



Kings' School Nad Al Sheba

🇬🇧 Curriculum: UK

Overall Rating:

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	
Location	Nad Al Sheba
Type of school	Private
Opening year of school	2014
Website	http://www.kingsdubai.com/Kings-School-Nad-Al-Sheba
Telephone	0097143271841
Address	Nad Al Sheba
Principal	Darren Gale
Language of instruction	English
Inspection dates	6 to 8 February 2017

Teachers / Support staff	
Number of teachers	34
Largest nationality group of teachers	British
Number of teaching assistants	14
Teacher-student ratio	1:8
Number of guidance counsellors	0
Teacher turnover	9%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	288
Number of children in pre-kindergarten	N/A
Number of Emirati students	36
Number of students with SEND	30
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / None
External tests and examinations	UK
Accreditation	None
National Agenda benchmark tests	GL, CAT4



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.

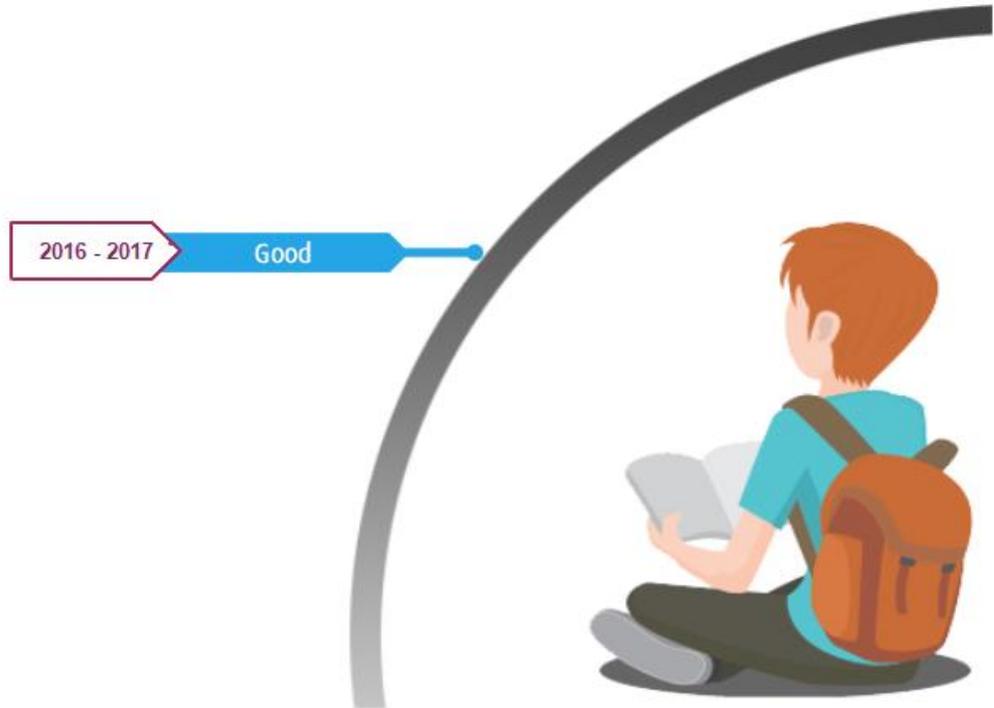
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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 Kings' School Nad Al Sheba



- The school opened in September 2014 and is part of the Kings' group of schools in Dubai. This is the school's first inspection. The principal took up his post in August 2016. He has established a new leadership team. Currently the school has 288 students on roll, with the majority being in Foundation Stage. This academic year, 131 students are new to the school. Eighteen families have remained with the school since its opening.

Summary of inspection findings 2016-2017



Kings' School Nad Al Sheba was inspected by DSIB from 6 to 8 February 2017 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Progress in the Foundation Stage is good in all key subjects. Progress in the primary phase is good in all key subjects except in Islamic education and Arabic as an additional language, where it is acceptable. Attainment in the Foundation Stage is good in mathematics and science but it is acceptable in English. Attainment in the primary phase is good in English, mathematics and science. It is acceptable in Islamic education and Arabic. Learning skills are good in both phases.
- The personal development of students is very good. They demonstrate a good awareness of Emirati culture and Islamic values. Their knowledge and understanding of other world cultures are not as strong. The new ICE initiative (Imagine, Create, and Explore) is enabling students to develop good skills of innovation.
- Teaching for effective learning is generally good across the school. The assessment processes are coherent and are being implemented well.
- The curriculum is well designed and adapted effectively to meet the needs of different groups of students.
- The arrangements for child protection and keeping children safe and secure are very good. All aspects of care and support are good.
- The newly established leadership team, under the guidance of the principal, has set a clear direction and has established mostly good standards across the school. The team evaluates the priorities for the school generally accurately. Strong partnerships have been established with parents which are having a positive effect on learning. Governors are supportive and provide very good facilities and resources to support learning.

What the school does best

- The principal, other leaders and all staff have a strong commitment to improving the school.
- The students' very good attitudes and behaviour result in a happy and purposeful learning environment.
- The school's focus on improvement and innovation is supporting the development of good learning skills.
- Strong and supportive partnerships have been established with parents and are having a positive effect on learning.
- The arrangements to keep students safe and secure are robust, rigorous and successful. The facilities and resources for learning are very good and are used effectively.

Recommendations

- Governors should support school leaders and hold them to account by:
 - receiving and evaluating reports about students' achievements
 - ensuring improvement plans include clear and targeted actions that build on the achievements of all staff and students
 - monitoring the effectiveness of school leaders in implementing the plans.
- Leaders and all staff should use internal and external assessment data to:
 - identify groups of students who are at risk of underachieving
 - adjust teaching methods to ensure students make very good progress in their development of knowledge, skills and understanding
 - measure progress accurately and precisely in all areas of learning.
- Teachers of Arabic and Islamic education should raise attainment and accelerate progress by
 - consistently challenging students of all abilities
 - providing opportunities for extending writing and conversational skills.

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 on the National Agenda Parameter is meeting the expectation in English but is not in science or mathematics.
- The school meets the registration requirements for the National Agenda Parameter.
- The school is using the data from the National Agenda Parameter tests in order to identify strengths or weaknesses in student performance. Training is given to teachers and improvements are beginning to be seen in their lesson planning where they are identifying high and low achievers. Results are shared with all stakeholders.
- The school aligns the skills of the National Curriculum for England with the requirements of TIMSS in order to take an integrated approach. The curriculum in English includes time spent on extended writing and the development of grammatical skills. In science, the curriculum places emphasis on enquiry and investigation.
- Teachers use progressive learning objectives that place the student at the centre of the learning. As a consequence, students have to reason how best to apply their knowledge and skills to solve problems. This, together with open-ended questioning by teachers, provides opportunities for students to think critically.
- Students know their strengths in their learning and what they need to improve. They are involved in the assessment process and the setting of targets for future learning. They apply their skills to tasks they might encounter in the world outside school. They make effective use of technology to support their learning.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Overall school performance

Good

1 Students' achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
English 	Attainment	Acceptable	Good
	Progress	Good	Good
Mathematics 	Attainment	Good	Good
	Progress	Good	Good
Science 	Attainment	Good	Good
	Progress	Good	Good
		Foundation Stage	Primary
Learning skills		Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

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

6. Leadership and management

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

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	Acceptable	Good
Mathematics	Good	Good
Science	Good	Good

- Children's attainment in writing is acceptable against the curriculum standards. FS1 children practise activities to develop coordination skills. FS2 children's letter formation is not always correct but, with their knowledge of letter sounds, they begin to write independently. Children listen attentively to stories. By FS2 they begin to read books for themselves. Older children use their imagination to create different endings to well-known stories. The exciting learning environment supports their good progress in speaking, building vocabulary, using language to express themselves and reflecting on their learning.
- Children's attainment against the curriculum standards in mathematics is good. Children confidently use mathematical language, count objects accurately and recognise numbers. FS2 children record numbers, for example when measuring short lengths. Children in FS1 recognise shapes and find out how many sides they have. Older students know the names of 3D shapes and use the vocabulary to describe models they have made. Children can talk about events in their lives and use language related to time.
- In science, children achieve a good level of development against the curriculum standards. In FS1 they explore the world around them and learn vocabulary. Older children with increased language skills talk about their observations. They know the names of materials and observe that some of them float. Children begin to show care for living things and their own environment. They talk about the seeds they have planted and how they need water to grow. They show an increasing understanding of technology and how it can be used.

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

- In Islamic education, most students attain levels that are broadly in line with MoE curriculum standards. Students have adequate knowledge of basic Islamic concepts of faith, names, times of prayers, and names of some prophets. Their recitation skills are just emerging and their ability to reference the Holy Qur'an and Hadeeth is limited. In lessons and over time, students make acceptable progress in acquiring knowledge about values and manners in Islam.
- In Arabic as a first language, most students demonstrate knowledge, understanding and skills in line with curriculum expectations. As a result, they can read and understand familiar texts. However, writing skills are underdeveloped in terms of length and depth. Students' writing often contains spelling mistakes, use of dialect words and unclear structures. Overall a majority of students make better than expected progress in their learning when measured against their low starting points.
- Although internal assessments in Arabic as an additional language show that attainment is good, listening skills are only acceptable and students' abilities to respond to questions in Arabic are underdeveloped. Only a few students are able to answer oral questions with confidence. The majority of students read familiar texts aloud, although only a few understand the main ideas and the key details. Writing skills are emerging and developing gradually. Given most students' starting points, progress overall is acceptable in most aspects of the subject.
- Different groups of students make good progress in English from their various starting points. They build their reading skills at a good pace. Competencies in speaking and writing develop well overall and, despite some variability, the pace of progress is becoming consistently good. As a result, the majority of students' key knowledge, understanding and skills are above those typical of their age at the end of the primary phase when compared to the English National curriculum and international standards.
- In primary mathematics, the majority of students attain levels that are above curriculum standards and make better than expected progress against those standards. The school uses benchmark tests to measure attainment against international standards but, because of the changing school population, these data give a slightly distorted picture. In lessons, a strength is the ability of the students to apply their mathematical skills to solve problems and, as a consequence, the majority of students make good progress against the lesson objectives.

- In science the majority of students attain levels above curriculum expectations. School-based assessments and international benchmark tests indicate that attainment is stronger in the upper years where students demonstrate a more secure understanding of scientific concepts such as electricity flow in circuits. As a result of focused teaching across the phase, almost all students are making rapid progress in the development of their scientific investigative skills. They are beginning to hypothesise and test their ideas by investigating. They are reflecting on and evaluating the outcomes of their practical work.

	Foundation Stage	Primary
Learning skills	Good	Good

- Students are motivated and take increasing responsibility for their learning. Foundation Stage children involve themselves in discussions about what they have learned. Older students keep 'learning journals' and are beginning to use these to record their targets and next steps. In mathematics and science lessons, the strong emphasis on applying skills to problem solving is enabling students to become independent learners.
- As a result of teachers' encouragement, students in both phases talk confidently about how they solve problems. Some find this more difficult as they are limited by their knowledge of vocabulary and language to explain what they mean. Students assist each other well in group situations, contributing ideas to reach common goals.
- Students begin to apply their knowledge and skills to real life situations. They use shopping receipts and bank statements to practise number skills. Primary students recognise the properties of shapes as they find examples of them around school. This makes the learning meaningful for them and increases their understanding.
- Students are developing creativity and critical thinking skills. Foundation Stage children learn to think about problems in adult-led and child-initiated activities. Primary students begin to use different sources of information to solve problems, often without relying on adult help. For example, "Google maps" is used to plan a model of Dubai. Technology skills are increasingly used to support independent learning.

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

	Foundation Stage	Primary
Personal development	Very good	Very good

- Students display a very strong sense of personal responsibility and are able to make decisions about their learning and behaviour. They are used to receiving and giving feedback, which they do effectively. They are developing strong self-confidence and self-esteem in many activities.
- Very good behaviour is evident throughout the school and is very well managed, with minimal intervention from the teachers. The atmosphere in lessons is generally purposeful and calm, and behaviour at break times is very good.

- Students enjoy very strong relationships with staff and each other. They feel valued and supported. Relationships are focused on learning as well as personal development and result in genuine two-way feedback. Students are able to take the lead in relating to others, including those students with special educational needs.
- Students are well aware of how to live a healthy lifestyle. They generally make informed choices from a range of available meals online. Students recognise the value of exercise, which is reflected in their active participation in sports and games.
- Attendance rates are good and students are generally punctual in arriving at school and for lessons throughout the day. Students and their parents are aware of the need for good attendance and its importance to academic achievement.

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

- Students demonstrate good understanding of Islamic values in contemporary UAE society. However, their understanding of the impact of key Islamic values on life in UAE society and its relevance to their own lives is less evident. They have basic knowledge about common practices related to Islam, such as basic worship and dress code.
- Students are knowledgeable about the different aspects of Emirati heritage, culture and history that underpin modern life in the UAE. They take active roles in Emirati national celebrations such as National Day. Primary students understand the importance of UAE efforts to promote sustainability. Children in FS respectfully sing the UAE National Anthem along with their teachers.
- Students are proud of their own culture and heritage. They demonstrate a clear awareness and appreciation of the cultural diversity around them and the opportunities they have to learn about new cultures. They participate in International Day where they learn about the food, history, national dress and many other aspects of other countries.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students are keen to participate actively in the opportunities that are offered to them to contribute to the daily life of the school. They reach their ambitions through a range of councils and committees such as the 'Wanna Read' project, Pink Day and Happiness Day. The student council is beginning to play a very significant role in the life of the school.
- Most students have a positive work ethic. They understand the links between effort and achievement and are ambitious in pursuing and reaching their academic goals. Older students are making valuable contributions to school projects and activities that are benefiting the whole school community.

- Students display a good understanding of environmental sustainability. They engage in competitions to increase the greenery area in the school. The 'Eco Warriors' environment club supports the local community by encouraging and monitoring all classrooms to switch off lights and devices to save energy. The school has not taken such initiatives into the wider community.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- Almost all teachers have a good knowledge of their subjects and most know how their students learn in different ways. In the better lessons, teachers adapt their approaches effectively to match students' developmental stages, their academic ability and potential. In most lessons observed, primary students and children in the FS are given opportunities to make choices in their learning and take responsibility.
- Teachers plan their lessons carefully, keeping in mind the different levels of learners, including those with SEND, to ensure that they are all challenged in their learning. Where practice is particularly effective, plans set realistic expectations. They focus on ensuring students make good progress in developing their understanding of concepts and their skills.
- Most teachers ask open-ended questions to elicit and deepen students' understanding, challenge their thinking and develop their language. This aspect is still a developing feature in the teaching of Arabic as an additional language. Teachers provide ample opportunities for paired, group and whole class discussions, thus ensuring students develop strong collaborative learning skills. As a result, they are eager to share their learning.
- Most teachers have high expectations of their students. They use various strategies to ensure that students are engaged and challenged, and that their needs are met. They set differentiated work according to need, allowing individuals to progress at their own rates. They ensure that students are aware of what they are learning, and increasingly encourage them to reflect on their success as young learners.
- Most teachers are beginning to provide students with age-appropriate opportunities to engage in activities that help promote the development of higher-order thinking skills, such as reflection, evaluation and analysis. They are increasingly encouraging students to think critically when investigating, evaluating and problem solving. In English, mathematics and science, teachers enable students to engage in research, using learning technologies confidently.

	Foundation Stage	Primary
Assessment	Good	Good

- Internal assessment processes are mainly consistent and they are linked closely to curriculum standards. The school tracks the progress of individual students well, through their 'progress points tracking' system.
- The school uses external benchmark tests in order to assess students' attainment and as a measurement of progress. Cognitive tests are also being used as predictors of potential future attainment and for identifying high and low achievers. However, their use as assessment tools has still to be maximised.
- The school analyses its progress data closely in order to identify any significant inconsistencies between actual and potential attainment. Where these occur, teachers and subject leaders investigate the causes to ensure that all students work towards fulfilling their potentials and make the best possible progress.
- All subject leaders are proactive in utilising assessment data to identify the strengths and weaknesses in student performance. Teachers use this information to make appropriate adaptations to the curriculum and to influence teaching styles.
- Teachers have a good knowledge of the strengths and weaknesses of their students and they plan accordingly to meet the needs of individuals. The students self-assess their learning and they play a part in the target-setting process. Written feedback reinforces this element; in students' workbooks there are ongoing dialogues between the teachers and the students.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The curriculum has a clear rationale based on the English National Curriculum, covering all of the required subjects and the elements within them. Activities generally promote interest and enjoyment. Key subjects are given the appropriate amounts of time. The curriculum provides a balance of knowledge, skills and understanding across subjects and promotes innovation effectively. It meets statutory requirements.
- The curriculum is planned to ensure progression in all subjects. The curriculum map provides direction on how to support the development of students' knowledge, understanding and skills as they move through the school. Continuity of learning is generally smooth at transition points, although the writing curriculum in FS does not provide a strongly secure foundation for Year 1.
- FS children frequently choose what to do, although adults sometimes miss opportunities to intervene to promote learning in the outdoor area. In the primary phase, students continue to have ample opportunities to make choices about which aspects of a topic they wish to learn more deeply. For example, at the time of the inspection, Year 6 students had chosen to learn about South America in their work linked to tourism and civilisation.

- Cross-curricular links are meaningful and planned. Links made in planning also allow good opportunities for students to develop skills of critical thinking. Subject specific terms are used to good effect in lessons, including mathematics. Opportunities are sometimes missed, however, to enable students to apply their literacy skills in Islamic education and science, particularly in lower primary.
- The school regularly reviews its curriculum in relation to students' achievements and addresses any gaps. This has led to a well-placed focus on students' writing in the lower primary phase. Reviews take full account of the UAE National Agenda priorities. Provision across subjects is good, and improving with the addition of very relevant initiatives. However, improvements have not had their full effect on student achievements.
- The UAE social studies curriculum is taught in English and in Arabic and integrated with other subjects throughout the school. It is enriched through educational visits and celebrations of festivals specific to Dubai. Strengths in teaching include meaningful practical activities, such as when Years 5 and 6 students act as archaeologists to discover UAE's past. FS children and primary students show real interest in their learning and concentrate well during the engaging activities. While teachers monitor students' learning, there is currently no formal recording of individual students' progress and attainment in social studies.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good

- The curriculum is adapted well. Programmes include work with sufficient challenge for most students of differing abilities including those with SEND and the more able. Year 1 students are accurately grouped for phonics, with a good match between challenge and individual students' skills. However, this is not seen consistently across all subjects, abilities and age groups.
- The curriculum is interesting, offering a range of opportunities during and after school. Innovation Week and an Innovation Station in FS enable students to try new approaches to learning. Students contribute to community events including a 'community book picnic'. A variety of extra-curricular activities includes a Happiness Club in response to the UAE National Agenda. The school extends its extra-curricular activities to FS children.
- Meaningful and engaging learning experiences enable almost all students to develop a clear understanding of the UAE's values, culture and society. Links with Emirati culture and UAE society include a FS topic on 'My Dubai', a Year 2 focus on heritage and desert life, and Year 5 and 6 learning about the history of the UAE and Islamic civilisation.

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

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

- Safeguarding policies are comprehensive and very well understood by all staff and students. Students are fully aware of what to do if they feel unsafe. Students, staff and parents receive advice to ensure that learning technologies are used safely.
- The school is very clean and hygienic. Students are carefully supervised in all circumstances requiring safety considerations, including dismissal and arrival. All safety checks are meticulously carried out and emergency evacuation drills are held both announced and unannounced.
- Record keeping to support health and safety is rigorous, detailed and efficient. Analysis of health and safety arrangements are thorough and complete. Concerns are followed up and dealt with effectively. Some parts of the premises are new and awaiting sign off from the contractors.
- The school has excellent facilities for learning which are very well maintained. These include specialist rooms for sports, swimming and the arts. Classrooms are spacious, well-lit, well-ventilated and well resourced. Students with mobility restrictions have access to all facilities and arrangements are in place to ensure their access to the new sports facilities.
- The promotion of a healthy lifestyle is embedded in the school curriculum. The strong focus on well-being and living healthily is evident throughout the school. Outside contractors are used for the provision of food and are subject to rigorous health and safety checks.

	Foundation Stage	Primary
Care and support	Good	Good

- Relationships at all levels are positive. Students have confidence in the staff who care for them and confide their concerns and seek guidance when necessary. Systems for promoting good behaviour are set out clearly in the school's behaviour policy which is shared with students and their parents. Any problems that arise are dealt with quickly and sensitively.
- Systems for monitoring attendance and punctuality are very effective and ensure that students and their families are aware of the need for prompt and regular attendance at school.
- The school has robust systems for the identification of students with special educational needs and disabilities (SEND). Policies, assessments and processes support admission of students with SEND and their inclusion in the school. Identification of students who have gifts and talents has begun and the school is aware of the need to refine this process and provide them with greater support and challenge.
- Individual education plans (IEPs) are detailed and helpful in providing clear guidance for teachers to support students in class. They are used consistently. Although the quality of support is improving, it remains variable across subjects, which limits the progress made by a minority of students.

- The school has very strong systems for monitoring the well-being and personal development of students. The good relationships within the school give students the confidence to ask for support when necessary. The school provides excellent advice and guidance for transition within the school and is developing its processes for transition from Years 6 to 7 as it grows. Parents greatly appreciate and value the advice given.

Inclusion

Provision and outcomes for students with SEND

Good

- The school has an inclusive ethos. Leaders are enthusiastic and bring a broad range of knowledge and skills to the department. The school has a very positive approach to inclusion and teachers are meeting the learning needs of almost all students in the classrooms.
- Policies, procedures and appropriate assessments are in place. They support the rigorous identification of SEND students. Outside agencies and the additional support from the Kings' group of schools, contribute to the process as required. Arrangements have been put in place for identifying students with gifts and talents. This is in its early stage of development.
- The recently appointed leaders of the department are improving the school's partnerships with the parents of children with SEND. SEND staff explain the school's policy, send regular emails, and develop focused and personalised review processes, with accessible action plans and personal learning goals. Parents very much appreciate these procedures and plans. They value the forms of guidance and use them to support their children at home.
- Effective support is available in withdrawal, group and in-class lessons. The individual action plans target most aspects of learning and the development of students. Guidance for teachers is developing further with a range of professional training to enhance their skills. Closer monitoring, through tracking of data and reviews of action plans, provides a secure evidence base to support progress.
- Overall, students with SEND make good progress in the majority of core subjects and a few non-core subjects. Tracking of progress is being further developed to accommodate the targets set in each student's action plan and academic milestones.

6. Leadership and management

The effectiveness of leadership

Good

- The new principal, working with the leadership team, is acting quickly to establish a clear sense of direction. Leaders work collectively to communicate a strong vision which is focused on improving outcomes for all students. The UAE national and Emirate priorities are being incorporated into all aspects of provision. Lack of time has prevented sustained impact. However, a strong inclusive identity is emerging.
- The school is gaining a clear knowledge and understanding of the best practices that produce high quality learning outcomes. Middle leaders are involved in supporting teachers and improving the quality of teaching for effective learning. A positive learning culture has been established which is both inclusive and focused on meeting the needs of all groups of students.
- Relationships and communication between all stakeholders are increasingly effective. Senior leaders are changing the priorities to ensure the learning and personal development needs are continually met. As a result of this increased accountability for all staff, there is a sense of empowerment and energy, resulting in a purposeful and positive morale throughout the school.
- The capacity to improve is characterised by a clear willingness from all staff to sustain improvements, learn from best practice and secure very good outcomes for all students. All members of staff are collectively working on and developing strategies to sustain and improve students' achievements.
- As a result of strengthened partnerships with all stakeholders, a positive impact on student outcomes is being delivered. Leaders and staff are very diligent and ensure the school is fully compliant with all statutory and regulatory requirements.

School self-evaluation and improvement planning

Good

- Key strengths and areas for development are accurately identified by the senior leadership team. This enables all staff to build on students' achievements and provide a clear direction for the improvements needed. Rapid progress is being made in increasing students' achievement as a result. However, the precise targets and monitoring to sustain improvements are not in place.
- Middle leaders are increasingly empowered and involved in the monitoring the quality of teaching and learning. They work with senior leaders to follow up monitoring and provide support to teachers who require it. However, the in-depth and precise evaluation of monitoring outcomes which focus on underachieving groups of students is not embedded across the school.
- Following monitoring and evaluation, comprehensive action plans are being developed to cover all aspects of school provision including the promotion of UAE national priorities. However, the intended outcomes identified in the plans are not always precisely and specifically linked to the sustainable improvement of learning for all groups of students.

- As the school is only in its third year of operation, sustained improvements are not yet evident. However, the new leadership team and staff are working very effectively. They respond critically and thoughtfully to all recommendations made in external reviews. As a result, significant and considerable improvements are evident in all aspects of the school's provision.

Partnerships with parents and the community

Very good

- A strong sense of partnership with parents is being established. There is a wide variety of opportunities for parents to be involved and learn how to support their children. These include weekly interactive workshops on different aspects of provision, which are well attended. As a result, the school's sense of community and identity is being strengthened. This is having a positive impact on learning and personal development.
- A range of very effective communication strategies is now in place. Parents appreciate the use of learning journals which encourage reflection by students and their families on how learning can be built upon and improved. The principal responds to all feedback and communication from parents with a "you said-we did" approach which has been very successful in securing commitment to the school.
- Reports on academic progress of students are well presented and comprehensive. They are explained clearly to parents and understood by them. They include standard age scores in English, mathematics and science. These enable parents to see how well their children are doing when compared to international standards and to provide appropriate support for learning.
- The establishment of FONASS (Friends of Nad Al Sheba School) is strengthening the partnerships with parents and the wider community. As a result, the school is building a strong community identity which is clearly focused on improving learning outcomes for all students.

Governance

Good

- Stakeholders are well represented on the governing board. The views of parents are sought regularly and monthly meetings are held with FONASS. The meetings cover all aspects of school provision. Governors are quick to address concerns and follow up suggestions.
- In the first two years since the opening of the school, the governors have been concerned to provide the best facilities. Governors now focus on educational outcomes and challenging school leaders on assessment data. Clear targets are set. However, these are not followed up systematically to measure the impact and improvements in learning outcomes.
- Governors have appointed effective leaders and are focussed on improving learning for all groups of students. The systems of accountability to ensure long term improvements of student achievements are in the earliest stages of development.

Management, staffing, facilities and resources

Very good

- Leaders have brought stability and a clear sense of direction to all aspects of day-to-day management. Their high visibility and responsiveness ensure that routines are implemented effectively and are all related to delivering high quality learning experiences.
- The school is appropriately staffed. Teachers are suitably qualified and clear about the school's vision and mission. Professional development is increasingly targeted to enable staff to meet the needs of different groups of students. Learning assistants are included in a programme to improve outcomes for students.
- Now that all premises are complete, the school has an extensive range of facilities that promote learning. Classrooms are adapted to enable students to extend their thinking and creativity. The Imagine Create Explore (ICE) room is an example of the adaptations being made to the facilities to provide a focus on innovation and different ways of learning. The impact is emerging but not measured.
- A wide range of resources including learning technologies is being used well to promote teaching and learning. These resources provide students with choices and support the development of learning and subject specific skills.

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	122
	2015-2016	0
 <p>Teachers</p>	17	
 <p>Students</p>	0	

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

- Over half of the parents registered with the school responded to the surveys.
- Almost all of them are positive about all aspects of the school's provision.
- Parents are appreciative of the changes made by the new leadership team.
- They highlight a very positive focus on learning.
- Teachers who responded to the survey are very appreciative of opportunities provided by the school and report a very positive learning environment and high morale.

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