

# INSPECTION REPORT

2022-2023



**DUBAI BRITISH SCHOOL**

**UK CURRICULUM**

**OUTSTANDING**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

|  |                            |                           |
|--|----------------------------|---------------------------|
|  | Location                   | Emirates Hills            |
|  | Opening year of School     | 2005                      |
|  | Website                    | www.dubaibritishschool.ae |
|  | Telephone                  | 97143619361               |
|  | Principal                  | Sarah Jane Reynolds       |
|  | Principal - Date appointed | 8/15/2022                 |
|  | Language of Instruction    | English                   |
|  | Inspection Dates           | 21 to 25 November 2022    |

### STUDENTS

|  |                                       |                |
|--|---------------------------------------|----------------|
|  | Gender of students                    | Boys and girls |
|  | Age range                             | 3 to 18        |
|  | Grades or year groups                 | FS1 to Year 13 |
|  | Number of students on roll            | 1179           |
|  | Number of Emirati students            | 3              |
|  | Number of students of determination   | 107            |
|  | Largest nationality group of students | UK             |

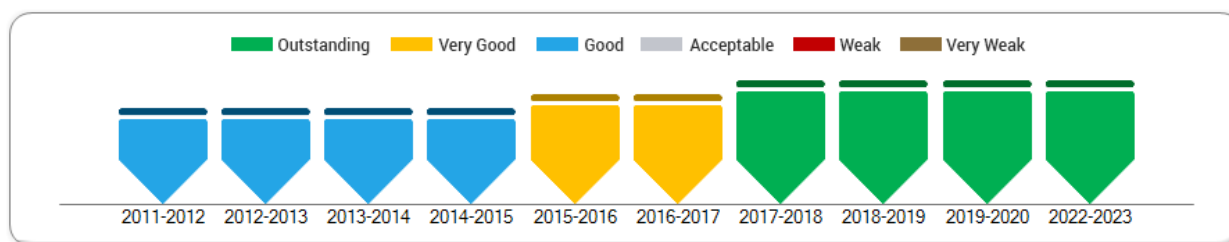
### TEACHERS

|  |                                       |         |
|--|---------------------------------------|---------|
|  | Number of teachers                    | 94      |
|  | Largest nationality group of teachers | British |
|  | Number of teaching assistants         | 31      |
|  | Teacher-student ratio                 | 1:13    |
|  | Number of guidance counsellors        | 2       |
|  | Teacher turnover                      | 20%     |

### CURRICULUM

|  |                                 |              |
|--|---------------------------------|--------------|
|  | Educational Permit/ License     | UK           |
|  | Main Curriculum                 | UK           |
|  | External Tests and Examinations | GCSE A LEVEL |
|  | Accreditation                   | BSO          |

### School Journey for DUBAI BRITISH SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- In almost all year groups students make outstanding progress in English, mathematics, and science. Primary students make at least good progress in Islamic Education and Arabic. In Secondary, progress slows, especially for students for whom Arabic is a first language. Throughout the school students have exceptional learning skills which enable them to take responsibility for their own learning.
- Students have highly positive and responsible attitudes to learning. Behaviour in lessons and around the school is exemplary. Their understanding of Islamic values and how these can be included in their daily lives is outstanding. They have an excellent understanding of social responsibility and sustainability issues. Students use their initiative to instigate and lead projects in support of others and the environment.

### PROVISION FOR LEARNERS

- Teaching is often outstanding, particularly in English, mathematics, and science. Most teachers know their students very well and use this knowledge to plan and implement learning activities that ensure they achieve exceptionally well, both personally and academically. Teaching is not as effective in Islamic Education and Arabic as a first language, and particularly in Secondary and Post-16.
- In most year groups and subjects, the curriculum is designed and implemented expertly to ensure that students' learning builds progressively from one year to the next. This is not a strong feature of curriculum implementation in Islamic Education and Arabic, where progression in learning is not planned well enough. The curriculum is modified effectively to meet the needs of most groups of students.
- Health and safety, including practices for child protection, are outstanding. Students are provided with excellent levels of care and support which contribute significantly to their wellbeing. The school provides highly-effective personal and academic guidance for all students, including students of determination.

### LEADERSHIP AND MANAGEMENT

- Led expertly by the principal, most leaders provide strong educational leadership. Parents are encouraged to work in close partnership with staff. The school's facilities and resources contribute to the very positive learning environment enjoyed by students. Self-evaluation processes are effective in identifying priorities for further improvement. Governors have an in-depth knowledge of the school.

### The best features of the school:

- The achievement of students in English, mathematics, and science
- Students' leadership skills, work ethic, and sense of social responsibility
- The attention given to the health, safety, care and wellbeing of students and staff
- The outstanding partnerships developed with parents
- The inclusive ethos that permeates all aspects of school life

### Key Recommendations:

- Raise the attainment of students in Islamic Education and Arabic as a first language by:
  - ensuring lessons are planned and implemented with clear learning intentions aligned to the appropriate curriculum standards;
  - raising teachers' expectations of what students can achieve;
  - enabling students to make best use of their learning skills to move their learning forward;
  - rigorously measuring the impact of teaching on students' progress and taking prompt action to address identified weaknesses.

## Overall School Performance

# Outstanding

### 1. Students' Achievement

|   |            | Foundation Stage | Primary     | Secondary    | Post-16        |
|---|------------|------------------|-------------|--------------|----------------|
| <p>Islamic Education</p>                | Attainment | Not applicable   | Good        | Acceptable   | Acceptable     |
|   | Progress   | Not applicable   | Good        | Good         | Good           |
| <p>Arabic as a First Language</p>       | Attainment | Not applicable   | Good        | Acceptable   | Acceptable     |
|   | Progress   | Not applicable   | Good        | Acceptable ↓ | Good           |
| <p>Arabic as an Additional Language</p> | Attainment | Not applicable   | Good        | Good         | Not applicable |
|   | Progress   | Not applicable   | Very good   | Good         | Not applicable |
| <p>English</p>                          | Attainment | Outstanding      | Outstanding | Outstanding  | Outstanding ↑  |
|   | Progress   | Outstanding      | Outstanding | Outstanding  | Outstanding    |
| <p>Mathematics</p>                      | Attainment | Outstanding      | Outstanding | Outstanding  | Very good      |
|   | Progress   | Outstanding      | Outstanding | Outstanding  | Outstanding    |
| <p>Science</p>                          | Attainment | Outstanding      | Outstanding | Outstanding  | Very good ↑    |
|   | Progress   | Outstanding      | Outstanding | Outstanding  | Very good      |
|   |            | Foundation Stage | Primary     | Secondary    | Post-16        |
| <b>Learning skills</b>                  |            | Outstanding      | Outstanding | Outstanding  | Outstanding    |

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

|   | Foundation Stage | Primary     | Secondary   | Post-16     |
|---|------------------|-------------|-------------|-------------|
| Personal development  | Outstanding      | Outstanding | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good        | Outstanding | 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      | Outstanding | Outstanding | Outstanding |
| Assessment                      | Outstanding      | Outstanding | Outstanding | Outstanding |

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

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

|  | Whole school                 | Emirati cohort        |
|--|------------------------------|-----------------------|
| <b>Progress in international assessments</b> | <b>is above expectations</b> | <b>Not applicable</b> |

- Most students made better than expected progress in the National Agenda (NA) assessments. In TIMSS, the majority of students made better than expected progress in mathematics, and science. In PISA students made better than expected progress in reading, science, and mathematics.

|  | Whole school                 |
|--|------------------------------|
| <b>Leadership: data analysis and curricular adaptation</b> | <b>is above expectations</b> |

- Through the rigorous analysis of NA assessment information, leaders systematically identify gaps in learning. From this they adapt teaching and modify the curriculum. Teachers in English, mathematics, and science use this information to close any gaps in learning.

|   | Whole school                 | Emirati cohort        |
|---|------------------------------|-----------------------|
| <b>Improving reading literacy and wider learning skills</b> | <b>is above expectations</b> | <b>Not applicable</b> |

- Across the school, most students have reading, and comprehension skills, which are above expectations. Most students demonstrate a high level of reading independence, can solve problems, analyse, and research information from various sources.

**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

#### For Development:

- Ensure more effective use of NA test information is in place to support students in their progression into post-16 science.



## Wellbeing

### The quality of wellbeing provision and outcomes is at a very high level:

- There is a clear focus on building wellbeing across the school. Practices and policies are regularly updated. Leaders operate systematic self-review procedures which feed into the wellbeing development plan. Senior leaders, staff and relevant stakeholders are held to account for provision and outcomes. The school systematically collects, analyses, and uses data, including information from student, parent, and staff surveys, to monitor and refine the approach to wellbeing. The result is improved strategies to measure wellbeing and engagement.
- The school employs very effective strategies to enable all to have access to wellbeing support. It provides individualised care and guidance for students, teachers and parents. Leaders prioritise the wellbeing of staff ensuring that care and support is available at the point of need. Feedback from regular surveys are used to provide a wide range of wellbeing events and initiatives that engage students, parents and other stakeholders. Social and emotional skills are taught explicitly to build resilience.
- School routines and resources are well planned to promote the wellbeing of students. The school is successful in implementing a comprehensive approach to wellbeing development, including the enhanced curriculum programme. The embedding of wellbeing in the curriculum helps to develop students' awareness of emotions and how to self-regulate. Students report that they feel safe, valued, and fully engaged in the life of the school. Their positive attributes are consistent features of their learning and their wellbeing.

## UAE social studies and Moral Education

- UAE social studies and moral education is taught in English, as an integrated course using the latest moral, social and cultural (MSC) framework. The course is taught by subject and year-team leaders for 90-minutes a week in Year 2 to Year 6 and two 50-minute periods a week in Year 7 to Year 10. Moral education is taught in Year 10 to Year 13 in one period a week.
- Students use MSC textbooks throughout, supplemented by presentations and assignments. Aspirational targets are set in Primary based on the previous year's work and outcomes. In Secondary, history and geography targets are used. The assessment of MSC is against the same four-point scale as used in other primary subjects, and the nine-step scales used in Secondary. Reports to parents are in line with other subjects.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education


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

- Students' understanding of Islamic principles in Primary is stronger than in the upper phases. Non-Arab Muslim students' knowledge of the Prophet's (PBUH) biography is marginally stronger than other groups of students. Students in the lower year groups in Primary and Secondary make slightly faster progress than in other year groups.
- Students have a clear understanding of most Islamic elements for instance, the Pillars of Islam and recent Islamic issues. Students' recitation skills and faith are less strong. Although their progress in memorisation and Islamic law is good, it is slower in recitation skills and in the ability to make links between Islamic elements.
- Teachers have begun to start their lessons with Holy Qur'anic memorisation practice to improve students' rate of progress. However, this is still at an early stage of implementation and has not had an impact on students' recitation skills.

#### For Development:

- Improve students' recitation skills, Islamic faith, and their understanding of Seerah.
- Develop students' ability to link the different elements of Islamic Education and to quote verses from The Holy Qur'an.

#### Arabic as a First Language

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

- Students' achievement in Primary is higher than other phases. Students' progress in Secondary has slowed since the last inspection, due to their limited language skills and the low expectations set for them.
- Students' reading, listening, and comprehension skills are particularly strong in Primary. However, the use of standard Arabic is limited across all phases. Independent and creative writing, particularly in Secondary and post-16 lessons, is underdeveloped.

- The writing skills of students in Primary are developing well because of increased opportunities to write on a variety of topics. These skills are not developed progressively in subsequent phases.

**For Development:**

- Improve students' oral communication skills.
- Develop secondary and post-16 students' writing skills.

**Arabic as an Additional Language**

|            | Foundation Stage | Primary   | Secondary | Post-16        |
|------------|------------------|-----------|-----------|----------------|
| Attainment | Not applicable   | Good      | Good      | Not applicable |
| Progress   | Not applicable   | Very good | Good      | Not applicable |

- In Primary, students make rapid progress in their ability to read and understand simple texts related to everyday life and their personal experiences. Progress slows in secondary lessons as the demands of the curriculum increase.
- Primary students communicate confidently using memorised words and expressions. In Secondary, although students can answer direct questions, oral responses to a range of Arabic texts are inconsistent across the year groups.
- Students respond positively to guided writing. Their ability to generate creative, independent writing pieces is inconsistent, particularly in Secondary.

**For Development:**

- Improve secondary students' speaking and independent writing skills.

**English**

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

- Children make rapid progress and achieve high levels of literacy by the end of FS. From high starting points in the primary phase, students make consistent progress in their appreciation of language and literature. Overall, girls make better progress than boys in developing their writing skills.
- Speaking, listening, and literacy skills are strong throughout the school, particularly in Primary. Students are attentive listeners and confident, eloquent speakers. Most students can analyse a range of texts and present carefully structured pieces of writing using a wide vocabulary range.
- A continuous emphasis on developing reading skills, in all phases, means students enjoy reading a variety of texts. The focus on improving writing skills has helped students develop a fluent cursive writing style, resulting in neat and well-presented handwriting.

**For Development:**

- Focus specifically on the development of writing skills among boys across all phases.

## Mathematics

|            | Foundation Stage | Primary     | Secondary   | Post-16     |
|------------|------------------|-------------|-------------|-------------|
| Attainment | Outstanding      | Outstanding | Outstanding | Very good   |
| Progress   | Outstanding      | Outstanding | Outstanding | Outstanding |

- In FS and Primary, students make rapid progress in the development of number skills. Secondary and post-16 students make strong progress in developing the skills needed to tackle examination papers across the range of topics.
- Students demonstrate a secure understanding of number and shape. The attainment of post-16 students is hindered by weaknesses in their organisation of solutions and frequent algebraic errors. Students in Secondary and Post-16 do not have sufficient opportunities to consolidate a wider range of skills.
- The introduction of a structured scheme for teaching mathematics from FS to Year 9 is ensuring that students continue to make rapid progress and reach high standards across all elements of mathematics.

### For Development:

- Prioritise students' skills, particularly in Secondary and Post-16, in creating structured solutions to multiple-step problems.

## Science

|            | Foundation Stage | Primary     | Secondary   | Post-16     |
|------------|------------------|-------------|-------------|-------------|
| Attainment | Outstanding      | Outstanding | Outstanding | Very good ↑ |
| Progress   | Outstanding      | Outstanding | Outstanding | Very good   |

- In FS children rapidly develop an understanding of what it is to be a scientist. In other phases, students develop strong knowledge and understanding of enquiry processes and scientific reasoning. Post-16 students' attainment is stronger in physics than in biology and chemistry.
- In Primary, students can explain how to set up an accurate scientific investigation with a secure understanding of the correct equipment needed. Students' knowledge and skills continue to progress at a rapid rate in secondary lessons, particularly in their ability to use specific scientific vocabulary.
- Teachers carry out rigorous analyses of students' answers to A-level examination papers. They use this information to identify gaps in students' learning and adjust teaching to close those gaps.

### For Development:

- Improve action planning to accelerate attainment in A-level biology and chemistry.

## Learning Skills

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

- Most students are highly-motivated independent learners. They take responsibility for their own learning as they apply what they have learnt to different contexts. Higher-order thinking skills are well developed and used efficiently in the exploration of subjects from different perspectives.
- Students are keen to learn collaboratively, share ideas, and solve problems. They discuss their understanding, challenge one another's views, and negotiate agreements. They often reflect and evaluate their own work and communicate their learning well.
- Most students make meaningful links between their learning, the wider world, and their own personal experiences. They are highly competent in the use of technology to support their learning. However, students' outstanding learning skills are not used well enough to improve their learning in Islamic Education and Arabic.

### For Development:

- Align students' learning skills in Islamic Education and Arabic with those in other subjects.

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

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

- In all phases, students have mature and responsible attitudes to their work, and display outstanding standards of behaviour. They are very caring and sensitive to the needs of others. They have friendly respectful and supportive relationships with one another and with their teachers.
- The school provides a wide range of activities and initiatives to strengthen students' personal development. As a result, students understand the importance of adopting healthy lifestyles and make wise decisions regarding their health and safety.
- Students are provided with many opportunities to take on leadership roles and many act as positive role models for their fellow students. Most are in regular attendance and punctual at the start of the day and to lessons.

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

- Students' understanding of Islamic values' and how these impact on life in the UAE is strongest in the primary phase. Students' knowledge of their own cultures, heritage and traditions is slightly stronger in Secondary than elsewhere.
- Students demonstrate a deep knowledge of cultures from around the world. However, their knowledge of Emirati traditions and heritage that underpin and influence modern life in Dubai is less secure.
- The school provides a good range of special assemblies, activities, and initiatives to promote and strengthen students' knowledge and understanding of the Emirati culture.

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

- Students, particularly in Secondary, take the initiative in establishing a wide range of activities that promote social and environmental responsibility, community engagement and charity work.
- Students have positive attitudes to learning and show pride in their work. They have an excellent work ethic, are resourceful, highly creative, and very active in the life of the school.
- Students manage their own projects and are developing as responsible leaders. They engage in recycling and environmental projects throughout the school. Many of these schemes are initiated by students themselves.

#### For Development:

- Improve the consistency in students' understanding of Emirati traditions and heritage in all phases.

### 3. Teaching and assessment

|                                 | Foundation Stage | Primary     | Secondary   | Post-16     |
|---------------------------------|------------------|-------------|-------------|-------------|
| Teaching for effective learning | Outstanding      | Outstanding | Outstanding | Outstanding |

- Students across all phases benefit from high-quality teaching and learning experiences. Teachers use their subject knowledge and skills expertly to plan purposeful and engaging lessons which enable students to be very successful learners. Teaching of this quality is less evident in Islamic Education and Arabic.
- In most lessons, teaching is characterised by high expectations of what students can achieve through suitably challenging tasks. Time and resources are used very well to motivate and interest learners. Technology is used effectively, and regularly, to support learning
- Relationships are a strength. Teachers know their students very well and most use this information to plan lessons which meet students' differing learning needs. Effective and probing questioning is used to develop students' critical thinking and their problem-solving skills.

|            | Foundation Stage | Primary     | Secondary   | Post-16     |
|------------|------------------|-------------|-------------|-------------|
| Assessment | Outstanding      | Outstanding | Outstanding | Outstanding |

- Internal assessment processes are consistent and linked to the school's curriculum. They provide reliable measures of attainment and progress and are systematically benchmarked against a range of external measures.
- Assessment data are systematically gathered and analysed alongside the careful tracking of students' progress. Leaders and teachers use this information to modify teaching and learning activities, so that the needs of all groups of students are met.
- The school is constantly refining its assessment procedures, so that high-quality information is available to guide the learning process. Recently, this has included the improvement of formative assessments in the classroom.

#### For Development:

- Enhance the quality of teaching and use of attainment information in Islamic Education and Arabic.

## 4. Curriculum

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

- The curriculum is aligned with the National Curriculum for England and includes the new Early Years Foundation Framework (EYFS). The innovative use of an enhanced curriculum, including projects in science, technology, engineering, arts, and mathematics, effectively support students' academic and personal development.
- Curriculum design ensures that students' learning builds progressively. Progression in learning is less well-planned in Islamic Education and Arabic as a first language. Option choices in Secondary and Post-16, effectively meet students' interests and aspirations.
- The curriculum is reviewed and adjusted in the light of internal and external data, and in response to regulatory changes. Wellbeing and the care and support of students is considered when designing and implementing the curriculum.

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

- The curriculum is adjusted well to meet the needs of students, particularly in English, mathematics, and science. Most teachers identify the needs of individuals and groups and modify learning activities to ensure students' needs are met.
- The curriculum includes innovative ways of meeting students' academic and personal needs. Physical education has been introduced in Post-16. Extra-curricular activities, many of which are student-led, enhance students' interests.
- Curriculum coverage of Emirati culture, UAE society and cross-curricular links have been enhanced through the introduction of moral, social and cultural studies, which now extend to FS. Additional curriculum time is allocated in Primary and Secondary to these topics.
- Arabic is taught in FS2 for 50 minutes per week.

### For Development:

- Broaden curriculum planning in Islamic Education and Arabic as a first language, to ensure progression in students' learning.



## 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 |

- Safeguarding students is a particular strength of the school. All staff receive safeguarding training. There are accurate records of any incidents and risk assessments are regularly reviewed. The medical team advise staff on any student medical issues.
- The school environment is safe, hygienic, and secure, with excellent supervision by staff and student leaders. There are weekly site checks. School transport is monitored with vigilance, as is gate security.
- Healthy living is strongly promoted throughout the school. Teachers, parents, and medical staff all contribute to this aspect of the school curriculum. The school meets all legal and regulatory requirements, including emergency evacuation drills.

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

- Relationships between staff and students are respectful and friendly. Mutual trust and confidence are evident in their interactions. The systems for managing student behaviour are highly effective and the school's approach to promoting attendance and punctuality is very successful.
- The school has an efficient system for accurately identifying students of determination and those who are gifted and talented. The primary and secondary inclusion leads are committed to the early identification and personalised interventions, which provide appropriate support and challenge.
- The wellbeing and personal development of students are given high priority and monitored closely. Information gathered through interviews and surveys is used to provide effective personal and academic guidance. Support for students in Islamic Education and Arabic is inconsistent.

### For Development:

- Ensure greater consistency in the support for students in Islamic Education and Arabic as a first language.

## Inclusion of students of determination

|  |             |
|--|-------------|
| Provision and outcomes for students of determination | Outstanding |
|--|-------------|

- Governors and leaders promote a highly-inclusive ethos. Provision for students of determination is responsive to need and accountable for outcomes. Well-developed policies and plans are very effective in ensuring that provision is consistent and supports students’ progress.
- Effective procedures ensure accurate and detailed identification of any additional learning needs. Interventions are well matched to the type and level of support needed. The school has an accurate understanding of the range of barriers to learning experienced by students.
- The school places parents at the centre of its provision. Formal and informal reporting reflects individual learning priorities. Parents are informed about the targets aligned to their children’s starting points and profile of needs, including their personal and social development.
- Provision is modified very effectively to meet students’ needs. This ensures students are engaged in appropriate learning activities. Curriculum modifications promote independence and ensure that interventions and support from a learning assistant are effective.
- Students’ work and teachers’ assessments show rapid progress in relation to individual learning targets. Students contribute to the design, implementation, and review of their individual education plans. For older students, this includes the development of transition plans.

## 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 |

- The principal has successfully led staff in realising the school vision and ensuring that this is a harmonious and inclusive school where students thrive. Most leaders demonstrate a strong understanding of the best educational practices. Very strong relationships and highly-effective systems of communication are evident at all levels. Leaders demonstrate a strong capacity to continue to improve the school.
- External test data are used very effectively to moderate internal assessments and inform the self-evaluation process. A range of systems are used to monitor the impact of teaching on the achievement of students. Recording systems linked to monitoring do not always support the accuracy of the evaluations made. Although improvement plans for Islamic Education and Arabic are generally coherent and contain measurable targets, leaders have an over-optimistic view of the impact of the actions to bring about improvement in these subjects.
- Parents are very supportive of the school and greatly appreciate the sense of community which enables them to be full partners in their children’s education. Systems of communication are regular and of a high quality. Formal reports help parents to understand how well their children are achieving. In most subjects, the reports provide guidance as to how parents can support further improvement. Community partnerships are used very well to provide extended curriculum opportunities.
- The views of all stakeholders are represented in the governing board. Through school reviews and reports from school and subject leaders, governors have a clear view of the school’s performance. The board effectively challenges school leaders and holds them to account for students’ personal and academic achievement.
- The day-to-day operation of the school is efficient, and effective use is made of the available time. Teachers are deployed according to their subject specialisations and benefit from a wide range of training opportunities. These are focused on individual and whole-school improvement targets. The school premises are well maintained, and most subjects are well resourced. However, resources for Islamic Education and Arabic are limited.

### For Development:

- Monitor the impact of improvement actions on the outcomes of students in Islamic Education and Arabic.
- Expand the resources to support teaching and learning in Islamic Education and Arabic.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)