

Inspection Report



Kings' School Dubai

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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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	P O Box 38199, Dubai
Principal	Alison Turner
Language of instruction	English
Inspection dates	27 th – 29 th October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	Foundation Stage 1- Year 6
Number of students on roll	898
Number of children in FS1	103
Number of Emirati students	30
Number of students with SEN	21
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	67
Largest nationality group of teachers	UK
Number of teacher assistants	36
Teacher-student ratio	1:10 FS. 1:12 PR.
Number of guidance counsellors	0
Teacher turnover	13%



Curriculum

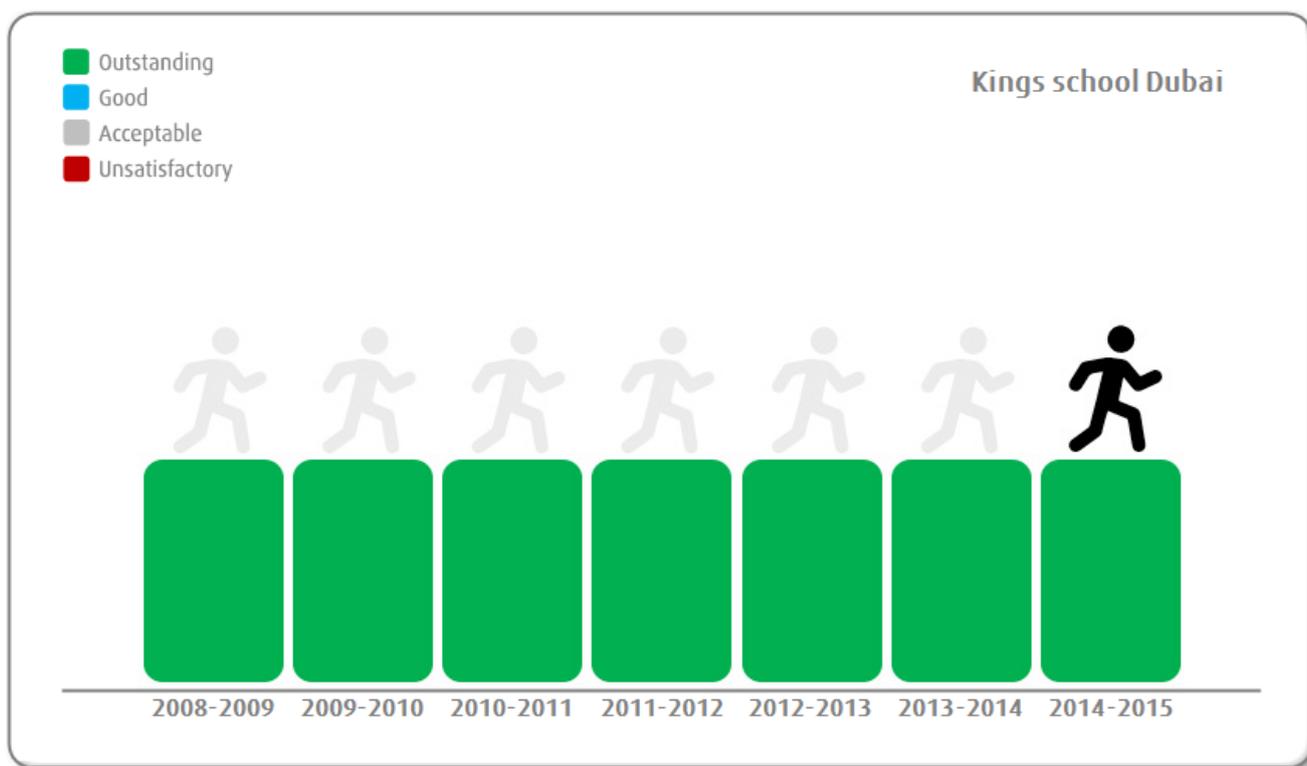
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	SATs
Accreditation	BSME



Dear Parents,

Kings' School Dubai was inspected by DSIB from 27th – 29th October 2014, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in English, mathematics and science were outstanding.
- Staff and students were courteous towards each other and students had excellent attitudes to learning.
- Parents were highly supportive, committed and involved in their children's education.
- There were excellent induction arrangements and ongoing training for all staff.

Areas for improvement

- Improve students' attainment and progress in Arabic lessons by ensuring teachers have higher expectations of what students can achieve.
- Improve the progress of students with special educational needs and the support offered to them during lessons.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Kings' School Dubai



How well does the school perform overall?

Overall, Kings' School, Dubai provided an '**Outstanding**' quality of education for its students.

- Students' attainment and progress were outstanding in English, mathematics and science at all ages. Most students achieved well in external examinations such as the SAT tests. Students demonstrated exceptional learning skills. They were confident and took responsibility for their own learning.
- All students displayed commendable self-discipline. Their behaviour in class and around school was excellent. Their knowledge of Emirati traditions and cultural heritage was enhanced through the learning environment, off-site visits and on-site visitors.
- Almost all lessons were well planned to build on students' prior learning and to use a wide range of suitable resources.
- Meaningful and practical experiences were strong features of the curriculum, allowing students to apply their learning through a rich range of opportunities.
- The arrangements to monitor, identify and take action on any risks to the students' health and safety were outstanding.
- All school leaders had ensured stakeholders were clear about the professional expectations, procedures and systems in the school. The Chief Education Officer and Executive Head teacher set a clear direction and there was a strong sense of purpose amongst the school community to work towards, meet and sustain ambitious targets for all students.



How well does the school provide for students with special educational needs?

- The provision for students with special educational needs supported students well and resulted in their good academic progress and personal development.
- The school used a wide range of methods to identify students' needs promptly and effectively. High quality teaching facilitated a comprehensive range of modifications and support to improve the academic progress of all students with special educational needs.
- Parents were closely involved in their children's education. They appreciated the welcoming atmosphere of the school and the extensive support provided for their children. Overall, students' personal development and progress was good.

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

		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

↑ Improved from last inspection

↓ Declined from last inspection

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

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

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

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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

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

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

Overall school judgement

Outstanding

Key strengths

- Students' attainment and progress in English, mathematics and science were outstanding.
- Staff and students were courteous towards each other and had excellent attitudes to learning.
- School leaders were committed and had a clear sense of purpose.
- Parents were highly supportive, committed and involved.
- There were excellent induction arrangements and ongoing training for all staff.

Changes since the last inspection

- The number of Arabic teaching staff had increased.
- Several members of staff had been promoted to leadership levels.
- The school had reverted to comprise only the foundation stage and primary phase.
- The secondary phase had relocated to the new Kings' School in Al Barsha.

Recommendations

- Develop and use the schemes of work in Arabic to ensure that all students make equally good progress in listening, speaking, reading and writing skills.
- Make better use of the extensive policies and procedures to optimise the progress of students with special educational needs.

 Improved from last inspection

 Declined from last inspection

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

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

- In communication and language development, children spoke very confidently with teachers and other adults, expressing their own ideas. In the upper Foundation Stage, children could write with a clear purpose, forming words and simple sentences. A few used more extended vocabulary. Children talked about features of books such as the title and characters.
- Children were making rapid progress in mathematics. They attained levels above expectations in counting, sorting shapes, measuring using non-standard units and comparing volumes of vessels when pouring liquids.
- Children could communicate their understanding of scientific experiences, such as when air is blown into a balloon and occupies the space. They could identify and differentiate between healthy and junk foods. They made outstanding progress and used their knowledge and understanding to recognise, identify and differentiate, for example between winter and summer seasons.

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

- Students had a good understanding of Islamic concepts such as the Pillars of Islam, the Day of Judgement and the benefits of Charity and Zakat. Most students could recognise and talk about Islamic etiquettes. Their recitation skills and the application of Tajweed recitation rules were less developed.
- In Arabic as a first language, listening was a secure skill for most students. They accurately followed instructions and responded appropriately. They also listened to short stories and passages and answered questions about them. Speaking skills were less developed. Most students faced difficulty in expressing their ideas using correct formal Arabic.
- Most students in Arabic as an additional language had acceptable listening and responding skills. They could understand basic instructions and could respond with simple words and sentence. A majority of students made good progress developing their knowledge of words and expressions. Students' reading and writing skills were the least developed.

- Students spoke clearly and confidently in English and, by the time that they had reached Year 6, they were reading from a range of genres, using inference and deduction. Most students' writing skills were very strong but were progressing at a slower rate than reading.
- Younger students in the primary phase were making notable progress in learning about how to gather, organise and interpret data. By Year 6, students had very well developed skills in producing and using pie-charts and scatter graphs. In all years, students were able to carry out mental and written calculations accurately.
- By Year 2 in science, students were able to identify different parts of the body. Year 3 students confidently carried out investigations in the science laboratory using beakers, water, soluble and insoluble substances. Students recorded their observations and made outstanding progress in building on previously acquired skills and knowledge.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students had exceptional learning skills. They showed high degrees of confidence and responsibility for their own learning. • Students' collaboration skills were outstanding. Students readily shared ideas, discussed answers and came to meaningful conclusions. • Most students made very good connections with other learning. They used their cross-curricular skills and knowledge to great effect to deepen their understanding. • Students showed exceptional independent learning skills. They made effective use of technology to strengthen their learning. For example, in Arabic as additional language, students enhanced their speaking skills by making cartoon videos using their own voices. 		

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

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students across all year groups were keen to learn and had very positive attitudes towards their studies. They were confident to share their ideas with their peers and teachers. • All students displayed commendable self-discipline. Behaviour in class and around school was excellent. • Almost all students had extremely positive relationships with their classmates and all staff. They were particularly keen to talk about their friends in school from different countries. • Students had an excellent understanding of what constitutes a healthy meal and the importance of regular exercise. They put that knowledge into practice, enjoying the many opportunities provided for sport. • Attendance was good across all year groups and students returned promptly to their lessons, following their break-times. 		

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> The value of charity was shared as a whole-school community. Students led the school in generating ideas in how to move forward in developing charitable relationships. The school was inclusive in sharing the success of Muslim students through attending and celebrating the Surah recitation competition at the end of the year which engaged students, staff and families. Emirati traditions and cultural heritage were well known and understood by students. Students learned about local traditions and heritage through the learning environment, off-site visits and on-site visitors, role play, music, stories, art work and assemblies. 		

	Foundation Stage	Primary
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students of all ages took responsibility for themselves and for others, and contributed to the smooth running of daily school life. Older students voluntarily undertook additional formal activities to benefit the school and the wider community. Throughout the school, students demonstrated a strong work ethic and took responsibility for their learning. They made wise choices on how best to present what they had learned to their teachers, their peers and their parents. All students had an excellent understanding of environmental matters. Children in the Foundation Stage tended their own gardens and members of the school Eco Committee led initiatives to recycle and to save energy. 		

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
<ul style="list-style-type: none"> Teachers in the Foundation Stage were very knowledgeable about how young children learn. They ensured that tasks and activities matched the children's needs and learning styles. They struck a very good balance between teacher-led learning and allowing children choice and independence. Teachers in the primary phase knew their subject matter very well, and most managed to create a learning atmosphere of excitement and interest. Teaching and learning support assistants made helpful contributions. Almost all lessons were well planned to build on students' prior learning and to use a wide range of suitable resources. Teachers implemented their plans very effectively, by matching tasks and activities to the needs of different groups of students. Teachers used technology well, for example, in a mathematics lesson to demonstrate to students how scatter graphs can show relationships between two quantities. In most subjects, teachers questioned students carefully to help them think for themselves. The development of students' critical thinking skills was carried out effectively. 		

- In Arabic as a First Language, Most teachers had secure knowledge of the subject matter. However, their lesson plans did not include a sufficient range of activities to meet the learning needs of different groups of students. Most lessons focused too much on increasing students' knowledge and not enough on improving their critical thinking skills. This imbalance hindered their progress.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding
<ul style="list-style-type: none"> • Teachers used a wide range of suitable approaches to gather information and keep records of students' progress and attainment. They knew their students' strengths and development needs extremely well. • Almost all teachers used assessment records effectively to plan teaching activities which supported different groups of students in their next steps in learning. • Senior staff used external surveys of students' attainment in literacy, mathematics and science, and data from similar schools in Dubai, to confirm their view of the school's effectiveness. • All staff were involved in analysing assessment information to improve the curriculum and the quality of lessons. • The 'Learning Journey' in the Foundation Stage and 'Learning Journals' in the primary phase, involved students in tracking their own progress. These were very helpful in keeping parents informed. 		

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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
<ul style="list-style-type: none"> • The curriculum had a clear rationale. The school followed the English National Curriculum and Early Years Foundation Stage. There was a strong emphasis on the development of skills and knowledge in all subjects in each phase. • The curriculum was broad, balanced and personalised to meet the interests and needs of nearly all students. It included linguistic, physical and creative experiences and took advantage of the UAE locality in order to provide first-hand learning experiences. Transitions from one phase to the next were supported by careful planning and students were well prepared for their next steps in education. • Students in all years had sufficient opportunities to develop their critical thinking skills as well as engage in independent and collaborative enquiry and research. • Cross-curricular links were central to the thematic nature of the curriculum, ensuring that learning built upon and reinforced previous experiences. • The curriculum was regularly reviewed in light of international best practice, to ensure that there was the highest quality provision for students' academic progress and personal and social development • The school followed the Ministry of Education requirements for Arabic and Islamic Education However, the provision for Arabic as a first language was not as strong as other subjects. 		

	Foundation Stage	Primary
Curriculum design to meet the individual needs of students	Outstanding	Outstanding
<ul style="list-style-type: none"> The curriculum was designed and modified effectively to meet the needs of all groups of students. The high-quality planning enabled students to learn at their own speeds and make good and better progress academically in most subjects. The school had established a successful programme for able, gifted and talented students that enabled them to develop their potentials. A wide range of extra-curricular activities further enhanced the curriculum and maximised students' learning experiences. The school offered a 30 minute session each week for the ten Arab children in the Foundation Stage. The curriculum for Islamic education had been modified and offered in English to make it accessible for students with limited Arabic proficiency. 		

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> A child protection policy was in place and understood well by all staff. Up-to-date training was provided for all new staff at all levels. There was excellent supervision at all times. All activities were well organised whether on the premises or on some of the more demanding trips undertaken by the students. The premises and facilities benefited from very well organised daily maintenance. Detailed medical records were kept and teachers were routinely informed of any medical conditions of their students. The premises were ideally suitable for all students, including those with special educational needs. All students could engage in activities that were challenging and motivational. Healthy life-styles were actively promoted throughout the school. Relevant activities were embedded into the curriculum and the day-to-day life of the school. 		

	Foundation Stage	Primary
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> Staff-student relationships were positive, respectful and purposeful. The few behaviour issues were handled well through the comprehensive referral system. The school's policy on bullying included appropriate guidance on cyber bullying. The arrangements for the management of students' attendance and punctuality were secure with good communication with parents. The school had an inclusive approach. It welcomed and supported students with a range of special educational needs. The systems for referring and identifying students' needs were excellent. Highly personalised levels of support ensured students with special educational needs made good or better progress in a majority of subjects and personal development. All students enjoyed the open and welcoming atmosphere at the school and felt comfortable to talk to members of staff for advice on a range of educational and personal matters. 		

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> • The school's open and inclusive ethos was evident in both policy and practice. The school was building on the very sound base of special educational needs provision. • The learning support leadership structure was undergoing a period of change. Roles and responsibilities had been clarified to ensure a more coherent and comprehensive system of support. The learning support team used a wide range of methods for prompt and effective identification of needs including classroom observation and diagnostic tests, as well as opinions and assessments from external specialists. • Close support and curriculum modification for individual students underpinned the high-quality teaching. Teachers were skilled at using a range of strategies, such as grouping and differentiation, to enable students to have equal access to the curriculum. • Parents were closely involved and appreciative of the welcoming atmosphere of the school and the extensive support provided for their children. • Students' personal development was very good and almost all students developed strong learning skills. 	

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

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The Chief Education Officer and Executive Headteacher and school leaders had ensured all stakeholders were clear about the professional expectations, procedures and systems in the school. • The leadership of the school was widely distributed following new appointments and promotions. It showed a strong capacity to further the school's development. Leaders set a clear direction and were successful in inspiring the school community to share a strong sense of purpose which involved working towards, meeting and sustaining ambitious targets for all students. • Relationships and communication between all levels of leadership were professional and highly effective. • There was a shared feeling of accountability and pride in the students' personal and academic achievements. • The recruitment, retention and internal promotions ensured the school benefited from the collective expertise and commitment of all staff. 	

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> In almost all aspects, the school had an excellent understanding of its own strengths and weaknesses, and had drawn up comprehensive and sharply focused development plans to address any concerns. The highly effective performance management process ensured leaders at all levels were actively involved in implementing the school improvement agenda, via specific leadership targets and focused professional development. Systematic and rigorous self-evaluation processes were fully embedded in the everyday life of the school. The self-evaluation document was well structured and was clear. Most judgements were reasonable. They were based on thorough analyses and were largely accurate. School leaders had addressed the recommendation from the previous inspection. The school had made considerable efforts to boost the provision for Arabic language through rigorous staff appointments and staff training, but had yet to achieve all of its goals. 	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> 'Learning Journals' helped parents to know more about what their children were learning. School workshops for parents had helped them to understand the school's approaches to teaching in a range of subjects. The highly visible leadership team and administration staff engaged with the parents every day as they and their children entered or exited the school gates. In an effort to broaden the quality of communication, the school had given parents access to the email addresses of all staff and this facility was found to be useful. The school worked hard to communicate with families. Parents appreciated this and felt very well informed, especially through the regular formal and informal meetings and written reports. Parents valued comments and advice about their children's next steps in learning. Strong links with other schools were developing, for example through regional British schools' cultural and sports activities, and local sports and community events. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> The school had a broad-based governing body that included the owners, senior school staff and parents who represented the views of a range of stakeholders. The governing body held the school to account for major decisions and acted effectively as a critical friend. Formal board meetings were recorded and were held each term with the Chief Education Officer and Executive Headteacher in attendance for full accountability. The performance of the school, including academic outcomes, was reviewed regularly. The governing body had been very successful in ensuring that excellent physical and human resources were available to students to support high-quality learning and teaching. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • The day-to-day administration was highly effective and the school ran smoothly. Displays were informative and regularly monitored, and the school community was kept fully up-to-date with developments. • The development of the two campuses had led to challenging yet creative deployment of existing and new staff in middle and senior leader roles. All members of staff were well qualified and deployed effectively according to expertise and experience. They benefited from high-quality continuing professional development opportunities. • The excellent premises were used to full advantage and high-quality facilities and displays provided a welcoming, informative and purposeful learning environment. • Libraries and reading rooms were fully stocked with a variety of fiction and non-fiction texts. E-learning tools were being used by all teaching staff to support curriculum delivery. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students 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		Percentage
 Parents*	This year	197	33%
	Last year	162	24%
 Teachers	42		57%
 Students	There are no upper secondary-aged students in the school		

- Under a third of the parents and about half of the teachers responded to the surveys.
- Of those who responded, almost all parents were satisfied with the quality of education that the school provided and felt their children were making good progress in English, mathematics and science. Teachers also believed that students made good progress overall.
- Parents and teachers felt that students enjoyed the school and developed a good self-awareness and awareness of other cultures.
- Parents agreed that teachers helped their children to develop good learning skills, and that the school provided an appropriate range of resources and technology.
- Most parents agreed that there was a good range of subjects and extra-curricular activities.
- Parents felt that the school listened to their views and acted upon them.
- Parents and all teachers believed the school to be led well.

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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