re-cycling project. Aspects of sustainability have been introduced when studying the environment and habitats during science lessons. 		

For development

- Continue to enhance opportunities for students to develop their innovative and creative abilities.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good
<ul style="list-style-type: none"> • Most teachers' subject knowledge is good, and they recognise effective learning. They plan purposeful lessons, model and instruct skilfully, and use an array of resources to support the development of students' understanding. • Positive, engaging interactions between students and teachers are regular features of lessons. Questioning is regular, meaningful and increasingly probing. Teachers' expectations of students are generally high. Assessment information such as the results from Cognitive Ability Test (CAT4) and GL test data, is used to plan class groups, and provide work that is matched to the needs of all students. • Teachers use a good range of strategies to motivate and engage students. They plan for critical thinking and independent learning through investigations and problem solving, especially in English and in science. 		

	Foundation Stage	Primary
Assessment	Good	Good
<ul style="list-style-type: none"> • Internal assessment systems are comprehensive and robust, providing valid and reliable information on students' levels of attainment. • Comparison of the internal assessments results with those from the benchmarking tests provides the school with a generally accurate measure of students' progress. • Teachers use the information and their extensive knowledge of students to support learning effectively by modifying the curriculum and adapting their lesson planning. 		
For development		
<ul style="list-style-type: none"> • Strengthen the assessment systems by placing a greater emphasis on and involving all teachers in the measurement of students' progress. . 		

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
<ul style="list-style-type: none"> • The school follows the Early Years Foundation Stage (EYFS) in the FS, and the National Curriculum for England in the primary phase. In both phases, there is a balance of activities planned in all subjects to develop students' knowledge, skills and understanding. • Continuity and progression are strong features, especially in the transition between FS and Year 1. Cross-curricular links are a positive feature of the newly implemented concept curriculum, but they are not embedded or meaningfully explicit in lesson activities. 		

- Students participate in end of unit reviews. Successes and required improvements are explored and timetables are adjusted to ensure that subject specific needs are met.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good
<ul style="list-style-type: none"> • In the FS, the needs of some boys and more able children are not always met, during planned activities. In the primary phase, planning is adapted, to provide a greater focus on the development of teachers' and students' questioning skills, to meet all students' needs more effectively. • Thematic learning in both phases is used to motivate students to develop their social responsibility, and creativity skills through various projects. A good range of extra-curricular clubs are offered to develop students' talents and interests both in and outside of school time. • Links to the UAE culture and lifestyle are enhanced by trips, visiting speakers to the school and the celebration of special days. Although a greater understanding of world cultures is being promoted, students' knowledge and awareness of this concept is still evolving. 		

For development

- Embed the 'concept curriculum' and ensure cross- curricula links are explicit in all subjects.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑
<ul style="list-style-type: none"> • The school is a very safe and secure environment for all students and staff. Child protection and other health and safety policies and procedures are embedded into the school's operations and are regularly reviewed and assessed for risks. • The school's extensive premises and facilities are hygienic and very clean as a result of regular checks. Procedures to ensure the safe transport of students by bus and drop off by private car are robust. • The promotion of students' health and well-being is a high priority. The medical team maintains detailed, secure records of all matters relating to health. Extensive shaded areas, safe-surfaces and caps, protect students when they are outdoors. 		

	Foundation Stage	Primary
Care and support	Good	Good

- Staff across the school care very much for their students. They know them well and there are high levels of mutual respect. Behaviour management systems are robust and understood by all students and staff.
- The school provides a range of good quality support for students with special educational needs and disabilities (SEND). However, teachers' ability to modify the curriculum and teaching materials to meet individual needs, is inconsistent.
- The systems for monitoring students' well-being and personal development are effective the school promotes and maintains high levels of attendance and punctuality.

For development

- Install a lift for the physically disabled and ensuring students with SEND receive consistently high levels of curriculum support in all lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good
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- School leaders and governors have a clear commitment to providing well-resourced provision for students with special educational needs and disabilities (SEND). An experienced inclusion governor and champion support the strong leadership of special educational needs coordinator.
- The school's identification procedures for students with SEND are rigorous and effective. A range of assessment tools and external specialists are used to identify individuals who have barriers to learning.
- The partnerships with parents are very positive. Parents appreciate the quality of advice and support their children receive. They are fully informed and involved in reviewing support plans.
- Individual education plans target the meeting of students' needs. Individual education plans are detailed and include clear, measurable targets, as well as regular updates on a student's progress. Not all teachers regularly refer to these targets when planning lessons. As a result the required modifications to meet each student's specific needs are not always applied.

- Most students with SEND make good progress. In a minority of lessons progress is slower when there is insufficient clarity about the support to be provided. Progress is consistently high when students' receive individual support from specialist staff.

For development

- Ensure all teachers refer to individual education plans when planning lessons and make the modifications necessary to meet students' specific needs.
- Improve progress of students with SEND in a minority of lessons by identifying clearly the support to be provided.

6. Leadership and management

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

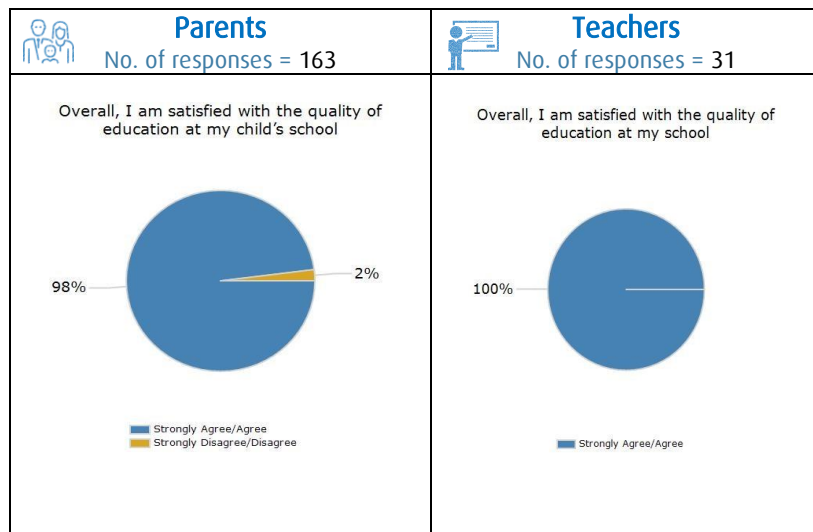
- The principal and senior leaders have created and are embedding a vision to develop a range of students' skills and abilities, in a safe, caring, inclusive, community school. Their increasing knowledge of the school is supporting the decision making about students' learning. Middle leaders, while inexperienced, work enthusiastically to secure improvements in learning.
- The school is strengthening its self-awareness, enabling it to make more informed development decisions. The effectiveness of teaching is regularly evaluated. Comprehensive improvement planning guides the school's successful development.
- Parents appreciate the warm, welcoming approach by all school personnel. The school's knowledge of each child's personal and academic development is communicated adequately to parents. Parents are aware of, and support their children's learning and progress.
- The governing board is broadly representative of its community. The principal's informative monthly reports guide the board in its assessment of the schools progress and areas for targeted support.
- The premises are appropriately designed and have a suitable range of high quality specialist facilities. However, students with physical impairment have difficulty accessing all parts of the school. There are insufficient resources, such as technology devices and library books, to support students' independent investigation and research.




For development

- Extend the capacity and develop the expertise of all middle leaders.

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	Not applicable.
 Parents	<p>The 40 percent of the schools parents who responded to their survey were overwhelmingly positive about almost all questions. All parents felt that their child was safe at school, while on school transport, and is well prepared to safely browse the internet. All felt that the school deals with bullying well.</p> <p>The few areas of minor concern highlighted were centred on the lack of extra-curricular activities and some lack of regular reading at home by their child.</p>
 Teachers	<p>Teachers were very positive about the quality of the schools provision and leadership.</p> <p>A minority commented that the schools professional development did not support improved teaching proficiency.</p> <p>Most felt that the school was well led, with a trusting and supportive environment, but a minority disagreed.</p>

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