



Dubai British School

 Curriculum: UK

Overall Rating:

Very good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Emirates Hills	Gender of students	Boys and girls
Type of school	Private	Age range	3-18
Opening year of school	2005	Grades or year groups	FS1-Year 13
Website	www.dubaibritishschool.ae	Number of students on roll	1141
Telephone	00971-4-3619361	Number of children in pre-kindergarten	0
Address	P.O. Box 37828, Springs 3, Emirates Hills, Dubai	Number of Emirati students	2
Principal	Brendon Fulton	Number of students with SEND	80
Language of instruction	English	Largest nationality group of students	UK
Inspection dates	21 to 24 November 2016		
Teachers / Support staff		Curriculum	
Number of teachers	79	Educational permit / Licence	UK
Largest nationality group of teachers	UK	Main curriculum	Click here to enter text. UK
Number of teaching assistants	28	External tests and examinations	GCSE, A Level
Teacher-student ratio	1/14	Accreditation	Council of International Schools/BSO
Number of guidance counsellors	1	National Agenda benchmark tests	IBT
Teacher turnover	27%		



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.

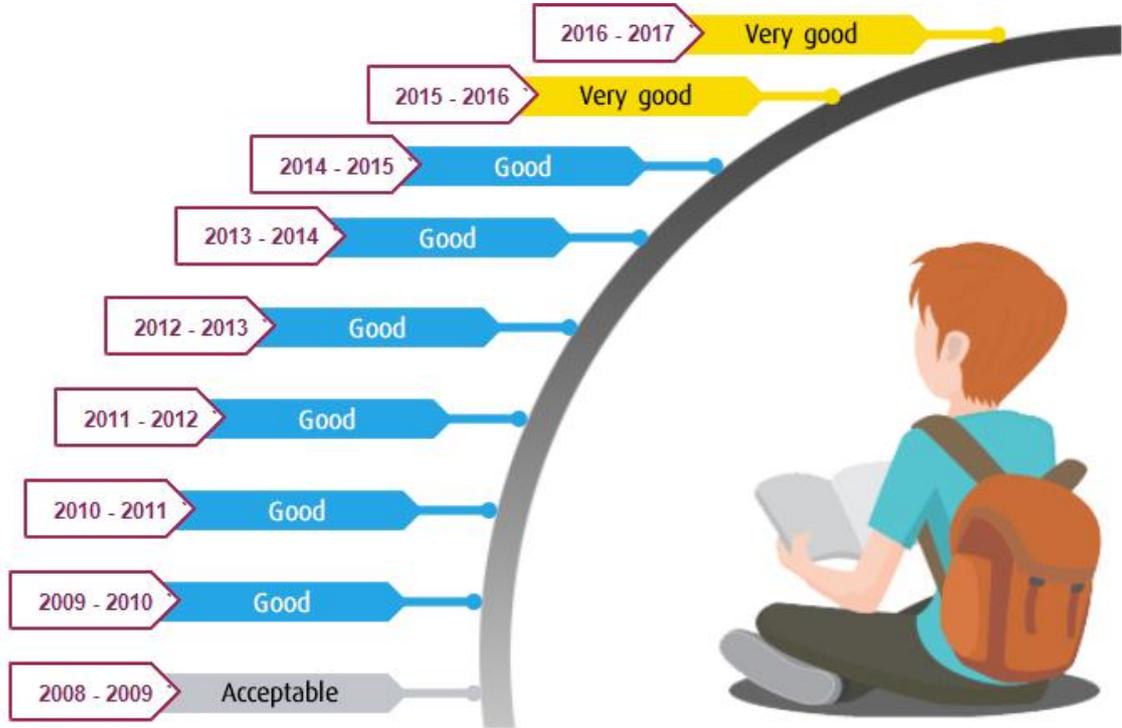
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Dubai British School



- Dubai British School opened in 2005 for students aged three to eighteen years. At the time of the inspection there were 1141 students, an increase of 44 students from the previous year. The principal has been in post since September this year. Teacher turnover since the last inspection is 27%.
- The previous inspection acknowledged strengths in: students' personal development; the quality of teaching in English, mathematics and science; the overall strength of the Foundation Stage; the rich and varied curriculum; the provision for SEND, and the improvements in key aspects of the school made by the leadership.
- Recommendations in earlier inspections have focused on: the use of assessment data to improve achievement, especially, but not only in Islamic education and Arabic; students' understanding of Islamic values and the culture of the UAE; monitoring of teaching, and the effectiveness of self-evaluation.

Summary of inspection findings 2016-2017



Dubai British School was inspected by DSIB from 21 to 24 November 2016 . The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In Islamic education, progress in the primary phase is good and, elsewhere, attainment and progress are acceptable. In Arabic as a first language, attainment is acceptable and progress is good. In Arabic as an additional language, attainment and progress are good, and in English these are outstanding. In mathematics and science, attainment and progress are outstanding, except in the post-16 phase, where these are very good. Students' learning skills are outstanding, except in the secondary phase, where they are very good.
- Students' personal and social development are a strength of the school in most respects. Students willingly take on leadership roles. They work hard, are courteous and well-behaved and their attendance and punctuality are good. They live healthy lifestyles. Their understanding of Islamic values and their awareness of Emirati and world cultures are very good. They take great care of the environment.
- The quality of teaching is outstanding in the Foundation Stage and post-16 phase and very good elsewhere. Teachers understand how students learn. They have high expectations and create an environment in which students can learn independently. They use assessment information increasingly well to plan for students' next steps in learning. Assessment is particularly strong in the Foundation Stage.
- The curriculum is broad, balanced, rich and exciting. It is planned to ensure progression in the development of students' knowledge, understanding and skills. It is regularly reviewed and very well adapted to ensure it consistently meets the needs of all students.
- The attention given to students' health, safety and wellbeing is outstanding. Relationships are excellent. The quality of support for students with SEND and those who are gifted and talented is exemplary. Arrangements for guiding and supporting students in their future careers and their options for continuing education have improved significantly.
- The principal and other school leaders have a very positive impact on the direction of the school and on students' achievements. They know what they do well and take appropriate action to bring about further improvements. The excellent partnership with parents makes a significant contribution to the school's successes. The governing board is decisive in the best interests of the students. It provides support and resources and effectively holds school leaders to account.

What the school does best

- The principal, with the support of the governing body and other senior leaders, is highly effective in establishing and implementing a vision for improvement, through reflection, evaluation and innovation.
- The Foundation Stage is highly effective in meeting the needs of all children.
- Students demonstrate an excellent attitude to school life and to learning, through their behaviour, work ethic and contribution to the community.
- The quality of teaching enables students to make good, very good and, often, outstanding progress in most subjects.
- The curriculum enriches the learning of all groups of students, including those with SEND and those who are gifted and talented.

Recommendations

- Continue to review assessment procedures to ensure closer alignment with the new National Curriculum in England.
- Improve students' attainment in Islamic education and Arabic as a first language.
- Make appropriate use of external assessment data to improve the consistency of high quality teaching for the greatest proportion of students, who are in the primary and secondary phases.

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 their targets:

- Attainment as measured by the National Agenda (NA) Parameter tests meets expectations in science, and is above expectations in English and in mathematics.
- The school meets the registration requirements for the National Agenda Parameter.
- Analysis of the school's performance is benchmarked across eight other schools delivering a variety of international curricula. Leaders use these data for cohort and subject improvement planning. The school views NA developments as integral to its improvement and the NA actions have been extracted from strategic and operational department plans. The executive summary outlines highly appropriate objectives and intended outcomes.
- The school's parent organisation undertakes a cross-curricular (IB, UK & US) investigation into skills requirements, leading to school-specific analyses. Action plans ensure that the curriculum and pedagogy cultivate the skills tested in TIMSS and PIRLS. These skills are being embedded in lesson planning, alongside the new assessment standards. The National Curriculum in England (NCIE) is cross-referenced to the PISA/TIMSS requirements.
- The school is increasingly effective in developing students' skills. All lessons are planned to include success criteria that are not only linked to content, but also to critical thinking, deduction and problem-solving skills. Links to IB curriculum schools ensure that research and experiential learning opportunities are provided for students, strengthening these skill domains.
- Progress reports provide detailed information about how well students are doing and what they need to do to improve. Regular formal assessments, with questions aligned to the benchmark tests, help build students' resilience and confidence. They develop their investigative and enquiry skills through past-paper questions. Students bring their own devices to research topics although much of this work is done at home.

Overall, the school's improvements towards achieving its National Agenda targets meet expectations.

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	Good	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good ↑	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding ↑	Very good ↓
	Progress	Outstanding	Outstanding	Outstanding ↑	Very good ↓
Science 	Attainment	Outstanding	Outstanding	Outstanding ↑	Very good ↓
	Progress	Outstanding	Outstanding	Outstanding ↑	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding ↑	Very good	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	Very good ↑	Very good ↑	Very good ↑	Very good ↑
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	Very good

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	Outstanding
School self-evaluation and improvement planning	Outstanding ↑
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

Main inspection report



1. Students' achievement

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

- Children consistently show high levels of knowledge and understanding in English that are well above national age-related expectations. They improve their vocabulary through regular opportunities for speaking and listening. Most children make outstanding progress over time and against lesson objectives. They use their understanding of phonics to read words and write simple sentences, especially when topics are exciting, for example, when pretending to hunt for a baby dragon after having found the eggshell with a small burnt hole through it.
- Children make excellent progress and consistently achieve well above curriculum and national age-related expectations in all aspects of numeracy. In lessons, they are developing a very strong understanding of numeracy and can perform the key skills of counting, reading and writing numbers and measuring different quantities. They can add and subtract two numbers and record these using the correct symbols. Children can place numbers in order and recognise larger and smaller relationships between numbers. They can identify and describe the features of simple shapes such as squares and triangles.
- Children's understanding of scientific concepts and their development of enquiry skills are well above curriculum and national age-related expectations. They demonstrate natural curiosity about things in their environment. Critical thinking and problem solving are integral features of learning during focused play, as seen when children had to select materials to make a shelter for the dragon. Evidence collected from workbooks indicates that children make outstanding progress in their scientific skills, knowledge and understanding in relation to their starting points and as measured against lesson objectives.

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

- In Islamic education, students' attainment levels in internal assessments are in line with the expectations of the MoE curriculum. Students' understanding of greetings and morals is appropriate for their age. In Years 1 and 2, students know the reasons behind Wudoo. They understand and demonstrate the concept of Tahara. Recitation and memorisation of verses of the Holy Qur'an are good. Students' attainment levels in internal assessments have improved slightly in the past three years. Progress in lessons is good.
- In Arabic as a first language, most students attain levels that are in line with curriculum expectations for their age. Their skills in reading and listening are adequate. They are very familiar with high frequency words and routinely use them when speaking. Primary students' writing skills are less secure. Progress from starting points and in relation to the learning objectives is good, especially when students find the topic interesting.
- In Arabic as an additional language, the majority of students demonstrate communication skills that are above curriculum standards. They are increasing the range of their vocabulary and applying the rules of grammar to extend their writing skills beyond the expected level. Most students use a range of prompts to help develop their writing and are keen to experiment with new vocabulary. Their listening and speaking skills are developing well. However, a majority of students are not sufficiently confident in reading unfamiliar texts or stories and lack confidence in extended dialogue.
- In English, most students, including those with special educational needs, make rapid progress over time from their starting points and in their lessons. Year on year, they achieve consistently high attainment levels by the end of the phase as measured against curriculum standards and international benchmark tests. They build their knowledge of the basic skills extremely well and can apply them to their very imaginative writing, often presenting their work immaculately. The majority of students also express themselves very well when speaking.
- In the external benchmark tests in mathematics, most students attain levels above those expected for their age. According to internal assessments, they show an understanding of numeracy by the end of the phase that is well above curriculum standards. Students can identify and explain equivalent fractions using their mathematical knowledge. They can find prime factors, lowest common multiples, and highest common factors. They are rapidly improving their skills in applying mathematical understanding. Almost all students make better than expected progress from their starting points.

- Students make outstanding progress, exceeding expected curriculum standards in science by the end of Year 6. International benchmark test results confirm this. There has been a trend of improvement over the last two years. In lessons, students make rapid gains in knowledge, skills and understanding. They use scientific language precisely to express their ideas. The development of scientific, investigative and research skills is a particular strength. Students understand the concept of a fair test. Asking their own scientific questions and devising their own ways to test them are less well developed.

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

- In Islamic education, most students' knowledge is in-line with curriculum standards. A minority of students' factual knowledge is variable and inconsistent. Students are most confident in applying their knowledge to real-life situations. They make steady progress in learning the main facts and features of the topics covered. However, they do not sufficiently extend their understanding of those topics with appropriate reference to the verses of the Holy Qur'an or Hadeeth. Their recitation skills are under-developed.
- Most students attain levels that are in line with expectations in Arabic as a first language. Writing is weaker and they have limited ability to speak accurately and at length. Progress is better when students are more engaged and when the topic is related to their lives. For example, Year 10 students enjoy discussing the practice of taking photographs of themselves on their cell phones. Students who are new to the school make good progress from their starting points. Girls make better progress than boys.
- Majority of students' attainment in Arabic as an additional language is better than expected. The more able students can confidently write at least four paragraphs, building well on their knowledge of vocabulary and grammar. They can read familiar texts accurately, and have good levels of comprehension. Their listening skills are developing well but they are less confident in their conversational use of the language. A minority of the older students have gaps in their attainment in reading, writing and speaking. Students learning Arabic for the first time make outstanding progress.
- In English, most students, including those with SEND, make better than expected progress in lessons and over time. They reach levels in external examinations in both language and literature that are above national and international standards, although in international benchmarks the picture is variable. However, students' work shows outstanding progress from starting points and over time. They build extremely well on the skills, knowledge and understanding acquired in the primary phase, often reflecting deeply on the themes in poetry and critically analysing a range of texts.

- In mathematics, almost all students make better than expected progress towards their predicted targets and most attain above expected levels in GCSE examinations. In external benchmark tests, they attain above age-related expectations. By the end of the phase, students can work flexibly with measurement formulae for non-standard shapes or objects, including the use of Pythagoras' theorem in three dimensions. They can calculate the probabilities of compound events using tree diagrams and apply their mathematical understanding to real-life contexts.
- In lessons, students' progress in science is outstanding from their starting points and over time. Internal tests show attainment against curriculum standards to be more consistent in different year groups than indicated by external international tests. In GCSE examinations attainment is outstanding, with most students exceeding expected levels. Scientific knowledge and understanding develop rapidly throughout the phase as do their skills in investigation, problem-solving and research. Students often raise their own scientific questions and test them. Practical skills and attention to health and safety are outstanding.

 Post-16		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Very good ↓	Very good ↓
Science	Very good ↓	Very good

- In Islamic education, most students' factual knowledge is in line with curriculum expectations. However, as in the secondary phase, a minority of students have gaps in their knowledge which hinder their progress over time. Most students make steady progress. They enjoy debates and discussions as ways of developing their learning and applying Islamic concepts. A minority of students' recitation skills are in line with expectations.
- The progress of different groups of students in English lessons is outstanding. Given their high attainment when they begin the post-16 phase, they continue to make rapid progress. Despite a dip in the attainment of the last A-Level cohort, students generally attain high standards year on year, when compared to curriculum and international benchmarks. Current students' work indicates that they continue to develop deeper analytical literary abilities and extend their skills to express their findings in mature ways.
- In mathematics, a large majority of students attain levels above curriculum standards at A-level and the majority do so at AS level. In their lessons and in their work, attainment mirrors levels achieved in external examinations. Students can calculate probabilities for compound events and simple conditional events when the problems are expressed in words. They can calculate summary statistics, such as mean and standard deviation. A large majority of students exceeded their predicted A level grades, whilst a large majority achieved their predictions at AS level.
- Students make very good progress in science. By the end of the phase the majority reach above expected standards in external examinations. The majority of students exceed their targets. Students make more rapid and secure progress in Year 13 than in Year 12. Physics students have gaps in their knowledge and understanding but rapidly make up lost ground. In lessons, students

solve complex scientific problems, explaining their thinking clearly. Occasionally in all science subjects, a small number of students, commonly middle attainers, do not make as much progress as others.

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

- Students are engrossed in their learning, displaying high levels of concentration from Foundation Stage onwards. Very occasionally this is not quite as strong in the secondary phase. Students take responsibility for their learning through completing their homework assiduously. They reflect on and evaluate the quality of their work and try hard to improve it in response to feedback from teachers.
- During paired, group and whole-class work, students communicate their ideas, justify their opinions and construct their arguments confidently and clearly, frequently using subject-specific vocabulary in a sophisticated way. They collaborate closely to achieve their aims, with all students taking an active role in the work of the group.
- Students frequently make connections between their learning and the real world. From the youngest to the oldest, they consider how their knowledge and skills can be applied in increasingly complex real-world contexts. They make connections between areas of learning, for example between mathematics and physics, which increases their understanding of both areas.
- Students develop their critical thinking, technology, research and analytical skills to a high level, although this is inconsistent at the secondary stage, where independence is not as consistently developed. In the Foundation Stage, children are innovative and 'think outside the box'. In some subjects, such as business studies, students assess and take risks in their learning and understand that making mistakes is part of the learning process.

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 are very keen to learn and have positive attitudes towards school. They confidently share ideas with each other and their teachers, and appreciate the views of others about their work.
- Students' behaviour in lessons and around school is excellent. Students follow routines and rules and are generally self-disciplined, contributing to a safe and orderly school environment.
- There are very positive, respectful relationships between students and with their teachers. In classrooms, learning ambassadors happily support their peers. The oldest students are mentors to younger students.

- Students have an excellent understanding of the importance of a healthy lifestyle. From the Foundation Stage upwards they know how to make sensible choices about food and the importance of exercise. Many students ride bicycles to school, and all eagerly take part in the numerous sport activities offered by the school.
- Attendance is good. Students are punctual and return promptly to their classrooms after break time and specialist lessons, ensuring good use is made of time for learning.

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

- Whilst most students understand the Islamic values that shape the UAE and can talk confidently about their influence on different aspects of life, a minority are yet to develop this understanding. This continues to be a developing area across the school, especially for the older students.
- Students continue to develop their understanding and knowledge of the heritage, history and culture of the UAE. They respond well and contribute to the range of school initiatives, such as the additional areas dedicated to the UAE heritage. Junior and senior students happily take on responsibilities, such as the new role of Arabic cultural and awareness coordinator.
- Students are proud of their own cultures and have a strong understanding of those of others. They appreciate the range of nationalities represented in Dubai and the different ways in which Dubai is successful in accommodating and celebrating its diverse community. Students talk about their friends from other countries, appreciating and accepting each other's differences.

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

- Students contribute actively to school life and the wider communities through, for example, the Prefects' Committee. They demonstrate high levels of care and consideration for others. Their opinions are valued by the school and often influence its developments, for example, the suggestion of having the well-being week to reduce the pressure of homework.
- Students throughout the school have an excellent work ethic. Well-planned projects and enterprise activities have a significant social impact, for example, senior students take on the task of judging a competition for the best business proposal made by primary students.
- Students show an excellent understanding of environmental sustainability. Senior students help to sustain a green school by spreading awareness for the younger ones. They are keen to reflect a healthy atmosphere through activities such as the 100 Days of Positivity and the Carbon Footprint testing.

3. Teaching and assessment

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

- Teachers have strong subject knowledge and use their expertise to plan interesting, informed and mostly engaging lessons. They have a clear understanding of how children and young people learn, and organise lessons that are appropriate to the age and interests of their students. Occasionally, in the primary and secondary phase, lessons are overly didactic and do not engage students to the same high degree.
- Throughout the school, teachers have created a superb learning environment, vibrant with students' work, and they use it to good effect to support and develop students' independence. The Foundation Stage learning areas are particularly creative and stimulating. Time is used productively as the majority of lessons are very carefully planned and include a variety of interesting activities, especially in the Foundation Stage and Post-16.
- Teacher-student interaction is very good, and in Foundation Stage and Post-16 it is outstanding. Teachers ask insightful questions that prompt students to reflect deeply and provide articulate and measured responses. In many lessons, teachers stimulate thoughtful discussion through probing questions that encourage students to develop, justify and organise their views. Opportunities for students to ask their own questions are more limited.
- Teaching strategies to meet the needs of different groups of children are very well developed but a little uneven across the school. Although teachers provide challenging work and support to ensure all students make progress, in a few lessons, teaching strategies do not extend the most able students.
- Teachers develop critical thinking and problem solving well and successfully use strategies and resources to develop student independence. Occasionally, these opportunities are more limited in the primary and secondary phases than with younger and older students. In many lessons, innovative approaches to learning, including risk taking, are promoted strongly and enable students to enhance their creativity.

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

- In the Foundation Stage, assessment information provides valid, reliable and comprehensive measures of children's academic, personal and social development. Assessment systems are coherent and consistent. A schedule of formal assessments for all subjects linked to curriculum standards, including Islamic education and Arabic, contributes to a profile of students' skills. School leaders continue to re-align their internal processes to accommodate changes to the National Curriculum in England.

- The school has invested in IBT and CAT4 assessments. Some tests have been analysed with resultant changes to curriculum and lesson planning. However, there is no external benchmarking in Islamic education or Kindergarten. Not all teachers are aware of the results of these benchmarking tests or their implications for planning.
- Assessment data are analysed well as a result of training for leaders and teachers. Information about progress of individual students and groups is very detailed. Teachers and leaders undertake student tracking at regular intervals. Further development of CAT4 predictions is planned, to identify student progress rates more accurately across grades and subjects.
- Assessment information is used very effectively in most areas of the school to modify the curriculum. Subject leaders are developing strategies to ensure that teaching meets the needs of all students and optimises their progress. Sharing of good practice and collaboration is encouraged. Data is used to set targets for students and there are reliable systems to inform students of their progress towards their targets.
- Teachers in the Foundation Stage have an in-depth knowledge of the strengths and weaknesses of individual children. Teacher assessment, students' self-evaluation and diagnostic marking have recently been reviewed in other phases to ensure their fitness for purpose. However, diagnostic marking and ensuring follow-up action are not consistent. In addition, students' critical assessment of their performance and their contribution to setting their own targets is not consistently effective.

4. Curriculum

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

- The curriculum is closely aligned to the National Curriculum in England, taking account of the UAE National Agenda. It is appropriate for the ages of students and very effectively engages them through interesting and challenging activities with a balanced focus on knowledge, skills and understanding. Opportunities for innovation are identified in written plans. The B.Tech programme is of a high quality. The curriculum fully meets statutory requirements.
- The curriculum is well structured so that students learn progressively across subjects and from year to year. Transition arrangements ensure that they move smoothly from class to class, notably from the Foundation Stage into Year 1, where their learning needs are fully considered. Older students are increasingly well prepared for the next phase of education and in considering career options.
- Curriculum options begin early. Young students are enabled to have a voice in what they wish to learn and this influences the content of the curriculum, making it increasingly engaging and interesting. There is a flourishing vocational programme in Phase 4.
- The school has further developed the links between subjects in numerous ways, including the WOW curriculum in Phase 2 and the Pathways curriculum in Phase 3. Cross-curricular links are identified in plans and have been extended to include connections with Arabic. Such enhanced links have made students' learning even more meaningful and appropriate.

- The school regularly and rigorously reviews its curriculum, taking account of internal and external changes. Visiting experts contribute to ensuring the curriculum review is well focused. Staff make good use of information from tests to modify the curriculum and to fill any gaps in provision. As a result, curriculum innovation is well planned and takes full account of the needs, talents and interests of all students.

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

- The curriculum is very effectively modified by teachers to meet the learning needs of all groups of students. There are many examples of curriculum adaptations providing open-ended and challenging opportunities for students with SEND and those who are gifted and talented. FastTrack GCSE options are available and varying needs are met through the vocational program.
- The curriculum provides extensive opportunities for enhancing students' learning. Students in all phases participate in a wide array of after-school activities. Innovation and enterprise are linked to the Expo 2020 and are embedded in all curricular areas. Other initiatives, such as the Lighthouse Project, help to make meaningful learning links that motivate and inspire students.
- All students participate in Flag Day and National Day celebrations and make visits to mosques and local businesses. This helps develop students' knowledge and understanding of the UAE. The Arabic social studies programme is fully integrated into the WOW curriculum in the primary phase and into humanities in the secondary phase, providing excellent coverage of the local culture and heritage.

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

- The rigorous procedures in place for child protection are understood well by students, teachers and parents. New staff at all levels receive up-to-date training. The school counsellor and teachers ensure that students understand how to keep themselves safe. Parents attend workshops, for example, on improving communication with their children and digital media, so they can continue to reinforce the school's messages about personal safety.
- The school premises are very secure and students are well supervised in all activities. The facilities manager regularly updates health and safety policies so these comply with all regulations. Teachers of subjects with possible risk, for example design technology, science, physical education and information technology, rigorously maintain the safety of students, while also training them to take care of themselves.

- Detailed medical records are kept. Medical staff provide high levels of care and keep teachers informed about conditions that might affect students' learning. The school is proactive in minimising risks to students.
- All areas of the school premises are accessible and inclusion is actively promoted. Students with physical difficulties may reach the upper floors by lifts, and equipment is available for safe evacuation if necessary.
- Healthy lifestyles are actively promoted throughout the school through provision of nutritious meals and a wide choice of physical activities in the curriculum. The strong pastoral system supports students' emotional well-being. It encourages them to keep themselves safe, builds their confidence and resilience and develops a sense of personal responsibility.

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

- The quality of relationships amongst students and between staff and students is excellent. There is an ethos of trust established amongst all elements of the community. Teachers know their students and care for them. Staff model expectations and utilise the school's agreed policy for behavioural expectations amongst the whole community.
- The school has effective procedures to promote attendance at school and punctuality to lessons. Systems for following up on absences are well established and effective. There is very little lost time during transitions and learning is not delayed.
- The leaders of the special educational needs and disabilities (SEND) team have established very strong procedures for the identification of students with SEND. This rigorous approach ensures accurate identification of both need and potential provision. Students themselves play a significant role in determining support and modification and their views are taken into account. The identification of those students who are gifted and talented is well-established.
- The support for students with SEND is very effective. A key requirement for support is the improvement of personal development, self-esteem and independence in working. Students who are gifted and talented have opportunities within school to excel. The school has recently established a Centre of Excellence designed to ensure that skills in a range of areas can be recognised, supported and promoted.
- The school counsellor plays a key role in monitoring and supporting students' personal development. Students know who to turn to when faced with difficulties. The school is effective in providing skilled careers guidance that enables older students to make informed choices about higher education.

Inclusion

Provision and outcomes for students with SEND

Outstanding

- The Head of Student Support is dynamic, enthusiastic and knowledgeable. She has established a very effective team of staff, whose work is having a positive impact on students' progress. All staff are highly committed and have a very strong desire to support the work of all teachers, thereby improving provision in the classroom. Their expertise permeates the school.
- Identification procedures are well-established and secure. The process begins early in a student's life in the school and parents are fully involved from the outset. The passport system works very well because it establishes exactly what the student can do and identifies where support is needed. Consultation with these students means they understand why specific support is allocated in the way that it is.
- The partnerships established with parents are very secure. Parents report how pleased they are with the school and with the work of the SEND department, how they feel fully involved with the decision-making processes, and that they understand the provision that is made for their children.
- The wide range of modifications used to generate progress, provide appropriate support for each student. Teachers are skilled, have regular training and work relentlessly to support students both in whole-class situations and in small groups. Teachers liaise regularly with the SEND department and make use of the expertise available to help them in their day-to-day work.
- The department uses a range of tracking data, work in books and lesson observations to evaluate progress to ensure that provision works. The result of these effective systems and the quality of support means that most students overcome their barriers to learning and make outstanding progress. Consequently, the achievement gap is narrowed between most students with SEND and their peers.

6. Leadership and management

The effectiveness of leadership

Outstanding

- School leaders have a clear vision for improvement that is wholly aligned to the UAE's vision and priorities. The principal is inclusive and ambitious. He is a talented leader who influences others in the way they approach their work. School leaders encourage all members of the school community to be courageous, creative and innovative in their thinking.
- School leaders and staff share an understanding of effective learning. The quality of teaching is set at an increasingly high standard across the school. The learning environment is safe, orderly, fair, inspiring and supportive. Leaders empower others and build their self-esteem and so students and staff alike grow in confidence. In this climate, students of all abilities, and with a range of learning styles, thrive.

- There are clear and effective systems for communication within the school community and across the group of schools. This has the benefit of sharing best practice within and beyond the school. Teachers welcome feedback and act on advice to improve their performance. Consequently, morale is high.
- The recent track record of successfully managing change is a clear measure of the capacity for school leaders and governors to bring about further improvements. They are open and honest about what the school does well and what it needs to do better. They allow no room for complacency, evident in the improvements made even where there were outstanding judgements last year.
- A significant number of judgements have improved since last year, while a few have declined. The school is aware of the reasons for the declines, some of which are due to circumstances beyond its control. Decisive action has been taken to address any issues.

School self-evaluation and improvement planning

Outstanding ↑

- Systematic and rigorous self-evaluation ensures the school knows its strengths and areas for improvement exceptionally well. Priorities are based on the analysis of all available data, which is analysed well as a result of training both for leaders and teachers. Information about students' progress as individuals and groups is very detailed.
- School leaders have a broadly accurate view of the quality of teaching throughout the school. There is a systematic approach to monitoring. The principal and other school leaders know which teachers are most effective and are providing support and development for the few who are still developing their skills. Senior students also play a part in giving feedback to teachers on their effectiveness.
- School development plans focus on appropriate priorities for the short and long term, with particular reference to the National Agenda priorities. These are very well written with clear and aspirational targets, detailed actions to address weaknesses in outcomes, and success criteria.
- The recommendations from the last inspection have been addressed very well. There has been a significant number of improvements in key areas and there is no weak teaching in the school. The response to the change in the National Curriculum requirements confirms the school's self-evaluation and ability to plan for its implementation.

Partnerships with parents and the community

Outstanding

- Almost all parents are unanimous in their support for the school. They have confidence in the school, not only to educate their children but also to look after their personal development to high levels. The advisory board is proactive in providing information and making suggestions for further improvement. Arabic lessons for parents are very much appreciated and well-attended.
- Parents have clear and open lines of communication with the school, through a variety of means. They regard the contact opportunities as excellent. They are welcomed in the school and feel they can make approaches for any reason. Information is freely exchanged. Parents of students with SEND are fully involved in their children's education and contact with the SEND department is outstanding.

- Reports to parents on students' academic and personal performance are detailed, have attainment information, and enable parents to assess how their children are performing. There is excellent advice available from the school to indicate how parents can support their children's learning at home.
- The school has several links with parents to make use of their expertise. For example, parents meet with groups of students during the Pop-up University workshop to talk about their experiences at work. Links with other schools in the group enable them to share best practice. The school enjoys sporting competitions against others schools in the area and across Dubai.

Governance

Outstanding

- The governing board is responsible for policy, staffing, finance and resources. It is committed to providing the very best for its students and is accountable to the parents. Governors facilitate the flow of information from, and actively seek the views of, all groups within the school community regarding the school's performance. The school's advisory board has high ambitions for the school and systematically exerts its influence on the board.
- The governing board has an in-depth knowledge of the school's work and performance with regard to the National Agenda gained through regular meetings, reports and visits to the school. Governors know the staff very well and are aware of their strengths and what they need to do to improve. They provide challenge and support in equal measure.
- The governing board has made some very good decisions since the last inspection. They have appointed the new principal. They offer an international package to attract better teachers into the Islamic education and Arabic departments, and they have provided significant expenditure to improve the facilities and resources further.

Management, staffing, facilities and resources

Outstanding

- The day-to-day administration of the school is very effective. Parents are kept informed about school developments through displays and regular newsletters. The strong relationship with parents leads to robust support of students' learning and improvements in provision.
- There are sufficient teachers, and school leaders take account of their qualifications, skills and experience to deploy them effectively. Teachers benefit from focussed professional development so that teaching continues to improve. Teaching assistants complement them in lessons and are often highly effective in skilfully supporting all groups of students so that they achieve well.
- The premises are used to full advantage. High-quality facilities and displays provide a welcoming environment and positively promote students' achievements. The design technology room has been altered to provide better access to computers and design facilities. Foundation Stage teachers regularly update the outdoor learning areas for young children. The newly developed primary school library provides a wonderful environment for encouraging literacy.
- Teachers have an extensive range of very good quality resources to support their teaching and promote learning. These are well matched to the curriculum requirements of the school in all subjects. Resources are regularly reviewed and updated to match students' and teachers' needs.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	295
	2015-2016	196
 <p>Teachers</p>	65	
 <p>Students</p>	246	

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

- Almost all parents, teachers and students who responded think that the school is well led.
- Almost all parents and teachers, and most of the students, are satisfied with the quality of education provided by the school and confirm that the school is a safe place to be in.
- Most students say their teachers are helpful.
- Almost all parents feel that reports provide very useful information about children's progress.
- Almost all parents say they can talk to the school about concerns and suggestions and that the school listens.
- Almost all teachers say that it is a good school in which to work and that they benefit from professional development.
- Some parents and students have concerns about how well the school deals with bullying. At the time of the inspection, the school's approach to dealing with bullying was found to be very effective.
- Some students say they are not listened to, are not involved in decision-making and have insufficient opportunities to develop their leadership skills. During the inspection, it was noted that students have plenty of opportunities to express their opinions, to take responsibility and to act as role models for younger students and, on occasion, to support them.

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