



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Kings' School Dubai

Curriculum: UK

Overall rating: Outstanding

Read more about the school



www.khda.gov.ae

"The race for
excellence has
no finish line"



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Umm Suqeim
Type of school	Private
Opening year of school	2004
Website	www.kingsdubai.com
Telephone	04-3483939
Address	PO Box 38199, Dubai Umm Suqeim 3- Street 26 - Off Al Thanya Street
Principal	Alison Turner (Wilkinson)
Language of instruction	English
Inspection dates	16 to 18 November 2015

Students



Gender of students	Boys and girls
Age range	3-11
Grades or year groups	Foundation Stage 1 to Year 6
Number of students on roll	914
Number of children in pre-kindergarten	101
Number of Emirati students	29
Number of students with SEND	21
Largest nationality group of students	UK

Teachers / Support staff



Number of teachers	71
Largest nationality group of teachers	British
Number of teaching assistants	30
Teacher-student ratio	1:13
Number of guidance counsellors	0
Teacher turnover	15%

Curriculum



Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GL
Accreditation	British Schools Overseas (BSO)
National Agenda benchmark tests	GL Assessments

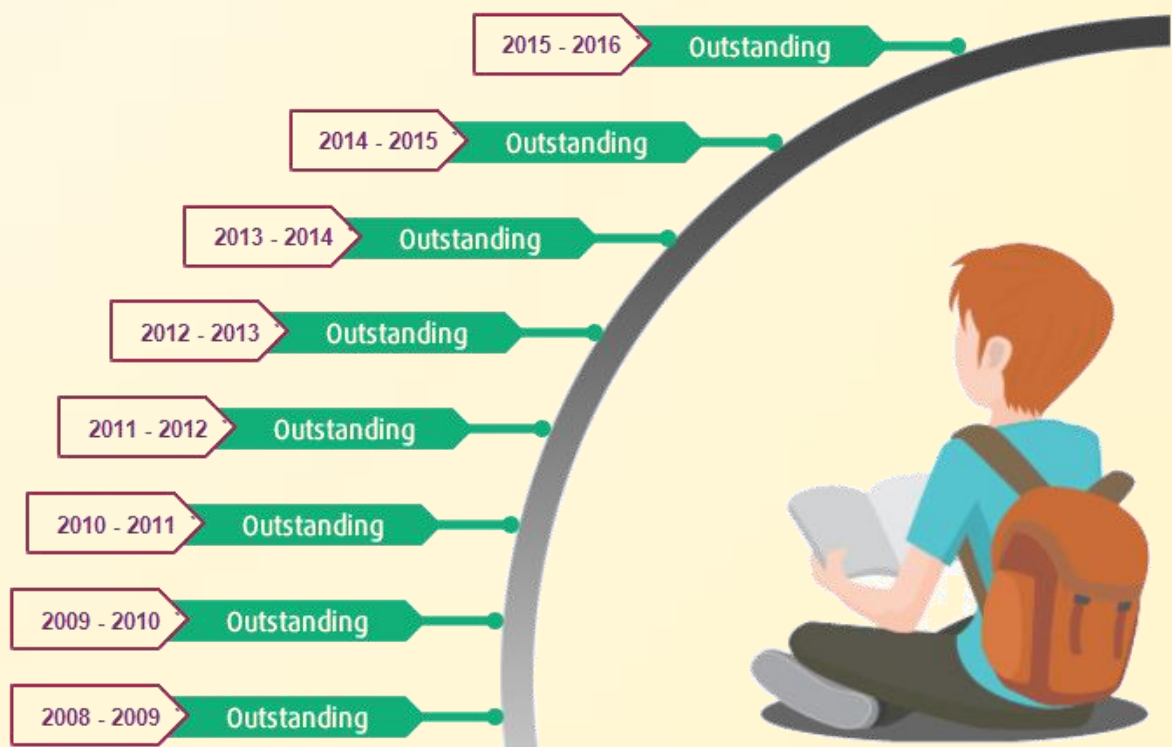


Summary for parents and the community

Kings School Dubai was inspected by DSIB from 16 to 18 November 2015. The overall quality of education provided by the school was found to be **outstanding**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Kings School Dubai provides **outstanding** quality of education for its students.

- There was outstanding attainment and progress in English, mathematics and science with good and improving standards in Islamic education. Acceptable attainment and progress were achieved in Arabic as a first language with acceptable attainment and good progress in Arabic as an additional language.
- Outstanding development of students' personal and social skills was consistent across the school.
- Very high standards of teaching with skilled use of assessment in English, mathematics and science and improving standards of teaching in Arabic and Islamic education were achieved.
- A rich, broad and stimulating curriculum with an extensive extra-curricular programme was embedded across all phases.
- The safe and supportive environment helped children learn about healthy living.
- Outstanding leadership and management produced a culture of excellence across the school.



What did the school do well?

- provided exemplary teaching and learning opportunities which enabled students to achieve outstanding standards of attainment in English, mathematics and science
- enabled students to develop as confident, responsible and mature learners who had highly developed learning skills and a high awareness of local and global cultural and environmental issues
- developed a rich, varied and interesting curriculum which was augmented by an extensive extra-curricular programme
- placed the highest priority in creating a safe, healthy and supportive environment and facilities
- had inspirational leadership which created and sustained a commitment to and culture of excellence and continuous improvement.



What does the school need to do next?

- Improve the development of the four language skills in Arabic by:
 - building on the new programmes of work
 - applying more rigorous criteria when assessing students' attainment
 - sharing the good practice in the department across all year groups
 - making learning activities more effective.
- Improve the progress of students with special education needs and disabilities (SEND) by:
 - matching the targets in individual education programmes (IEPs) precisely to the specific needs of each student
 - mapping students' IEP targets more closely in lesson planning
 - monitoring more effectively the implementation of IEPs and their impact.



How well did the school provide for students with special educational needs and disabilities?

- Most students with SEND made good progress in their class work. The additional, skilful guidance given to them by support assistants helped them to achieve success in their learning.
- The school shared regular and very helpful information with parents about their child's progress in class, including their personal and social development. Formal reports, covering achievement across the range of subjects studied, were sent twice during the school year and provided guidance on the next steps in their child's learning.
- Helpful daily communication through students' learning journals allowed parents to share in what their children had learned at school and comment upon this to teachers. Parents were welcomed in school to discuss with teachers any concerns about their child's learning and personal development.
- Parents had very good involvement in making decisions about the assessment of their child's needs, including consultation about the targets to be included in their child's IEP.
- The school had very helpfully invited parents into school to find out more about the support their child was given. More specific advice had not yet been developed to help parents further in supporting their child at home.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school met the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards National Agenda targets.
- Leaders, owners and governors were fully aware of the National Agenda and National Agenda targets. They had disseminated information, and raised awareness, successfully throughout the school community including among the parents and students.
- The curriculum had recently been reviewed and aligned to the TIMSS and PIRLS requirements for content and skill in all year groups. There was systematic planning to enable students to progress effectively in English, mathematics and science. The development of teachers' skills in questioning and inquiry were a focus of the school's work.
- In English, science and mathematics in the Foundation Stage and primary department teaching promoted the development of students' critical thinking, reflection and independent learning skills to a high level. Students were able to use these skills to investigate open-ended problems and to apply their learning to real life situations.
- The majority of students used a range of learning technologies and other resources effectively to develop their research skills in line with the National Agenda testing requirements. This was evident in their frequent use of tablet computers and QR codes in class work.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.







Promoting a culture of innovation:

- The headteacher fully understood the importance of the national innovation agenda and modelled this through her actions, drive and ambition for education excellence. She could provide multiple examples of how her philosophy for world-class education had grown a culture of innovation. This included adopting an 'innovation mindset' when recruiting and inducting leaders and teachers. The school provided many zones and spaces for students to reflect, enquire, and incubate their ideas and thoughts. The curriculum promoted a range of innovation learning skills.

Overall school performance

Outstanding

1. Students' achievement

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

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Foundation Stage

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Children's attainment in English literacy when measured against curriculum standards was outstanding. In lessons, children's speaking skills were above expected standards for Foundation Stage (FS) particularly for second language learners. Children in FS 1 began conversations with others and talked about what they were doing. They could retell a story using pictures and props. FS 2 children's increased interest in books prompted them to write their own messages to characters in stories. Children began to form symbols in FS 1 and by FS 2 were confident writers. They could spell words phonetically and read their writing to others. Different groups of children made better than expected progress over time and in lessons.
- In mathematics children's attainment was above expected curriculum standards. Higher attaining children worked at a challenging level and successfully achieved results in space, shape and measures that exceeded the expectations of the early learning goals. When playing, FS 1 children used mathematical vocabulary confidently. Basic skills such as counting up to five objects and recognising numerals were embedded. Older children recognised numbers above ten and had begun to use their knowledge for problem solving. For example, they guessed how many blocks they needed to build a tower and checked their answers once it had been built. All children recognised shapes and named them or confidently drew them on blackboards. Different groups of children made better than expected progress in developing their knowledge and understanding of mathematical concepts.
- Attainment and progress in science were above expected curriculum standards. All children were building a body of knowledge about science through active learning. FS 1 children discussed changes in materials when making hummus under the guidance of their teacher. Older children collected plants on a walk around the school and had begun to use observation skills and make comparisons between leaves. They named the different parts of plants and used the words appropriately when talking about plants. FS 2 children operated simple computer programs and reinforced their understanding by interacting with age appropriate computer software. Groups of children made better than expected progress in developing their knowledge of the environment.

Primary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, the majority of students demonstrated knowledge and understanding of Islam that was above expectations. They had secure knowledge and understanding of Islamic concepts and the Holy Qur'an. Year 4 students knew the six letters of 'Qualqala' and the conditions where they could be used. However, their Tajweed skills were not as well developed. Year 6 students developed their understanding of the value of forgiveness. They had improved their skills of searching for references from the Holy Qur'an and Hadeeth. The majority of students made good progress in lessons because of their high levels of engagement and effective paired working. Groups of students made similarly secure progress from year to year.
- In Arabic as a first language, most student performed at the expected level as measured against curriculum standards. Their listening skills were better developed. They were able to communicate their ideas and convey their understanding in simple Arabic. However, they often used colloquial language and reverted occasionally to English. Oral reading skills of most students were in line with expectations. Students were able to read but could only answer simple questions about the text. Students' ability to write Arabic script neatly and accurately, even in lower years, was better than expected. However, their ability to write creatively and at length for different purposes was limited. Groups of students made similarly acceptable progress over time with students exhibiting better progress in developing their listening and grammar skills.
- In Arabic as an additional language, most students' attained standards in line with curriculum expectations. Internal data indicated that better results were achieved by students in lower year groups. There was an absence of external benchmarks. Students could read adequately. However, their comprehension and writing skills were underdeveloped. Students made good progress in their vocabulary acquisition but many struggled when speaking. They could respond well to instructions and demonstrated adequate listening skills. Students made better than expected progress in relation to their starting points. However, the most able students were not routinely challenged in lessons and their progress was lower than expected.
- Most students' attainment and progress in English exceeded curriculum expectations as well as national and international assessment standards. Their excellent English language skills contributed to their success in other subjects. Students from a very young age demonstrated high verbal reasoning skills. They were skilled at expressing their emotions, and were able to use inference and deduction during a conversation. Groups of students made accelerated progress in literacy during lessons. Boys were particularly successful in improving their literacy skills. Students with SEND made good progress overall.
- In mathematics, almost all students made better than expected progress and their attainment exceeded the curriculum standards and international expectations. Students' work reflected that they were working at a high level and were developing knowledge and understanding across all aspects of the mathematics curriculum. The attainment data indicated that the outstanding trend in progress and attainment was effective in securing achievement. The small cohort of students with SEND made less progress than other groups of students. Boys attained higher scores than girls in the benchmark tests, with the exception of Year 1 students. Emirati students made the same similarly outstanding progress as other groups of students.

- In science most students' attainment and progress exceeded the expectations of the English national curriculum standards. The external benchmarking assessments confirmed excellent progress in the development of scientific knowledge and understanding. When measured against learning objectives, attainment and progress in lessons was outstanding. In Year 2, students were able to design, perform and write up simple science experiments. By Year 4 students were analysing a range of experimental data and drawing accurate conclusions. Year 6 students were skilled practical and theoretical scientists able to discuss and communicate confidently using accurate scientific language. Critical thinking and problem solving were securely embedded. Boys and girls made excellent progress in science and students with SEND made good progress.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students were enthusiastic and showed very mature attitudes to learning. They were very keen to accept responsibility for all aspects of their learning. As a result they were able to self-assess to a high level of accuracy which lead to a clear identification of their next steps in learning.
- Students enjoyed working collaboratively and sharing knowledge with their peers. They supported those peers who did not have a full understanding of what had been taught. Students learned from each other and could explain in very clear terms what they had learnt and what they still wanted to know. They worked effectively in pairs, small groups and independently.
- Students were able to recognise how their learning in one subject linked to other subjects. They also understood how concepts impacted on their lives. This understanding was seen across a wide range of subjects where teachers established very clear contexts for learning and links were made clear.
- Students were confident, independent learners who enjoyed finding out new things for themselves through research and investigations. They responded purposefully to challenges and were not afraid to take risks. They developed exceptional critical thinking and problem solving skills through the many opportunities presented to them. Students were very comfortable using learning technologies to enhance their learning.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students had impeccable attitudes towards their learning and development. They were highly resilient learners and thrived on the many opportunities provided for them to learn, grow and develop socially, personally and academically.
- Students' behaviour was exemplary. Students were self-disciplined and courteous towards one another, which contributed to the harmonious learning community. These behaviours and attitudes were modelled exceptionally well by the student leadership team and others who held positions of responsibility.

- Students were sensitive and showed empathy towards each other, particularly in the ways they gave and received critical feedback about their learning and development. Relationships amongst staff and students were highly respectful.
- Students demonstrated an excellent understanding of safe and healthy living and consistently made wise choices about their food and lifestyles. They took personal responsibility, at an age appropriate level, for their own personal well-being and health.
- Attendance was very good and students routinely arrived to school and to lessons punctually. As a result no opportunities for learning were missed which impacted positively on learning outcomes.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students demonstrated an excellent understanding of the values of Islam and they understood how Islamic values influenced UAE society. This was developed through a high level of participation in a wide range of cultural activities including visits to mosques, Holy Qur'an recitation competitions, lectures about the UAE, a whole school Iftar and Royati Society workshops about Hajj and Eid Al Adha.
- School leaders had carefully considered the heritage and culture of the UAE when constructing the curriculum. This influenced the daily teaching and learning activities and as a result, students were very knowledgeable and fully respectful of the UAE culture. For example, students' reflected on the Sheikh's vision for the UAE in an extended writing activity.
- The UAE vision and culture featured prominently in many lessons throughout the school and provided students with multiple opportunities to consider their role, position and contribution to UAE society. Students from different countries had opportunities to reflect on their own and other cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students made a very strong contribution to the life of the school, through their leadership roles and responsibilities. For example through social enterprise experiences they attempted to sell their products to the wider community. Students actively participated in discussions and activities which supported the school's improvement priorities.
- Students were very mature for their years and this was demonstrated through their strong work ethic and ability to apply themselves diligently in their learning and development. They were highly skilled in their ability to think critically and creatively, and often demonstrated some innovative solutions to the problems they were solving.
- Students appreciated and valued their school environment, and understood how the quality created a more harmonious and productive place to learn and thrive. They clearly understood the importance of the ecology in the UAE, and in particular the importance of their role in the eco-desert system.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers' had secure subject knowledge across almost all subjects. Most teachers knew how their students learned and they could help them with the more challenging concepts. They used a range of learning contexts to encourage student interest and they made their subject relevant to real life wherever possible.
- All classroom teachers created a very positive environment that encouraged outstanding learning. Excellent resources, including technology, and interesting and well planned lessons helped students enjoy learning and achieve. A creative range of teaching strategies was integrated into well-timed lesson planning. Active participation was encouraged in the Foundation Stage. For example, children enjoyed the 'wake up and shake' mathematical activities and learned new vocabulary through action songs.
- Subject teachers demonstrated high quality interactions with students. Teacher questioning was often very skilful allowing strong discussions and critical thinking to develop. In the Foundation Stage, questioning was age appropriate. In the best lessons teachers managed the pace well to allow adequate time for student reflection.
- Most teachers provided high levels of challenge in English, mathematics and science lessons. In some mathematics lessons higher achieving students were given more challenging, complex work. Occasionally, high achieving students' were insufficiently challenged in what was expected of their writing. Support for students with special needs was good in most lessons with teachers taking account of individual educational plans.
- Teachers motivated most students to take responsibility for their own learning and encouraged them to effectively work in collaborative groups, in pairs or independently. Lesson planning frequently promoted critical thinking, problem solving and research skills. Students had the ability to frame their own questions to encourage critical thinking.
- Teachers of Arabic as a first language demonstrated strong subject knowledge and a developing understanding of teaching methods. They interacted well with their students and ensured they were motivated to learn. Most teachers planned and delivered activities which were learner centred. They used resources well to create an interesting learning environment. However, they did not always have a strong enough focus on language skill development.
- In Arabic as an additional language, teachers' subject and pedagogical knowledge were secure. Teachers' planning was of an acceptable standard. Lesson objectives did not always provide a balanced approach to developing students' linguistic skills. Students and teacher interactions were good. A range of activities and challenges were provided in lessons but these did not always meet the needs of all students, particularly the most able.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Internal assessment processes provided valid, reliable and comprehensive data. This was made available to teachers and managers through the school's tracking system. The data was used to evaluate students' progress against the school's curriculum standards and expectations. This innovative and developing bespoke tracker system provided detailed information of students' academic progress. However, some of the Arabic assessment data was not valid.
- The internal assessment data was cross-checked for validity and accuracy against international and Dubai data. The school used a UK independent assessment to benchmark all primary students' performance. Student and subject results were analysed and used to identify different levels of performance in skills and knowledge. Levels were compared internally across subjects and year groups and externally through participation in TIMSS and PIRLS.
- Attainment and progress data was analysed each term to identify trends including the achievement of different nationalities, genders and students with SEND. A comprehensive review of all information by the leadership team at the end of each academic year helped to ensure continuity in the quality of the assessment data over time.
- Formative assessment information was analysed weekly to inform lesson planning and to ensure that the needs of all groups of students were met. Teachers used the student tracker to plan lessons and to adjust the curriculum. Students routinely reflected upon the progress they made against learning objectives during lessons. Teachers provided detailed feedback on individual student strengths. Targets were set in consultations between teachers and students.
- Teachers knew their students well and could identify their strengths and weaknesses. Feedback was evident in most lessons and helped students to identify the next steps in their learning. Self and peer assessment allowed students to evaluate their work. The quality of teacher feedback in written work was inconsistent and opportunities were lost to provide students with helpful written feedback.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum was well-balanced and equipped students with very high standards of knowledge and developed their higher-order thinking skills. The Arabic and Islamic education curricular were aligned to the Ministry of Education (MOE) expectations and met the statutory requirements.
- The school skillfully planned its curriculum to ensure students could build progressively on their knowledge and skills from year to year across most subjects and year groups. School leaders ensured the smooth transition of children from the Foundation Stage to the primary years by sharing information about children's strengths and areas for development. These were incorporated into teachers' plans at the start of the year.
- The school's rich curriculum gave students ample opportunities to make choices in lessons. In the Foundation Stage, the free-flow sessions provided children with a choice of activities. This helped them to learn at their own pace through discovery and exploration and follow their own interests. Primary students enjoyed choosing their own projects and deciding on how to extend their learning through using interactive technology.

- The whole curriculum was based on common themes, concepts and guiding questions. School leaders produced long-term plans to ensure that these were linked across the subjects and year groups, and implemented through relevant and purposeful learning experiences. The impact was evident in the ability of students to transfer their knowledge from one subject to another and apply their skills in a variety of contexts.
- Staff reviewed the curriculum regularly. This ensured the curriculum was kept up to date and took account of the UAE's national agenda and other priorities. The reviewed curriculum included the development of students' global and cultural understanding, particularly the heritage of the UAE. As a result of using international assessments, staff had placed a greater emphasis on the development of reasoning and critical thinking skills.
- UAE social studies is integrated with various subjects. The programmes promote interest and enjoyment and there are opportunities for students to develop research skills. In all phases teachers plan good links with Emirati culture and the UAE society.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Most teachers modified the curriculum well to meet the needs of different groups of learners. For example, lower achieving learners of Arabic as a first language benefited from personalised Arabic educational plans. The curriculum also included ample opportunities for higher achieving students to extend their knowledge and skills. Gifted and talented students had specific programmes which had been designed to meet their interests and aspirations.
- The curriculum was inspiring and rich. It motivated students to think critically about the concepts being studied, take risks in learning and creatively apply their acquired skills. The wide range of extra-curricular activities ensured that all students had the opportunity to take part in a variety of sporting, artistic and leisure activities. Enterprise was promoted through student-led activities.
- The school's focus on promoting the values of the UAE society and developing students' social, environmental and cultural understanding led to the integration of social studies into each year group's curriculum. Concepts related to Islam, Emirati history and heritage were integrated well into topics across the school.
- The school provided Arabic in FS 2 for all Arab and non-Arab children. Two sessions each of 30 minutes per week were allocated to develop children's phonemic awareness of Arabic sounds and life-related vocabulary. These sessions mainly focused on learning through songs and chants.

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

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

- The school had very thorough procedures to make sure all students were well protected. These included checks made on all staff prior to employment. Staff had access to professional training on how to keep children safe and as a result, the child protection policy was well understood by all. Very appropriate opportunities were taken to make students aware of the dangers of bullying, including misuse of social media.
- The school accommodation was kept very secure and monitored during students' arrival and departure. All visitors registered at the main entrance and parents were clearly identified by wearing coloured lanyards in school. Systems for parents collecting their children from school were very clear. Students moved around the school in a well-organised manner and were well supervised at break and lunch time by staff.
- On-going maintenance and safety checks quickly identified and addressed any repairs or security needs. Records were kept meticulously of any incidents, and fire drills were carried out regularly and logged. Any improvements which could be made were shared by the site manager with teachers. Procedures were also in place and understood in the event of an emergency evacuation from the school.
- The school provided very high quality facilities and all students enjoyed a stimulating and varied indoor and outdoor learning environment. In particular, the spacious and very well maintained sports and games areas, and swimming pool, offered excellent opportunities to all students to participate in physical activities.
- The school and staff gave very careful attention to promoting healthy lifestyles. Students were encouraged to bring healthy food in their lunch boxes. The school nurses supported this by making spot checks and rewarding students who had made healthy choices. In lessons, students learned about keeping fit and how exercise affected their heart rate. They understood about buying ethically produced food.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Staff and students had excellent relationships and mutual respect for one another. Students responded very well to the high expectations and demonstrated courtesy and exceptional behaviour around the school. They demonstrated a strong work ethic in classes and took on responsibilities and leadership roles readily and very capably.
- Students' attendance and punctuality to school were very carefully monitored. As a result, attendance was very good. Teachers provided positive role models to students on the importance of punctuality and were routinely well prepared to welcome students into classes.
- The school had very effective systems to identify students who had special educational needs. As a result, children experienced very appropriate and timely intervention to support their various social, physical and learning needs. In the Foundation Stage, staff had developed more robust procedures for the early identification of children's additional learning needs.

- All students were very well supported in their learning. The learning support team kept accurate records of the varying stages of intervention for students with SEND, including those who required more individual support. Those students who had been identified with special gifts or talents were catered for very effectively and their achievements monitored closely. As a result, they made very good progress.
- Class teachers offered very good support and guidance to their students and knew them very well. The school took great care to develop and monitor students' well-being. School nurses offered confidential support and counselling to individuals when necessary. External agencies were used very appropriately for less frequent support such as bereavement. Effective sessions had been introduced to support some students develop social skills.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- The ethos of the school was inclusive and students with special educational needs and disabilities were not refused entry. The assistant headteacher and head of learning support worked closely and with a clear, shared purpose. Their monitoring of implementation of individual educational programmes was less effective in ensuring students' experienced consistently high quality teaching and achieved their best.
- The school had effective procedures to identify any students with SEND, and took very good account when parents raised initial concerns about their child's needs. Teachers had clear pathways to seek advice from specialist support staff in school. The head of learning support had very helpful professional links to refer students to for further assessment and support, including external therapists.
- Teachers planned interesting and challenging opportunities which were inclusive for all students and ensured the development of student confidence and learning. However, personal support and curriculum modification was not always sufficiently targeted upon the specific barriers experienced by students with SEND. At times this hindered the development of their independent learning skills and the levels of progress they made in their learning.
- Parents were involved in discussing and agreeing assessments and referrals to other professionals or therapists, and they shared in making decisions about their child's IEP targets. They had regular meetings to review progress and received very helpful communications about their child's progress in class on a daily or weekly basis. A few parents required more information about ways they could help their child at home.
- Overall students made good progress in class and from their individual starting points. Academic targets were usually appropriately challenging and most students made expected or above expected progress in their learning in the core subjects. This ensured that students were well prepared for their next stage of education. New systems had been implemented to allow staff to track students' attainment and progress and inform future support pathways.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The headteacher and senior leaders set a very clear direction for the school. They very effectively communicated this to the whole school community. Leaders created a culture of excellence and continuous improvement across the school.
- The headteacher and other senior managers had very high expectations of all staff. They were focused on providing the best learning experiences for students in order to maximise attainment. They were successful in sustaining a school ethos in which students would develop as confident, reflective learners.
- The senior leaders had excellent relationships and communicated very successfully with all stakeholders. Leadership was distributed very productively across the school. The year heads worked well with their teams and they in turn linked effectively with the phase heads. The management structure was highly functional and all staff knew what they were expected to do. The morale throughout the school was high.
- The school had the capacity to constantly improve and innovate. Teachers were highly successful in taking account of innovations in technology and new teaching approaches. The school had an outstanding record of success in maintaining the highest standards despite the significant changes in the school roll each year and changes in teaching staff.
- Leaders had been extremely successful in bringing about improvements to the curriculum and students' learning experiences. They had a sound strategy for introducing the necessary changes to the curriculum to bring it in line with the new English national curriculum expectations. The school had also made improvements to the provision for students with special education needs.

School self-evaluation and improvement planning

Outstanding

- Senior leaders successfully established a culture of reflection and evaluation across the school which was representative of all stakeholders. The detailed data tracking systems enabled staff at all levels to accurately evidence the impact of the school on students' standards of achievement.
- The well-established self-evaluation practices motivated teachers to reflect regularly on the progress their students were making and resulted in high levels of awareness of their students' achievements and learning needs.
- The headteacher and other senior leaders regularly sampled the quality of learning and teaching by observing lessons. As a team, they also carried out very constructive evaluations of other aspects of the school's provision. Teacher shared good practice by observing their colleagues teaching.
- Senior leaders were highly effective at drawing on their evaluations of the school's performance and highlighting precise areas for improvement. For example, by being sharply focused, they were successful in implementing strategies and further improving standards of writing and science.
- The school had addressed the recommendations of the last inspection well. The Arabic as an additional language programme had been reviewed and matched closely to the modern foreign languages framework. Staff had also made improvements to the teaching of Arabic. Leaders and staff have brought about significant improvements to the provision for SEND, but this had not yet fully impacted on students' progress.




Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> The school was highly successful at involving parents in the education of their children. School staff listened to and took account of parents' views. Staff organised many events and workshops to explain how the school taught their children. Parents supported the school very well to further their children's learning. For example, Arabic speaking parents regularly assisted students with reading. The school was very effective at using a wide range of ways to communicate frequently to parents. They were kept very well informed about their children's education and school events. The headteacher and other senior leaders were accessible to and frequently spoke with and responded to parents concerns or suggestions. The school provides exemplary bi-annual reports to parents on student's progress. They contain detailed information on student's academic performance and their next learning targets. Commendably, the reports contained a section for students to record their reflections on learning. The reports also provided information on students' personal and social development. The school had very good links with a group of associated schools which provided opportunities for staff to share practice and training. Students had very good opportunities to participate in competitive sporting events with a number of schools. They also benefitted from links with a local mosque, the Royati society and a range of organisations in Dubai. 	

Governance	Outstanding
<ul style="list-style-type: none"> The governing board included parent representatives. The board took account of parents' views and governors were readily accessible to parents and staff. Board members had detailed knowledge of the school and were fully aware of the UAE national priorities. The board held the headteacher to account for the performance of the school on a systematic and regular basis. The headteacher reported in detail to the board on the academic performance and achievements of students. The board exerted a strong influence on the school and utilised expertise from the other associated schools for the benefit of the school. It had provided a budget to enable the school to be staffed and resourced to a very high standard. 	

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • The school was very well organised and operated very effectively on a day-to-day basis. • The school was staffed with well qualified, talented class and specialist teachers. The school benefitted from rigorous teacher selection procedures, an extensive induction programme and continuous professional development sessions. • The premises provided an excellent learning environment with specialist facilities for art and design, information technology (IT), swimming and other sports. In addition, the auditorium and stage were excellent facilities for drama productions and shows. The lack of a specialist science laboratory constrained older students' science investigations. The Foundation Stage had a rich, stimulating outdoor area. Staff used display spaces very well throughout the school to celebrate students' work and achievements. • All classrooms were very well resourced. The school had an extensive range and amount of IT equipment which included interactive white boards, tablets, laptops and free standing computers. There was a good supply of books in the library and a plentiful supply of learning materials to support and extend learning across the school. 	

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	314
	2014-2015	197
Teachers 	47	
Students 	0	

*The number of responses from parents is based on the number of families.

- All parents and all teachers who responded to the survey were very positive about almost all aspects of the school.
- Almost all parents were satisfied with the quality of education provided by the school. They thought the school provided a good range of subjects and extra-curricular activities and that there was an appropriate range of resources, including technology.
- Most parents were aware of the school's cyber safe policy.
- Most parents thought their child was making good progress in Islamic education, Arabic and science; almost all felt their child was making good progress in English and mathematics.
- Almost all parents indicated that their children enjoyed school and they had developed good learning skills. They felt that their children were safe and prepared well for the next stage of their life.
- All teachers and almost all parents thought that the school was well led.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae