



المعرفة Knowledge



QUEEN INTERNATIONAL SCHOOL

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER



GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Hor Al Anz
	Opening year of school	1998
	Website	www.qis.dubai.com
	Telephone	97142652600
	Principal	Peter Kenneth Gutteridge
	Principal - date appointed	1/6/2023
	Language of instruction	English, Arabic
	Inspection dates	22 to 25 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS2 to Year 13
	Number of students on roll	689
	Number of Emirati students	56
	Number of students of determination	21
	Largest nationality group of students	Arabic



TEACHERS

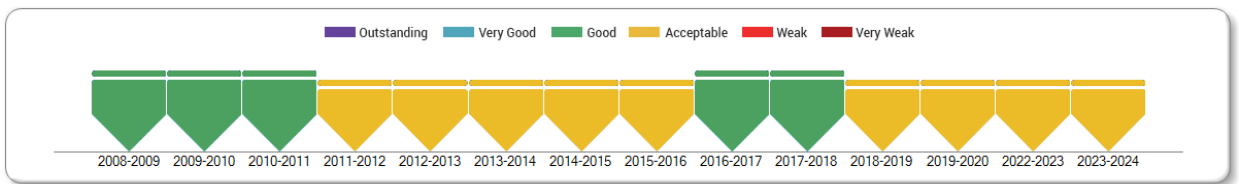
	Number of teachers	50
	Largest nationality group of teachers	India
	Number of teaching assistants	5
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCE, AS, A2
	Accreditation	None

School Journey for QUEEN INTERNATIONAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- There are improvements to children's progress in English and attainment in mathematics in the Foundation Stage (FS). Students in Primary made good progress in most core subjects. Students in Secondary continue to achieve at a very high level in English, mathematics, and science. Last year, they received outstanding results in most of their IGCSEs. Students in Post-16 achieved good or better results in their AS Levels.
- Students personal and social behaviour is a strength of the school. Across all phases, they display very good attitudes to learning alongside respectful and positive behaviour. They show a very clear understanding of Islamic values and appreciation of Emirati heritage and, world cultures. Many are involved in charitable activities in Dubai, and all participated in the school's Innovation Day.

Provision For learners

- The quality of teaching and the development of the children's independent learning skills in FS are much improved this year. In Secondary and Post-16, they are also at a good level, which is an improvement in teaching, on last year. Assessment processes are more effective in FS, where they are closely linked to learning in the classroom, and in Post-16, where learning is externally measured.
- Students in Year 1 now receive additional curriculum time and a thematic approach which is enabling them to apply their learning in different contexts. The curriculum is strengthened by the adoption of the Cambridge curriculum in Primary and lower Secondary and a revised social studies curriculum. A programme of extra-curricular activities, for all students, is part of the weekly timetable.
- There have been improvements to student safety. All staff have now been trained in safeguarding and new buses have been purchased. A vision for wellbeing, created by staff and parents, is in place. It is most visible in the relationships between teachers and their students in the classrooms. All students of determination now have an individual education plan (IEP), which identifies the steps that need to be taken to support their learning.

Leadership and management

- The new senior leadership is responsible for the school's self-evaluation and contributes to the improvements to learning in lessons. Parents view the school as a community and value the regular information that they receive on school events and their children's learning. The school's governing body is more representative and includes two parent governors. Interactive white boards, that support teaching, are now in many of the classrooms.

Highlights of the school:

- Improvements to the quality of teaching and learning skills in FS
- The very positive attitudes to learning and the behaviour of students in all phases of the school
- Students' clear understanding of Islamic values and appreciation of Emirati heritage and world cultures

Key recommendations:








- Ensure that systems for the recording of assessment are secure and accurately reflect the achievement of each individual student.
- Ensure that the Primary curriculum is fully implemented.
- Ensure the accuracy of the school's self-evaluations and monitor the impact of improvement planning on students' outcomes.
- Ensure that governors have an accurate understanding of the school's performance and are in a position to hold senior leaders more fully to account.
- Establish regular briefings schedules with the school's owner so that she may effectively support the school's improvement journey.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

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

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↑	Acceptable	Good	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Weak	Acceptable
Curriculum adaptation	Acceptable	Weak	Weak	Weak

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- In the recent Progress in International Reading Literacy Study (PIRLS), the school did not meet its targets but sustained a score above the centre point of 500. In the National Agenda Parameter tests, the school sustained its outstanding judgement in mathematics but declined by one judgement to very good in English and science. Emirati progression was acceptable in all three subjects.

C. Leadership: International and Emirati Achievement	Acceptable	
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- Most leaders understand their responsibilities in relation to the importance of analysing the outcomes from the benchmark tests. Their focus tends to be more on the international benchmarks rather than the National Agenda tests in informing action planning. The use of this data, in the classroom, is not sufficiently developed to impact on student outcomes.

D. Teaching and Learning: Improving reading literacy	Whole school	Emirati cohort
	Very good	Very good

- The school's most recent reading literacy skills assessment reveals that most students perform well above age related expectations, including the Emirati cohort. Follow-up interventions are clearly having an impact as most students are making at least expected progress in their reading proficiency. Again, this includes the Emirati students.

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure leaders thoroughly analyse the outcomes of the benchmark tests to inform action planning.
- Ensure teachers use the assessment information effectively, in their planning and delivery of lessons, to meet the needs of all groups of students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an acceptable level.

- Leaders have recently produced a vision statement, following a highly collaborative developmental process involving nearly all stakeholders. A detailed action plan outlines the strategies for improvement, which are well-targeted and mostly measurable. The school has made a very positive start to improving wellbeing, but developments are at a very early stage and not yet embedded or systematised to achieve the intended impact.
- Staff and governors have a general awareness of wellbeing and understand how they might influence it. Students have an increasingly strong voice in the development of school initiatives. As a result of student feedback, leaders have re-introduced the water fountain, a prayer room and students now have different food in the canteen and more field trips. A large majority of students have a trusted adult at school. Staff wellbeing committees are planned but not yet in place.
- On occasions, teachers give students wellbeing breaks, where they can stretch and complete breathing exercises to help them to concentrate. Students speak very positively about the many extra-curricular activities and wellbeing experiences, planned in the school's timetable. These include International Days, Mental Health awareness, Heart Day, and many events that promote their physical health. Students have a better awareness of how to deal with any online incidents. However, they report that they would like more educational visits and better sporting facilities.

For Development:

- Ensure that all students know which adult to go to if they feel in need of support.
- Monitor wellbeing surveys systematically and create relevant strategies for improvements.

UAE social studies and Moral Education

- The moral social studies) programmes follow the UAE Moral, Social and Cultural Studies (MSCS) framework. The school uses the Ministry of Education (MoE) textbooks and teachers add further resources. There are a few field trips and community activities. Teachers plan age-appropriate lessons that meet the requirements of the curriculum and student interests.
- The MSCS programmes are taught as standalone subjects. Students from Years 1 to 5 and Years 10 and 11 are provided with two 40-minute lessons per week. Students in Years 6 to 9 have three 40-minute lessons. In Years 10 to 12 students have one moral education lesson per week. Assessments evaluating students' achievements, include classwork, research, discussion, projects, and presentations. There are termly summative assessments.

Arabic in Early Years

- Arabic is introduced as a combined curriculum for 200 minutes in FS2. There are two qualified teachers. The curriculum focuses on the four language skills. Children learn through songs and story- telling and can read or write simple words or sentences. Children's outcomes are shared with parents on the report cards.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' recitation of the Holy Qur'an and their knowledge of Islamic values and principles are improving. Memorisation and recitation skills are stronger among Arab students. Non-Arab students have a better knowledge of Seerah and can communicate their learning more effectively.
- Most students display an understanding of Seerah, Hadith and Islamic etiquettes. Most demonstrate adequate knowledge of Islamic Faith. Students, particularly in Secondary, make stronger progress in understanding Islamic morals and values, through discussing real life scenarios.
- The school is providing an extra-curricular Qur'anic club and competitions, which have had a positive impact on students' recitation skills. However, students do not yet use sufficient supporting evidence from the Holy Qur'an and Hadith when answering questions.

For Development:

- Modify the curriculum and the level of challenge to meet the needs of different groups of students.
- Improve students' ability to support their answers and findings by using evidence from the Holy Qur'an and Hadith.
- Ensure that all assessments of students' knowledge and skills are accurate.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Most students study Arabic as a first language. Students in Secondary and Post-16 have stronger comprehension skills than those in Primary. In each phase, students' writing skills develop more slowly than the other language skills.
- Students in Primary can identify elements of a story including the main plot and theme. Students in Secondary and Post-16 can identify main ideas and with supporting details but struggle with their analysis of the text. They also struggle to provide answers to higher order thinking questions, independently.
- The introduction of an online platform in Primary is improving students' engagement with Arabic, but, as yet, has not had sufficient impact on their reading comprehension and writing skills.

For Development:

- Ensure that lessons include greater challenge and engage students in more interesting tasks, in particular in Secondary and Post-16.
- Improve students' speaking, and writing skills, particularly in Secondary and Post-16.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Internal assessment information indicates higher levels of attainment and progress than those reflected in lessons and in students' recent work. Students in lower Primary, make good progress in reading new words. In Secondary, students' progress is stronger in reading and listening.
- Across both phases, a majority of students can respond to a narrow range of familiar oral and written questions. They have difficulty however, in discussing unfamiliar topics, because of their limited vocabulary.
- In lessons, teachers focus too much on content rather than on building students' language skills. Consequently, students lack the confidence and appropriate vocabulary to use when speaking and in their independent writing.

For Development:

- Improve students' independent reading skills and enable them to transfer the language, which they gain from reading to their speaking activities.
- Increase opportunities for students to apply their knowledge of words and phrases in different contexts.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good	Very good	Not applicable
Progress	Good ↑	Good	Very good	Not applicable

- The progress of children in FS has improved, this year, due to improvements in teaching and learning. Students achieved very highly in internal and benchmarked assessments, but this is not always reflected in their learning in lessons and in their recent work.
- Listening and speaking are developing skills in FS. These are also the strongest skills in the other phases. Students' reading and writing skills, are less well-developed in all the phases. There are insufficient sustained writing opportunities, particularly in Primary.
- There is a developing reading literacy programme for FS and primary students. It is yet to have significant impact on student reading skills in lessons. The phonics programme in FS is laying the foundation for more rapid literacy development.

For Development:

- Monitor and measure the impact of the reading literacy programme on students' reading skills.
- Ensure students are provided with sufficient time in lessons for sustained, independent writing.

MATHEMATICS

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

- Observations in lessons and reviews of recent learning in books, indicate that the achievement of students in Primary, is not as strong as in the other phases. This is because students are not sufficiently challenged to work in depth and within the curriculum standards.
- In FS, the focus on number enables the children to count beyond 20 and recognise and sequence numbers between 1 and 10. By the time the students reach Secondary, they are able to apply their knowledge of composite and inverse functions.
- There has been a recent focus on the development of subject vocabulary. As a consequence, keywords are explained and discussed, at the start of most lessons, enhancing students' understanding further.

For Development:

- Improve students' achievement, particularly in Primary, by planning lessons that challenge the students to work at depth and within each curriculum strand.

SCIENCE

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

- Teachers' strong subject knowledge supports very good outcomes in external examinations. While internal assessments are extremely positive, these levels of achievement are not reflected in science lessons. Learning objectives in FS are not closely aligned to the Early Years (EYFS) framework, limiting children's attainment and progress.
- In FS, children's observation and comparison skills are well established. Students' scientific knowledge builds over time and Primary students are taught to predict, classify and analyse data. However, lessons are biased more towards content rather than the acquisition of scientific skills.
- Primary students explore scientific concepts and teachers are starting to include the application of science in lessons. However, learning is still too teacher dependent. Secondary students have extensive examination preparation, and this limits the opportunities for students to explore, investigate and test their ideas practically.

For Development:

- Provide students with more opportunities to design and conduct experiments, independently using the scientific method.
- Improve students' progress by ensuring that they are challenged and supported.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↑	Acceptable	Good	Good

- In FS, children enjoy learning through creative play. A majority of students across all phases take responsibility for their own learning. Primary, students are not yet fully independent learners and research skills are insecure because they rely too much on their teachers for instruction.
- Most students participate willingly in learning and have good collaboration and communication skills. Enterprise, enquiry, research and critical thinking skills are more often apparent in Secondary and Post-16, than in Primary. These skills are a relative strength in mathematics lessons.
- In FS, improved learning environments are impacting positively on the progress and the learning skills of children.

For Development:

- Ensure that all students develop greater, independent learning skills, particularly in Primary.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good

- Students have positive attitudes to learning. They are polite and enjoy coming to school. They appreciate the support that is given to them. Students are comfortable to approach members of staff if they have any personal issues.
- Behaviour is mostly positive. Usually, students follow school rules and respond well to others. They show respect to their teachers and support one another. Relationships are strong. A large majority of students' state bullying is rare.
- Students understand how to remain healthy and safe. They generally choose nutritious options for their lunch. They participate in different physical activities that are provided by the school. Most students are punctual to school and to their lessons.

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

- Students possess a well-developed appreciation of Islamic values. They show tolerance, respect, empathy and care. They organise help for those in need in the community. The understanding of Islamic values is not quite as well developed in FS and Primary.
- All students exhibit respect and appreciation for the culture of the UAE. They participate in many cultural events which help to promote their understanding of the UAE's heritage, such as National Day and Flag Day.
- Students are steadily increasing their knowledge and understanding of world cultures. They appreciate their own and other cultures, which they celebrate with the parent community, during the International day. Most students show tolerance and respect for others.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good	Good

- Students develop a secure understanding of their responsibilities during their time at school. They make contributions to the wider community and participate in charity work. Some older students attend student council meetings and volunteer to lead extra-curricular clubs.
- Most students have a positive work ethic and remain focused when completing tasks. They take the opportunities to share their ideas by participating in school-led schemes such as, 'Innovation Month', which helps to develop their entrepreneurial skills.
- The majority of students have an appropriate awareness of environmental issues including sustainability. Students care for their school environment, and some take part in whole school initiatives to promote ecological awareness. Across the school, most students are aware of the importance of reducing, reusing and recycling waste,

For Development:

- Enhance opportunities for students to lead their own projects both in and beyond school.

03 TEACHING AND ASSESSMENT

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

- In the FS, children learn through play, in supportive environments. Teaching in Secondary and Post-16 more often provides opportunities for the development of students' critical thinking and problem-solving skills than in Primary. Teachers in Primary often engage in excessive talk, impeding students thinking and independent learning.
- Teaching strategies, to support learning and their expectations of students, vary across the school. Where teachers' expectations are too low and learning tasks are neither differentiated nor provide sufficient challenge, work in lessons does not meet the learning needs of students.
- In the most effective lessons, teachers use questioning to encourage students in thoughtful discussion and dialogue. However, the development of critical thinking, problem-solving and independent learning skills are not yet routinely seen in all lessons.

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

- Internal assessment processes are inconsistent, particularly in Primary and Secondary, where they do not always produce valid or reliable data. Tests are created by individual teachers and have subjective mark schemes.
- In FS and Post-16, assessment processes are more accurate. In FS, they are linked to the outcomes of the curriculum and against a more clearly defined framework. Assessment in Years 11 to 13 is measured, in part, using outcomes from external, accredited examinations.
- Assessment data does not always give a clear picture of students' achievement. Consequently, it is very difficult for teachers to plan effective lessons to meet the individual learning needs of all groups of students.

For Development:

- Improve the quality of teaching in Primary through a more consistent approach to the promotion of active student learning.
- Provide accurate evaluations of students' achievement in all assessments to support improvements in teaching.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Weak	Acceptable

- The humanities subjects have recently been integrated into the social studies curriculum, to extend curriculum opportunities. The curriculum in Primary is not yet matched to the National Curriculum for England (NCfE) and therefore does not support pathways to a range of examination courses for students.
- Innovation Month, and an international focus, support curriculum enrichment across all phases. Termly educational visits enhance the curriculum, which is planned to support progression. However, repetition of topics and content remain. The school is in the process of adopting the Cambridge Primary curriculum and its materials to support learning.
- Curriculum review is ongoing but there is an over-emphasis on the acquisition of knowledge to the detriment of the development of skills. Links between subjects are evident in FS but despite termly cross-curricular planning, are very limited in other phases.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable	Weak	Weak	Weak

- The FS curriculum provides opportunities for children to develop their interests but in other phases, curriculum adaptations do not sufficiently meet the needs of all groups of students. They do not enable all students to make the best possible progress.
- Students' learning, and their personal and social development, are enriched by a range of extra-curricular activities and events. Opportunities for students to participate in innovation, creativity, enterprise and social contribution are limited.
- The UAE's culture and heritage are promoted in Islamic Education, Arabic and social and moral education lessons. There are limited, purposeful opportunities within other subjects for students to understand and appreciate the culture and heritage of the UAE.

For Development:

- Improve the Primary curriculum and extend the pathways for learning as students' progress throughout the school.
- Review the curriculum of all subjects to ensure continuity and progression of key concepts and skills.
- Adapt the curriculum more effectively to meet the needs of all groups of students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has made some improvements to the arrangements for safeguarding. Members of staff attend the annual child protection training to support their understanding and responsibilities. The school also now operates workshops to support safeguarding awareness for parents and students.
- The school has practical measures in place to protect students from harm. Students are supervised and staff consider potential risks but there are still some occasions when risk assessment arrangements are not rigorous enough. Records of safety checks for the premises and maintenance are not kept. Procedures for visitors are not consistently followed.
- The school promotes children's awareness of healthy lifestyles. Clinic staff lead learning sessions and initiatives, which promote students' awareness of health and, the importance of caring for themselves.

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

- Staff and student relationships are generally strong and courteous. Approaches to behaviour management are usually effective. Very occasionally, a lack of engagement in learning leads to inappropriate behaviour.
- Systems for the identification of students of determination are inconsistent in all phases and, some students are not identified swiftly enough. Those who are identified receive variable levels of support, as class teachers do not yet implement the education plans for the students with the greatest need.
- Leaders coordinate opportunities for students to understand about careers and educational options. The formal monitoring of wellbeing has begun but has not yet evolved into effective guidance and support for students. Arrangements to promote improvements in attendance and punctuality are neither consistent nor effective.

For Development:

- Monitor the health and safety practices across the school to ensure procedures are consistently implemented by all staff.
- Implement a more effective system for risk assessment and ensure comprehensive records are kept.
- Improve the systems for the identification of students of determination.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
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- Much work has been completed since the last inspection but the capacity to improve further remains limited, due to a lack of resources. Therefore, the previous areas for improvement have only partially been met. Policy documentation now meet requirements.
- The new education plans provide an excellent basis to meet student needs. Recent staff training, alongside external support is helping to improve the identification process and provision. Teachers generally know their students well and have an awareness of their needs, but identification and referral processes are too variable.
- Parent partnerships are positive. Staff communicate about children's progress through formal and informal methods. Parent workshops about specific conditions and student needs have strengthened parental understanding.
- Activities to meet the needs of students of determination in lessons are variable and including those with the most complex needs. This is limiting students' access to the curriculum and not helping to reduce students' barriers to learning nor the progress they should be making.
- Internal assessments of students of determination are inconsistent and unreliable. Target setting for future achievements are uneven. This in turn, is resulting in limiting the effective planning of the review and development of provision for all individuals.

For Development:

- Implement individual education plans (IEPs) consistently in lessons to allow all students to make their best academic progress.
- Monitor the impact of teaching to ensure that the identification of student needs happens swiftly, and staff implement inclusive practices effectively.

06 LEADERSHIP AND MANAGEMENT

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

- The development of educational leadership in the school is limited by resourcing. The new senior leadership team appointed from internal candidates is beginning to develop the skills necessary to complete their roles and responsibilities. Consequently, effective, devolved leadership is in an early stage of development, and too early to see an impact on school improvement. The school is not completely compliant with statutory requirements.
- The process of school self-evaluation is collaborative. Systems to evaluate the quality of students' learning in lessons are formalised and responsibility is now distributed to the senior leadership team. The process is developmental and leading to more teacher training programmes. Improvement planning is accurately based on external evaluations and shared with governors and teachers. It is personalised for phase and subject. Targets are based on actions rather than improvements to students' outcomes. The school has had limited success in addressing previous recommendations.
- Parents are very positive about the school. They are involved in the school through the parents' council and attend events such as, the Innovation and International days. Parents view the school as a community and value the regular information that they receive on their children's learning. They praise the accessibility of staff, stating that any unforeseen problems are dealt with promptly. Reporting is regular and accompanied by parent consultation meetings. Some students are involved in local charitable and sporting events.
- The newly reconstituted governing body is undergoing further changes but does not include the owner. There is an absence of a suitably experience educationalist, although two parent governors have been appointed. The principal provides regular reports to governors to inform them of the ongoing evaluation of the school's performance. This limits the capacity of governors to hold the principal to account. The board do not have control over expenditure and have been unable to provide the resources needed for more rapid school improvement.
- The management of the school is adequately organised. There are many effective routines and procedures. Sufficiency and development of suitably qualified members of staff remains an issue. Too many are without appropriate educational backgrounds or experience. Many also have the burden of too many roles and insufficient time to fulfil their responsibilities. The learning spaces in the school have improved but the limitations of specialist areas and resources from previous years, remain. There is no access for all potential students to all learning areas.

For Development:

- Ensure compliance with all statutory and regulatory requirements.
- Improve the accuracy of school self-evaluation and the effectiveness of improvement planning.
- Accelerate school improvement through the input from a well-informed governing body and the provision of adequate human and physical resources.



WHAT HAPPEN NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae