



المعرفة
Knowledge المعرفة



KINGS SCHOOL NAD AL SHEBA L.L.C.

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Nad Al Sheba
	Opening year of school	2014
	Website	http://kings-edu.com/nadalsheba/
	Telephone	+971 42375555
	Principal	Kerry Louise Dalton
	Principal - date appointed	1/6/2019
	Language of instruction	English
	Inspection dates	23 to 27 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 14
	Grades or year groups	Year 1 to Year 10
	Number of students on roll	1105
	Number of Emirati students	568
	Number of students of determination	128
	Largest nationality group of students	Emirati



TEACHERS

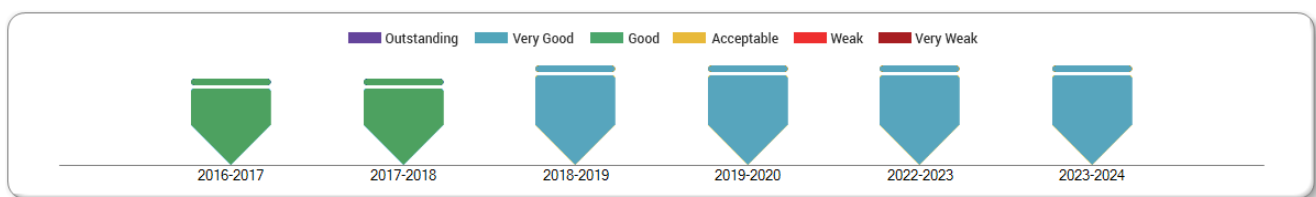
	Number of teachers	67
	Largest nationality group of teachers	British
	Number of teaching assistants	48
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE
	Accreditation	NA

School Journey for KINGS SCHOOL NAD AL SHEBA L.L.C.



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' outcomes

- Children in the Foundation Stage (FS) achieve particularly well in English, mathematics and science. This level of achievement continues in the primary years, particularly in mathematics and science. Students' progress in Arabic and Islamic Education is at least good, and their attainment is at least acceptable. Students' achievements in the secondary years are mostly good, except in Arabic as an additional language and Islamic Education where they are mostly acceptable.
- Children's and students' behaviour, attitudes toward learning and social skills are outstanding in FS and Primary. In the secondary phase they are very good. However, among a small number of boys in the secondary phase, behaviour is occasionally inappropriate. The levels of attendance and students' punctuality are mostly good. Students know and respect the heritage and culture of the UAE and of other cultures worldwide.

Provision for learners

- The quality of teaching and assessment in FS is outstanding. In the primary phase, across most subjects they are at least very good. In Secondary, they are mostly good. Although there are examples of high-quality work, teaching is inconsistent across all subjects. The effective use of assessment data underpins effective lesson planning that meets the needs of individual students.
- The school's curriculum effectively nurtures knowledge and understanding in FS and Primary, but less consistently so in Secondary. The cross-curricular elements provide meaningful connections to everyday experiences. Curriculum adaptation is robust in FS and Primary, but less so in Secondary. Innovative practices enrich the curriculum and activities foster all-round student development. The UAE's culture, values and society are thoughtfully integrated with the curriculum.
- The school maintains rigorous safety and security measures, adhering to regulatory requirements. Staff members are well-trained in safeguarding and students feel safe. Students are knowledgeable about online safety. The school promotes healthy lifestyles effectively. Students' and teachers' relationships are strong and behaviour management mostly effective. Attendance is carefully checked. Students of determination benefit from individualised plans and support. Gifted and talented students receive appropriate support.

Leadership and management

- Very well led by the principal and a skilled team, the school upholds a highly inclusive vision. Leaders expertly handle the significant challenges created by growth. Highly effective self-evaluation procedures ensure that leaders understand the school's strengths and the areas for improvement. Parents endorse the caring mission, communication and their access to the staff. Governors balance support for leaders and challenge to them well. The school operates efficiently on a daily basis.

Highlights of the school:

- Students' excellent personal and social development and their appreciation of their own and other cultures.
- Outstanding teaching and learning FS.
- Students' very strong achievements in the primary years and their good and improving achievements in the secondary years.
- Very strong senior leadership and governance and excellent partnerships with parents.
- Very well organised management of a secure community in which students are safe and highly valued.

Key recommendations

- Improve the quality of teaching in Islamic Education and Arabic and raise the expectations of what students can achieve.
- Identify and share the most effective teaching practices and use of assessment data, especially in the secondary phase.
- Ensure that self-evaluation documents are precise, with clear procedures for monitoring the effects of improvement initiatives.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievements

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable
	Progress	Not applicable	Good	Acceptable
 English	Attainment	Very good	Good	Good ↑
	Progress	Outstanding	Very good	Good
 Mathematics	Attainment	Very good	Very good	Good
	Progress	Outstanding	Very good	Good
 Science	Attainment	Very good	Very good	Good
	Progress	Outstanding	Very good	Good

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Very good	Good

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding	Very good	Good
Assessment	Outstanding	Very good	Good

04 Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Very good
Curriculum adaptation	Outstanding	Outstanding	Very good

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

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

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievements

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Very good

- With an average score of 562 the school exceeded its 2021 Progress in International Reading Literacy Study (PIRLS) target. On average across English, mathematics and science all students sustained at least good performance levels in benchmark assessments from 2021 to 2022. The overall profile of results was highest in the primary phase.

C. Leadership: International and Emirati Achievement	Very good
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- Senior leaders and most middle leaders demonstrate strong understanding of the subject skills and knowledge required for success on international benchmark assessments. In particular, the report of the outcomes of the PIRLS assessment in 2021 has been closely analysed and actions have been taken to ensure that the curriculum is adapted.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- The school's most recent reading literacy skills assessment reveals that a majority of students' reading literacy scores are at or above age-related expectations. The outcomes by the Emirati students align closely with the outcomes of the whole school. The large majority of teachers in English, mathematics and science make consistent use of data and reports to inform their teaching practices. The provision to support the development of students' reading literacy is well planned. It is of direct benefit to both Emirati students and students of determination.

Overall, the school's achievement of standards in the National Agenda Parameter are very good

For Development:

- Raise students' attainment in the National Agenda Parameter tests, especially in the secondary phase.
- Evaluate the actions taken to promote reading literacy and identify which have been most beneficial. Act accordingly.

Wellbeing



The KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a Very good level

- The governors, principal and senior leaders demonstrate very strong commitment to wellbeing. The importance of wellbeing is stressed through policies and procedures. The school's wellbeing trajectory shows outstanding improvement over time, as a result of rigorous assessments, leading to continual developments in provision. A wealth of data are studied so that leaders can identify ways to improve wellbeing for everyone in the school community.
- The multi-skilled inclusion staff is available to assist any member of the school community needing academic or personal support. Older students mentor younger students. Newly appointed teachers are allocated mentors to support them as they begin their careers. Students take on roles in the school council. They are taught to be kind, reflective, positive, respectful and appreciative of the broad range of activities that promote wellbeing.
- A pastoral care curriculum underpins the wellbeing programme and permeates the whole school. Teaching teams effectively foster thriving climates for learning and wellbeing, where students demonstrate high levels of engagement, resilience and character development. The broad range of curricular activities helps develop teamwork through shared challenges. Students are safe and valued and they clearly understand the links between diet, exercise and good health. There is outstanding rapport between students and the staff.

For Development:

- Monitor and evaluate teachers' adaptations of the curriculum to address students' needs.
- Ensure that all students enjoy high levels of engagement, resilience and achievement.

UAE social studies and Moral Education

- The school offers a comprehensive moral, social and cultural (MSCS) programme for students from Year 2 to Year 10. This programme takes an integrated approach, using the approved Framework to plan and teach the subject, while embedding cross-curricular themes. It is regularly reviewed and adapted to meet students' diverse learning needs.
- The school's MSCS programme is well-rounded. It is integrated with other subjects and cross-curricular themes. Teachers employ various resources and effective assessment strategies. The programme emphasises relevance to the local context and preparing students for their futures. In the primary years MSCS is taught in discrete lessons and thematically, focusing on foundational aspects and students' involvement in learning. In the secondary phase the school follows the Ministry of Education (MoE) curriculum, with a specific emphasis on cross-curricular themes.

Arabic in Early Years

- In FS, the school provides Arabic lessons for 20 minutes twice a week. Lessons are taught by two qualified teachers who are proficient in both Arabic and FS teaching. The school adapts the MoE curriculum to align with themes in other subjects. A diverse array of activities and resources are employed to support learning. Students are taught the Arabic alphabet, basic sounds and letters, numbers, days of the week, colours, greetings and some aspects of the UAE's culture.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students demonstrate proficiency in Islamic knowledge, understanding and skills that align with the curriculum standards. However, their ability to connect this learning to the Holy Qur'an verses, Hadith and Sunnah, to justify their opinions, is limited.
- Students effectively link the Islamic concepts they learn to their daily lives by applying them to everyday situations, especially in the primary phase, where they actively engage in independent learning.
- In the secondary phase teachers often provide opportunities for independent learning, research and discussion. This enhances the development of students' knowledge, understanding and skills. Students' recitation and memorisation skills, as well as their application of recitation rules are underdeveloped.

For Development:

- Improve students' recitation and memorisation skills, and their application of recitation rules.
- Improve students' ability to make links with the Holy Qur'an, Hadith and Sunnah when justifying their opinions.

ARABIC AS A FIRST LANGUAGE

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

- In lessons and their recent work, most students achieve the expected levels of language knowledge and skills. The school's internal assessment data indicate higher attainment levels, while external assessments show lower performances. Students in the primary phase make more significant progress than those in the secondary phase. Boys generally outperform girls.
- Strengths lie in students' listening and reading skills. However, their speaking and writing, especially free writing and extended conversations, are less well developed. While students can comprehend texts of various types, their knowledge and application of grammar is insecure.
- Increased opportunities for students to use language in everyday situations have enhanced their language skills overall. Nonetheless, limited knowledge and understanding of grammar and vocabulary among most students negatively affects their expression in standard Arabic.

For Development:

- Improve students' vocabularies and their knowledge of the rules of grammar.
- Provide more opportunities for students to write and speak standard Arabic in everyday situations.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In the primary phase a majority of students surpass the expected curriculum standards. Students' attainment and progress are lower in the secondary phase. School based assessments show higher levels of performance than those seen in lessons and students' recent work.
- Students' listening skills are a notable strength in both phases. Students understand their teachers' instructions and respond appropriately. However, their responses tend to be brief, with limited vocabulary. In the primary phase students comprehend appropriate texts. However, students' reading fluency and free writing skills remain underdeveloped in the secondary phase.
- Providing opportunities for primary phase students to read and write about various topics, such as food, family, travel, and social media, has enhanced their language skills. Conversely, the limited vocabulary and structures in the secondary phase have hindered students' overall language progress.

For Development:

- Expand the range of vocabulary of all students.
- Improve students' language skills by aligning tasks more closely to their prior years of study.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Very good	Good	Good ↑
Progress	Outstanding	Very good	Good

- From their low starting points, children in FS communicate in English with increasing confidence. As students' progress through the school, their English language skills expand rapidly, with effective reading comprehension and writing skills developing well in the primary and secondary phases.
- Students throughout the school engage eagerly with English language learning. They capably infer meanings from texts and confidently use increasingly broad vocabularies. They use correct grammar and punctuation and begin to apply these when considering their audiences and purposes.
- School leaders have raised the profile of reading and provided focused training on different approaches to English language development. These include new phonics, reading and writing programmes, which have created a greater consistency of approach in FS and Primary.

For Development:

- Improve students' writing in the primary and secondary phases by requiring more complexity in their written work.

MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Good
Progress	Outstanding	Very good	Good

- Children's numerical abilities develop rapidly in FS. This level of progress continues through the primary phase. In the secondary phase students make steady progress in understanding mathematical concepts.
- In FS, children write single-digit number sentences correctly. In the primary phase students are knowledgeable about arithmetic functions, fractions, decimals and prime numbers. In the secondary years students progressively deepen their understanding of geometry, algebra and statistics.
- External test results are higher in the primary phase than in the secondary phase, with variations across year groups. Students in all phases demonstrate competence in problem-solving and critical thinking, which are regularly integrated with their lessons.

For Development:

- Accelerate students' progress in Secondary by ensuring that learning activities engage and challenge all groups of students.

SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Good
Progress	Outstanding	Very good	Good

- In FS, children quickly grasp scientific concepts and the skills of enquiry, which continue to develop in the primary years. Students are able to apply these skills across other subjects. In the secondary phase a majority of students' progress is above expectations.
- Students in all phases develop strong foundations acquiring scientific knowledge and terms. The practical learning experiences that promote scientific skills such as investigation, reasoning and hypothesis formation are most frequently seen in the primary phase.
- Across all phases the school successfully integrates scientific enquiries with innovative themes that encompass technology, English and mathematics. There are regular opportunities for students to develop higher order scientific thinking skills.

For Development:

- Enhance the development of students' thinking skills in the secondary phase through increased inquiry tasks.
- Implement a programme of scientific experimentation and investigation across all phases.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Very good	Good

- Students actively participate in collaborative learning, with particularly strong engagement in FS and Primary. In the secondary phase students tend to be less actively involved in learning and have fewer opportunities for self-directed tasks.
- Students effectively communicate their learning and exhibit strong commitments to the process. They interact eagerly with their classmated, express their views confidently and show respect for differing opinions.
- The school's recent focus on promoting learning skills has resulted in students having a heightened awareness of their strengths and areas for improvement. Nevertheless, opportunities for students to apply their learning skills in everyday contexts are inconsistent.

For Development:

- Provide more opportunities for secondary students to engage in self self-directed and independent learning.
- Extend opportunities for students to apply their learning skills in a wider range of everyday contexts.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Very good

- The majority of students exhibit self-discipline and respond positively to criticism. They are respectful and willing to help one another. The behaviour of children in FS and Primary is exemplary. However, a small number of students in the secondary phase occasionally misbehave.
- Students consistently display positive and responsible attitudes towards learning and the school community. They demonstrate empathy for the needs of others and genuinely care for their classmates. Notably, many senior students exhibit strong leadership skills.
- Students possess keen awareness of healthy living. They make wise choices for their diets and actively participate in a wide range of sports activities. However, the rates of attendance and punctuality among a few of students are low.

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

- Students possess excellent understanding of universal Islamic values and their significance in the UAE. They can articulate how Islam promotes honesty, tolerance, integrity and respect. Students can relate these values to their everyday lives.
- Students hold deep respect and appreciation for Emirati culture and heritage, which serve as foundational influences in the UAE's contemporary society. Their active participation in cultural events such as National Day and Flag Day is a testament to their appreciation.
- Emirati and expatriate students alike take pride in their own cultures. They value the diversity of cultures within the UAE and actively celebrate it through various activities, including the observance of International Day.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- The school's student leadership team stands out as exceptional. Students enthusiastically initiate and participate in both local and international charity events, demonstrating empathy for those in need. They also believe that their voices are heard by adults.
- Opportunities for innovation are readily available to all students and they engage in various competitions. Participation in a diverse range of activities enhances their innovation skills and fosters productivity.
- Students across all phases consistently exhibit sensitivity to environmental issues. The Eco Leaders effectively lead campaigns focused on environmental conservation.

For Development:

- Improve the rates of attendance, punctuality, and the behaviour of a few secondary phase students.
- Further raise students' awareness of Emirati and world cultures through displays and more student-initiated activities.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding ↑	Very good	Good

- Teaching is notably stronger in FS and Primary, where teachers have well-developed awareness of how students learn. Across the school lessons are very well planned to support students' learning, particularly in English, mathematics and science. Learning environments, especially in FS, are stimulating and engaging.
- Teachers' positive interactions with their students foster interest in learning. They often pose challenging and thought-provoking questions that spark meaningful discussions. However, the levels of challenge in Arabic and Islamic Education lessons in the secondary phase are sometimes inappropriate.
- The school's commitment to enhancing students' learning and progress through improved teaching, is yielding positive results. Nevertheless, students are given irregular opportunities to take responsibility for learning in the secondary phase.

	Foundation Stage	Primary	Secondary
Assessment	Outstanding ↑	Very good	Good

- The assessment procedures in FS provide comprehensive measures of children's academic, personal and social development. The assessments of students' attainment provide valid and reliable measures of students' progress.
- External assessment data are meticulously analysed, accurately interpreted and used to identify the strengths and weaknesses of different student groups. Information from internal assessments, National Agenda and cognitive ability tests is compiled for each teacher at the beginning of the school year.
- Most teachers grasp the significance of the assessment information they have about their students, and consistently incorporate it into their lesson planning. However, a few teachers in the secondary phase are yet to make full use of this information. Consequently, some learning activities may fail to match the differing needs of students.

For Development:

- Provide more opportunities for students to take responsibility for their own learning.
- Ensure that the quality of teaching in the secondary phase matches that in the other phases.
- Ensure that the assessment procedures in the primary years provide accurate and reliable measures of students' progress.
- Improve the use of assessment information in the secondary years to ensure that learning activities match the needs of students.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Very good ↑

- The curricula in FS and Primary have clear rationales and effectively support progression in the development of students' knowledge and skills. However, in the secondary phase there is inconsistency in the development of students' higher order thinking and problem-solving skills.
- The school continually reviews and refines the curriculum to maximise students' progress. It offers students across all phases numerous opportunities to display initiative and make choices.
- The curriculum is very well structured around engaging themes and incorporates cross-curricular elements, fostering strong and consistent connections in students' learning. These extend to include everyday experiences and contexts.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding	Outstanding ↑	Very good

- In FS and Primary, the curriculum is modified to meet the needs of all groups of students. However, in the secondary phase less consistent teaching reduces the effects of planned adaptations. The approach to the development of higher order thinking skills is inconsistent.
- Across all phases the school has purposefully enhanced the curriculum with an improved range of innovative practices, including entrepreneurial opportunities in the secondary phase. The school provides a very wide range of extra-curricular opportunities to support students' varied interests.
- The school effectively offers students across all phases suitable opportunities to establish thorough understanding of the UAE's culture, values and society. This is achieved through celebrations, community engagement and understanding the nature of diversity in the context of the UAE.


For Development:

- Ensure that the structured progression of higher order learning skills between FS and Primary is continued as students move into the secondary phase.
- Ensure that curriculum adaptations meet the learning needs of students consistently in all lessons.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school maintains rigorous procedures and policies to ensure the safety and security of students. It consistently meets all regulatory and legislative requirements, including the conduct of evacuation drills.
- All staff members are well-trained in safeguarding and child protection procedures. Students are secure and confident in reporting any concerns to an adult. They also possess strong understanding of how to promote online safety for themselves and others.
- The school places strong emphasis on promoting healthy living. Regular events are centred on healthy lifestyles and supported by a variety of sports activities and competitions.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding	Outstanding 	Very good

- Teachers establish very positive relationships with all students. The management of behaviour is highly effective but a small number of secondary students occasionally present challenges. Attendance is monitored rigorously with the promotion of good levels of punctuality by most
- The school has effective policies and procedures to identify students of determination. Individual education plans (IEPs) are created to modify the curriculum and support students to achieve maximum academic and personal progress. Students with complex needs have appropriate individual short-term targets, with progress measured in small steps
- Assessment procedures enable teachers to identify and enhance provision for students with gifts and talents. The wellbeing and personal development of all students is closely monitored to provide highly effective guidance. Parent partnerships are extremely well developed.

For Development:

- Improve the behaviour of the small number of secondary students who have difficulty in complying with the school's high expectations.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- The school's governors and leaders share a well-defined vision for inclusivity, with a clear focus on ensuring continuous improvement in both academic and personal outcomes for all students. The improvement plan provides precise guidance.
- The process of identifying students' needs is highly effective, employing a coordinated approach that utilises various assessment methods. Leaders ensure that understanding the barriers to learning is central to ensuring that interventions are meaningful, relevant and conducive to students achieving high-quality outcomes.
- Parents describe their partnerships with the school in positive terms and express trust in the school's leaders. They report effective communication, which keeps them well-informed about their children's progress. This enhances their abilities to support their children's learning at home.
- Classroom observations confirm that the learning environments are supportive, engaging and conducive to students' progress. The development of specialised education pathways for students with complex learning profiles is highly effective. It results in provision that meets student's individual needs. Skilled support fosters students' independence, persistence and collaboration.
- Leaders' monitoring of teaching and support, coupled with assessments, furnishes critical information about the acquisition of knowledge and skills by students of determination. Nearly all students, including those on specialised education pathways, make progress that exceeds the expected levels.

For Development:

- Improve communication among staff members to enhance the progress made by students of determination.



06 LEADERSHIP AND MANAGEMENT

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

- The school is exceptionally well-led, under the guidance of the principal and a team of highly skilled senior and middle leaders. The school's inclusive mission is clearly defined and embraced by all staff members. Leaders skilfully manage numerous challenges brought about by the school's growth while maintaining high achievements across most areas of the school. They successfully cultivate a community, successfully promoting personal and social development, inclusion, and the overall wellbeing of students.
- Through highly effective self-evaluation, leaders possess accurate understanding of the school's strengths and identify almost all key aspects requiring improvement. Subsequent action plans are well-informed and, although monitored for their results, the supporting documents lack detail. Leaders implement robust and accurate approaches to monitoring teaching quality, integrating performance management and professional training. The school has made significant progress in addressing the recommendations in the previous inspection report.
- Parents wholeheartedly endorse the school's very caring and inclusive mission. Many appreciate the excellent transition their children experience from other schools, noting their happiness and personal and academic growth. Communication between the school and parents is exemplary. Leaders consistently seek and incorporate parents' perspectives when determining the school's direction. Parents also appreciate the accessibility of all staff members and acknowledge their commitment to the safety, well-being and progress of their children.
- Governance includes adequate representation from the owner and most stakeholders, striking a balance between providing support and offering constructive challenges. Board members have made significant investments in enhancing the school's infrastructure. Some board members, who are experienced and knowledgeable educators, are regularly present. They demonstrate a thorough understanding of the school's strengths and the aspects requiring attention. The board includes parent representation.
- The school's daily operations are very efficient. Students' safety and security are top priorities, with meticulous attention given to staff recruitment. A personalised approach to ongoing professional training is extended to all leaders, teachers and the support staff. Specialised areas are exceptionally well-resourced, maintaining an outstanding quality standard. The school environment is very well maintained and thoughtfully presented, creating an ideal atmosphere for learning. Additionally, the campus is fully accessible, welcoming and conducive to learning.

For Development:

- Improve of the quality of teaching in the secondary phase.
- Ensure that self-evaluation reports provide details of the monitoring and evaluation of improvement initiatives.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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