



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

SUNMARKE SCHOOL L.L.C

UK/IB

VERY GOOD

SUNMARKE SCHOOL L.L.C
UK/IB

Inspection Dates
30 October - 03 November
2023

Principal
Nicholas Matthew Grierson
Rickford

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

2023
Students

12
Emirati Students

91
Students of
Determination

201
Teachers

72
Teaching
Assistants

2
Guidance
Counsellors

OVERALL SCHOOL PERFORMANCE

VERY GOOD

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The Foundation stage provides high quality care, support and learning opportunities
- The outstanding attainment and progress in English in Post 16
- The mutual respect and open communication that contribute to a thriving leadership culture, empowering students to take on meaningful roles
- The promotion of inclusion and well-being in a nurturing and empowering learning environment
- Outstanding resources that ensure a secure foundation for learning in Early Years, support the integration of ELL students and offer investigative STEAM and forest school learning activities

POINTS TO IMPROVE

- Adapt the Ministry of Education (MoE) Arabic A curriculum to ensure that all students make sufficient progress in both speaking and writing, particularly in the secondary phase
- Develop students' reading skills in the primary and lower secondary phases to ensure they can select key information from research, while also encouraging reading for pleasure
- Share the examples of very good practice which exist in each phase in order to achieve greater consistency in teaching and learning
- Ensure that written feedback helps students to understand how to improve and ensure teachers check students' responses to determine that expected progress has been made

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **VERY GOOD**

The clear vision is based on the Positive Education programme. A well-qualified team ensure effective provision and outcomes. Staff and Governors are committed to wellbeing, but approaches are not aligned with the KHDA framework. Initiatives include providing support for students relatively new to learning English, and alternative pathways for older students of determination. Staff wellbeing empowers them in a supportive environment. Students are taught resilience and how to talk about feelings.

STUDENTS' ACHIEVEMENTS

Foundation Stage (FS) children develop skills in independent and collaborative learning. Older students' academic outcomes have improved in most core subjects, except in Arabic as a first language. The greatest improvement is in Post 16 English, but all students with English as an additional language make rapid progress, soon engaging with the mainstream curriculum. Students all develop very good learning skills but are not sufficiently independent or investigative.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: VERY GOOD, OUTSTANDING	FOUNDATION STAGE: VERY GOOD, OUTSTANDING	FOUNDATION STAGE: VERY GOOD, OUTSTANDING
PRIMARY: VERY GOOD, VERY GOOD	PRIMARY: VERY GOOD, VERY GOOD	PRIMARY: VERY GOOD, VERY GOOD
SECONDARY: VERY GOOD, VERY GOOD	SECONDARY: VERY GOOD, VERY GOOD	SECONDARY: VERY GOOD, VERY GOOD
POST-16: OUTSTANDING, OUTSTANDING	POST-16: VERY GOOD, VERY GOOD	POST-16: VERY GOOD, VERY GOOD

ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE
PRIMARY: ACCEPTABLE, ACCEPTABLE	PRIMARY: GOOD, GOOD	PRIMARY: ACCEPTABLE, ACCEPTABLE
SECONDARY: WEAK, ACCEPTABLE	SECONDARY: ACCEPTABLE, GOOD	SECONDARY: ACCEPTABLE, ACCEPTABLE
POST-16: ACCEPTABLE, ACCEPTABLE	POST-16: NOT APPLICABLE, NOT APPLICABLE	POST-16: ACCEPTABLE, ACCEPTABLE

LEARNING SKILLS
FOUNDATION STAGE: OUTSTANDING
PRIMARY: VERY GOOD
SECONDARY: VERY GOOD
POST-16: VERY GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students exhibit a strong sense of accountability and independence. They interact with maturity and confidence. They are enthusiastic learners. They understand the UAE leaders' plans for development of the Emirates and respect the tenets of Islam. They participate in community projects, readily adopting leadership roles. They have a well-developed sense of conservation and sustainability, initiating innovative projects themselves.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING
PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING
SECONDARY: OUTSTANDING	SECONDARY: OUTSTANDING	SECONDARY: OUTSTANDING
POST-16: OUTSTANDING	POST-16: OUTSTANDING	POST-16: OUTSTANDING

PROVISION FOR LEARNERS

Foundation Stage teachers excel in engaging children in learning, though this high level of teaching is not as consistent in other phases. The most effective teaching practices encourage collaboration and independent learning, underpinned by high expectations to drive progress. While assessment informs differentiated planning and incisive questioning, there is a lack of emphasis on problem-solving and research. Marking and feedback are increasingly contributing to student work improvement, yet this approach varies across the school.

The curriculum is inclusive, particularly supporting new English Language Learners, with progression thoughtfully mapped out. In Foundation Stage and primary, STEAM subjects link effectively to other areas, but cross-curricular connections are less evident in higher grades. The curriculum adapts to provide personalised pathways for older students. A variety of student-led enrichment activities are offered, but opportunities for enterprise, innovation, creativity, and social contributions are somewhat limited.

The school has stringent policies, systems, and practices ensuring student safety. School transport is efficiently managed, and the premises are regularly checked by the security team for maintenance needs. Students receive education on personal safety. Physical exercise, healthy lifestyles, and well-being are actively promoted. The nurturing environment is highly inclusive, especially for students of determination and English Language Learners. While students' and staff well-being are a top priority, the demand for counselling support exceeds current capacity.

TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING
PRIMARY: VERY GOOD	PRIMARY: VERY GOOD	PRIMARY: OUTSTANDING
SECONDARY: VERY GOOD	SECONDARY: VERY GOOD	SECONDARY: VERY GOOD
POST-16: VERY GOOD	POST-16: VERY GOOD	POST-16: VERY GOOD

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING
PRIMARY: VERY GOOD	PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING
SECONDARY: VERY GOOD	SECONDARY: OUTSTANDING	SECONDARY: OUTSTANDING
POST-16: VERY GOOD	POST-16: OUTSTANDING	POST-16: OUTSTANDING

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **VERY GOOD**

There is a very inclusive ethos. High-quality premises and resources are used to meet the needs of students of determination. Accurate assessment identifies specific needs, informs planning and tracking shows progress towards targets. Specialist staff provide some support. Parents are involved as partners in their children's educational programmes. Lesson planning ensures students of determination are engaged in meaningful learning.



LEADERSHIP AND MANAGEMENT

The leaders share a strategic direction of inclusion and wellbeing. Phases are linked cohesively. Self-evaluation ensures robust understanding of priorities. There are positive links with parents and the local community. National and international links are being reforged since Covid-19. The passionate owners and committed governors hold leaders to account. The focus on English acquisition on entry and alternative pathways for older students is manifestation of the vision.

THE EFFECTIVENESS OF LEADERSHIP	VERY GOOD
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	OUTSTANDING
PARENTS AND THE COMMUNITY	OUTSTANDING
GOVERNANCE	VERY GOOD
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	OUTSTANDING



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