

Dubai Schools Inspection Bureau



INSPECTION HANDBOOK 2011 - 2012

Inspection Handbook

2011 - 2012



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Section 1

1.1 The purpose of the handbook

The handbook is published to provide clear information for parents, school colleagues and the wider public about inspections in Dubai.

We want to explain how our inspections work so that everyone involved understands what we are trying to achieve.

The handbook contains the criteria schools will use as they begin the process of evaluating their own work.

It also gives guidelines for school inspectors to support them in their task for the coming year.



1.2 Foreword

Dubai Schools Inspection Bureau has completed three years of inspection, continuing our journey in improving the quality of education we can offer our children and young people. As we embark on the next year of inspections, our framework of quality indicators and our inspection methods continue to develop in response to the feedback from stakeholders, including parents and students.

Our inspection methods will be enhanced in a number of ways. Inspections of good and outstanding schools will be guided more significantly by each school's own self-evaluation. Unsatisfactory schools will be visited more regularly and inspectors will work closely with such schools to ensure they improve. In the coming year, DSIB will widen the opportunities for teachers and students to contribute to the evaluation of their schools through the use of questionnaires.

This year there are two themes to which we have given greater prominence in the quality indicators.

The first relates to children and students with special educational needs. A forward-looking education system will ensure the successful inclusion and acceptance of all children. For this reason, the quality indicator relating to the support for students has been developed further to require a close review of provision for those students. Inspectors will evaluate the quality of schools' provision for students with special educational needs and comment on the progress they make across all key subjects. The judgement will contribute proportionately to the evaluation of the school's quality of support.

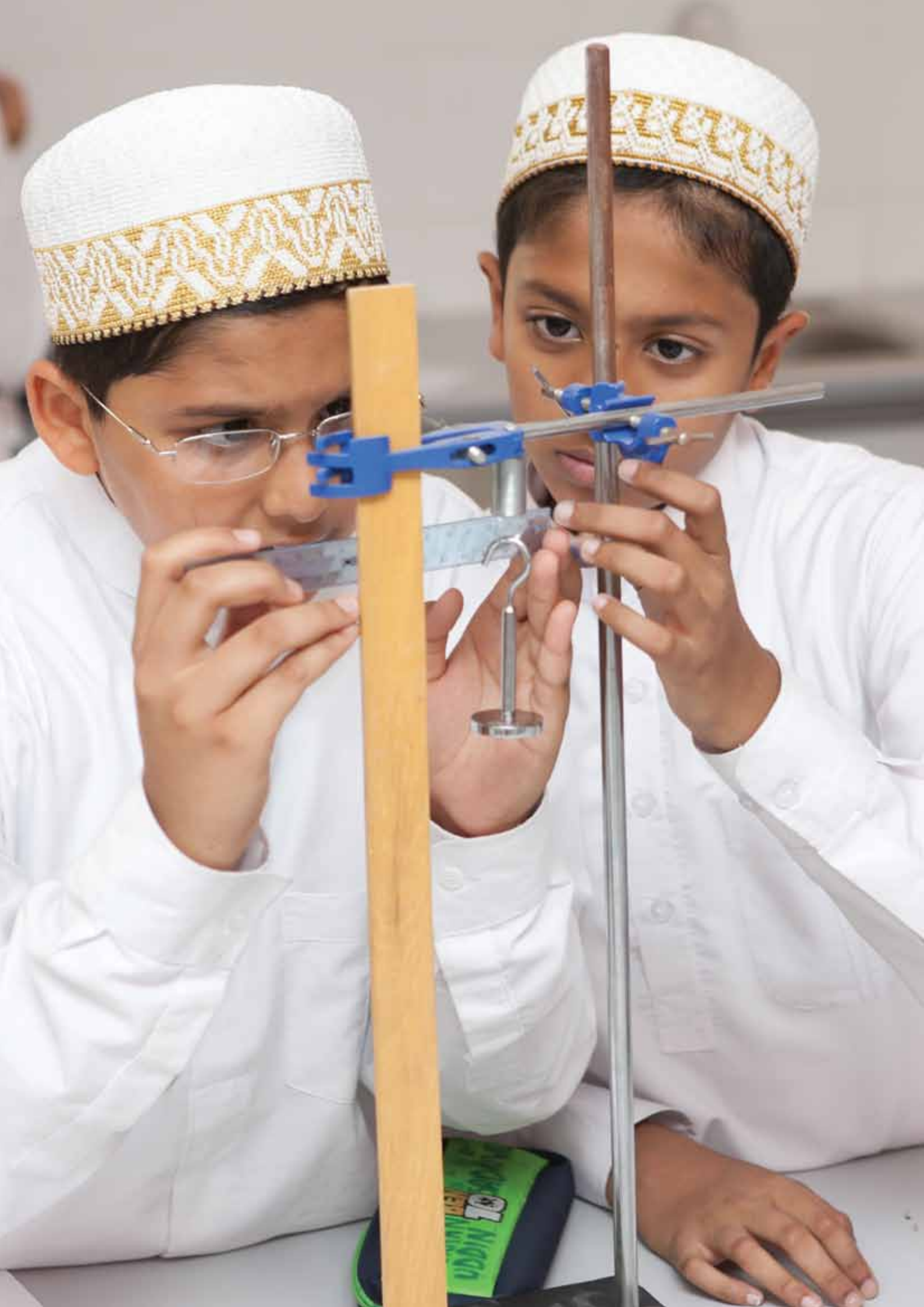
Secondly, in the coming year, inspectors will continue to gather evidence and report to each school regarding the achievement of all students. This will include a focus on Emirati students. In all schools this information will contribute proportionately, according to the percentage of Emiratis, to the evaluations inspectors will make regarding attainment and progress.

The framework continues to place emphasis not only upon academic achievement but also on the effective promotion of students' personal and social development. The UAE 2021 Vision identifies our ambition for schools to nurture young people to be confident and socially responsible. Inspectors will therefore review the efforts of each school to promote students' contribution to society, their sense of citizenship and their social responsibility. Whether it is through community service activities or through a programme for personal and social development, schools will be encouraged to review the ways in which they are enabling young people to be 'confident and socially responsible'.

We thank you all for your support in our efforts to achieve a good and reliable reputation for Dubai's schools. We seek to ensure that our schools are successful and that they are places where we are happy for our children to spend some of the most important years of their lives.

Jameela Al Muhairi

Chief, Dubai Schools Inspection Bureau



Section 2

2.1 Introduction

The guidance in this handbook is intended to ensure that inspections are of the highest quality and that the judgements inspectors make about schools are fair, rigorous and consistent.

All inspections should conform to the standards stipulated in the following quality promise, which is derived from the values set out by the DSIB.

2.2 Quality Promise

- In every inspection, sufficient valid and reliable evidence will secure the judgements made about the standards achieved as well as the strengths and weaknesses in the teaching and other aspects of educational provision.
- Each school's strengths and the areas where it needs to improve its performance will be clearly identified and reported.
- Inspectors will establish effective working relationships with the staff of every school, based on professionalism, sensitivity and an understanding of their concerns and the circumstances in which they work.
- Inspections will be well planned and effectively managed.
- Through its communications with schools, DSIB will make every effort to ensure a clear and shared understanding of what is involved at each stage of the inspection process.
- Inspectors will readily explore issues through professional dialogue with school staff based on each school's self-evaluation.
- Feedback to school staff and governing bodies, given orally and in writing, will be clear and unambiguous.

Inspectors will aim to leave the staff of each school feeling that they have gained from the experience of inspection. Those involved in running schools should recognise the thoroughness of the evidence base as well as understand and respect the judgements that emerge. The entire school community should believe that the inspection has provided a valuable contribution to its strategy for improvement.

2.3 School self-evaluation

Accurate self-evaluation is a pre-condition for school improvement. Without it, leaders do not have a realistic view of their school's strengths and weaknesses. This means that action for improvement is unlikely to tackle the most important issues and lead to improved outcomes for students.

In line with international good practice in school inspections, DSIB places firm emphasis on the need for schools to become more familiar and confident with the processes of self-evaluation and improvement planning. This inspection handbook should be an important tool for schools to use as part of their own self-evaluation procedures.

Many schools in Dubai now operate effective processes for self-evaluation and improvement planning. After three years of inspections in Dubai, schools are better placed to use the information from previous inspections in combination with the outcomes of their own evaluations of their performance, to plan for the future.

In the first round of inspections, self-evaluation and improvement planning were found to be unsatisfactory in around one third of schools. In 2010-11, inspectors noted a significant improvement and around one half of schools were judged as good or outstanding in this respect.

Consequently, evaluations of their own performance will play a more important part in future inspection of schools in Dubai. From 2011-12, DSIB will require schools to submit self-evaluation information to inspectors prior to the visit to the school. This should be aligned to the quality indicators in this handbook using the recent DSIB self-evaluation resource. This resource is intended to provide support and guidance to schools in order to facilitate rigorous and systematic self-evaluation. In this way, we trust that schools can work in partnership with inspectors to bring about the desired improvements.

Inspectors will use the self-evaluation information provided by each school as a starting point for their work. The key role of the inspectors will be, in good and outstanding schools in particular, to provide an external validation of the accuracy of schools' own self-evaluations. Inspectors will then work together with school leaders to determine each school's priorities for further improvement.

2.4 Code of conduct for inspectors

Inspectors must not only arrive at fair and accurate judgements about schools, but they must also conduct inspections professionally.

Any assessment of professional competence can cause anxiety, and inspection is no exception to this. Inspectors will treat all the people they encounter as part of the inspection process with interest, courtesy and respect. The right of entry into schools is a privilege.

Inspectors will uphold the highest professional standards in their work and ensure that staff and students are treated fairly and that schools benefit from the experience of inspection. The process will be transparent and carried out openly with the outcomes clearly communicated to all parties. The standards expected for inspectors are set out in the DSIB Code of Conduct for Inspectors.

School inspectors are expected to:

- make their evaluations objectively, be impartial and have no connection with the school that could undermine their objectivity;
- present an accurate, honest, fair and reliable report of what the school achieves and does;
- carry out all work with integrity, treating all those they meet with courtesy and sensitivity;
- do all that they can to allay worry or anxiety throughout the inspection process;
- act with the best interests and well-being of students and school staff in mind;
- maintain purposeful and productive relationships and dialogue with those being evaluated, and communicate outcomes clearly;
- respect the confidentiality of information.

Effective inspections are those which schools regard as fair, rigorous and helpful and take account of the school's self-evaluation. If schools respect and value the quality of inspections, they will be more likely to accept and make use of the findings to help them improve.

2.5 Complaints

DSIB will investigate any complaints raised by schools in relation to the inspectors' code of conduct, the inspection judgements, and the quality and content of the report.

- Complaints about the code of conduct and judgements must be received within one week of the end of the period of inspection in school.
- Complaints about the quality and content of the report must be received within one week of the school receiving the draft report.
- All complaints must be made in writing and addressed to the Chief, Dubai Schools Inspection Bureau. DSIB will respond to complaints within one week of receiving them.

2.6 Quality Reviews

The Knowledge and Human Development Authority (KHDA) may, at any time, carry out a review of the quality of an inspection and the outcomes. The purpose of the quality review visits will be to check the reliability of judgements and any issues relating to the code of conduct. This may involve a small team of inspectors visiting a school after the school-based part of the inspection. This will be in addition to the routine quality assurance processes used by DSIB.





Section 3

3.1 Framework of Quality Indicators

Introduction

This set of quality indicators has been developed from those of the previous three years and following further consultation.

Quality indicators are at the heart of most effective inspection systems worldwide. They provide a framework within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a vocabulary for a conversation with, and between, schools about the key purposes of schooling and the key determinants of educational success;
- The highest level statements provide schools with a description of educational excellence to which schools can aspire;
- The lowest level statements provide schools with a clear understanding of levels of provision that are considered unacceptable and must be improved;
- The indicators can be used by schools for self-evaluation purposes, and can be linked to school improvement through effective development planning;
- The use of a common set of indicators encourages consistency in judgements across different inspection teams; inspectors base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings;
- The publication of inspection quality indicators enables schools to see inspection as a transparent process.

School inspections are structured around seven key questions:

1. How good are the students' attainment and progress?
2. How good is the students' personal and social development?
3. How good are the teaching, learning and assessment?
4. How well does the curriculum meet the educational needs of all students?
5. How well does the school protect and support students?
6. How good are the leadership and management of the school?
7. How well does the school perform overall?

One section in the inspection report on every school will set out the inspectors' recommendations for what the school needs to do to improve further.

The choice of indicators is based on research into school effectiveness. While there are legitimate disagreements about some aspects of the purpose of schooling, there is an almost universal consensus that an effective school will seek to secure the best possible academic or cognitive outcomes, while also enabling students to thrive in terms of personal development, interpersonal skills and the affective side of human development.

These two key outcomes – progress and personal development – are the measure of school effectiveness and form the basis for the first two sets of indicators. The next four sets of indicators focus on what the research tells us about the most powerful factors determining school effectiveness: purposeful teaching and learning, an appropriate and challenging curriculum, the quality of care, and leadership. The indicators conclude with a final question involving an overall judgement of school effectiveness.

Inspectors will make judgements using a four-point scale. The four levels on the scale are defined as follows:

- **Outstanding quality** – exceptionally high quality of performance or practice.
- **Good quality** – the expected level for every school in Dubai.
- **Acceptable** – the minimum level of quality required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.
- **Unsatisfactory** – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

The following terms are used consistently throughout the indicators with the following definitions:

All	100% or very close
Almost all	90% and more
Most	more than three quarters but less than 90%
Majority	more than half but less than three quarters
Minority	more than 15% but less than half
Few	up to about 15%

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

Inspectors will make evaluations on the basis of the evidence they gather in relation to each significant age group in the school, taking into account the students' ages.

Inspectors will take account of any significant variations in the performance of different groups of students. These will include:

- boys and girls;
- Emirati students;
- students with special educational needs;
- students for whom the language of instruction is an additional language;
- students with particular gifts or talents;
- lower and higher attaining students;
- those of different nationalities.

In judging attainment and progress, the descriptors will be applied to certain key subjects:

- Islamic Education (for Muslim students)
- Arabic as a first language and Arabic as an additional language
- English
- The language used for teaching and learning, where it is not Arabic or English
- Mathematics
- Science

1.1 Attainment

Key aspects	<ul style="list-style-type: none"> • Attainment as measured against curriculum expectations • Attainment as measured against external and appropriate international standards • Knowledge, skills and understanding, especially in key subjects • Trends in attainment over time 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	<p>Most students attain levels that are above curriculum standards.</p> <p>In external examinations most students attain levels that are above international standards.</p> <p>In lessons and in their recent work, most students demonstrate high levels of knowledge, skills and understanding that are above international standards.</p> <p>Over the past three years, attainment has been consistently above international standards.</p>	<p>The majority of students attain levels that are above curriculum standards.</p> <p>In external examinations the majority of students attain levels that are above international standards.</p> <p>In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above international standards.</p> <p>Over the past three years, attainment has been mainly above international standards or has improved significantly.</p>	<p>Most students attain levels that are in line with curriculum standards.</p> <p>In external examinations most students attain levels that are in line with international standards.</p> <p>In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum and international standards.</p> <p>Over the past three years, attainment has been in line with international standards or has been variable.</p>	<p>Less than three-quarters of students attain levels that are at least in line with curriculum standards.</p> <p>In external examinations less than three-quarters of the students attain levels that are at least in line with international standards.</p> <p>In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their understanding.</p> <p>Over the past three years, attainment has been consistently below international standards or has been variable.</p>

The quality of attainment illustrated below would be evaluated as outstanding.

- The results of most students' work, as measured against the school's curriculum levels, are consistently above average.
- Using external and other appropriate benchmarks, most students' results, at all ages, are above international standards.
- Most students demonstrate high levels of knowledge and understanding shown in the consistently very high quality of their work, above international standards.
- The school has, over the previous three years, raised attainment and/or maintained consistently high standards of attainment for students.

The quality of attainment illustrated below would be evaluated as acceptable.

- The results of most students' work, as measured against the school's curriculum levels, are broadly average.
- In relation to benchmarks used by the school, most students' test and external examination results are at least in line with curriculum and international standards.
- Most students demonstrate knowledge, skills and understanding in the key subjects, in line with curriculum and international standards.
- There may be variation from year to year in external test results but, overall, students' attainment is broadly in line with curriculum and international standards.

USEFUL DEFINITIONS :

ATTAINMENT: The level students reach, usually measured by reference to benchmarks, such as test and examination results.

INTERNATIONAL STANDARDS: Academic expectations arising from international comparative studies, such as the Programme for International Student Assessment (PISA), Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

1.2 Progress

Key aspects	<ul style="list-style-type: none"> • Progress against starting points and over time • Progress in lessons 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	<p>Assessment information indicates that most students make better than expected progress in relation to appropriate starting points.</p> <p>In lessons, most students make better than expected progress as measured against their learning objectives.</p>	<p>Assessment information indicates that the majority of students make better than expected progress in relation to appropriate starting points.</p> <p>In lessons, the majority of students make better than expected progress as measured against their learning objectives.</p>	<p>Assessment information indicates that most students make the expected progress in relation to appropriate starting points.</p> <p>In lessons, most students make expected progress as measured against their learning objectives.</p>	<p>Assessment information indicates that less than three-quarters of the students make the expected progress from appropriate starting points.</p> <p>In lessons, not enough students make sufficient progress as measured against their learning objectives.</p>

The quality of progress illustrated below would be evaluated as outstanding.

- Assessment information shows that, in relation to their assessed starting points, students reach much higher levels of attainment than predicted.
- Most students make significant gains in their knowledge, skills and understanding, as measured against the learning objectives in lessons. They make links between subject areas demonstrating high levels of competence and applying their skills successfully in unfamiliar learning contexts.

The quality of progress illustrated below would be evaluated as acceptable.

- Assessment information indicates that most students make expected progress in relation to their starting points.
- Most students make gains in knowledge, skills and understanding, as measured against the learning objectives in lessons. A few students make links to prior knowledge but a majority may lack confidence in applying their skills in unfamiliar contexts.

Attainment and progress are unlikely to be of acceptable quality if any of the following apply:

- Students are working at a level below what is expected for their ages.
- The rate of students' progress is too slow and a significant minority of students do not make the progress of which they are capable. Few students are able to apply their skills and knowledge in unfamiliar contexts.

USEFUL DEFINITION:

PROGRESS: The gains in knowledge, skills and understanding between two points in time.

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

2.1 Attitudes and behaviour

Key aspects	<ul style="list-style-type: none"> • Behaviour • Relationships • Personal responsibility • Adoption of a healthy lifestyle • Attendance and punctuality 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Students are self-disciplined, respond very well to adults and others, and resolve difficulties in mature ways. Their behaviour is excellent.	Positive behaviour prevails throughout the school. Students exercise self-control; they are courteous to one another and to adults.	Behaviour is satisfactory. Rules are respected. The school is orderly and safe.	The poor behaviour of a few students disrupts lessons and/or causes difficulties around the school.
	Relationships with other students and with staff are very respectful and effective. Students are sensitive to the needs of others and lead by example.	Relationships with other students and staff are cordial and respectful. Students are sensitive to the needs of others.	Relationships with other students and staff are cordial and civil. Students are tolerant of the needs of others.	Relationships with other students and staff are often awkward and uncertain. Students are not aware enough of the needs of others.
	Students have very positive and responsible attitudes. They demonstrate strong self-reliance and an excellent work ethic. They readily take initiative and thrive on critical feedback.	Students have mature and sensible attitudes. They demonstrate self-reliance and a positive work ethic. They sometimes take the initiative and respond well to critical feedback.	Students have a sensible attitude. They demonstrate appropriate self-reliance and enjoy work. They may lack initiative but appreciate critical feedback.	Students are willing though may be often insecure when making decisions. They rely too much on adults to help them. They do not respond well to critical feedback.
	Students demonstrate excellent understanding of healthy living. When possible, they make wise choices about their own health and fitness. They initiate and/or take part in activities which promote healthy living.	Students demonstrate positive attitudes towards healthy living and follow the school's advice on keeping fit and healthy.	Students generally follow the school's advice on eating healthily and taking exercise.	Students demonstrate poor understanding of healthy living and take little heed of the school's advice on how to keep fit and stay healthy.
	Attendance for the most recent semester or term is at least 98%. Students always arrive at school and to lessons on time.	Attendance for the most recent semester or term is at least 96%. Almost all students arrive in good time for lessons and at the start of the day.	Attendance for the most recent semester or term is at least 92%. All but a few students arrive in good time for lessons and at the start of the day.	Attendance for the most recent semester or term is less than 92%.

The quality of students' attitudes and behaviour illustrated below would be evaluated as outstanding.

- Students' attitudes to school and to others result in excellent behaviour. Students are self-disciplined, respond very well to their peers and adults, and resolve difficulties in mature ways. Almost all students are making very good progress in the development of self-regard and self-confidence.
- Students enjoy excellent relationships with staff. Students report that they feel safe, valued and supported and this, in turn, leads to effective relationships amongst students. They show genuine concern for, empathy towards and tolerance of others. Students take the lead in relating to others, including those with special educational needs, both socially and in their school work.
- Students have a very strong sense of personal responsibility and show independence of mind. They have an excellent work ethic. They are proactive and resilient, and are not averse to taking risks. They are able to give and receive critical feedback.
- Students have a strong commitment to following a healthy lifestyle. They show responsibility by explaining the reasons for, and encouraging others in, making healthy eating choices and taking regular exercise.
- Levels of attendance are at least 98%. Students are punctual in arriving at school and for lessons throughout the school day. Students are aware of the need for good attendance, recognising the link between their attendance and achievement.

The quality of students' attitudes and behaviour illustrated below would be evaluated as acceptable.

- Students' behaviour is inclusive and respectful. Rules and values are clearly stated and understood. Consequently, the school is a safe and orderly environment for all students.
- Student-staff relationships are based upon mutual respect; they are productive and affirming. The students co-operate well with others and report that they feel safe, valued and supported by staff in the school.
- Most students have responsible attitudes. They enjoy their work and are happy to be involved in activities but are often passive participants. They appreciate critical feedback.
- Students understand the reasons for making healthy eating choices and taking exercise and, in general, follow the advice available.
- Attendance is at least 92% and almost all students are punctual.

Students' attitudes and behaviour are unlikely to be acceptable if:

- There is any bullying or intimidation and lessons are disrupted by students.
- In social areas and around the school, students report that they do not always feel safe.
- Students show little respect for teachers or peers.
- Students show little sense of personal responsibility or initiative.
- Students regularly disregard the advice they are given about their well-being.
- Attendance for the most recent semester or term is less than 92%.
- Learning and teaching time is compromised through poor time-keeping.

2.2 Understanding of Islam and appreciation of local traditions and culture

Key aspects	<ul style="list-style-type: none"> • Students' respect for and their appreciation and understanding of Islam • Students' appreciation of local traditions and culture of Dubai • Students' awareness of the multi-cultural society in Dubai and wider world cultures 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Students demonstrate an excellent understanding of Islam and its impact on contemporary society in Dubai and the wider world.	Students have a clear understanding of Islam and its impact on contemporary society in Dubai and the wider world.	Students have an adequate understanding of Islam and its impact on contemporary society in Dubai and the wider world.	Students have a limited understanding of Islam and its impact on contemporary society in Dubai and the wider world.
	They respect and appreciate the traditions, heritage and values of the UAE that underpin and influence life in Dubai.	They appreciate the traditions, heritage and values of the UAE that underpin and influence life in Dubai.	They have a basic knowledge of the traditions, heritage and values of the UAE that underpin and influence life in Dubai.	They have only a superficial awareness of the traditions, heritage and values of the UAE that underpin and influence life in Dubai.
	Students have an excellent understanding and appreciation of the multi-cultural nature of Dubai, as well as their own culture and other cultures from around the world.	Students have a good appreciation of the multi-cultural nature of Dubai, as well as their own culture and other cultures from around the world.	Students appreciate the variety and range of Dubai's multi-cultural society, as well as their own culture and other cultures from around the world.	Students have some knowledge of the variety and range of Dubai's multi-cultural society. They are not very aware of other cultures from around the world.

The quality of students' understanding of Islam and their appreciation of local traditions and culture illustrated below would be evaluated as outstanding.

- Students demonstrate a very good understanding of Islam. They understand the relevance and impact of Islam on contemporary society in Dubai and reflect upon key messages in relation to their own lives and experiences. Where appropriate, students diligently put into practice what they learn from studying Islam and show their understanding of Islam in practical actions.
- Traditions and local heritage are well known and understood by students who recognise their importance, relevance and value to people in the UAE.
- Almost all students understand and appreciate the multi-cultural nature of society in Dubai. They demonstrate a mature grasp of their own culture, as well as cultural diversity and breadth including music, art and literature.

The quality of students' understanding of Islam and their appreciation of local traditions and culture illustrated below would be evaluated as acceptable.

- Students demonstrate a basic level of understanding of Islam. They have a secure understanding of the relevance and impact of Islam on contemporary society in Dubai but need support to apply key messages to their own lives and experiences. Where appropriate, students put into practice what they learn from studying Islam and show their understanding in practical actions.
- Local traditions and heritage are known and understood by students who recognise their value to people of the UAE.
- Most students demonstrate an age-appropriate understanding of the multi-cultural nature of society in Dubai. They know about their own culture and identity. However, their understanding may be in isolation from other work or experiences and students may require support to appreciate the meaning and relevance.

Students' understanding of Islam and their appreciation of local traditions and culture are unlikely to be acceptable if:

- Students have no, or only a superficial, knowledge and understanding of Islam.
- Students have little knowledge and understanding of the traditions of Dubai and the UAE, and of the multi-cultural nature of modern Dubai.
- Students have a limited understanding of their own culture.

2.3 Civic, economic and environmental understanding

Key aspects	<ul style="list-style-type: none"> • Students' civic responsibility and community involvement • Knowledge and understanding of the nature of Dubai's economic planning and progress, and its place in the UAE and globally • Knowledge and understanding of the implications of local and global environmental issues 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Students demonstrate a highly proactive approach to their roles and responsibilities as members of a community both in and out of school. They readily assume positions of responsibility. The student voice has a significant impact on school development.	Students understand their responsibilities as members of a school community and take on key roles. Their contributions to the local community are regular and constructive. The student voice is influential.	Students are aware of their responsibilities as part of a larger community. Their involvement with the local community is beneficial. Their opinions have some effect upon the development of the school.	Students have little or no awareness of their responsibilities as part of the school community. They contribute little to the local community. Their views have little influence on the development of the school.
	Almost all students have a detailed knowledge of how Dubai has developed. Most students understand the reasons for the changes. Most older students have an excellent understanding of the economics which underpin the success of Dubai and the other emirates.	Almost all students know how Dubai has developed. Most students understand some reasons for the changes in Dubai and the other emirates.	Almost all students know how Dubai has developed. The majority of students have a basic, age-appropriate understanding of the economic success of Dubai and the other emirates.	Students have only a superficial knowledge of how Dubai has developed. The majority of students are unaware of the importance of Dubai's continued economic progress.
	Almost all students show care for their school and local environment. They seek ways to improve the school environment. They initiate and/or take part in schemes which support sustainability and conservation. Older students understand that economic decisions affect the sustainability of the environment.	Most students care for their school and local environment. They keep the school clean and tidy. They take part in activities to improve the environment. Older students understand the need to protect local, national and world resources and actively support schemes which promote sustainability and conservation.	The majority of students take care of their immediate surroundings and are aware of some important environmental issues. They are sometimes active in schemes which support sustainability and conservation.	Students show little concern for their immediate surroundings and have limited awareness of important environmental issues. Few students show awareness of sustainability and conservation.

The quality of students' civic, economic and environmental understanding illustrated below would be evaluated as outstanding.

- Students are responsible and contribute actively to the life of the school and the wider community. Their opinions are valued by the school and influence its development. In school and in their classes, students demonstrate initiative, maturity, high levels of independence and show respect and consideration for the needs of others including those with disabilities. They undertake responsibilities in school through well-judged and planned systems. The students show care and consideration for others and develop the skills of active citizenship. Students' civic understanding is evident across all aspects of the curriculum.
- Students demonstrate an advanced knowledge and understanding of the nature of Dubai's economic context. They have a very good understanding of the factors which characterise the success of Dubai and the other emirates. Through well-planned enterprise activities and business projects, students acquire key skills.
- Students show a very good understanding of environmental sustainability. They actively seek ways to care for and improve their school environment. They initiate or take part in schemes to support conservation and understand that economic decisions affect the sustainability of the environment.

The quality of students' civic, economic and environmental understanding illustrated below would be evaluated as acceptable.

- Students contribute to the life of the school and the wider community through planned responsibilities. Their opinions have some bearing on the school's development. They understand their roles as citizens although there may be a limited range of opportunities in school to do so. In school and in their classes, students show respect and consideration for the needs of others including those with disabilities.
- Students have a basic knowledge of Dubai's economic and social development. They understand the key factors which characterise the success of Dubai and the other emirates.
- Students understand the importance of environmental sustainability. They take care of their school environment. A few may take part in schemes to support conservation.

Students' civic, economic and environmental understanding is unlikely to be acceptable if:

- Students do not assume any positions of responsibility in the school or do not respect and value each other. Their opinions have little or no influence on the school's development.
- Students have little or no knowledge of the nature of Dubai's economic development and its recent history in relation to the UAE and the world.
- Students take no interest in looking after the school, they drop litter casually, or deface school property. They have little knowledge about the importance of energy conservation and world environmental concerns.

3. How good are the teaching, learning and assessment?

3.1 Teaching for effective learning

Key aspects	<ul style="list-style-type: none"> • Teachers' knowledge of their subjects and how they are learned • Effectiveness of lesson planning, the management of time and use of resources in lessons • Teacher-student interactions including the use of dialogue and questions • Teaching strategies to meet the needs of all groups of students • The extent to which teaching promotes critical thinking and independent learning 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	High quality teaching stems from teachers' expert knowledge of their subjects, how to teach them and how students learn.	Almost all teachers know their subjects well, how to teach them and how students learn.	Most teachers know their subjects well, how to teach them and how students learn.	More than a few teachers are insecure in their knowledge of subjects and/or how to teach them.
	Lessons are imaginatively planned well-timed. Resources are deployed creatively to extend learning.	Lessons are skilfully planned and time is used well. Resources are deployed effectively to enhance learning.	Lessons are well planned and timed in most classes. Teachers use an appropriate range of resources, other than textbooks, to support learning.	Lessons are poorly planned in most classes. Resources are not used appropriately to support learning.
	Teachers' interactions with students ensure they are always active participants in achieving meaningful and relevant learning. Consequently, students make excellent progress.	Teachers' interactions with students ensure they are active participants in achieving meaningful and relevant learning. Consequently, students make good progress.	Teaching occasionally results in student participation that is not active enough. Consequently, students only make steady progress.	Teaching regularly results in student participation that is too passive. Consequently, students make too little progress.
	Teaching strategies very successfully meet the individual needs of students. Teachers have high expectations of all groups of students and provide very challenging work.	Teaching strategies meet the individual needs of students well. Teachers have good expectations of all groups of students and provide challenging work.	Teaching strategies satisfactorily address the individual needs of students. Teachers have appropriate expectations of all groups of students and provide appropriate challenge.	Teaching strategies fail to address the individual needs of students. Teachers have low expectations of all groups of students and do not provide enough challenge.
	The development of enquiry and critical thinking skills is the norm.	The development of enquiry and critical thinking skills is a priority.	The development of enquiry and critical thinking skills is inconsistent.	There is little development of enquiry and critical thinking skills.

The quality of teaching illustrated below would be evaluated as outstanding.

- Teachers have excellent subject knowledge and are able to put it in a meaningful context for the learners; they understand the difficulty of certain concepts and have a good repertoire of examples to reinforce their relevance to students. Teachers create a positive learning environment, where they encourage the learners to feel respected and that their efforts are worthwhile.
- Lessons are very effectively planned. The purpose of activities is clear and learning is reviewed as an integral part of the lesson. Lesson objectives are stated clearly and reviewed at the end of the lesson so that learners have a clear sense of achievement; there is a good balance of activities with the use, where appropriate, of whole class, individual and group work. Tasks, activities and resources are used to optimum effect. Teachers make full and effective use of many resources to vary their teaching and promote active learning.
- Teachers are skilled in their use of questions and arouse students' inquisitiveness, inspiring them to want to find out more. Their questions are focused and usually individualised for particular students. Teachers adjust the pace of learning as a result of students' responses. As a result, students make significant progress in their learning.
- Classrooms are well organised and the learning activities are very well matched to the needs of individual students and groups with differing learning needs and abilities. The tasks, activities and resources support and challenge all students to maximise their progress. Teachers' expectations are consistently high, and appropriate for students at all levels of prior attainment.
- Teachers expect students to take responsibility for their own learning. They promote collaborative and/or independent learning, as appropriate. Teachers give ample time for reflection and require students to think deeply.

The quality of teaching illustrated below would be evaluated as acceptable.

- Teachers have sufficient subject knowledge and can share this at a suitable level with students; they appreciate students' needs and include appropriate examples in order to establish relevance. There is a positive climate for learning where students are encouraged to learn from their mistakes.
- Lessons are planned effectively so that the purpose of activities is clear. There is variation in learning activities and time is allocated to review learning. Teachers make adequate use of additional resources beyond the textbooks.
- Teachers ensure that all students are sufficiently engaged in lessons. Teachers use a range of questions to test students' understanding.
- Teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly. As a result, students make steady progress.
- Teachers expect students to think about their responses and their work; students over-rely on adults for guidance.

The quality of teaching is unlikely to be of acceptable quality if:

- Teachers have poor or inadequate subject knowledge and they have little awareness of how students learn.
- Lessons are poorly planned and time is used unproductively; lessons are monotonous with no variety.
- No resources are used other than textbooks or teacher-talk.
- Teachers make no use of questioning to check understanding.
- Teachers do not meet the learning needs of all groups and individuals, including those students requiring additional help with their learning.
- Not all groups of students make sufficient progress.
- Teachers do not give students enough scope to develop their own approaches to learning and to think for themselves.

3.2 Quality of students' learning

Key aspects	<ul style="list-style-type: none"> • Students' engagement in and responsibility for their own learning • Students' interactions and collaboration • Application of learning to the real world and making connections between areas of learning • Enquiry, research and critical thinking skills 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. Most act on them in order to improve.	Students enjoy learning and take responsibility for their own learning. They are aware of their strengths and weaknesses and take steps to improve.	Students have positive attitudes to learning and can work for short periods without teacher intervention. Although they may be passive in their learning, students know what they have learned and how to improve their work.	Students rarely work without constant teacher direction and lack interest in learning. They are easily distracted and rarely reflect on their learning to evaluate their strengths and weaknesses. They do not know how to improve their work.
	They communicate their learning very clearly, share achievements and collaborate very effectively in a wide range of learning situations.	They communicate their learning well to others. Most collaborate well in a range of learning situations to achieve common goals.	They can discuss and explain their learning to others clearly. They are able to work productively in groups.	They find it difficult to discuss their learning and are unable to collaborate effectively in groups.
	Students make meaningful connections with other learning and use these to deepen their understanding.	Students make clear connections with other learning and relate these well to the real world.	Students make a few connections between new and previous learning and do not relate learning enough to the real world.	Students rarely make connections with other learning and do not relate their learning to the real world.
	Students are independent learners. They find things out from a variety of different sources and use ICT effectively to support their learning. Critical thinking skills are an intrinsic part of learning.	Most students find things out for themselves and use ICT to support their learning. Critical thinking skills are a common feature of learning.	Students occasionally find things out for themselves. They use ICT in limited ways to support their learning. Critical thinking skills are a developing feature of learning.	Students cannot find things out for themselves and lack ICT skills to support their learning. Critical thinking skills are underdeveloped.

The quality of learning illustrated below would be evaluated as outstanding.

- Students are motivated and eager participants in their learning. They are actively involved in their own learning and development, and show increasing skills as learners. Students are very aware of their progress and strengths in learning. The questions they ask show they are making important connections between new learning and what they already know. They are reflective and analyse learning situations in order to discover the best solutions. Their independence shows itself particularly in the ways they use ICT.
- Students choose the best ways to complete tasks within group and individual settings both in leading and supporting their peers. Through effective collaboration with others, by contributing ideas and listening to one another, students demonstrate high levels of skills as independent thinkers and learners, and achieve common goals.
- Skills, knowledge and understanding acquired are applied confidently and accurately to new learning contexts. Students demonstrate success in applying their skills to problems reflecting real life situations. They make connections between their learning in different parts of the curriculum. They are successful, confident, responsible learners.
- Students demonstrate proficiency in finding out new information and are able to apply successfully their critical thinking to tasks. Their work will often reflect maturity and independence of thought and they readily find things out for themselves by using books and other resources, including ICT. Through the effective use of different sources of information, students are able to make accurate and appropriate conclusions and present their learning with confidence.

The quality of learning illustrated below would be evaluated as acceptable.

- Students occasionally take responsibility for and are active in their own learning. They do what teachers ask of them but are often passive listeners or watchers, or undertake tasks which do not require much thought. While the majority of students work well in the absence of close supervision, others lack motivation or are easily distracted. They are unclear about what they need to do to improve. Students have only a general awareness of their progress and strengths as learners.
- Students work collaboratively in familiar groups. Whilst working in groups or teams, students, at times, lack the skills they need to co-operate and produce good work. They do not always understand the importance of listening to each other in order to make meaningful contributions.
- Students acquire knowledge and skills from a range of contexts but their understanding may be less well developed. Consequently, students will only demonstrate success in their learning in familiar contexts where they are required to repeat a procedure. When required to apply their learning to new contexts, they may need high levels of support.
- Students demonstrate age-appropriate skills as learners but rarely exhibit independent thinking skills; they tend to rely on adults.

The quality of students' learning is unlikely to be acceptable if:

- A substantial proportion of students are not engaged in lessons and they are unable to explain what they are doing.
- Students are unable to work collaboratively.
- Students cannot relate the learning to their lives.
- Students are unable to find things out and cannot solve problems for themselves.
- Students make no connections between their learning in different parts of the curriculum.

USEFUL DEFINITION:

LEARNING: How students undertake the tasks that lead to gains in knowledge, skills and understanding. Most students have a preference for learning in an auditory, visual or kinaesthetic way. Ways of learning also include enquiry, researching and working independently of the teacher, alone or with others.

3.3 Assessment

Key aspects	<ul style="list-style-type: none"> • Assessment systems and processes • Quality and accuracy of assessment data throughout the school • Level of teachers' knowledge of their students' strengths and weaknesses • Quality and effectiveness of oral and written feedback to students • The use of assessment to influence teaching, the curriculum and support for students 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	<p>A thorough programme of assessment and review, including students' assessments of their own learning, is used consistently throughout the school.</p> <p>Students' progress over time is tracked very effectively. Assessment information is comprehensive, very accurate and is analysed in depth.</p> <p>Teachers have a thorough knowledge of individual students' strengths and weaknesses.</p> <p>Teachers are consistently effective in helping students in recognising what they need to do to improve, and provide comprehensive support and feedback.</p> <p>Assessment information is used very effectively by staff in their planning to meet the learning needs of all groups of students.</p>	<p>There are consistent and effective assessment practices for monitoring students' progress. Students are involved in assessing some aspects of their own learning.</p> <p>Students' work is tracked to ensure they are making expected progress over time. Assessment information is accurate, detailed and is analysed well.</p> <p>Teachers have a good knowledge of individual students' strengths and weaknesses.</p> <p>Teachers provide effective support and feedback so that students are clear how they can improve.</p> <p>Assessment information is used effectively by staff in their planning to meet the learning needs of all groups of students.</p>	<p>Assessment systems are used to monitor the achievements of students, to indicate what they have learned, and to involve them in evaluating their learning.</p> <p>Through these systems, the school is able to track and record progress accurately. The analysis of data may be underdeveloped.</p> <p>Teachers have some knowledge of individual students' strengths and weaknesses.</p> <p>Support and feedback to students are given regularly to show them how to improve.</p> <p>Assessment information is used adequately by staff in their planning to meet the learning needs of all groups of students.</p>	<p>Assessment is not well developed and may be largely restricted to summative tests. Students are rarely involved in assessing their own learning.</p> <p>Arrangements to track and record progress are inconsistent. There is little analysis of data.</p> <p>Teachers do not have sufficient knowledge of students' progress and achievements.</p> <p>Students are not given sufficient support and feedback on their performance.</p> <p>Assessment information is not used enough by staff in their planning to meet the learning needs of all groups of students.</p>

The quality of assessment illustrated below would be evaluated as outstanding.

- Assessment is used as a tool for teachers to plan each step of learning. An assessment is made of each student early in their time at school, in order to diagnose their capacities for learning and to identify any special needs and special talents. Throughout their time at school, assessment is used to set challenging targets for students, check progress and give feedback to the students. Periodically, formal tests are conducted and the results compared with international benchmarks.
- Information from assessment is collected and analysed to identify strengths and weaknesses in students' attainment and to identify trends. Actual attainment is compared with predicted attainment and strengths in provision can be ascertained. The school takes every precaution to ensure that all assessment information is accurate. All teachers have access to this information and use it to evaluate the effectiveness of the curriculum and their teaching. Whole school and individual targets are set and students' performance is monitored to ensure students are meeting short and long term targets.
- Teachers have an excellent knowledge and understanding of individual students' strengths and weaknesses.
- When teachers assess students' work and mark their books, their comments are constructive in helping students know what their next steps should be. Students use objective criteria to evaluate their own and each other's work and to identify the next steps. Informal assessment during lessons through, for example, questioning by teachers, adds to the overall view of students' attainment and progress.
- Staff also use the analysis of data to plan lessons and address the individual learning needs of all students. Students and parents are regularly involved in well-judged target setting procedures which help clarify learning goals for each student.

The quality of assessment illustrated below would be evaluated at acceptable.

- The school carries out regular assessments of students' progress in the key subjects. Senior leaders undertake some analysis of the test results to identify patterns of attainment.
- The recording of assessment information is organised efficiently. Some analysis is undertaken to identify broad trends and individual progress; the resultant information is shared with staff.
- Teachers have a broad understanding of the attainment and progress of groups and individual students.
- Students may be given oral feedback on their work; exercise books are marked regularly but there may be few informative comments about how to improve. Students' evaluation of their own and others' work is not a regular feature of the school's assessment procedures. They know the results of assessments and understand the nature of their strengths and weaknesses.
- Staff make some use of data analysis to plan lessons and to adapt the curriculum to meet the needs of all students, but such use is inconsistent and/or not very effective.

The quality of assessment is unlikely to be acceptable if:

- Assessment of students' progress is based solely on internal tests.
- Assessment data are inaccurate or have little validity.
- Teachers have a poor knowledge of students' individual achievements and their learning needs.
- Teachers give little feedback to students and they seldom mark students' work. Students are unaware of the results from assessments.
- Teachers make very little use of the assessment results to modify their work.

USEFUL DEFINITION:

ASSESSMENT: The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.

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

4.1 Curriculum quality

Key aspects	<ul style="list-style-type: none"> • Breadth and balance • Continuity and progression • Review and development • Provision for all the different groups of students • Enrichment 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	<p>The curriculum has a very clear rationale. It is broad and balanced. There is evident progression and choice in learning for all students.</p> <p>Transition arrangements between phases of the school ensure that all students are well prepared for the next stage of education.</p> <p>The curriculum is reviewed regularly and systematically to ensure that there is high quality provision of all subjects and for students' personal development.</p> <p>The curriculum is skilfully planned to meet the needs of all groups of students. It is both challenging and stimulating. Cross-curricular links are carefully planned, well managed and significantly enhance learning. The curriculum provides very good opportunities for independent learning, research and critical thinking.</p> <p>A wide range of enrichment provision, including extra-curricular activities and community links, significantly enhances learning.</p>	<p>The curriculum has a clear rationale. It is broad and balanced. Progression is planned and there is some choice in learning for almost all students.</p> <p>Transition arrangements between phases of the school ensure that most students are well prepared for the next stage of education.</p> <p>The curriculum is reviewed annually and effectively to ensure good provision of all subjects and for students' personal development.</p> <p>The curriculum is well planned to meet the needs of almost all groups of students. It provides good challenge and is interesting for students. Cross-curricular links enhance students' learning. The curriculum provides good opportunities for independent learning, research and critical thinking.</p> <p>A variety of enrichment provision, including extra-curricular activities and community links enhances learning.</p>	<p>The curriculum is soundly planned. There are no significant gaps in content but there may be limited choice for certain groups of students.</p> <p>Plans exist to promote progression. Transition arrangements are adequate.</p> <p>The curriculum is reviewed from time to time to ensure adequate provision of all subjects and for students' personal development.</p> <p>The curriculum is planned to meet the needs of most groups of students. It provides sufficient challenge but often relies on routine tasks. Opportunities for independent learning, research and critical thinking may be inconsistent features of the planned curriculum.</p> <p>An appropriate range of enrichment provision, including extra-curricular activities and community links, has some impact on learning.</p>	<p>The curriculum rationale is unclear and is mostly dictated by textbooks. There is discontinuity in the curriculum in some subjects from year to year and significant gaps in content. It is neither broad nor balanced.</p> <p>Transition arrangements are inconsistent.</p> <p>Any review is not sufficiently focused on students' outcomes and their personal development.</p> <p>The curriculum is rigid and not adjusted enough to meet the needs of all groups of students. It is often undemanding and provides few opportunities for independent learning, research and critical thinking.</p> <p>There are few planned enrichment activities to support learning.</p>

The quality of the curriculum illustrated below would be evaluated as outstanding.

- The curriculum has a clear rationale based on shared values. Its programmes, courses, syllabi and activities promote challenge, enjoyment, progression, relevance, coherence, personalisation and choice in learning for all students. The curriculum has breadth and balance across all subjects and within each of its various elements. The curriculum consistently includes creative, physical and practical experiences. All key subjects are given the appropriate amount of time.
- Planning across the phases of education, both within the school and at the point when students transfer to the next school, prepares students well. It ensures that previous learning is taken into account when preparing for the arrival of new students.
- The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes account of the views of students and parents. Staff reflect on the range and quality of the curriculum and the impact of the experiences on students' academic outcomes and their personal development. As a consequence, curriculum innovation is well planned and ensures that the needs and interests of all students are met.
- The curriculum is effectively planned to provide stimulating learning opportunities for all groups of students. It is modified as necessary to ensure engagement and challenge for all. Cross-curricular themes are systematically and deliberately planned to ensure that students' skills across a range of subjects are developed in meaningful and interesting contexts.
- Through a strong sense of the school's shared curricular values and carefully planned opportunities to work with the local community, students are creative and enterprising. Older students are very well prepared for the world of work and further education. A wide range of extra-curricular activities allows students to extend their learning and interests. Students are frequently involved in a range of activities that serve the community.

The quality of the curriculum illustrated below would be evaluated as acceptable.

- The curriculum is based on a clear rationale and values but it may not fully meet the school's aims. It is generally broad and balanced across all subjects and within each of its various elements. The curriculum is largely driven by the textbooks.
- Planning across the phases of education, within the school and at the point when students transfer to the next school, builds on previous curriculum content. However, students are not always well prepared for the next stages of their education. The previous learning of new students is not taken fully into account.
- The curriculum is regularly reviewed but revisions and adaptations are not always implemented as a result of this work. Most students' needs are met in terms of their academic outcomes and personal development.
- The curriculum is planned appropriately to meet the learning needs of most students. There may be some occasional development of cross-curricular links. Opportunities are not always taken to make useful connections between subjects and aspects that would promote greater coherence in the curriculum.
- The school is aware of its place in the community but makes limited use of its surroundings to enhance the curriculum. Visits and other activities are organised but not always effectively integrated with the learning experience. There is occasional collaboration with local businesses. Students are sometimes involved in a range of activities that serve the community. Extra-curricular activities occur from time to time. Participation by students may be limited.

The quality of the curriculum is unlikely to be acceptable if:

- Statutory requirements are not met.
- It fails to cater adequately for the educational needs and personal development of all groups of students.
- There is discontinuity from year to year and between phases.
- There is no systematic review.
- Opportunities for promoting essential knowledge, understanding or skills are neglected.
- The curriculum is followed too rigidly with little enrichment or modification.
- There are few productive links with the local and wider communities.

USEFUL DEFINITIONS:

CURRICULUM: Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.

ENRICHMENT: The extra breadth and variety within all aspects of the curriculum that stimulate and motivate students, and which place learning clearly in context. These may include educational visits, visits to the school by experts, after-school clubs and activities, focus weeks and special days. These will also be particularly evident in lessons within and between all subjects.

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

5.1 Health and safety

Key aspects	<ul style="list-style-type: none"> • Arrangements to ensure health, safety and security in all parts of the school, on school transport and in other environments used by the school • Suitability of premises and facilities for all students, including those with special educational needs • Quality of maintenance and record keeping; for example, fire drills and medicines, together with records of incidents and subsequent actions • Provision for and promotion of healthy living • Care and welfare of students including child protection 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	The school consistently and in all respects provides a fully safe, hygienic and secure environment for students and staff.	Frequent thorough checks are made and acted upon to make sure that a healthy and safe environment is maintained.	Requirements for maintaining the health and safety of students are met.	Policies for health and safety are poorly implemented. Health and safety checks are irregular and not rigorous.
	Buildings and equipment are maintained in excellent condition.	Buildings and equipment are hygienic and kept in a good state of repair.	Buildings and equipment are secure, safe, in sound repair, well maintained and clean.	Some parts of buildings or equipment are unsafe and/or unhygienic.
	Excellent supervision of students prevails at all times.	Students are well supervised in classrooms, playgrounds, as they move around the school and on school transport.	Students are kept safe throughout the school day and accidents are rare.	Supervisory practices are weak.
	Healthy living is systematically built into and promoted in all aspects of school life.	Healthy living is systematically built into and promoted in most aspects of school life.	Students are given sound advice about healthy living, though this might not be systematically promoted throughout the school.	The school does little to advise students on healthy living and any advice may not be supported by the food available or the opportunities for regular exercise.
	All staff and students are fully aware of child protection arrangements.	All staff and students are aware of child protection arrangements.	Most staff and students are aware of child protection arrangements.	Arrangements for child protection may exist but these are not widely known.

The quality of health and safety illustrated below would be evaluated as outstanding.

- There are very effective policies and procedures in place and these ensure that students are safe. Staff fully understand their roles and responsibilities in ensuring health and safety. Thorough measures are in place to maximise the protection for students including, for example, very efficient arrangements for school transport. Students state that they feel very safe in the school.
- The school premises, equipment and resources are excellent and very well suited to the educational needs of all students, including those with special educational needs. They ensure that students are safe at all times whilst participating in a wide range of challenging and motivating educational experiences.
- Comprehensive records are kept of regular and routine fire drills, evacuation procedures and other incidents, with clearly stated action taken, to prevent their recurrence. Medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept. Relevant medical information is shared with staff in the school in a systematic way to ensure students' medical care at all times whilst they are working with different school staff. Medication is kept in a locked room or cabinet and all staff are well informed about how and by whom it can be administered. Students with special educational needs are provided with the specialist support to enable them to make a full contribution to the life of the school.
- Healthy living is systematically built into and promoted in all aspects of school life. School meals and snacks provided by the school are consistent with the school's policy on the promotion of healthy choices. The school provides very good advice to students and their parents on food choices and offers a broad and regular programme for physical education and sport to promote healthy living.
- Child protection arrangements are clearly defined and understood by all students, staff and parents. The school has very effective arrangements to protect students. Staff deal sensitively and effectively with students' needs and concerns. The training of all staff in child protection is regular and thorough.

The quality of health and safety illustrated below would be evaluated as acceptable.

- There are effective policies and procedures in place to ensure that students are kept safe. Staff understand their roles and responsibilities in ensuring health and safety. Practical measures are in place to protect students and arrangements are reviewed to ensure that they are effective. Most students state that they feel safe in the school.
- The school premises, equipment and resources are suitable and provide a safe, inclusive environment for students.
- Records of health and safety procedures are up-to-date and appropriate risk assessments are completed in relation to visits and potentially hazardous activities. Routine fire drills and other evacuation procedures take place. There are sufficient medical staff to carry out routine checks. Medication is kept locked away and all staff know how and by whom it can be administered. Most students with special educational needs are given the specialist support they need.
- The school has included in its curriculum planned opportunities for students to take part in physical activity which promotes a healthy lifestyle. The meals and snacks provided by the school are healthy. Parents are, at times, involved in school activities which successfully raise awareness of healthy choices.
- Child protection arrangements are in place but the responsibility for their implementation may be in the hands of a few senior staff or members of the administration. The training of all staff in child protection takes place from time to time.

The quality of health and safety is unlikely to be acceptable if:

- Policies and procedures for health and safety, including those for school transport, are poorly implemented.
- Health and safety checks are irregular and/or not rigorous.
- Some parts of the buildings, play areas and/or school equipment are unsafe or unhygienic.
- Supervisory practices are weak.
- There is evidence of bullying by members of the school community.
- School meals and snacks include unhealthy choices and little variety. The school is not sufficiently proactive in the promotion of a healthy lifestyle amongst students.
- The premises do not have appropriate facilities to meet the needs of students with disabilities.

5.2 Quality of support

Key aspects	<ul style="list-style-type: none"> • Staff–student relationships • Staff handling of behaviour issues • Student advice and support, including guidance regarding future education and career paths • Supporting students with special educational needs • Management of student attendance and punctuality 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Staff have very good relationships with all students.	Students' personal well-being is a high priority for staff.	Teachers know their students' needs well.	The school is slow to diagnose and respond to students' needs.
	Behaviour is managed very well.	Behaviour is managed well.	Behaviour is managed adequately.	The management of behaviour is inconsistent.
	Students' well-being and personal circumstances are closely monitored and the information is used to provide very effective individual guidance and support.	There are well-developed systems for monitoring students' well-being and personal development. Individual advice and guidance are good.	Teachers show students respect and respond to their care needs with appropriate individual advice and guidance.	The arrangements for care are weak or are not consistently applied. Students receive insufficient advice and guidance.
	Students with special educational needs are admitted into the school and, through very effective arrangements, make exceptional progress.	Students with special educational needs are admitted into the school and well-managed arrangements ensure they make good progress.	Students with special educational needs make acceptable progress through appropriate modifications to teaching, resources, facilities and support.	The arrangements to support students with special educational needs are ineffective and consequently, those students make slow progress.
	The school is proactive and successful in promoting good attendance and punctuality.	The school has effective systems that promote good attendance and punctuality.	The school has adequate systems to promote attendance and punctuality.	The school does not monitor attendance and punctuality consistently.

The quality of support illustrated below would be evaluated as outstanding.

- Teachers know all their students very well, including those who find learning difficult, and are fully aware of their individual social, physical, emotional and intellectual needs. Teachers have very good relationships with students and respond to them in supportive ways. Mutual respect, trust and confidence characterise interactions between and among staff and students. All members of the school community demonstrate care and concern for the needs of others at all times.
- The school's approach to managing behaviour is defined clearly and wholly understood by the students and the staff, who implement the policies wisely and are supported fully by the senior management team. Students are involved in discussions about the effectiveness of the approaches used and contribute their views constructively. Although the behaviour of almost all students is exemplary, firm action is taken when necessary. Parents receive comprehensive information about the school's expectations of standards of behaviour and of how staff will deal with any instances of misbehaviour. External agencies provide effective specialised support to individual students and their families when required.
- All students have ready access to known and trusted members of staff who provide well-informed advice and guidance about a range of important matters, including their academic progress, health and future career. Students' questions, needs and concerns are handled sympathetically and, when appropriate, in confidence. Students have recourse to an effective complaints procedure. High quality advice and guidance result in actions that bring about improvements in students' performance.
- Students with special educational needs make excellent progress. Their needs are identified quickly and high quality support is allocated. Individualised planning and effective review procedures ensure that their needs are fully met. The curriculum, facilities and resources include appropriate modifications and comprehensively provide for the diverse range of special needs.
- The school keeps accurate records of attendance and punctuality. Prompt and decisive action is taken when levels fall, and parents fully support the importance of maintaining high levels of attendance and punctuality. Parents are contacted immediately when students fail to arrive when expected.

The quality of support illustrated below would be evaluated as acceptable.

- Teachers know most of their students well and are aware of their social, physical, emotional and intellectual needs. They have good relationships with students and respond positively to them. Teachers and students respect one another and generally show care and concern for the needs of others.
- The school has an effective approach to managing the behaviour of its students. The staff know how to implement the policies and are supported in doing so by the senior management team. Parents receive information about how staff will deal with any instances of misbehaviour. External agencies are involved in supporting individual students and their families as necessary.
- Students receive advice and guidance from staff on a range of matters, including their individual progress, health and future careers, and most feel confident to ask adults for help. Students' questions, needs and concerns are usually dealt with efficiently and, when appropriate, in confidence.
- Students with special educational needs make acceptable progress because most teachers modify their teaching methods and the curriculum to provide for the majority of the students' needs. Progress is monitored and support given through individualised plans and class support. Facilities and resources are modified to address their needs.
- The school records attendance and punctuality but it may not systematically analyse the data. Monitoring procedures are known to students, staff and parents and are intended to ensure the safety and well-being of the students. Parents receive feedback about improved attendance and punctuality, and understand the action the school takes when it is required.

The quality of support is unlikely to be acceptable if:

- There are antagonistic relationships between staff and students.
- Inappropriate behaviour management strategies are used.
- Advice, support and guidance are uninformative.
- The school's admissions policy is too restricted and does not allow access for students with special educational needs.
- Students with special educational needs are not provided with the necessary specialist support.
- Arrangements to manage student attendance and punctuality are absent or ineffective.

USEFUL DEFINITIONS:

SPECIAL EDUCATIONAL NEEDS: Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.

DISABILITY: A long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.

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

6.1 The quality of leadership

Key aspects	<ul style="list-style-type: none"> • Vision and direction • Distribution and responsibilities of leadership • Relationships and communication • Capacity to improve and innovate 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Leaders are dedicated to high standards. They set a clear direction and promote a vision that is shared by the school community.	Most leaders are dedicated and effective. They set a clear direction and promote a shared vision.	Most leaders throughout the school are committed and well-intentioned. They set a direction and promote a vision.	Leaders exert little positive influence over the way the school works.
	Distribution of leadership is highly effective in achieving high standards of learning and personal development. The school has an ethos of collective responsibility and mutual support.	Leaders consistently share responsibilities with staff. Effective teams are evident in many areas of the school and they are accountable for ensuring quality outcomes.	Some members of staff, other than senior leaders, have clear roles and responsibilities. Most of the staff show a strong commitment to the ethos of the school, its values and success.	Most decision-making resides with the Principal. There is no commitment to or leadership of change.
	Relationships and communication between all levels of leadership are professional and highly effective. All staff and students know exactly what is required of them.	Relationships and communication between all levels of leadership are professional and effective. Staff and students know what is required of them.	Relationships and communication between all levels of leadership are professional though they may not always be fully productive. Staff and students know more or less what is required of them.	Relationships and communication between all levels of leadership are restricted and/or unclear. Staff and students are not wholly sure what is required of them.
	Leaders at all levels are observant and perceptive, with excellent capacity to plan, anticipate, solve problems and further the school's development. They have been very successful in raising the educational outcomes of students.	Leaders at all levels have good capacity to devise practical strategies to secure further improvement. They have been successful in raising the educational outcomes of students.	Leaders at all levels are not complacent and they are aware that further improvements can be made. They demonstrate sufficient capacity to make required improvements. They have had some success in raising the educational outcomes of students.	The school is reactive to external demands but does not sufficiently acknowledge the need for improvement or change. Leaders may be complacent, insecure or insular, and their capacity to improve the school is limited. They have had little impact on standards.

The quality of leadership illustrated below would be evaluated as outstanding.

- Senior leaders are highly effective, skilled practitioners and display a high level of professional competence. They communicate a clear view of the school's aims so that all staff are clear and committed to their parts in achieving the school's vision. The school is very successful in communicating and meeting its promise to parents.
- There is a clear focus in the school on consultation and collegiate working, and this secures high levels of commitment from staff. When necessary, senior leaders drive forward improvement directly. Distributive leadership builds and empowers individuals and teams. There is a high level of competence and commitment at all levels. The roles of senior leaders are clearly defined, understood and aligned to school priorities. The school is successful in creating an ethos of collective responsibility and mutual support.
- The school works with students, parents and other stakeholders to develop and shape a shared vision. This is communicated effectively to all stakeholders. The work of the school gains direction from the clear values and aims. Staff in the school regularly review the vision, values and aims and this results in a strong sense of purpose throughout the school. Staff take full account of the school's vision, values and aims when developing new initiatives.
- Senior leaders in the school influence decision-making, and initiate, prioritise and lead improvement activities. They have been very successful in improving key aspects of the work of the school, including the levels of attainment and the quality of teaching.

The quality of leadership illustrated below would be evaluated as acceptable.

- Senior leaders discharge their duties competently. They communicate the school's aims but staff are unclear about how initiatives relate to the school's vision.
- The roles of senior leaders are defined, but not always aligned to school priorities. Senior leaders contribute to decision-making but rarely initiate and lead improvement activities. They ensure that some development priorities result in improved learning outcomes for students. There is a variable focus in the school on consultation and collegiate working, and this results in mixed levels of commitment from staff. There has been some allocation of leadership roles and additional professional development to a few staff.
- The school consults students, parents and other stakeholders when developing the school vision but there is little analysis of this consultation and it does not inform the vision. All staff are aware of the school values and aims. The school lacks a formal process to review the vision, values and aims. Staff take some account of the school's vision, values and aims when developing new initiatives.
- Senior leaders lead and influence decision-making and improvement activities. There are variable levels of competence and commitment at all levels. The senior leaders have had some success in improving key aspects of the work of the school.

The quality of leadership is unlikely to be judged as acceptable if:

- The quality of the senior leadership is weak and has little impact on the life of the school.
- Leaders lack professional competence, there is complacency about standards and quality, and commitment to improvement is lacking.
- The vision is not explicit and/or it is not known or shared amongst all stakeholders; consequently, the direction is unclear.
- No leadership responsibilities exist beyond the senior leadership team.

USEFUL DEFINITION:

LEADERSHIP: Leadership at any level (for example, principals/headteachers, governors/board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning and setting an example to others. It entails different skills from those required for management.

6.2 Self-evaluation and improvement planning

Key aspects	<ul style="list-style-type: none"> Processes for school self-evaluation Monitoring and evaluation of the school's performance, including teaching and learning The processes and impact of school improvement planning Improvement over time 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	Systematic and rigorous self-evaluation is embedded in the school's improvement planning and in its practice at all levels. All key priorities are accurately identified.	Systematic self-evaluation processes are embedded in the school's improvement planning. The school knows itself well at all levels and most key priorities are identified.	Self-evaluation processes are increasingly used in the school's improvement planning. The school has a realistic view of the majority of its key priorities.	Self-evaluation is poorly developed so leaders do not have a realistic view of the school's strengths and weaknesses.
	Incisive performance management helps the school to evaluate accurately. It addresses the professional needs of staff and fulfils the aims of the school.	School leaders are successful in identifying professional development needs through effective performance management systems.	Performance management arrangements are in place. They may not sufficiently inform professional development.	Teams and staff are underdeveloped and there are limited plans for professional development.
	Improvement plans are ambitious and based on a thorough analysis of the school's performance. They contain detailed action plans with challenging but achievable goals.	Improvement plans are positive and based on careful analyses. They contain detailed action plans with well-focused and achievable goals.	Improvement plans are positive and based on simple analyses. They contain clear and pertinent action plans with achievable goals.	Improvement plans are not sufficiently detailed or coherent. They do not have realistic priorities.
	All the recommendations from the previous inspection have been met in full.	There has been significant progress in addressing all of the recommendations in the previous report.	There has been progress in addressing most of the recommendations from the previous report.	Little or no progress has been made in the implementation of the recommendations from the previous report.

Self-evaluation and improvement planning illustrated below would be evaluated as outstanding.

- Staff are fully involved in systematic self-evaluation, which has the explicit purpose of improving the quality of students' experiences and their standards of attainment. Self-evaluation is rigorous and generates valid and reliable evidence, which contributes significantly to procedures for assuring quality. Positive steps are taken to gather the views of parents, students and others about the quality of service provided by the school, and effective action is taken in response. Parents, students and others help to identify the school's strengths, development needs and planning priorities. Information from staff review and other sources is used to inform the school's self-evaluation and planning process.
- Senior leaders monitor teachers' plans, evaluate students' classroom experiences, track students' attainment and evaluate their progress towards meeting agreed targets. Senior leaders systematically monitor the effectiveness of staff teams. Staff rigorously monitor and evaluate progress in implementing the improvement plan and in meeting agreed targets. Effective performance management arrangements help the school to evaluate accurately and address the professional needs of staff and fulfil the aims of the school.
- Self-evaluation provides valid, comprehensive and reliable analysis for identifying key priorities for the preparation of the improvement plan and involves staff, parents and students as appropriate. The strategies adopted in the plan are clearly linked to students' performance and have aspirational but realistic goals. The strategies are implemented thoroughly and intelligently, and result in genuine improvement. Arrangements for reporting on the standards and quality of the school always include a focus on the impact of developments.
- The school monitors and manages change quickly, flexibly and successfully. Senior leaders are very effective at prioritising and acting upon a manageable number of key initiatives and involve stakeholders in the process. Analytical appraisal of all aspects of performance has led to successful improvements, most notably the recommendations from the previous inspection.

Self-evaluation and improvement planning illustrated below would be evaluated as acceptable.

- Evidence to support self-evaluation is gathered from a range of sources. It is analysed and provides a workable basis for procedures for assuring quality. Information from staff review and other sources feeds into the planning process.
- Performance measurement and review take account of best practice. The school receives feedback and takes formal steps to find out what parents, students and others feel about the quality of service, and engages them in consultation. The outcomes of feedback received are visible in subsequent action. Senior leaders evaluate the school's work and use a range of methods, which include a focus on the quality of students' experiences and their attainment. They have an overview of the work of staff and evaluate their effectiveness by focusing on the outcomes of their work. Progress towards meeting targets in the improvement plan is evaluated.
- The school prepares an improvement plan on the basis of a limited range of suitable evidence. The plan has relevant targets, although these may not be sharply focused enough nor linked clearly to students' outcomes. There is evidence that recent plans have brought about at least some of the intended improvements. Reports on the standards and quality achieved by the school are mainly descriptive, but include evaluations of some developments, and refer to areas for improvement as well as strengths.
- The school monitors and manages change competently. Most staff in the school are committed to planning and implementing strategies for improvement. The school has analysed aspects of performance and uses the results to inform change within those aspects. As a result, it has made progress in addressing most of the recommendations from the previous report.

Self-evaluation and improvement planning are unlikely to be acceptable if:

- Self-evaluation is regarded as the responsibility of senior leaders only.
- The evidence gathered is too narrowly focused and does not include any outcomes of staff review.
- Self-evaluation lacks rigour and is not systematic; some areas receive frequent attention while other key areas are neglected.
- The school does not consult or act on any feedback it receives.
- Evaluation methods are limited in scope and do not focus on the quality of students' experiences and standards of attainment, or on improving these.
- Targets in improvement planning are too many, unrealistic and unachievable.
- Progress towards meeting agreed targets for improvement is not evaluated, and there is little evidence of the impact of the improvement plan, especially with regard to the recommendations from the previous report.
- Reports on the standards and quality of the working of the school do not accurately identify strengths and areas for improvement, and are descriptive rather than evaluative.

USEFUL DEFINITION:

SELF-EVALUATION: The identification by the staff of its strengths and weaknesses across the main areas of its performance. Effective self-evaluation focuses on the impact the school's work has on the outcomes for students. The findings from self-evaluation should be used to decide on the school's future priorities for improvement.

6.3 Parents and the community

Key aspects	<ul style="list-style-type: none"> • Parental involvement • Communication and reporting • Community links 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	There are highly productive links with parents, which help improve their children's learning and raise standards.	The school has productive links with parents, which strengthen students' learning and contribute to good standards.	There are some established links with parents, which support students' progress and personal development.	The school does not have sufficient links with parents, from which students would benefit.
	Frequent two-way communication with parents results in genuine partnerships. Reporting on student progress is regular, detailed, and includes next steps in learning for students.	Regular two-way communication keeps parents engaged with the school. Reporting on student progress is regular and includes next steps in learning for students.	Reliable communication with parents keeps them informed of important events. Reporting on student progress is regular and includes teachers' comments.	Communication with parents is infrequent. Reports include only final grades. Parents only know how their children are doing after reports are issued.
	Both school and community benefit from strong and extensive partnerships, including those with other schools that effectively support students' development.	Relevant links with the wider community, including other schools, impact positively on the educational experiences of all students.	There are some productive links with other schools and the local community, including local businesses.	The school has few effective links with outside organisations and other schools.

The quality of partnership with parents and the community illustrated below would be evaluated as outstanding.

- Parents are highly supportive of the school and the senior leadership team. They participate in the life of the school in a planned and purposeful manner. They are actively encouraged to be partners in their children's learning in a variety of ways, including, for example, with homework, classroom activities, participation in out-of-school activities and in school governance. The success of these measures is evident in the good attendance by parents at school consultation events. Parents are consulted about the work of the school on a regular basis and their views are valued. When developments are planned, the views of parents are influential in defining priorities.
- The school uses a wide range of effective methods, including ICT, to communicate with parents. These methods take full account of the home language of parents. Parents receive regular reports regarding their children's progress and attainment. These give helpful, detailed and accurate information to parents regarding the students' achievements and targets for improvement. The school gives all parents regular and useful summaries of school priorities for the future. Parents report high levels of satisfaction with the opportunities they have to contribute to their children's learning and progress.
- Both school and community benefit from a very strong partnership that effectively supports students' development. The school actively seeks links with external partners, including other schools, businesses and community organisations. Such links are productive in enhancing and improving students' learning experiences. Members of the local community are very supportive of the school, and help to provide additional resources for learning as well as a significant number of opportunities to enhance the curriculum through, for example, visits of students, visiting speakers to the school and work experience.

The quality of partnership with parents and the community illustrated below would be evaluated as acceptable.

- The school informs parents regularly on matters relating to their children. Parents are invited to respond and play their parts as full partners in learning; parents are aware of the school's priorities and their views are sought on school development and improvement planning. Many parents attend school consultation events. The views of parents are influential in the school's shaping of new policies and priorities for improvement planning.
- Established and reliable means are in place to communicate with parents; for example, they are contacted immediately in the event of unexpected absence. The school does not solely rely on letters conveyed home by students in order to communicate with parents. Parents feel welcome at the school and, when they have a problem, all of their concerns are satisfactorily addressed by the school. Reporting on student progress is regular. Reports give parents an accurate indication of students' achievement against the curriculum standards. Teachers' comments give parents helpful information about strengths and areas requiring improvement.
- Productive links exist with the local community, including the local business community; these links enhance the quality of learning and contribute towards improved resourcing and curriculum opportunities.

The quality of partnerships with parents and the community is unlikely to be acceptable if:

- Parents are not encouraged to be active partners in learning.
- Parents do not feel welcome at the school.
- Parents are not involved in the development of new policies.
- Arrangements for reporting are poor, and the parents are not sure how well their children are doing at school.
- There are few, if any, links with other schools and the local community.

USEFUL DEFINITION:

PARTNERSHIPS WITH PARENTS AND THE COMMUNITY: The planned process through which student learning is enhanced by collaborative engagement between the school, the parents and the community.

6.4 Governance

Key aspects	<ul style="list-style-type: none"> • Providing advice, guidance and ensuring accountability • Representation reflecting the school community and response to stakeholders' views 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	The governing body/ advisory board makes a significant contribution to the leadership of the school and works successfully to support school leaders. The school is fully accountable to the governing body/ advisory board for its performance and quality.	The governing body/ advisory board exerts a positive influence on the work of the school. It plays a significant role in leading school improvement. The school is accountable to the governing body/ advisory board for its performance and quality.	The governing body/ advisory board is in place and ensures that statutory requirements are met. The school is accountable to the governing body/ advisory board for most key aspects of its performance and quality.	The school does not benefit from effective governance. There is little support to guide school leaders in developing the school. The school is not accountable enough to the governing body/ advisory board for its performance and quality.
	The governing body/ advisory board includes wide representation from all stakeholders. It routinely seeks and responds constructively to their views.	The governing body/ advisory board includes representation from many stakeholders. It regularly seeks and responds well to the views of all stakeholders of the school	The governing body/ advisory board includes representation from certain stakeholders. It seeks the views of all stakeholders of the school but may not always respond as necessary to identified priorities.	The governing body/ advisory board does not include representation from stakeholders. It pays insufficient attention to the views of all stakeholders of the school.

The quality of governance illustrated below would be evaluated as outstanding.

- The governing body/advisory board provides strategic guidance to the school and holds the leadership of the school to account for its performance. The school gives sufficiently regular and detailed accounts of its performance to the governing body/advisory board and includes comprehensive information regarding the achievement of students and future school priorities. Governance is very effective in ensuring that the school meets its commitment to parents and fulfils statutory requirements.
- The school has a governing body/advisory board which is representative of the school community and the context in which it operates. It provides an objective and independent view of the school. There are effective processes in place to ensure that governance in the school reflects the views of all stakeholders. The governing body/advisory board meets regularly to review the school's work; the meetings are fully minuted and relevant information is distributed amongst stakeholders. This leads to informed and responsive decision-making, helping to direct change and manage school resources efficiently.

The quality of governance illustrated below would be evaluated as acceptable.

- The governing body/advisory board provides information to parents via notices, the school website and meetings. It informs about its structure and responsibilities, and provides opportunities for parents to influence decision-making that affects student outcomes.
- The governing body/advisory board includes some representatives from the school community and the context in which it operates. Governance arrangements ensure that statutory requirements are met.

Governance is unlikely to be of acceptable quality if:

- A governing body/advisory board does not exist or, if it does, the group plays an insignificant part in the decision-making processes in the school.
- Governance takes little consideration of the views of stakeholders.

6.5 Management, including staffing, facilities and resources

Key aspects	<ul style="list-style-type: none"> • Management of the day-to-day life of the school • Sufficiency of suitably qualified staff and their effective deployment • Appropriateness of the premises and learning environment • The quality and range of resources for effective teaching and learning 			
	Outstanding	Good	Acceptable	Unsatisfactory
Brief illustrative descriptions	All aspects of the management of the school are effective. School's procedures and routines are effective and efficient.	The management of most aspects of the school's procedures and routines is effective and efficient.	The management of the school's procedures and routines is adequate and ensures the effective operation of the school.	The school is not well managed. The day-to-day operation of the school is not efficient.
	All staff are well qualified and experienced. Staff are well trained and deployed effectively with some innovative roles.	All staff are well qualified and their deployment is effective. There is a good range of training for all staff.	Staff are suitably qualified and deployed appropriately. Staff training is relevant but not a key priority.	The school is not adequately staffed. Not all staff are suitably experienced to meet the needs of all students.
	The premises are of the highest quality, with many specialist facilities that are designed well to allow access for all. The library/resource areas contain good quality and appropriate learning materials and are used well to promote independent study.	The premises are of good quality. All areas for learning are accessible to students, including those with additional needs. The library/resource areas are used well and stocked with a relevant range of learning materials.	The premises are adequate but specialist facilities are somewhat restricted. Access into and within the school premises is appropriate for all students.	The premises, including specialist facilities, are unsuitable or deficient. Access for those with additional needs is limited.
	Learning resources are extensive and of a high quality.	Learning resources are varied, relevant and of good quality.	Learning resources are sufficient to support acceptable learning.	There is a limited range of learning resources.

The management, staffing, facilities and resources illustrated below would be evaluated as outstanding.

- The operation of the school runs very smoothly. Timetabling is efficient and ensures the best use of space. Staff organise lessons and activities very effectively so that little time is lost during the school day. All staff and students are well aware and respectful of the school's routines and requirements. Information boards and displays are informative and regularly monitored, so that the school community is kept fully up-to-date with developments at the school. Excellent liaison with parents streamlines the planning of all school activities and the handling of any incidents.
- There are sufficient, appropriately qualified teachers to provide a curriculum of high quality for all students, including provision of support from specialist agencies for those with additional learning needs. Teachers are complemented in their work by the provision of sufficient support staff and other professionals, as appropriate. Teachers' skills and experience are used effectively. The school has ready access to appropriately qualified supply staff and has good arrangements for ensuring that they are able to operate effectively when they are in the school. There is a very good balance of experience among staff. Individual members of staff are well qualified and, taken as a whole, they have qualifications, skills and training relevant to their responsibilities and the needs of the school and its students. Teachers are knowledgeable about the processes of child development and learning. Teachers and support staff are deployed effectively.
- The premises and facilities provide a safe, pleasant and stimulating environment, well suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. Appropriate space is available for the size of the classes. There are suitable work areas for teachers and adequate social provision for students. Storage provision and facilities for display are plentiful and convenient. Accommodation is very well maintained. Fixtures, fittings and furniture match educational needs, are of high quality and are in very good condition. Access is suitable to the needs of all users.
- The school is extremely well equipped with all necessary and relevant, up-to-date resources including textbooks, practical materials and equipment, and ICT. Resources are very well matched to the needs of the students, are in very good condition and easily accessible. Effective use is made across the school of all resources to meet the needs of all students in all subjects.

The management, staffing, facilities and resources illustrated below would be evaluated as acceptable.

- The operation of the school runs smoothly most of the time. Timetabling makes satisfactory use of all available areas to meet the needs of students and staff. The organisation of lessons and activities does not allow much time to be lost during the school day. Most staff and students are mindful of the school's routines. Information boards and displays have sufficient information to keep school community up-to-date with developments at the school. Liaison with parents helps the planning of all school activities and the handling of any incidents.
- There are sufficient, qualified teachers to provide a broad and appropriate curriculum for all students, including provision of support from specialists for students with additional learning needs. Teachers are deployed appropriately and are assisted by enough support staff and other professionals. The school has suitable arrangements for obtaining appropriately qualified supply teachers when necessary and supports them in school. There is a satisfactory balance of expertise among staff. Teachers and support staff are deployed across the school appropriately.
- The premises and facilities provide a clean, safe environment for learning, teaching and extra-curricular activities. The teaching areas are of an acceptable size. Furniture and fittings are well maintained. Storage and display facilities are in good order. Playing fields/games areas are in acceptable condition and regularly used.
- The school is equipped with modern resources including textbooks, practical materials and equipment, and ICT. Resources are suitably matched to the learning needs of the students.

The management, staffing, facilities and resources are unlikely to be of an acceptable quality if:

- Day-to-day management is casual. Time is lost between lessons and/or activities.
- Too little information is provided for students, staff and parents to enable the school to cope smoothly with any issues arising.
- There are too few teachers or a significant number of them do not hold suitable qualifications.
- There are gaps in teachers' skills or arrangements are inadequate to manage teaching when absence is high.
- The facilities are inadequate to meet curriculum requirements.
- Classrooms are too small for the number of students in them.
- Resources for learning are insufficient to meet students' learning needs or the demands of the curriculum.

USEFUL DEFINITION:

MANAGEMENT: The practical business of running a school, department or aspect of the school's work in an efficient and organised way.

7. How well does the school perform overall?

Inspectors evaluate the overall performance of the school by considering all of the individual quality descriptions and using the closest match to the following statements.

Outstanding	Good	Acceptable	Unsatisfactory
<p>Across all quality indicators, judgements are at least good and a majority will be outstanding.</p> <p>It is expected that the outstanding judgements will include:</p> <ul style="list-style-type: none"> - Students' progress - Teaching for effective learning - The quality of leadership - Self-evaluation and improvement planning <p>AND</p> <p>The school is fully compliant with statutory requirements.</p>	<p>Across all quality indicators, most judgements are good or better.</p> <p>It is expected that the good or better judgements will include:</p> <ul style="list-style-type: none"> - Students' progress - Teaching for effective learning - The quality of leadership - Self-evaluation and improvement planning 	<p>Across all quality indicators, most judgements are acceptable.</p> <p>It is expected that the acceptable or better judgements will include:</p> <ul style="list-style-type: none"> - Students' progress - Teaching for effective learning - The quality of leadership - Self-evaluation and improvement planning 	<p>The school performs at an unsatisfactory level in a majority of quality indicators.</p> <p>There is unsatisfactory performance in either of the following quality indicators:</p> <ul style="list-style-type: none"> - Teaching for effective learning - The quality of leadership <p>OR</p> <p>The arrangements to protect and support students are unsatisfactory.</p>



Appendix 1.

Mission, vision, values and strategic objectives of the Dubai Schools Inspection Bureau

Mission

'To contribute to the improvement of educational outcomes and parental choice by providing independent, comprehensive and authoritative assessment of education quality in Dubai.'

Vision

The Dubai Schools Inspection Bureau will make a major contribution to Dubai's reputation for educational excellence through:

- identifying strengths and weaknesses, and thereby enabling improvement and innovation, in partnership with federal ministries and authorities;
- building on local skills to develop and sustain a high-calibre inspection organisation over the long term;
- empowering parents and others to make informed choices about learning provision;
- enabling the development of an outstanding education system that will meet Dubai's demand for a highly professional and competent workforce, and enhance the global reputation of Dubai as a world centre for social and economic development.

Values

Commitment to Educational Quality and Improvement

We will promote education of the highest quality in schools throughout the Emirate of Dubai in order to improve the learning and life chances for all children. The key contribution of inspection to improving educational provision is to supply well-founded information about the performance of schools that can be used to increase parental choice and bring about positive change.

Excellence in Inspection Delivery

We will provide service users with highly reliable, evaluative judgements underpinned by a secure evidence base and an excellent inspection method.

Respect

School inspection will be conducted at all times in accordance with the highest standards of professional conduct, including courtesy to all involved in school inspection and a profound respect for the culture and religions of students, teachers and parents in Dubai.

Impartiality and Independence

We will at all times take an objective view of school quality. We will not be unduly influenced by the perceptions of those who disagree with well-founded inspection judgements.

Transparency

We will be open and transparent in our communications, and school reports and the details of the inspection methods will be placed in the public domain.

Partnership

We will work in close partnership with appropriate governmental bodies in Dubai, the UAE and internationally. We will work closely with the other agencies of the KHDA and a range of other partner organisations. These partnerships will be based on clear definitions of the respective roles of the Dubai Schools Inspection Bureau and the other agencies.

Efficiency

We will run the Dubai Schools Inspection Bureau efficiently and in way that seeks to maximise educational outcomes. As a result, the Inspection Bureau will be cost-effective. We will seek to measure its impact so that judgements can be made about 'value for money'.

Strategic objectives

- To ensure that the educational quality of all schools in Dubai has been assessed using an authoritative inspection method;
- To develop a high-calibre local workforce capable of building and sustaining a world-class inspection organisation;
- To assist the improvement of all schools through school inspection;
- To ensure that effective remedial action is taken when inspection indicates that schools have serious weaknesses;
- To give parents useful and reliable information about school quality which will assist informed school choice;
- To provide policy-makers and others with an authoritative account of school quality in Dubai.

Appendix 2

Plain language guide to the Quality Indicators (QI)

Inspectors use the quality indicators to evaluate the performance of schools.

How good are the students' attainment and progress?

This key question is divided into two quality indicators:

- **Attainment in each key subject in relation to curricular and international standards** – what students know, understand and are able to do in relation to each of the key subjects compared to children of a similar age internationally.
- **Progress over time** – the gains made by students in knowledge, skills and understanding in relation to their starting points and over a period of time, as well as progress in lessons.

How good is the students' personal and social development?

This key question covers three quality indicators:

- **Attitudes and behaviour** – how the students behave, what relationships are like between them and teachers; their sense of responsibility and the extent to which they adopt a healthy lifestyle, as well as how regularly the students come to school and whether or not they arrive on time to school and lessons.
- **Understanding of Islam and appreciation of local traditions and culture of Dubai** – how well students understand the importance of Islam in daily life; how well they appreciate Dubai's local traditions and cultures, and value the UAE national identity; and how well they appreciate the multi-cultural nature of Dubai and culture generally.
- **Civic, economic and environmental understanding** – how well the students understand their responsibilities in school and as members of a wider community; the extent to which students understand Dubai's place in the world and how it has developed over time and the extent to which they understand local and global environmental issues.

How good are the teaching, learning and assessment ?

This key question covers three quality indicators:

- **Teaching for effective learning** – how well the teachers know their subjects and how well they understand how children of all abilities learn best; how well lessons are planned and organised; the extent to which teachers use questions and resources other than the textbook to help all students learn and the extent to which teaching encourages the students to be independent and think for themselves.
- **Quality of students' learning** – how well students are involved in their learning and how well they work together without the teacher's help; the way in which students link their learning to real life and to other subjects; how well the students can find things out for themselves, solve problems and think in a critical way.
- **Assessment** – how well the teachers focus on how students are doing and let them know what they need to do to improve; the extent to which they allow the students themselves to judge their own work and sometimes that of others; how well teachers know the students and how accurate the assessment information is; how well the teachers use this information to teach, modify the curriculum and provide support for students.

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

The curriculum includes everything a school deliberately teaches, including such things as educational visits and extra-curricular activities. Inspectors judge the quality of the curriculum, its breadth, its range and the mix of subjects offered, how much choice there is for students, the challenges it presents for them and the extent to which the curriculum is enriched in lessons. Inspectors assess how relevant the curriculum is to the students' needs, especially those who are very young, have learning difficulties or who are very able. Inspectors also look at the opportunities provided for students to learn within the local area.

How well does the school protect and support students?

This key question covers two quality indicators:

- **Health and safety** – the arrangements the school makes to ensure that the students are safe, the suitability and safety of the buildings, safety on the school buses, how clean and hygienic the premises are and the medical care of students. Inspectors also investigate the extent to which schools promote a healthy lifestyle for the students, for example by educating them about diet and exercise. They also evaluate the extent to which students are cared for in all aspects.
- **Quality of support** – how good the relationships are between staff and students, how well staff handle student behaviour and the quality of the advice and guidance they provide. Inspectors judge the quality of support provided for students with special educational needs. Inspectors assess how well schools keep a check on the welfare and personal progress of individual students as well as the management of attendance and punctuality.

How good are the leadership and management of the school?

This key question covers five quality indicators:

- **Quality of leadership** – how well leaders provide vision and direction to staff to improve the school and the extent of their expertise and skills to bring about improvement; the extent to which the school leaders share responsibilities for improvement to ensure everyone, including subject leaders, is focused on raising standards. Inspectors consider how well leaders identify the professional development needs of their teams and manage their performance and the changes as the school improves.
- **Self-evaluation and improvement planning** – how well the leaders know the school's strengths and weaknesses, and how effectively they plan to develop and improve the quality of the education the school provides. Also, how well the leaders have responded to the recommendations from the last inspection and the impact of any initiatives on the outcomes for students.
- **Parents and the community** – how well the school keeps parents informed and involved in their children's education and reports on their progress. Inspectors also consider what the school does to link with the local and wider community in order to support students' development.

- **Governance** – There is an expectation that all schools will have a governing body or advisory board. Inspectors consider its influence on the school, how well it supports the school’s leaders and holds the school to account for its quality and the extent to which this group represents members of the school community and listens to their opinions.
- **Management, staffing, facilities and resources** – how well the school operates on a day-to-day basis, the quality of the school’s environment for learning, how well it uses the facilities it has, the quality of its human and other resources and how well they are used to provide the best possible education for students.

DSIB Quality Indicators

Key Questions	Quality Indicators	Key Aspects
How good are the students' attainment and progress?	1.1 Attainment	<p>Attainment as measured against curriculum expectations</p> <p>Attainment as measured against external and appropriate international standards</p> <p>Knowledge, skills and understanding, especially in key subjects</p> <p>Trends in attainment over time</p>
	1.2 Progress	<p>Progress against starting points and over time</p> <p>Progress in lessons</p>
How good is the students' personal and social development?	2.1 Attitudes and behaviour	<p>Behaviour</p> <p>Relationships</p> <p>Personal responsibility</p> <p>Adoption of a healthy lifestyle</p> <p>Attendance and punctuality</p>
	2.2 Understanding of Islam and appreciation of local traditions and culture	<p>Students' respect for and their appreciation and understanding of Islam</p> <p>Students' appreciation of local traditions and culture of Dubai</p> <p>Students' awareness of the multi-cultural society in Dubai and wider world cultures</p>
	2.3 Civic, economic and environmental understanding	<p>Students' civic responsibility and community involvement</p> <p>Knowledge and understanding of the nature of Dubai's economic planning and progress, and its place in the UAE and globally</p> <p>Knowledge and understanding of the implications of local and global environmental issues</p>

Key Questions	Quality Indicators	Key Aspects
How good are the teaching, learning and assessment?	3.1 Teaching for effective learning	Teachers' knowledge of their subjects and how they are learned
		Effectiveness of lesson planning, the management of time and use of resources in lessons
		Teacher-student interactions including the use of dialogue and questions
		Teaching strategies to meet the needs of all groups of students
	3.2 Quality of students' learning	The extent to which teaching promotes critical thinking and independent learning
		Students' engagement in and responsibility for their own learning
		Students' interactions and collaboration
		Application of learning to the real world and making connections between areas of learning
	3.3 Assessment	Enquiry, research and critical thinking skills
		Assessment systems and processes
		Quality and accuracy of assessment data throughout the school
		Level of teachers' knowledge of their students' strengths and weaknesses
		Quality and effectiveness of oral and written feedback to students
		The use of assessment to influence teaching, the curriculum and support for students

Key Questions	Quality Indicators	Key Aspects
How well does the curriculum meet the educational needs of all students?	4.1 Curriculum quality	<p>Breadth and balance</p> <p>Continuity and progression</p> <p>Review and development</p> <p>Provision for all the different groups of students</p> <p>Enrichment</p>
How well does the school protect and support students?	5.1 Health and safety	<p>Arrangements to ensure health, safety and security in all parts of the school, on school transport and in other environments used by the school</p> <p>Suitability of premises and facilities for all students, including those with special educational needs</p> <p>Quality of maintenance and record keeping; for example, fire drills and medicines, together with records of incidents and subsequent actions</p> <p>Provision for and promotion of healthy living</p> <p>Care and welfare of students including child protection</p>
	5.2 Quality of support	<p>Staff–student relationships</p> <p>Staff handling of behaviour issues</p> <p>Student advice and support, including guidance regarding future education and career paths</p> <p>Supporting students with special educational needs</p> <p>Management of student attendance and punctuality</p>

Key Questions	Quality Indicators	Key Aspects
How good are the leadership and management of the school?	6.1 The quality of leadership	<p>Vision and direction</p> <p>Distribution and responsibilities of leadership</p> <p>Relationships and communication</p> <p>Capacity to improve and innovate</p>
	6.2 Self-evaluation and improvement planning	<p>Processes for school self-evaluation</p> <p>Monitoring and evaluation of the school's performance, including teaching and learning</p> <p>The processes and impact of school improvement planning</p> <p>Improvement over time</p>
	6.3 Partnership with parents and the community	<p>Parental involvement</p> <p>Communication and reporting</p> <p>Community links</p>
	6.4 Governance	<p>Providing advice, guidance and ensuring accountability</p> <p>Representation reflecting the school community and response to stakeholders' views</p>
	6.5 Management, including staffing, facilities and resources	<p>Management of the day-to-day life of the school</p> <p>Sufficiency of suitably qualified staff and their effective deployment</p> <p>Appropriateness of the premises and learning environment</p> <p>The quality and range of resources for effective teaching and learning</p>

Appendix 3

Glossary

This glossary is intended to make sure that all users all mean the same thing when speaking about a particular aspect of education. The meanings given here should not be regarded as definitive in all circumstances. However, for the purposes of school inspections, we recommend that words and definitions should be used according to the definitions given below.

The list is not exhaustive and DSIB welcomes suggestions for further words to be included, with their suggested definitions.

Word or acronym	Meaning
Accountability	Schools being answerable for their actions and performance.
Achievement	A measure of the success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative.
Accreditation	The system whereby a school or similar organisation is assessed against agreed standards and, if deemed as having achieved the standards required, is provided with some form of certification. Accreditation usually demonstrates the competence and performance capability of privately owned schools.
Assessment	The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.
Assessment for Learning	Assessment that goes beyond just marking and giving a grade. This is aimed at enhancing learning by telling students exactly what they need to do to improve their work, revisiting their progress in making these improvements. This process involves students in judging their own and others' work.

Word or acronym	Meaning
Assessment information	All information relating to what students know, understand and can do arising from verbal and written interactions, observations, photographs, test and examination data and students' own evaluations of their achievements.
Attainment	The level students reach, usually measured by reference to benchmarks, such as test and examination results.
Benchmarking	Comparing levels of attainment with other schools in similar circumstances or following the same curriculum. International benchmarking is the process of comparing the school's performance with other schools around the world. Benchmarking provides a snapshot of the performance and helps schools to understand where they stand in relation to a particular standard.
Child protection	Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.
Collaborative learning	Learning activities which involve students working together in order to achieve a learning outcome.
Continuing Professional Development (CPD)	Any training or development designed to improve skills and understanding and develop expertise. This includes a wide range of opportunities including courses, seminars or observations of other teachers.
Creative thinking	A way of thinking which uses the imagination to create new ideas or things.
Curriculum	Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.
Disability	A long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.

Word or acronym	Meaning
Enrichment	The extra breadth and variety within all aspects of the curriculum that stimulate and motivate students, and which place learning clearly in context. These may include educational visits, visits to the school by experts, after-school clubs and activities, focus weeks and special days. These will also be particularly evident in lessons within and between all subjects.
Faculty	A division within a school which usually includes one or more subjects. For example, a Faculty of Communications may include languages, information technology, art, library studies, literature and other similar subjects.
Foundation Stage	In the English system this term applies to education for children before Key Stage 1, i.e. children aged below the compulsory school age, which in England is five years.
Governance	An objective system for managing a school which ensures it achieves what it says it will achieve.
Graduation	Commonly used as the process which ends a university student's studies and results in an award such as a degree. Graduation may include a ceremony but can also be used simply to mean that the student has completed his/her university studies. Graduation is also used similarly in many high schools to designate the end of that stage of education. It is even used to mean the end of each stage of education, e.g. primary school, secondary school.
Groups	Significant categories of students, for example those with learning difficulties and/or disabilities, girls, boys, high attainers, gifted and talented students.
Group work	Learning activities carried out by a group of students who work together.
Healthy living	Making informed choices which ensure a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.

Word or acronym	Meaning
Improvement planning	The process of planning to make a school better. This should involve all those who have an interest in the school such as parents, students, teachers, leaders and owners.
Inclusion	Ensuring educational access, support for learning and equal opportunities for all students, whatever their age, gender, ethnicity, attainment or background.
International standards	Academic expectations arising from international comparative studies such as the Programme for International Student Assessment (PISA), Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).
Key Stage	The age-related year group in English curriculum schools. Key Stage 1 (ages 5 – 7 years), Key Stage 2 (ages 7 – 11 years), Key Stage 3 (ages 11- 14 years), Key Stage 4 (ages 14 – 16 years). The sixth form is sometimes referred to as Key Stage 5 or post-16.
Kindergarten	Pre-school provision for children under the statutory school age.
Leadership	Leadership at any level (for example, principals/ headteachers, governors/board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning and setting an example to others. It entails different skills from those required for management.
Learning	How students undertake the tasks that lead to gains in knowledge, skills and understanding. Most students have a preference for learning in an auditory, visual or kinesthetic way. Ways of learning also include a spirit of enquiry, researching, working independently of the teacher, alone or with others.
Management	The practical business of running a school, department or aspect of the school's work in an efficient and organised way.
National identity	An intensity of feeling towards one's country, and the level of attachment to the nation.

Word or acronym	Meaning
Off-site facility	Any place, outside the school, that is used to further students' learning, for example the location of a field trip, another school, the work place.
Partnerships with parents and the community	The planned process through which student learning is enhanced by collaborative engagement between the school, the parents and the community.
Progress	The gains in learning between two points in time.
Reporting to parents	Ongoing, focused and detailed communications with parents about their children's learning and progress. This ensures that parents and the school have a shared understanding of each child's next steps for learning.
Quality indicators	Performance measures within the inspection framework against which inspectors evaluate schools.
School community	All those who work in partnership with the school to improve learning, including, students, leaders, parents, teachers, owners and community members.
School self-evaluation	The identification by the staff of the school's strengths and weaknesses across the main areas of its performance. Effective self-evaluation focuses on the impact the school's work has on the outcomes for students. The findings from self-evaluation should be used to decide on the school's future priorities for improvement.
Self-assessment	Students making judgements about their work and their learning in order to improve.
Special Educational Needs (SEN)	Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.
Specialist support	Any expert advice or support provided by a professional to meet a student's needs, eg psychologist, physiotherapist, speech and language therapist.

Word or acronym	Meaning
Staff	A reference to any person working within a school including senior leaders, teachers, office staff, bursar/ business manager, social workers.
Standards	The levels of knowledge, understanding and skills that students should display at a particular point in time. It may also be used to describe expected behaviour.
Teaching	All activities undertaken by the teacher aimed at enhancing students' learning.
Tracking progress	Systematic processes which allow schools to check students' academic and personal development.



Knowledge & Human Development Authority

P. O. Box: 500008, Dubai, United Arab Emirates
Tel: +971 4 364 0000 Fax: +971 4 364 0001
www.khda.gov.ae