

VERY GOOD



2019-2020

INSPECTION REPORT

UK/IB CURRICULUM

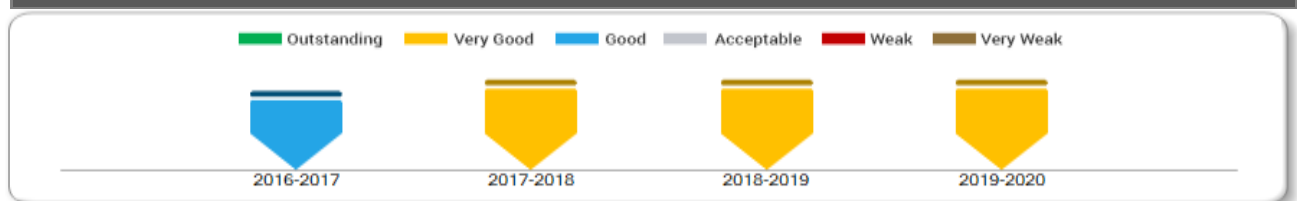
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School Information

General Information	Location	Al Barsha
	Opening year of School	2014
	Website	www.nasdubai.ae
	Telephone	+9714219999
	Principal	Matthew Farthing
	Principal - Date appointed	9/1/2016
	Language of Instruction	English
	Inspection Dates	24 to 27 February 2020
Students	Gender of students	Boys and girls
	Age range	3 to 8
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1843
	Number of Emirati students	17
	Number of students of determination	174
	Largest nationality group of students	UK
Teachers	Number of teachers	172
	Largest nationality group of teachers	British
	Number of teaching assistants	100
	Teacher-student ratio	1:11
	Number of guidance counsellors	12
	Teacher turnover	15%
Curriculum	Educational Permit/ License	England
	Main Curriculum	National Curriculum for England, International Baccalaureate (IB)
	External Tests and Examinations	GCSE, IGCSE, IB Diploma Programme (IBDP)
	Accreditation	British Schools Overseas(BSO)
	National Agenda Benchmark Tests	GL Progress Tests

School Journey for NORD ANGLIA INTERNATIONAL SCHOOL



Summary of Inspection Findings 2019-2020

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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> • Across all phases of the school, the achievement of students in English, mathematics and science is outstanding. Students make at least acceptable progress from their starting points in Islamic education and Arabic. However, in Arabic as a first language, attainment is weak in the secondary and post-16 phases. Throughout the school, students demonstrate outstanding learning skills. High level critical thinking, problem-solving and reasoning skills contribute strongly to their success in many subjects. • Students' exemplary behaviour, their positive attitudes to learning, the relationships they build, and the support they provide to one another, all play a significant part in promoting their well-being. Students have a well-developed sense of core principles, such as fairness and honesty. They not only take responsibility for their own behaviour, they take seriously their responsibilities around issues of sustainability and the environment.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Most teachers use skilful questioning, together with high quality verbal and written feedback, as ways of assessing students' knowledge and understanding, and to accelerate progress. They are successful in planning thought-provoking tasks and have high expectations of what students are capable of achieving. These positive features are not yet quite so well-established in Islamic education and Arabic lessons. • The curriculum design is highly successful in providing students with exciting opportunities to progress creatively, academically and personally. Curriculum plans link key skills effectively across subjects and are successful in broadening students' knowledge of the heritage and culture of the UAE. The curriculum is adapted expertly in almost all lessons to provide students with equal opportunities to succeed. • The policies and procedures for the health, safety and well-being of students are outstanding. Students receive excellent levels of care and the guidance needed to become happy, healthy, and responsible citizens. The barriers to learning experienced by students of determination are identified quickly and accurately. Alongside their peers, they are provided with the support they require to be successful learners and achieve their potential.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leaders and governors are committed to the school vision to inspire success in every child. Most leaders demonstrate the capacity to drive improvement. Self-evaluation processes lead to a mainly accurate view of the schools' effectiveness. Parents are involved fully in their children's education and are supportive of the school. The school runs smoothly on a daily basis and facilities and resources are of an exceptionally high quality.

The Best Features of The School:

- The attention given to the well-being of students within a highly effective ethos of inclusion.
- The creative and imaginative curriculum design which from foundation stage (FS) to Year 13 provides opportunities for students to follow their interests and aspirations.
- The outstanding partnerships developed with parents and the community which contribute strongly to students' personal, academic, and creative development.
- Students' outstanding behaviour, their excellent attitudes to their work, and their ability to think critically, including when suggesting innovative solutions to environmental problems.
- The outstanding achievement of students in English, mathematics and science.








Key Recommendations:

- Improve the achievement of students in Islamic education and Arabic by reviewing the effectiveness of leadership and building on the actions taken to bring about consistency in the quality of teaching, effective learning, and assessment.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
 UAE Social Studies	Attainment	Good			

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good	Very good	Outstanding ↑
Assessment	Outstanding	Very good	Very good	Outstanding ↑

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter.

The school's progression in international assessments

is above expectations.

- In the Trends in International Mathematics and Science Study (TIMSS) 2015, the school exceeded its targets in mathematics and science. In the 2017 Programme for International Student Assessment (PISA) Based Test for Schools (PBTS), outcomes in reading, mathematics and science exceeded the following year's targets. In benchmark assessments, the school shows very strong progression in English, mathematics and science. When students' measured potential using Cognitive Ability Test (CAT4) is compared to outcomes in benchmark assessments, the large majority of students exceed this potential in English, mathematics and science.

The impact of leadership

is above expectations.

- Leaders respond exceptionally well to the National Agenda through a well-developed and cohesive action plan. This plan links very well to the overall school and subject department plans. The effective use of assessment information by leaders and teachers has a very positive impact on students' progress English, mathematics and science. This leads to better than expected outcomes for most students in these subjects.

The impact on learning

is above expectations.

- Students routinely discuss, explore and share their thinking as a normal part of lessons. This leads to rapid development in their abilities to think critically. As a result, students' understanding and ability to relate their learning to unfamiliar situations is well-developed. The use of technology for research and investigation enhances students' analytical and presentation skills at appropriate levels.

Overall, the schools' progression to achieve the UAE National Agenda targets is above expectations.

For development:

- Identify and improve key content and thinking skills, as participation in TIMSS and PISA assessments becomes more embedded in the school.
- Enhance students' understanding of key topics, by probing more deeply into the relevance of these to real-life situations.

Moral Education

- The moral education programme is taught in regular and specific sessions covering the requirements of the Ministry of Education (MoE) curriculum. This gives the students a clear overview and understanding of the subject.
- Teaching is planned very carefully to offer students a range and variety of interesting topics. These include character, respect, responsibility and fairness alongside financial, and commercial ethics. This results in useful cross-subject links leading towards greater depth and sharing of ideas.
- Assessment arrangements are in place and include students' assessments of each other's work and self-assessment. These are currently under review and are still developing to give an informed overview of achievement in moral education.

The school's implementation of the moral education programme is **meeting expectations**.

For development:

- implement the recommendations of the planned training to enhance the provision.

Reading Across the Curriculum

- School leaders are highly committed to the development of a culture of reading, with significant investment in staffing and high-quality resources.
- Systematic use is made of accurate assessments of students' reading levels, especially in English, to guide the support for underperforming readers.
- The skilled teaching staff are supported effectively by professional development to support reading in core subjects, although this is less apparent in Arabic. Increasingly, leaders are actively promoting the development of reading skills across all subjects.
- The school promotes a wide range of activities and events to interest and motivate students to develop their reading skills and to become avid readers.

The school's provision, leading to revised outcomes in reading across the curriculum, is **well-developed**.

For development:

- Increase students' rate of progress in reading in Arabic.

Innovation


- Students exhibit both creative and innovative skills. They reveal these in many subjects: for example, when merging music themes into a gaming video in the music department.
- Students show initiative readily in innovative projects, such as, designing a fake money detector which was submitted on-line to all Nord Anglia schools.
- Teachers enable students to be innovative and by including critical thinking in their teaching strategies they provide opportunities to for students to develop their ideas.
- Enrichment and activities between subjects enhances the development of creative skills. There are many examples of high-quality innovative practices and work.
- Developing a culture of innovation lies at the heart of the school's mission to provide students with creative opportunities for their academic, personal and social development. These include the use of advanced technologies such as computerised learning, robotics, and communication systems.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable 	Good	Acceptable

- Internal assessment information indicates that average student attainment levels are above the MoE required standards. Lesson observations and scrutiny of students' work do not support this evaluation across all phases. In some lessons in the secondary phase, however, engaging activities increase students' rate of progress.
- In the primary phase, students demonstrate an understanding of Islamic values and some aspects of Seerah. Those in the secondary and post-16 phases possess adequate knowledge regarding the application of Islamic rules. In both of these phases, many students lack the ability to discuss, analyse, and present thorough conclusions and strong arguments in relation to the Holy Qur'an and Sunnah.
- Teachers' low expectations of what students can achieve is slowing their progress and limiting their opportunities to extend their learning and reach high standards.

For development:

- Raise teachers' expectations of what students can achieve.
- Develop students' knowledge and skills in making connections to the Holy Qur'an and Sunnah.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students in the primary phase are reaching expected levels of attainment in the skills of reading, writing, speaking and listening. However, in both the secondary and post-16 phases only the minority are reaching those levels in reading, writing, and speaking
- Most students possess adequate listening skills and can read age-appropriate text sufficiently well. Their comprehension is good. Only the minority of students in higher year groups can read fluently. Students in the secondary and post-16 phases can speak confidently using modern standard Arabic but struggle with fluency in classical Arabic. Their production of writing is weak.
- Students use of modern standard Arabic in speaking and writing, especially in the upper year groups, is yet to show the positive effects of recent improvements in the subject's alignment with classical Arabic in teaching and assessment.

For development:

- Improve students' reading fluency in the secondary and post-16 phases.
- Ensure that students use classical Arabic consistently to develop their speaking and writing skills, particularly in the secondary and post-16 phases.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Although a small minority of students in the primary phase are making accelerated progress, overall progress is not rapid enough to develop students' higher order reading skills or their use of a wide range of vocabulary when speaking or writing.
- Most students demonstrate adequate comprehension skills when reading simple texts. They are developing their speaking and basic structure of writing. Listening skills are underdeveloped. Students struggle to understand questions and, to engage in extended debate.
- Based on assessments of their ability, the grouping of students has led to increased rates of progress for a minority of students. However, too little attention is given to what students should be able to achieve based on their years of study. This is preventing students from reaching higher standards.

For development:

- Improve students' higher order reading skills and their understanding of a wider range of vocabulary.
- Provide students with more opportunities to enhance their listening skills and ability to engage in extended conversations in Arabic.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑
Progress	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

- In all phases, students' literacy skills exceed curriculum standards. Children in FS and the primary phase rapidly develop a wide range of English skills. In the secondary and post-16 phases, students' more recent progress in language and literacy skills has enabled them to achieve excellent results in external examinations.
- Across the school, students' skills in speaking, reading and writing are exceptionally high. Younger students use an increasingly rich range of vocabulary. Older students are highly articulate, expressing themselves confidently and with precision and accuracy.
- As students move up through the school their writing, in a diverse range of types, becomes more skilful and sophisticated. Handwriting has improved significantly. Reading is a priority, guided and supported from the early 'sounding out' of letters and words to the development of higher order reading strategies.

For development:

- Develop students' oral presentation skills systematically throughout the secondary phase to enable even higher outcomes in later, diploma programme examinations.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑

- The attainment of students, compared to national and external standards, is uniformly well above expectations. Very high levels of sustained progress for individuals and groups of students is a significant factor in achieving this. The high-level support for students of determination leads to better than expected progress for most of these students.
- In the FS, children use number and 3D shapes confidently. In the primary phase, students possess a very strong understanding of key mathematical terms and concepts. This is due to students being highly motivated through exceptional teaching. Students' skills in mental mathematics are stronger in some primary classes than in some secondary classes, due to weekly testing of these specific skills.
- Most students have a well-developed ability to apply geometric and algebraic concepts to their lives. In the upper phases, students apply these on a phase-appropriate basis to the use of mathematics in real-life situations. For example, students understand the importance of using statistical methods to investigate variations in average battery life of mobile phones.

For development:

- For simple calculations, encourage students to use their skills of mental mathematics, rather than a calculator.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑

- In the FS, children's understanding of the world is developing at an exceptionally good rate. This is because children are allowed to explore and find things out for themselves. As a result, children are successful in developing their scientific skills of enquiry.
- Across the other phases, all students are increasing their knowledge and understanding of science very well. They can relate confidently what they are learning to real-life applications. For example, students in Year 5 discuss projects such as global warming with confidence and considerable understanding.
- In all lessons, students are increasing their practical and scientific investigative skills very well. The scientific methodology is very well embedded into every lesson. For example, students in Year 11 solve challenges related to organic chemistry and summarise their findings clearly.

UAE Social Studies	All phases
Attainment	Good

- Students have a secure knowledge of the UAE. Those in the primary phase are able to describe the heritage and traditions of the UAE and compare these with those in other countries. For example, students in Year 6 are able to identify traditional dances and explain the significance of movements.
- Older students build on their understanding of life in the UAE and link this with that of the history and geography of the region. Students are able to debate the advantages and disadvantages of the importance to the economy of tourism and the impact this can have on the environment.
- The teaching of the subject, and use of assessment, cover a selected number of the subject's learning outcomes. This limits students' ability to attain higher standards across the full range of the subject's expectations.

For development:

- Improve students' attainment by enabling them to experience the full range of the subject's topics.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- In most subjects, students are highly enthusiastic, motivated and engage very effectively in lessons. They are involved actively in their own learning and are developing their independent learning skills very successfully. They use a range of learning technologies confidently to support their learning, for example, computer-aided learning.
- In most subjects, students work very well in groups, interacting very effectively and collaboratively. Communication skills are of exceptionally high quality. They listen attentively to the viewpoints of others and can express themselves confidently using a wide range of vocabulary.
- Across all phases, students show that they can find out things for themselves. They evaluate their own learning through self, and peer-evaluation. As a result, in most lessons, their reasoning and critical thinking skills are used to great effect to support their progress. Teachers' low expectations of what students can achieve limits the use of their skills in Islamic education and Arabic.

For development:

Ensure students have access to consistently high-quality learning experiences that maintain and develop students' enthusiasm, motivation, and effective engagement in all subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, students show very positive attitudes to learning and behave impeccably. They are courteous, responsible and highly motivated to succeed. They demonstrate high levels of self-discipline and are sensitive to the needs of their peers.
- Throughout the school, students' relationships with adults and other students are very strong and together they have created a harmonious learning environment. Students have a secure understanding of safe and healthy living. All students participate fully in physical education classes.
- Students respond well to advice and incorporate guidance readily from teachers on how to improve their learning. Students generally arrive at school on time and are punctual for lessons. The rates of attendance across the school are very high.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a clear understanding and appreciation of Islamic values. They view Islam as a religion that advocates respect, kindness, and tolerance towards differences. Students participate in many charity projects, for example, the 'Ramadan Fridges'.
- Students across the school appreciate the UAE as a multicultural, diverse, and safe country. They demonstrate very good knowledge of the current and future plans of the UAE, for example, they can discuss the benefits that it is hoped that the Expo 2020 will bring.
- Students have a deep understanding of their culture and language and are proud of their identity. They build their knowledge of histories, language and traditions of other cultures through a variety of experiences.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students volunteer willingly to participate in projects and welcome opportunities to take on responsibilities. They take leadership roles in, for example, the students' council, as subject leaders and form-group representatives.
- In all phases, students demonstrate a positive work ethic and are eager to finish tasks on their own. They plan and implement initiatives that benefit the school and the wider community. Students enjoy participating in activities that help them develop their innovation skills such as the 'STEAM Athlon', incorporating science, technology, engineering, arts and mathematics (STEAM).
- Students have a strong environmental awareness and demonstrate care for their surroundings. They possess an understanding of sustainable goals and how to promote these. Students play a major role in the school's efforts to reduce the use of plastic.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good	Very good	Outstanding ↑

- Across the phases, the great majority of teachers have a strong understanding of how students learn and plan their teaching accordingly. At the primary and secondary phases, in Islamic education and Arabic, teachers' set tasks at low expectations that lead to insufficient challenge and slower progress.
- Most teachers use questioning very effectively to check students' knowledge and understanding and are skilful in challenging and promoting deeper reflection. The pace of lessons is generally brisk and challenging.
- Teachers provide opportunities for all students to be reflective and innovative. They include critical thinking in their teaching and students' learning. These aspects are evident in most subjects, and most notably in English, mathematics and science.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Very good	Very good	Outstanding ↑

- Assessment processes are well-established in most subjects. Internal assessments align very well to available external assessments. In Arabic as an additional language, assessment of student' achievement through links to years of study are not based on whole years of study, and so remain inaccurate.
- The school uses effective progress-tracking systems to ensure that students can maximise their potential. Teachers monitor students' progress over time and regularly share this information with students and parents. This includes information on students' academic, personal and social development, as well as their well-being.
- Many students are aware of the progress that they are making in their learning. There are many excellent examples of support in lessons and through students' workbooks. This is less-developed and inconsistent in some subjects, particularly in Islamic education.

For development:

- Ensure that teaching for effective learning in Islamic education and Arabic consistently provides students with tasks and activities at appropriately high levels of expectation.
- Ensure that assessments in Arabic as an additional language are based accurately on whole years of study, at the correct standard.
- Ensure that teachers' feedback to all students, especially in Islamic education, is regular, accurate and informative, by:
 - Confirming in positive tone what has been achieved.
 - Making clear what students must do to improve.
 - Checking that any recommendations to correct work have been carried out successfully by students.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, the curriculum is planned expertly to engage and motivate students. A broader range than usual of subjects offered and taught provides a balanced and exciting range of learning experiences. Older students can select from an exceptionally wide and flexible range of GCSE, DP and business and technical education council (BTEC) options.
- The IB philosophy of developing inquiring, knowledgeable and caring young people, permeates the curriculum. Environmental and social issues are embedded into many lessons. The curriculum has real-world relevance and promotes innovation. Links from one area of learning to another are planned carefully to strengthen learning and understanding.
- Regular reviews of what is to be taught, and how, results in increasingly creative and imaginative learning opportunities to match students' interests and support them to develop academically and personally. Islamic education, as presently implemented, is narrower than MoE requirements.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers' ability to adapt what is taught, very effectively addresses the academic and personal needs of almost all students. The consistent use of modifications results in appropriate extension for more able students and accelerated progress for students of determination.
- The curriculum is adapted to ensure it engages all students. In the FS, there are very imaginative work areas and in the primary, secondary and post 16 phases there are well-developed opportunities for enterprise and innovation which meet students' varied interests and academic needs. There is an excellent range of out-of-lesson activities available to students.
- Since the last inspection, adaptations to Arabic as an additional language are meeting the needs of some students more effectively by filling gaps in their knowledge and understanding. Opportunities to learn about Emirati culture and heritage are planned in depth in many subjects.
- Arabic is taught twice a week each for 30 minutes for all children in FS. Arabic speakers attend an extra session for 30 minutes.

For development:

- Ensure that what is taught in Islamic education is broad and balanced and meets the MoE standards.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- There are rigorous, and regularly reviewed, child protection procedures in multiple languages for all staff to follow. Security levels around the school. are very high.
- The school buildings provide an excellent physical, learning environment for students, enabling them to reach their full potential. Maintenance procedures are highly effective. The school’s arrival and departure routines and procedures are robust but not always implemented fully.
- The school has a very effective health and safety team that responds quickly to any identified risks. This is supported by an external team from within the organisation to minimise any risks.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers have a very positive rapport with students. This is built upon respect, mutual trust, and confidence. A very caring and inclusive climate has been established across the school. Behaviour management policies are successful in promoting good responses from the students. Students’ attendance is managed very effectively.
- Procedures for the identification of students of determination are very well-formulated and there are well-established processes to identify students who have gifts or talents. Support for students is of a high quality and this has a very positive impact on their progress.
- Students have ready access to excellent advice and support to alleviate their concerns. This has come as a result of teachers listening to and acting upon students’ feedback. Guidance on career pathways is recently established and provides students and their parents with informed advice.

For development:

- Ensure that the school implements its procedures in the arrival and departure area more consistently, by always deploying sufficient numbers of supervisors.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding ↑

- This inclusive school is led with commitment and energy by a highly dedicated team of leaders. A detailed and effective inclusion action plan highlights development priorities and the timelines for completion. The inclusion governor has a clear role in the ongoing development of provision in the school.
- Identification procedures are very secure. Teachers are very well-supported in developing the skills of accurate identification through effective professional training. The detailed personal education plans are high quality documents which underpin the support for each student of determination.
- Parents of children are very positive about their partnership with the school. They feel consulted, supported and valued in the school's desire to meet their child's needs. Parents say that they have developed high quality liaison and communication with the department.
- There is a very close alignment between students' needs and the modifications and support that they receive. A range of specialist support and expertise is available. Not all work undertaken in small groups or when in receipt of individual support is communicated effectively to class teachers.
- The exceptional levels of care, guidance and support ensure that students of determination make high levels of personal, social and emotional growth. Consequently, they develop the emotional resilience and perseverance they require to tackle increasing challenges.

For development:

- Ensure that students' progress in intervention groups and one-to-one sessions is routinely communicated effectively to class teachers.

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

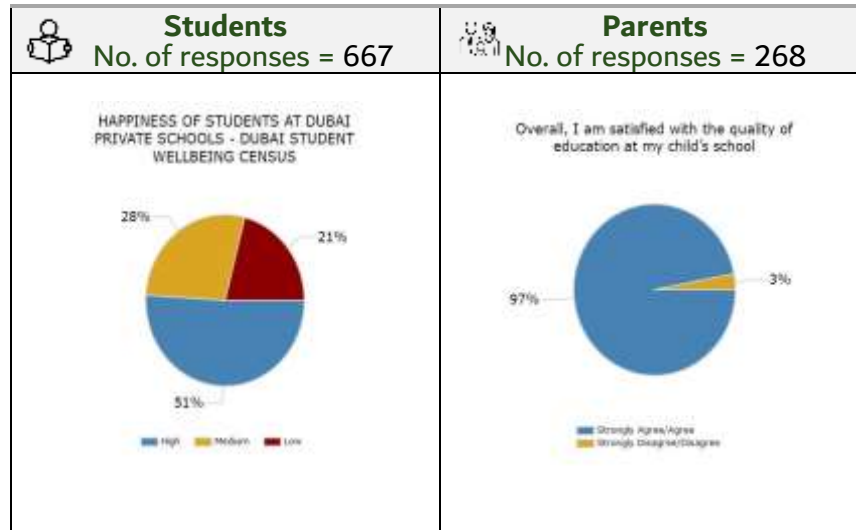
- Leaders have a shared vision which leads to highly inclusive practice and the provision of a creative and innovative curriculum, where all students have the opportunity to follow their talents, interests and academic aspirations. Communication systems are highly effective, and relationships very professional. Most leaders possess a strong understanding of the school curriculum and the best practices in teaching. Leaders' understanding of the demands of the curriculum and of how best to share effective practice is not as secure in Islamic education and Arabic and is slowing the improvement process.
- Analysis of data is extensive and used effectively to identify key areas for development. Observations of teaching in lessons are regular and used to provide well-focussed feedback to teachers. The recording of lesson observations does not always include sufficient detail of students' attainment in relation to curriculum standards. The actions taken by leaders to address issues raised at the last inspection have met with significant success in the development of students' learning skills; in other aspects, such as provision in Arabic, improvement has been slower.
- Parents are very involved with the life of the school. They attend events to keep them informed, such as the 'town hall' meetings. Parents receive substantial information regarding their children's attainment and progress, across all phases. These give detailed description, for example, in the FS about the wide range of activities children enjoy, through the well-used Seesaw platform. There are extensive, established links between the school, the local community and further afield. These involve international associations, multinational organisations and businesses.
- The corporate board has very secure systems of checks and balances which support the effectiveness of the school. The advisory council has increased in size, further extending the involvement of parents in key decision making. Systems to ensure that the views of students are taken into account have been introduced. Advisory council members gain knowledge of the school through delegated responsibility for areas of interest and use this well to influence plans for improvement. Governors' confidence when challenging the school, in relation to the success of the improvement actions is still developing.
- The day-to-day management of the school is highly efficient. Staff members are appropriately qualified and deployed effectively to implement the curriculum. Facilities are of extremely high quality and there are sufficient resources across the subjects. The affirmed experience in the inclusion team has led to accelerated rates of progress for students of determination. Currently, the resources for Arabic are not sufficient. The school has plans to increase Arabic resources in the library.



For development:

- Develop the capacity of leaders to bring about improvement in Islamic education and Arabic.
- Improve the evaluation by leaders of the impact of teaching on students' learning and their attainment of expected standards.
- Develop the confidence of the advisory board to ask challenging questions of leaders regarding the impact of their actions on students' achievement.

Views of Parents and Students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Student responses to the well-being survey are more positive than those of other students in Dubai but not as strongly positive as those of the previous year. The large majority of students confirm that they have supportive relationships with teachers and their peer groups. Most students feel safe in school and report that they are confident in their ability to learn. Most students indicate that they have never experienced cyber-bullying and the majority say they have never experienced bullying of any kind.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education provided by the school. They are confident that the school helps their children to learn effectively. Most indicate that the school listens to their views. They confirm that they receive the information they need to support their children's learning and a quarter of those responding are involved in activities in school at least once a month. Almost all parents feel their children are safe in school.

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