

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



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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 | Bede Higgins |
| Principal - Date appointed | 8/1/2016 |
| Language of instruction | English |
| Inspection dates | 20 to 23 November 2017 |

| Teachers / Support staff | |
|---------------------------------------|---------|
| Number of teachers | 75 |
| Largest nationality group of teachers | British |
| Number of teaching assistants | 40 |
| Teacher-student ratio | 1:13 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 9% |

| Students | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 3-11 |
| Grades or year groups | FS1-Year 6 |
| Number of students on roll | 940 |
| Number of children in pre-kindergarten | 120 |
| Number of Emirati students | 33 |
| Number of students with SEND | 19 |
| Largest nationality group of students | UK |

| Curriculum | |
|---------------------------------|---|
| Educational permit / Licence | UK |
| Main curriculum | UK |
| External tests and examinations | English National Curriculum Assessments |
| Accreditation | BSO |
| National Agenda benchmark tests | GL |

School Journey for Kings school Dubai



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

| | |
|-------------|---|
| Outstanding | Quality of performance substantially exceeds the expectation of the UAE |
| Very good | Quality of performance exceeds the expectation of the UAE |
| Good | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE) |
| Acceptable | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| Weak | Quality of performance is below the expectation of the UAE |
| Very weak | Quality of performance is significantly below the expectation of the UAE |

Summary of inspection findings 2017-2018

Kings' School Dubai was inspected by DSIB from 20 to 23 November 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders and governors display a high level of professional competence and communicate a clear view of what this well-managed school stands for. Self-evaluation is rigorous and the recommendations from the previous report have been addressed. The school is not complacent and fully understands there is more to do, especially in Arabic. Parents work in full partnership with the school and hold it in high regard.

Students' achievement

Students achieve well in most subjects. They make rapid progress in the early years and sustain this pace of learning in English, mathematics and science as they move through the school. Students' progress in Islamic education and Arabic as a first language has improved. Students develop excellent learning skills.

Students' personal and social development, and their innovation skills

Students' highly positive attitudes, exemplary behaviour, and strong sense of responsibility, contribute to the harmonious community. They routinely reflect maturely on their own progress, and make insightful comments when evaluating the work of their classmates. From the early years to the end of primary, students are eager to try out things for themselves, increasingly developing their skills of innovation.

Teaching and assessment

Teaching across the school is imaginative, engaging and highly innovative. Teachers provide personalised feedback which means students are clear about their next steps towards improvement. Assessment systems are exemplary. As a result, teachers ensure work is pitched at the right level of challenge for all students.

Curriculum

The Early Years Foundation Stage (EYFS) and primary curriculum is clearly aligned to the UAE vision. Cross-curricular links are meaningful and purposefully planned within a concept-based curriculum that promotes higher-level thinking. A wide and stimulating programme of enrichment activities significantly enhances students' academic and personal development. Opportunities for enterprise, innovation, creativity and social contribution are embedded in all curricular areas.

The protection, care, guidance and support of students

The school has rigorous policies and procedures for safeguarding and child protection. It provides a fully safe, hygienic and secure environment for students and staff. The school enjoys a rich culture of kindness, care and support that is based on mutual respect. Students with special educational needs/disabilities (SEND) are identified quickly, their needs accurately assessed and well-targeted support is provided for them.

What the school does best

- The inspirational leadership of the school that is building on significant successes, with increasingly high expectations.
- Students' attitudes, behaviour and sense of responsibility that helps them to become tolerant, respectful, and mutually supportive of each other
- Highly effective teaching and the use of assessment that enable students to develop excellent learning skills and outstanding attainment and progress in English, mathematics and science across the school
- The imaginative, engaging, and challenging curriculum that contributes significantly to the achievement of all students, including their understanding of Islamic values and the quality of social responsibility
- The school's provision for meeting the National Agenda targets, which exceeds expectations

Key recommendations

- Improve students' attainment and progress in Arabic by:
 - raising the profile of Arabic across the school
 - using the school's robust assessment systems effectively
 - sharing the teaching and learning practices evident in the rest of the school.

Overall School Performance

Outstanding

1. Students' Achievement

| | | Foundation Stage | Primary |
|---|------------|------------------|-------------|
| Islamic education  | Attainment | Not applicable | Good |
| | Progress | Not applicable | Very good ↑ |
| Arabic as a first language  | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Good ↑ |
| 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

| | |
|---|-------------|
| 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 |

National Priorities

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P)
- Attainment as indicated by N.A.P tests is above expectations in English, mathematics and science.
- A high quality action plan demonstrates the schools' commitment to developing students' learning and subject skills to fulfil the National Agenda vision.
- N.A.P data including CAT4 is thoroughly analysed and used effectively to monitor students' progress, to identify gaps in learning and to ensure appropriate modification of the curriculum.
- The school ensures the curriculum for science and mathematics incorporates the requirements of TIMSS and PISA.
- Most lessons include systematic development of students' skills of analysis, but less routinely consider how to evaluate and improve.
- Students are encouraged to become independent learners with frequent opportunities for research and problem solving. They are less involved in setting their own targets.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Senior leaders and governors are fully committed to raising the achievement of Emirati students. Increasingly effective analysis of assessment data helps teachers identify where improvement is required to raise students' achievement. Parents are kept very well informed about their children's progress.
- Emirati students are encouraged to develop ownership of their learning. They use analysis, investigation, and research to look in depth at subjects. Analysis of CAT4 and other assessment data is used rigorously to highlight where support is needed by students and effective interventions to match needs are put in place quickly.
- Teachers make very skilful use of assessment data and their own personal knowledge of Emirati students to adapt work in class to meet their needs, to support their learning and, if necessary, enhance their self-esteem. The development of verbal reasoning skills and critical analysis is enabling students to learn more effectively.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- The school's curriculum for moral education has been implemented with exceptional speed and thoroughness. It is taught as a separate subject but is also integrated with other subjects and into assemblies.
- Class teachers ensure that moral education lessons are personalised, engaging and challenging. Lessons focus on students' personal experiences. From these, learning is built on, ethical outlook, community spirit and values of the culture of the UAE.
- Students explore the concepts of moral education in active and participative learning on themes such as recognising that people can change for the better.
- Students' learning in moral education is currently assessed informally. Evidence of learning is collected in personalised class portfolios.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The school's social studies curriculum is highly developed with a careful balance of skills, concepts and knowledge. It is skilfully integrated with other subjects in the curriculum.
- Teachers have strong subject knowledge and plan purposeful and engaging lessons. They make connections to students' personal experiences and to current affairs both locally and globally.
- Students show outstanding critical thinking and collaboration skills. They are fully engaged in exploring the concepts of UAE social studies and make very relevant connections with moral issues.
- Students' learning outcomes are assessed and used effectively to influence teaching and the curriculum.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Students have a very strong work ethic and demonstrate persistence to learn and improve. Many projects reflect students' creativity and their innovative ideas.
- Students' are very keen to develop their enterprise and entrepreneurial skills and apply them in a range of different contexts.
- Lesson plans are frequently adjusted to promote innovation and create opportunities for students to think and speak for themselves and to share ideas.
- Modifications are made to the curriculum to empower students to take greater ownership of their learning by allocating time for reflection, self-improvement, generating questions and challenging them to respond in innovative ways.
- Leaders at all levels build capacity, empower individuals and create an ethos of collective responsibility which ensures many opportunities for students to apply the skills of innovation.

The school's promotion of a culture of innovation is systematic.

Main inspection report

1. Students' achievements

| | | Foundation Stage | Primary |
|--|------------|------------------|-------------|
| Islamic education  | Attainment | Not applicable | Good |
| | Progress | Not applicable | Very good ↑ |

- Internal assessments and lessons show students in lower primary are developing the necessary knowledge of Islam. Students in upper primary are gaining a strong understanding of key concepts and Islamic values and make connections to personal experience.
- Students are able to make strong connections from lessons based on the Holy Qur'an and the life of the prophets, to new areas of learning. Holy Qur'an recitation and Seerah of the prophet are areas that are developing at a slower rate.
- Progress in primary is improving as a result of students' development of skills. This is more evident in upper primary among non-Arabic speaking students. Students' knowledge and application of rules in Tajweed is well-above expectations.

For development

- Ensure more able students are challenged to develop high level skills and responses.

| | | Foundation Stage | Primary |
|---|------------|------------------|------------|
| Arabic as a first language  | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Good ↑ |

- The majority of students are developing their comprehension and writing skills well. Generally, students in higher year groups are attaining better results in internal assessment than those in lower year groups.
- Most students demonstrate appropriate reading skills. They understand the structure of writing and can write a summary of a story but are not able to write in depth about characters and features of a plot. Not all students are secure in using classical Arabic when communicating their thoughts.
- Students with Arabic as a first language are making better progress in reading comprehension because their learning is active and relevant to them.

For development

- Develop independent writing in a range of genre particularly story writing where students can write in depth about the plot and the features of a character.

| | | Foundation Stage | Primary |
|---|------------|------------------|------------|
| Arabic as an additional language  | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Good |

- The majority of students are developing their reading and structured writing well because of the effective grouping of students. Students in lower year groups are attaining better results in internal assessments than those in higher year groups.
- Some students in the higher year groups are reaching above curriculum expectations but they are in a minority. Other students can read correctly but not fluently. Opportunities for independent writing are limited. Many students experience difficulty in using Arabic to communicate with each other.
- The reorganisation of students into four groups in the upper year groups is effectively supporting students' individual learning needs. However, this has not impacted on raising students' attainment.

For development

- Provide more opportunities for students to use classical Arabic in a range of different contexts.

| | | Foundation Stage | Primary |
|--|------------|------------------|-------------|
| English  | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |

- Children in the EYFS, develop good listening and communication skills with speaking as the stronger skill. Almost all Year 1 students' make excellent progress in using phonic knowledge to develop their reading and spelling. Letter formation and handwriting do not develop at the same rate as students' phonic knowledge.
- Reading is systematically taught and extended through 'literature circles' and 'motivational reading' of a wide range of genres. Students' language skills, especially their use of ambitious vocabulary, are outstanding. This is evident in their independent work in which they pursue, and achieve excellence.
- Students' writing skills are above age-expectations across all year groups. Critical thinking and analytical responses contribute to thoughtful answers from students. Dedicated time is timetabled for students to reflect and improve their work.

For development

- Ensure letter formation and handwriting develop at the same rate as students' phonic knowledge.

| | | Foundation Stage | Primary |
|--|------------|------------------|-------------|
| Mathematics  | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |

- Internal and external data indicates that most students achieve above age related expectations across the primary phase. In the EYFS, almost all children reach expected or better levels in number, shape, space and measure.
- Most students have very secure numeracy skills. They have a clear understanding of the strategies they can use to solve problems and complete complex investigations. High achieving students in upper primary have exceptional knowledge and skills.
- Leaders have audited provision and outcomes in mathematics and have introduced the mathematics mastery programme. This has been successful in developing students' critical thinking and problem-solving skills and improving their conceptual understanding.

| | | Foundation Stage | Primary |
|--|------------|------------------|-------------|
| Science  | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |

- In all aspects of science, students in both phases of the school are rapidly developing the necessary skills and understanding of investigation.
- In the EYFS, children develop excellent knowledge, understanding and skills of enquiry. As students move through primary they increasingly build upon these skills. Consequently they are able to design and carry out a range of scientific investigations and apply their excellent scientific knowledge and understanding to problem solving.
- Students' application of critical thinking, use of analysis and evaluation of scientific topics in relation to real world issues have contributed to the maintenance of excellent standards. Students are very adept at planning and carrying out fair tests but less so in suggesting how to improve their investigations.

For development

- Enable all students to evaluate outcomes and suggest consequential improvement to investigations.

| | Foundation Stage | Primary |
|-----------------|------------------|-------------|
| Learning Skills | Outstanding | Outstanding |

- Students' display excellent learning skills in most lessons across the school. Children in the EYFS, have very strong investigation skills and work exceptionally effectively and independently. Primary phase students are developing these skills further in most subjects.
- Students' enthusiasm is infectious. They are very willing and conscientious learners who take responsibility for their own learning and persevere in tasks. They collaborate remarkably well and communicate their ideas in depth and with great confidence. Critical thinking and independent skills are highly developed in most lessons.
- The strong focus on developing students' learning skills in Islamic education is especially successful and is impacting positively on students' progress. Students benefit from reflecting on their own performance through the DIRT (Dedicated Improvement and Reflection Time).

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

| | Foundation Stage | Primary |
|----------------------|------------------|-------------|
| Personal development | Outstanding | Outstanding |

- Students display excellent personal skills across all phases. They show exceptional maturity for their age and are very happy and proud to be part of the school. The School Council provides a highly effective forum for students to make a significant contribution to all aspects the school.
- Behaviour throughout the school is exemplary and bullying is extremely rare. Students' relationships with their teachers and peers are very positive, based on mutual respect. They take responsibility for their own learning, are self-reliant and happy to take risks. Students are very aware of how to lead safe and healthy lifestyles.
- The curriculum includes a strong emphasis on the development of students' emotional intelligence and personal development. Consequently, students display empathy and high levels of care for each other.

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

- Students across the school demonstrate an excellent understanding of the importance of Islamic values and practices and how these influence contemporary life in Dubai. Students increasingly understand Islamic knowledge and are respectful of Islamic practices as they move through the school.
- Children in the EYFS, have an exceptional understanding of the UAE culture and heritage that is well-above that expected for their age. Children in FS1 can talk at length about the life of Bedouins, pearl diving and can name some traditional tools and clothing. They can greet each other with Islamic greetings.
- Students across the school initiate and participate in cultural activities in the classroom, assemblies and in the community. Primary school students have deep knowledge, awareness and appreciation of their own and other cultures.

| | Foundation Stage | Primary |
|---|------------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding |

- Children in the EYFS, and students in the primary phase have excellent work ethic and participate willingly in a range of activities within the school and in the local community.
- Students are highly resourceful, innovative and creative. They care for their school and are successful in improving it. Of particular pride is the happiness project that was initiated by students.
- The school has put into place an action plan that focuses on the development for students' enterprise and entrepreneurship skills through an integrated approach.

3. Teaching and assessment

| | Foundation Stage | Primary |
|---------------------------------|------------------|-------------|
| Teaching for effective learning | Outstanding | Outstanding |

- Teachers have excellent subject knowledge, which they impart to students enthusiastically and purposefully. They know how to create meaningful contexts and ensure that students make very good use of discussion to consolidate their ideas and formulate a response to challenging stimuli.
- Teachers plan imaginative and enjoyable lessons with focused objectives, clear success criteria and tasks that are suitable for different groups. They provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully.
- Teachers' interactions with students ensure that they are always active and focused learners. Questioning challenges students' thinking and promotes insightful responses. Teachers skilfully develop students' higher-order thinking skills. They set very high expectations as well as very successfully meeting the individual needs of students.

| | Foundation Stage | Primary |
|------------|------------------|-------------|
| Assessment | Outstanding | Outstanding |

- Assessment systems in both phases are exceptionally rigorous. They provide very detailed formative and summative evidence of students' progress and attainment which informs excellent support and appropriate interventions.
- The analysis and use of assessment data, combining internal and external evidence is of very high quality. In EYFS this includes visual recording of learning. This is used very well to inform both curriculum modifications and teachers' planning of lessons.
- Verbal feedback in lessons is very strong and written feedback on student's works usually suggests next steps for improvement. Students routinely assess their own learning but less consistently set specific targets for improvement.

For development

- Improve approaches to teaching and assessment in Arabic and Islamic education so that they align with the excellent practice across the school.

4. Curriculum

| | Foundation Stage | Primary |
|--------------------------------------|------------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding |

- The EYFS and primary curriculum is outstanding, clearly aligned to the school, and UAE vision. It is compliant with all required elements of the school's authorised curriculum and national statutory obligations. It is enhanced by substantial and rich learning experiences.
- Cross-curricular links are meaningful and purposefully planned within a concept-based curriculum that promotes higher-level thinking. Skill acquisition is planned systematically to ensure continuity and progression. Students in all year groups are encouraged to recognise connections across curriculum areas.
- Leaders of the programme for 'more and exceptionally able' students, use best international practice to build on existing opportunities for students to excel. Effective transition ensures support and continuity of learning across the school and beyond.

| | Foundation Stage | Primary |
|------------------------------|------------------|-------------|
| Curriculum adaptation | Outstanding | Outstanding |

- The curriculum is successfully modified to meet the needs of students of all ability. Students respond well to challenge and this influences what they learn. The expanded EYFS curriculum encourages children to reflect upon, and share significant moments of their learning.
- A wide and stimulating programme of enrichment activities significantly enhances students' academic and personal development. Opportunities for enterprise, innovation, creativity and social contribution are embedded through curricular areas. The challenging mathematics curriculum specifically supports the development of students' problem-solving skills and deeper understanding.
- The social studies and moral education programmes bring relevant opportunities for students to discuss aspects of their lives. Concepts of change and leadership are taught using Expo 2020, Ancient Islamic civilisations and Sheikh Mohammed's book 'My Vision', as inspiring stimuli.
- Arabic is taught in the EYFS each week.

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 has rigorous policies and procedures for safeguarding and child protection. The school is highly effective in keeping students safe from all kinds of abuse, including bullying and cyberbullying. The policies in place are very detailed and clearly define roles, responsibilities and procedures.
- The school is a fully safe, hygienic and secure environment for students and staff. Safety checks are frequent and rigorous and supervision of students is exceptionally effective at all times.
- School's premises and equipment are maintained in excellent condition and respecting all legal and regulatory requirements. The school keeps very detailed and secure records, including archives of incidents, subsequent actions and results. The school's promotion of safe and healthy living is very successful and systematic.

| | Foundation Stage | Primary |
|------------------|------------------|-------------|
| Care and support | Outstanding | Outstanding |

- The school enjoys a rich culture of kindness, care and support that is embraced by all staff and students and is based on mutual respect. Exemplary behaviour of students and very good levels of attendance and punctuality are underpinned by efficiently administered procedures.
- Students with SEND are identified quickly, their needs accurately assessed and well-targeted support is provided for them. Class teachers and a team of well-qualified specialist staff review their progress frequently ensuring that strategies for their support are fully effective.
- The recent enterprising creation of the well-being department has augmented the high priority assigned to promoting the social, emotion and personal development of all students. Students are encouraged to undertake a wide range of important leadership roles and do so efficiently.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- School leaders and the inclusion governor work as a strong team with the inclusion champion to ensure all students with SEND receive high levels of support. Well-qualified staff are very effectively deployed and out of class support is particularly effective.
- Classroom teachers and SEND staff, together with a range of specialist external staff, follow a well-structured process to assess learning needs for students with SEND and how to help them improve their progress. Arrangements for the identification of exceptionally able students are being developed rapidly.
- Parents are positive about the support their children receive and the high quality of the information given to them about their children's progress. Helpful guidance is given to parents to help them in supporting their children's learning at home.
- Recently redesigned and greatly improved individual education plans (IEPs) provide comprehensive guidance and targets to accelerate students' progress. Parents and students are closely involved in developing targets and IEP guidance is used very effectively in most lessons, but less so in Arabic.
- Students' progress is efficiently and sensitively monitored by specialist staff and reviewed carefully by subject and class teachers. Regular assessments of how well students are progressing are used efficiently so that support is adjusted flexibly and perceptively.

For development

- Ensure that IEPs for students with SEND are used in Arabic classes to guide teaching strategies so that students receive the level of support they need.
- Ensure Arabic and Islamic education classes are monitored by a senior member of staff who speaks Arabic.

6. Leadership and management

| | |
|---|-------------|
| 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 |

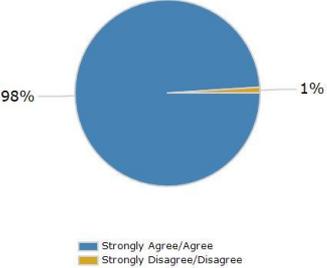
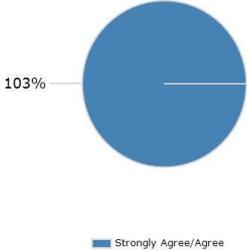
- Senior leaders, including the principal are highly effective, inspirational skilled practitioners that display a high level of professional competence. They communicate a clear view of what the school stands for so that all staff are committed to achieving the school's vision. Leaders at all levels build capacity, empower individuals and create an ethos of collective responsibility which ensures consistently excellent school performance.
- Self-evaluation is rigorous and provides reliable evidence that contributes significantly to maintaining high standards. Improvement plans include innovative ideas and targets which enable leaders to accurately evaluate the success of initiatives. The recommendations from the previous report have been rigorously addressed, with successful outcomes in most areas. Although more work is needed to raise the profile of Arabic across the school.
- As an integral element of the school's drive for excellence, parents are successfully engaged as partners in their children's learning. They hold the school in high regard and appreciate that all children in the community are welcomed, whatever their individual needs. Strong partnerships locally and internationally, support students' academic and social development.
- The governing board is highly effective in supporting the school. Board members have an excellent range of experience and expertise. They routinely consult staff, parents and students when reviewing the school's effectiveness and planning improvements. The board rigorously holds leaders to account and provides insightful and constructive feedback and support to ensure the school continues to deliver a high level of education.
- The school runs very smoothly and efficiently due to the efforts of all staff, including administrators and security personnel. Teachers are well-qualified and deployed very effectively. All staff benefit from an excellent programme of additional training and a number are currently studying for a Master's Degree. The premises provide a stimulating environment for learning, sport, and recreation. The facilities and resources for the early years are excellent.

For development

- Raise the profile of Arabic across the school in order to improve attainment and progress.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.

|  Students No. of responses = 0 |  Parents No. of responses = 380 |  Teachers No. of responses = 61 |
|---|--|---|
| <p>Not Applicable</p> | <p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>98% — Strongly Agree/Agree 1% — Strongly Disagree/Disagree</p> | <p>Overall, I am satisfied with the quality of education at my school</p>  <p>100% — Strongly Agree/Agree</p> |

| | |
|---|---|
|  Students | <p>Not applicable</p> |
|  Parents | <p>All parents who responded to the survey, agree that students are well behaved and respectful of adults and that the school is helping to make them into better people who care for others. Almost all think that adults really care for students and that teachers are helping their children to become independent learners. A few comments from parents express a concern for the provision of Arabic in the school.</p> |
|  Teachers | <p>All teachers who returned the survey, strongly agree that adults at the school prioritise students' well-being and as a result, students get along well together. They feel that it is a good school to work in because of the trust and collegiality among members of staff. Almost all staff believe that professional development has helped them become better teachers.</p> |

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

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