

International School of Creative Science

Good

Curriculum
UK

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School Information

General Information	Location	Nad Al Sheba 3
	Opening year of School	2016
	Website	http://iscs.sch.ae/nadalsheba/
	Telephone	045107017
	Principal	Naveed Iqbal
	Principal - Date appointed	5/4/2016
	Language of Instruction	English
	Inspection Dates:	25 to 28 February 2019
Students	Gender of students	Boys and girls
	Age range	3-14
	Grades or year groups	FS1-Year 8
	Number of students on roll	911
	Number of Emirati students	412
	Number of students of determination	105
	Largest nationality group of students	Emirati
Teachers	Number of teachers	77
	Largest nationality group of teachers	UK
	Number of teaching assistants	37
	Teacher-student ratio	1:12
	Number of guidance counsellors	0
	Teacher turnover	13%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	Candidate for BSME
	National Agenda Benchmark Tests	GL/PTE/CAT4

School Journey for International School of Creative Science

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



2018-2019

Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students make good progress in all subjects and phases, except in Arabic as a first language in the secondary phase, where progress is acceptable. Attainment is consistently good in Islamic Education, Arabic as a second language and science. It is also good in secondary mathematics and science. In mathematics in the Foundation Stage (FS) and in the primary phase, attainment is acceptable. Students enjoy the education process and take increasing responsibility for their own learning. Their use of technology to enhance learning is inconsistent.
- Students have very positive attitudes to school and to learning. They have a very good understanding of healthy living, and of Islamic values and the culture of the UAE. Their involvement in initiatives to support the community and to care for the environment is developing well.

Provision for learners

- The quality of teaching is good across all phases. There is consistency in the format of lesson planning. Most teachers make effective use of assessment information to plan a range of appropriate learning activities to challenge students of all abilities. However, this is not always effective in all lessons.
- The curriculum follows the Early Years Foundation Stage (EYFS) and the English National Curriculum, and is fully compliant with the UAE national priorities. It has a clear rationale, and is broad and balanced in the FS and secondary phases. It is modified to meet the needs of most students, but does not provide sufficient opportunity for students in the primary phase to develop their interests and creative talents.
- The arrangements for protecting students, and for caring for their physical and emotional well-being, are outstanding in all phases. The premises are secure, facilitate access for all, and are maintained to the highest standards. Excellent relationships contribute to students' positive behaviour, attendance and punctuality. Most students who find learning difficult receive effective support to help them make good progress.

Leadership and management

- The principal and vice-principal have established a culture and ethos that firmly places faith and Islamic values at the heart of the school's mission. They have led the school very effectively, ensuring consistently good provision and progress during a time of significant growth in student and staff numbers. Leaders at all levels know the school's strengths well and have identified most of the key priorities for improvement. Governors provide very effective support, facilities and resources. The very positive partnership with parents and the community enhances students' learning.

What the School does Best:

- The vision and impact of senior leaders that has brought about:
 - a culture and ethos, with faith and Islamic values at its heart, that is shared and valued by the whole school community
 - the consistently good progress that students make in their learning journeys, confirming the belief that all students are 'a rainbow of possibilities'
 - the collaboration between home, school, governors and the community
 - the very high standards of security and hygiene of the premises and facilities







Key Recommendations:

- Narrow the gap in attainment between different groups of students.
- Establish greater consistency in the quality of teaching by ensuring that:
 - teachers plan appropriate levels of challenge for all students, taking account of what they have already learnt, and using this as their individual starting points in lessons;
 - all teachers are skilled in, and make consistent and effective use of, the available technology to deepen students' understanding;
 - students, particularly those in the primary and secondary phases, have more opportunities and resources to use technology to assist research, to be innovative and to enhance and extend their learning.
- Review the curriculum in the primary phase to ensure that students have sufficient opportunity for creativity, and to develop their interests and talents in line with the expectations of the English National Curriculum.
- Use assessment information to ensure the accurate identification of need for students who find learning difficult.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the N.A.P. targets :

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

meets expectations.

- Students are preparing for their first set of international tests in English, mathematics and science. In the most recent N.A.P. tests in English, outcomes are weak in all year groups that take the test. In tests in mathematics, outcomes are strongest in years 4 and 7. In science, outcomes are outstanding in year 4, very good in year 5 but less strong in other years. The progression from 2017 to 2018 in N.A.P. tests is acceptable overall, but with significant improvement in science in some year groups.

Impact of Leadership

is above expectations.

- Leaders at all levels have access to comprehensive assessment information. They are monitoring teaching to ensure that it is used consistently and effectively when planning lessons in all year groups. Professional development is enabling all staff to understand cognitive development and potential achievement as concepts. Teachers' planning includes activities based on four levels of challenge, according to students' different needs and abilities.

Impact of Learning

meets expectations.

- Students are capable, with support and encouragement, of identifying lines of inquiry and how to investigate efficiently. They can evaluate their findings and, importantly, align them to the open-ended questions and tasks given to them. This is being done effectively in lessons where expectations are high and where students are challenged beyond age-related expectations.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Monitor lessons across the whole school to evaluate how effectively the quality of teaching and curriculum modifications are preparing students for international and national tests.
- Ensure consistent use of assessment information to plan for more accurate starting points in lessons, according to students' needs.
- Improve students' access to key vocabulary in all subjects to increase their capacity to carry out independent inquiry and research.

Reading Across the Curriculum

- The school has implemented a range of initiatives to develop students' reading skills. These are having a very positive impact on most students' progress in most subjects.
- From a low starting point, most students make better than expected progress in learning and in adopting a range of reading strategies. By the end of the secondary phase, most students are confident and critical readers.
- Most students read for pleasure. They value the school libraries and regularly borrow books written in Arabic and English. Systems to monitor what students read are developing.
- Senior leaders' commitment to the development of literacy across the curriculum is evident in the range of resources and initiatives which they have introduced, and which are already having a positive impact on students' reading skills.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Provide more opportunities for students to read a wider variety of reading materials from different literary styles, and to comment on what they have read.

UAE Social Studies

- The social studies curriculum is planned around history and geography. It incorporates the heritage and culture of the UAE to give a sense of the country's development.
- Discussion, debate and research are planned to enable students to develop their skills to a greater depth, but in practice this is not consistent.
- Students have a good understanding of, and are knowledgeable about, the development of the UAE from the earliest times until the present day.
- Students' progress is enhanced when using the cultural room, where they can explore and examine a wide range of artefacts and participate in developing projects.

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

Innovation

- Students have a range of opportunities to think critically in lessons, particularly through higher challenging tasks. Technology is used well by children in the FS, but inconsistently in other phases of the school.
- Students contribute to the school and wider communities in a variety of ways, for example by producing the school newspaper, and suggesting and developing solutions to water shortage.
- Most teachers confidently and routinely promote students' critical thinking and independence. Few teachers promote the use of technology effectively, and its use in supporting learning is not embedded.
- The curriculum offers a number of extra-curricular activities that develop students' innovation skills. Students participate in the coding club, where they design different products, such as traffic light systems.
- School leaders are committed to developing a culture of innovation. They have initiated projects, such as Project You, to promote well-being. They provide resources, for example the What if Room, science, technology, engineering and mathematics (STEM) kits and the Mindfulness Garden, to promote innovation.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Good

- Internal assessment data, work scrutiny and classroom observations reflect attainment levels that are higher than curriculum standards in the primary and secondary phases. Students demonstrate competence in recitation of the Holy Qur'an using Tajweed.
- Students in both phases demonstrate an understanding of Islamic values and aspects of the Seerah. They are able to read Hadeeth and explain its meaning in relation to the Islamic values which they are studying. However, critical thinking skills are not sufficiently developed to enable students to move beyond acquisition and retention of information.
- The additional lessons provided for all students have significantly enhanced their ability to read and to recite the Holy Qur'an. Students are aware of the Tajweed rules and can apply them in unfamiliar contexts.

For development:

- Ensure that teaching consistently enhances students' critical thinking skills and provides appropriate challenge in their learning.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Acceptable
Progress	Not applicable	Good	Acceptable

- In the primary phase, the majority of students make better than expected progress, and their attainment in all language skills is better than in the secondary phase. Listening and reading comprehension skills are developing well in both phases. Students understand what their teachers say and regularly participate in dialogue. They understand what they read and can speak in long sentences.
- Students use a variety of words and sentences to express and convey their ideas to others. They can read from the text book and explain the meaning of words. They also participate in independent reading, and demonstrate understanding of what they read by summarising texts.
- Students can form letters correctly and copy sentences and paragraphs without spelling mistakes. Although students in the secondary phase can write a paragraph about the UAE and their hobbies, in line with curriculum expectations, their independent writing skills are underdeveloped.

For development:

- Raise expectations for students' speaking and writing skills in the secondary phase.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Good

- The majority of students in both phases make better than expected progress and attain levels that are above curriculum expectations. Students in both phases listen well, and understand and respond to their teachers.
- Most students can use familiar words and speak in short sentences. They can introduce themselves in Arabic and participate in short discussions with others. They can read from a text book, understand what they have read and explain the meanings of words.
- Students can form letters correctly and can copy sentences and paragraphs accurately. Students in the secondary phase can write a paragraph about their summer vacation and their knowledge of Dubai, but their independent writing skills are underdeveloped.

For development:

- Provide more time for students to practise speaking.
- Provide more opportunities for independent writing in the secondary phase.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good

- In external assessments, attainment levels in primary and secondary are weak. In internal assessments, most students are attaining at expected curriculum standards, appropriate to their age. Attainment levels are improving over time. In all phases, students make good progress relative to their starting points.
- In most lessons, students improve their knowledge, skills and understanding as measured against learning objectives. Students make more rapid progress in reading and speaking than in their writing. Most students can apply their knowledge to the real world and across different subjects.
- Reading, problem-solving and critical thinking are inherent features of almost all lessons, and have a positive impact on most students' progress. Emirati students' attainment and progress are lower than those of all primary and secondary students, and girls' attainment is better than boys'.

For development:

- Improve all aspects of students' writing skills.
- Narrow the gaps in attainment between different groups of students.
- Provide more opportunities for students to read aloud in lessons in order to develop their confidence in speaking.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good	Good

- Students' attainment in the FS and the primary phase is in line with curriculum expectations. A lack of consistency in age-related learning is a major reason for attainment not being higher. Students in the secondary phase, who have been in the school since its opening, achieve well because they have had continuity in addressing gaps in their understanding.
- Students in all three phases make good progress in their mathematical thinking and problem-solving skills. Children in FS and students in lower primary classes can calculate and solve problems confidently because teachers prioritise the understanding of number and quantity, and their application. In all phases, teachers ensure that students understand key mathematical vocabulary.
- Secondary teachers ensure that students address misconceptions and have higher challenges. Consequently, the majority of students achieve beyond expectations for their age, for example in measuring area in compound shapes in Year 7, and simplifying terms in algebra in Year 8.

For development:

- Raise mathematical attainment by ensuring consistent use of assessment information to challenge all students to achieve their potential.
- Regularly review the curriculum in order to identify gaps in provision and to provide appropriate interventions.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- The majority of students in all phases make better than expected progress, and attain levels that are above curriculum standards. Students in the primary and secondary phases also attain well in internal and external examinations, and over the previous two years these results have improved significantly.
- In lessons, students' knowledge and understanding is more variable. In the FS, skills of investigation and of making predictions are developing well. In the primary and secondary phases, students have opportunities to work scientifically, but do not always plan their own investigations.
- Critical thinking questions are integral to most lessons. In the best lessons, teachers engage students in meaningful discussions about scientific concepts. However, students' research skills are underdeveloped, and some opportunities are missed to broaden their scientific understanding and relate it to real-life experiences.

For development:

- Develop students' scientific thinking and enquiry skills from an early age by providing more opportunities for working scientifically.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students have positive attitudes and typically enjoy their learning in all phases. They take increasing responsibility for their own learning and have strategies to help themselves when needed. Children in the FS are curious and want to learn, and are therefore motivated, engaged and interested.
- In lessons, all students are encouraged to select the level of activity to work on. Some of these tasks, alongside mostly good questioning by teachers, effectively promote critical thinking. Most students can work independently and can collaborate well on classroom activities.
- The effective promotion of thinking and reasoning is sometimes hampered by students' lack of confidence or by language barriers. Opportunities to use technology, particularly for effective and independent research, are limited in the primary and secondary phases.

For development:

- Encourage the use of more technology in learning, when appropriate, particularly in upper primary and secondary classes.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Very good	Very good

- Students have a positive attitude towards school. They are respectful, considerate and show good manners in the classroom. They display enthusiasm for learning in most lessons, especially during practical classroom activities. However, adults have to intervene on occasion to ensure that children in FS remain involved and on task.
- Students cooperate consistently with the teacher and with each other. They are punctual in arriving for lessons and move easily between classroom activities without distraction. Students are self-reliant and think things through for themselves. Incidents of bullying are rare.
- Students demonstrate very good understanding and application of healthy living. They are aware of the importance of healthy eating and of physical activity, and are encouraged to be part of the sports clubs offered by the school. Attendance is good.

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

- Students have a very clear appreciation and understanding of how Islamic values influence contemporary UAE society. They listen attentively to morning prayers. During lessons and break times, they apply the principles of Islam such as cooperation, respect and protection of the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They show respect for the traditions of the UAE by, for example, participating in a range of cultural activities, singing the national anthem, and participating in religious occasions. They show awareness of the cultural aspects of the UAE, such as traditional sports and dress.
- Students demonstrate a clear understanding, awareness and appreciation of their own heritage and cultures. However, their knowledge of other world cultures is limited.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Good	Good

- Students contribute to the life of the school at different levels. Leadership skills are enhanced through the students' council. Students feel that their voice is heard and that they can express their ideas and opinions with confidence.
- Students show a positive work ethic. They participate in a number of extra-curricular activities, such as the coding club and the school's newspaper. They contribute to the wider community through their charity work in collaboration with the Red Crescent and Dubai Cares.
- Students participate in the Deca project, where they suggest solutions for a problem in a third world country. However, their awareness of environmental issues, and their ability to initiate projects that have sustainability, is not fully embedded.

For development:

- Empower students to initiate projects that have sustainability in the school and in the community.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- The school has been successful in establishing consistency in teaching across all phases, despite a large number of new teachers joining the school this year. Teachers ensure that students are aware of the learning intentions and success criteria in all lessons.
- In the FS, teachers have a clear understanding of how young children learn through a practical approach, and adults are active participants and facilitators of children's learning. In the primary and secondary phases, teachers are aware of the different needs and potential of most students.
- Most teachers plan a range of appropriate learning activities intended to challenge students of all abilities. In some lessons, students do not have the confidence to choose the most appropriate level of challenge, and teachers do not guide them to do so.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- The school uses comprehensive, accurate and valid assessment data, based on internal and international curriculum standards. These provide teachers with profiles of students' progress to help them to identify the next stage in learning.
- Assessment procedures, especially the tracking of students' progress, are consistently applied in all subjects. Teachers use this information to plan lessons with different levels of challenge, based on their in-depth knowledge of students' strengths and weaknesses. However, tasks are not always appropriately matched to enable students to fulfill their potential.
- Adaptation of teaching strategies and the review of the curriculum are successfully developing the necessary learning skills required for national and international tests. Marking is effective in guiding students in what they need to do to improve, and students are becoming more skilful in self-assessment.

For development:

- Ensure that teachers consistently use assessment information to provide appropriate challenges for the next stages of students' learning.
- Provide appropriate guidance to students to ensure that they choose the appropriate level of challenge in lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Good

- The curriculum is aligned to the standards of the Early Years Foundation Stage (EYFS) and the English National Curriculum, and is fully compliant with UAE national priorities. It has a clear rationale, and is broad and balanced in the FS and secondary phases.
- The curriculum across all phases is well structured, provides continuity and facilitates students' progress and transition between key stages. The school offers a range of curricular and extra-curricular activities, although opportunities for students to develop their creative skills are fewer in the primary phase.
- Assessment information is used effectively during regular and thorough curriculum reviews to reflect on provision, and to ensure that it meets the needs of students. Cross-curricular and thematic links have improved. The focus on reading is having a positive impact in most subjects.
- The moral education programme permeates all aspects of the school and is closely aligned to the school's vision and purpose. It is taught as a specific subject from Years 2 to 8 and it is embedded in the FS and Year 1.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- The school modifies its curriculum to provide a wide range of opportunities to enable the mainly Arabic-speaking student population to develop competency in English. The school is aware of the need for an additional accelerated language programme for students who join the school in older year groups.
- The curriculum provides stimulating learning opportunities to engage and motivate students. It is modified to meet the needs of most students, including those of determination. Students have opportunities to develop their innovative thinking in lessons and during project days, and in a range of extra-curricular activities.
- The culture, ethos and values of the school ensure that coherent experiences are embedded in the curriculum to enable students to deepen their Islamic identity and understanding, and to develop a thorough appreciation of the UAE culture and society.
- In FS1, half of the curriculum time is given to teaching in Arabic and half to teaching in English. This is adjusted in FS2 to 60 per cent in English and 40 per cent in Arabic.

For development:

- Ensure that students in the primary phase have sufficient opportunity for creativity and for development of their interests and talents.
- Effectively modify the curriculum to ensure that the development of language capability is accelerated, so that older students in particular can access an advanced curriculum.
- Embed innovative learning throughout the school.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- There is a clear understanding across the school of what constitutes best practice in protecting and caring for students. Systems and procedures are rigorous. The safeguarding policy is comprehensive and well understood by staff, and parents are made aware of its importance.
- The buildings are immaculate and maintained in excellent condition, with careful consideration given to the security of the site and premises. Supervision is at optimum levels to ensure that students and children move around safely.
- The clinic is exceptionally well-managed and ensures that students' well-being and welfare are enhanced. Record keeping is meticulous. Medicines are safely stored. The promotion of healthy lifestyles is given top priority, as is evident in displays and the level of care provided for students.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- Relationships between staff and students are excellent and reflect the school's ethos of respect and rights. The positive approach to behaviour management ensures that almost all students meet the school's high expectations. The school is effective in its promotion of punctuality and regular attendance.
- This is a highly inclusive school which provides a welcoming environment for students of determination. Identification and support are particularly effective for those with complex needs. Students with gifts and talents have opportunities to extend their learning within class and through extra-curricular activities.
- The school is fully committed to the well-being and care of its students. All students have ready access to known and trusted members of staff, and the social worker guides, advises and supports students throughout the school.

For development:

- Enhance the school's provision for students with gifts and talents in lessons and in extra-curricular activities.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school's highly inclusive ethos is clearly evident in its values, policies and practices. Senior leaders, including key governors and the coordinator for students of determination, are fully committed to providing a quality of provision that enables students to make their best personal progress.
- The school accurately identifies the needs of those students with significant and complex learning difficulties, drawing on external expertise as necessary. Their comprehensive individual education plans (IEPs) specify appropriate targets and support for learning. Identification of students with lesser needs is not sufficiently precise.
- Parents are fully involved in planning for their children's provision and regularly review progress with key staff. They appreciate the regular communication links which they have with the school, and welcome the support and guidance which they receive.
- Curriculum modifications ensure that students with complex needs are engaged in meaningful learning. Learning support assistants provide skilful support in class and in one-to-one interventions. In lessons, the quality of modifications, and the support for students who find learning difficult, are more variable.
- Effective systems are in place to assess, track and analyse the progress of students of determination, particularly those with significant difficulties. The majority of students make better than expected progress towards age-related expectations and in their personal and individual targets.

For development:

- Improve the accuracy of identification of students of determination so that leaders and teachers are aware of potential barriers to learning and can plan appropriately to meet their needs.

6. Leadership and management

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

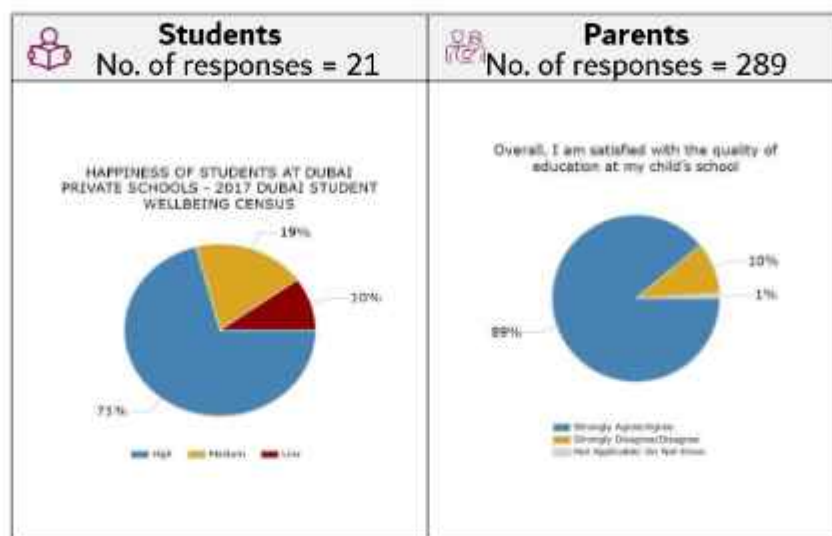
- The principal and vice-principal have demonstrated very effective leadership skills since the school opened. They have inspired other leaders and, together, they have established a culture and ethos that firmly places faith and Islamic values at the heart of the school's mission. Aiming for students to be 'global Muslim leaders of learning, life, humanity and faith', their vision and aspirations for students are rooted in the articles of the United Nations Convention of the Rights of the Child.
- Senior leaders know the school very well, having implemented policies and procedures from the school's inception. They welcome feedback from the whole school community. Leaders at all levels monitor teaching and use the results, together with assessment information, to evaluate the school's performance. They have a shared understanding of what is needed to bring about further improvement. While the impact of their work is evident in the consistency of teaching, learning and progress, they have given insufficient attention to developing students' creativity.
- Parents are very positive about almost all aspects of the school, especially the way in which the culture and ethos underpin academic achievement. They appreciate the relationships which their children have with school staff, and the fact that staff, including senior leaders, are approachable and respond swiftly to their suggestions and concerns. Communication systems and reports keep parents well informed about school matters and their children's progress. Partnerships with a range of external agencies and universities enhance students' learning and personal development.
- The governing board comprises representatives from the owners, parents, and the local community. In close partnership with school leaders, they ensure that the wider parent body has a say in the direction of the school. The board has an appropriate and manageable plan for the growth in student numbers. Governors provide high quality facilities and resources for teaching and learning. Designated committees check the school's performance through regular visits, and by benchmarking students' outcomes against similar schools.
- School timetables ensure efficient use of time and resources. Staffing is increasing in proportion to the growth of the student population. Professional development programmes are having a positive impact on the quality of teaching. The premises, learning spaces and specialist facilities are airy and bright, and facilitate easy access for all. A wide range of resources enhances learning across the curriculum. Technology to support learning in the classroom is limited, and so students are encouraged to bring their own devices.



For development:

- Review the priorities in the school development plan to ensure full implementation of the English National Curriculum in the primary phase.
- Provide more resources to ensure that students have regular access to learning technologies.

The View of parents and senior students

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



 <p>Students</p>	<ul style="list-style-type: none"> The response to the survey indicates that students are happier and have a more positive outlook to home life and school, including their learning and social life, than students in general in Dubai. They experience sadness on occasion, but no more so than other students. Generally, they are happy, healthy and optimistic, although some find it hard to persevere with their school work. The results paint a different picture from some parents' opinions regarding students' relationships with teachers, which, students say, are very positive. Inspectors concur with students on these matters.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents who responded to the survey are overwhelmingly positive about almost all aspects of the school. A few have concerns about bullying, communication systems, the quality of teaching in Arabic, and the limited range of subjects beyond the core subjects. About a quarter feel that their children do not have a close relationship with their teachers. Inspectors agree with parents' comments regarding the limited range of subjects, specifically in the primary phase, but did not find evidence regarding their other concerns.

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