

INSPECTION REPORT

2022-2023



CAMBRIDGE INTERNATIONAL SCHOOL

UK CURRICULUM

GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Twar
	Opening year of School	1983
	Website	www.gemscis-dubai.com
	Telephone	97142824646
	Principal	Stephen Brecken
	Principal - Date appointed	8/1/2022
	Language of Instruction	English
	Inspection Dates	31 October to 03 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	2806
	Number of Emirati students	32
	Number of students of determination	87
	Largest nationality group of students	Indian

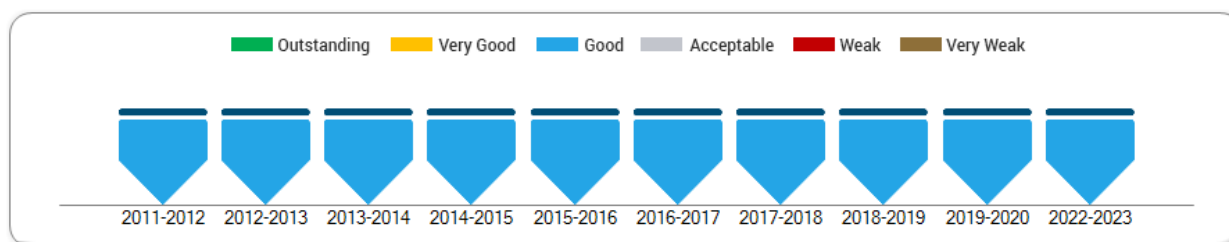
TEACHERS

	Number of teachers	151
	Largest nationality group of teachers	Indian
	Number of teaching assistants	26
	Teacher-student ratio	1:19
	Number of guidance counsellors	1
	Teacher turnover	0

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, A level,
	Accreditation	BSO

School Journey for CAMBRIDGE INTERNATIONAL SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment in Islamic Education and Arabic is generally acceptable. Progress is good, given students' starting points. Attainment in English and mathematics is stronger than it is in science. Attainment in the Foundation Stage (FS) is very good because children enjoy their lessons and are eager to learn. They routinely use learning technologies to research and explore lines of enquiry.
- Students' Islamic values, social responsibility, innovation skills and understanding of world cultures are outstanding across all phases. Students are very mindful of the community and take on many leadership roles. Personal development is stronger in FS and in the post-16 phase because students are more independent and self-reliant.

PROVISION FOR LEARNERS

- The quality of teaching is very good in FS and the post-16 phase, where it is much more consistent, and lesson planning is well considered. Teachers have secure subject knowledge and strong understanding of how students learn. Assessment procedures are well matched to the curriculum. The effective use of assessment data is not an established feature of lesson planning or teaching.
- The curriculum has a very clear rationale aligned to the school, Dubai and UAE visions. It promotes innovation and challenge well. It is very good in FS and the primary phase. It is outstanding in the secondary and post-16 phases, where it is extended beyond requirements to provide courses that are well suited to students' needs. Course options offer older students extensive choices and positive learning experiences.
- Arrangements for health, safety and child protection are very good. The school provides a safe, secure and supportive environment for students. Safeguarding training is extensive. Support for students of determination is good. The school has very robust systems for monitoring the health, welfare and wellbeing of all students, especially those in the post-16 phase.

LEADERSHIP AND MANAGEMENT

- The principal and vice-principal are highly effective. Leaders know the strengths and weaknesses of the school. Improvement planning lacks focus, but leaders are addressing this deficiency. Relationships are strong and staff morale is high. Partnerships with parents and the community are outstanding. The governing board represents all stakeholders and provides appropriate support and challenge to the school.

The Best Features of The School:

- The very good, and occasionally outstanding, provision for children in FS and students in the post-16 phase.
- Students' Islamic values, social responsibility, innovation skills and understanding of world cultures.
- The provision for students' health, safety, care and support, and the effective promotion of their welfare, wellbeing and mental health.
- The ambitiously structured curriculum in the upper grades of the school.
- The dedication of senior leaders to improvement.

Key Recommendations:

- Improve the quality and consistency of teaching and learning by:
 - providing greater challenge for students of higher ability
 - providing more opportunities for students to develop their investigative skills in science
 - identifying and sharing the best teaching practices that already exist in the school
- Ensure that school development planning builds on the outcomes of self-evaluation, so that priorities are accurately identified and suitably prioritised.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Outstanding	Outstanding
Curriculum adaptation	Very good	Very good	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	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Outstanding

6. Leadership and management

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

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
Progress in international assessment	is above expectations	meets expectations

- Most students across the school make better than expected progress against the National Agenda Parameter (GL progress tests). In the TIMSS tests, a majority makes better than expected progress in both mathematics and science.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders across the school explicitly identify gaps from the National Agenda test results in both knowledge and skills. Following appropriate analysis, the information is used effectively to inform curriculum adaptation.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	is below expectations

- Throughout the school, most students have reading, comprehension and understanding skills which are in line with expectations. A large majority exceeds these expectations. Students often show that they can think flexibly, make plans and solve problems. In a number of cases, they can find out information from multiple sources, which they can then analyse effectively.
- Teachers do not consistently use appropriate techniques to improve the reading skills of Emirati students.

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

For Development:

- Ensure that students have opportunities in all lessons to think critically, to solve problems and to synthesise information from multiple sources when they conduct research.
- Ensure that reading assessments are monitored to achieve consistent practice, especially to improve the reading skills of Emirati students.

Well-being

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

- The school's commitment to their wellbeing-based vision is strong, ensuring provision for wellbeing is well developed. Policies, documents and timetabled lessons are in place. Leaders appreciate that high-quality teaching and consistency of approach are essential. Governors are supportive of the school's wellbeing agenda. Surveys and discussions provide insight into the needs of students, parents and members of staff. From assemblies to the principal's daily briefing, wellbeing is actively promoted.
- The wellbeing team ensures that students from all different groups are supported, have access to advice and guidance and know where to get help. Analysis of surveys, documents and discussions indicate that the school cares well for its staff. Parents are supported to focus on valuing mental, emotional and academic wellbeing. They are provided with training sessions and open conversations, which they value very much. The wellbeing of students of determination is of high importance. However, they lack interactive opportunities with their fellow students.
- The classroom-based wellbeing programme highlights key areas such as healthy lifestyles, self-esteem and examination anxiety. Additional support is offered through extra-curricular activities, mental health ambassadors and dedicated staff members. Systematic mapping to ensure a fully broad a balanced wellbeing experience is an important next step. Students are aware of the importance of healthy eating and of regular exercise. They feel safe and valued. They have developed positive relationships and enjoy a wide range of activities and opportunities to support one another.

UAE social studies and Moral Education

- Moral, social and cultural studies, timetabled as a single subject, combines the previous moral education and the UAE social studies courses. It is taught from Year 1 to Year 13. The school's implementation of this new combination as a single subject meets the requirements laid out in Ministry of Education (MoE) guidance.
- Students' understanding of global issues is supported through online research and discussions in classrooms. The teaching and the design of the curriculum enable students to make appropriate progress in their learning. The school provides engaging moral, social and cultural studies lessons that challenge students to think about social issues and moral questions linked to life outside the classroom.

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

- Across the primary phase, students demonstrate age-appropriate knowledge and understanding in relation to most aspects of Islam. A majority can competently deduce, conclude and infer rulings and guidelines from the Holy Qur'an, Hadeeths and Seerah. Their work is above curriculum standards.
- Most students in the secondary and post-16 phases struggle to make wider connections with previous knowledge. Their memorisation skills and knowledge of Tajweed rules are underdeveloped. The linking of knowledge with real-life situations is at expected levels in all phases. Non-Arab students are performing slightly better in comparison with Arab students.
- Teachers' higher expectations have raised the attainment of students in Primary. However, in the other phases, a lack of differentiation based on students' different starting points has limited attainment.

For Development:

- Improve students' memorisation skills and their ability to understand and recite the Holy Qur'an in line with curriculum standards in the secondary and post-16 phases.
- Encourage students to support their answers with evidence from their existing knowledge of Islam and from their own research.

Arabic as a First Language

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

- Assessment data indicate that students' attainment is significantly above expectations in reading comprehension in all phases. Improvements to teaching and learning in Secondary and Post-16 have accelerated students' progress.
- Students in all phases confidently develop their independent writing. Speaking is well supported by debating, especially in the secondary and post-16 phases. Students make good use of their rich vocabulary and advanced grammar to extend their speaking skills.
- Both girls and boys, including Emirati students and those newly admitted, are extending their reading and improving their analysis through the study of Arabic stories and poetry. The level of challenge is appropriate.

For Development:

- Provide linguistically able students with more demanding Arabic language tasks.

Arabic as an Additional Language

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

- Assessment data indicate that attainment is significantly above curriculum standards in reading comprehension in Primary and Secondary. Improvements in teaching and learning are raising students' attainment in the primary phase and progress in the secondary phase.
- Reading is well developed through the use of a wide range of Arabic texts. Writing is systematically taught and well extended. Students' knowledge of grammar and language structure is evident and reflected in their independent work in lessons.
- Students are steadily developing their speaking skills using standard Arabic and applying appropriate grammatical rules to their work. Written work is well presented.

For Development:

- Consider students' starting points when setting learning objectives.

English

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

- Most students achieve very good results in external examinations, including literature examinations. The spoken English of a few students reflects lower skill levels.
- Most students demonstrate very good understanding of a range of demanding texts. They read confidently and appreciate a rich variety of literature, including Shakespeare and challenging modern work. Older students' critical thinking and analytical skills lead to very high levels of understanding.
- Almost all students make exceptional progress in listening, speaking and reading. Their interpretative and inferential skills improve consistently over time. Writing, for a large majority, has improved significantly. Writing skills in FS and lower primary years are developing steadily, although expression is inaccurate at times.

For Development:

- Ensure that students' writing is grammatically accurate and that the progress made by those in lower Primary is in line with curriculum expectations.
- Ensure that attainment in English language is as high as in literature.

Mathematics

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

- Children in FS1 are already working beyond age-related expectations. In FS2, children understand simple mathematical symbols and write numbers up to 10 legibly. These important basic skills are strengthened successfully as students move through the phases.
- In FS, children's understanding of number is strong. In Primary, shape and geometry have been identified as needing improvement. In the upper school, more emphasis has been placed on solving word problems as some students have found them too difficult.
- Much greater emphasis is now given to independent learning and problem-solving. Teachers have introduced questions that reflect international standards. As a result, students are increasingly confident in solving word problems.

For Development:

- Provide more independent, investigative mathematics work for the more able students.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good ↑	Good ↓	Good ↓
Progress	Very good	Very good	Good ↓	Very good

- Both external and internal assessments indicate that a large majority of students attains above curriculum standards in FS and in Primary, while a majority does so in Secondary and Post-16. Emirati students in Primary make good progress, but their progress in Secondary is weak.
- Attainment in all phases is above curriculum standards. Students show deep understanding of scientific concepts, especially in FS and Primary. Their investigative and enquiry skills vary.
- Practical skills are improving, and students are becoming more adept at handling scientific equipment. However, their skills of analysis and research are insecure.

For Development:

- Improve students' scientific thinking, their ability to draw conclusions and their application of science to technology.
- Implement regular investigations, appropriate to the curriculum, which will improve students' investigative skills.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Very good

- Most students are keen to learn. They discuss their work enthusiastically, communicate confidently and almost all develop fluent speaking skills. They interact with one another and work collaboratively to achieve their goals. In Primary, students' communication skills are developing very well.
- In Secondary and Post-16, students are independent. They take responsibility for their own learning. They routinely use learning technologies to research and explore lines of enquiry linked to the real world. Older students' active participation in lessons is less consistent in Islamic Education and science.
- Students are proficient at finding new information that they apply successfully to their tasks. They are innovative and enterprising. In English and mathematics, students have developed sophisticated skills in critical thinking and problem-solving.

For Development:

- Encourage students in the secondary and post-16 phases to participate fully in their Islamic Education and science lessons.

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

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

- Students across all phases demonstrate very mature, responsible attitudes. They are self-reliant. They think and act responsibly. Bullying is very rare. Students attend regular meetings to check on their progress and wellbeing.
- Students' behaviour is generally excellent. They are courteous to adults and to fellow students. Almost all exercise self-control and demonstrate a work ethic and discipline in line with the ethos of the school. However, in some cases and in some subjects, students can be late, inattentive and careless in the presentation of their work.
- Students make safe and healthy life choices. Almost all eat healthy snacks and meals. Most are active, willing participants in physical education classes. Some boys struggle with punctuality, particularly when moving between classes.

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

- Students fully understand how Islamic values influence contemporary society in the UAE. They understand the values of Islam in terms of diversity, tolerance, respect and the importance of providing for the less fortunate.
- Students are very knowledgeable and respectful of the heritage and culture of the UAE. They understand different aspects of Emirati culture in depth. They participate in various Emirati celebrations and assemblies. Field trips to museums and national monuments strengthen their appreciation of local culture.
- Students show deep understanding and appreciation of other world cultures. Their visits to various parts of Dubai have inspired interest in cultural diversity. They can talk knowledgeably about traditions of food, dress, music and literature.

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

- Highly responsible, community-minded students are very active throughout the school. The many roles which they undertake have done much to enhance the school's standing in the community. Further afield, students have taken on very responsible roles such as teaching English to students in rural India.
- Students generally have an excellent work ethic. Innovation and entrepreneurship days, led by students, provide showcases for them to exhibit business ideas. Students are regularly successful in inter-school competitions such as the Young Entrepreneurial Award.
- The ecology and gardening clubs ensure that students are mindful of sustainability goals. The school's successful participation in several Expo projects and its Green Flag status confirm students' commitment to caring for the wider world environment.

For Development:

- Monitor and address the occasionally boisterous behaviour in corridors when students are moving around the school.
- Ensure that all teachers have consistently high expectations of all students' punctuality and attentiveness.

3. Teaching and assessment

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

- Most teachers have secure subject knowledge. They plan lessons with different levels of challenge, but some are uninformed about assessment data. Teachers in Secondary and Post-16 are skilled and challenge students effectively in Arabic and English. This skill is less evident in Islamic Education and science lessons.
- Most teachers facilitate independent research, develop students' use of learning technologies and encourage them to explore topics in depth. In the best lessons in Primary, teachers use stimulating resources. Some teachers provide differentiated activities that challenge students of higher ability.
- Teachers of Arabic increasingly promote active research and enable students to work collaboratively. However, some science teachers do not provide enough opportunities for students to engage in practical investigations.

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

- Assessments are well matched to the curriculum. They give reliable, valid measures of attainment and progress. These are effectively benchmarked against external test results and provide judgements on students' progress. Ongoing feedback to students is stronger in FS and Post-16 .
- The systematic gathering and analysis of a range of internal and external data is a strong feature, as is the tracking of students' skills over time. Teachers' application of the findings is inconsistent.
- The gathering and analysis of information from assessments has improved since the previous inspection.

For Development:

- Ensure that all lessons are planned with high expectations, particularly for those students of higher ability, and the gifted and talented.
- Ensure that assessment data are used consistently to inform learning opportunities which meet the needs of all groups of students.

4. Curriculum

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

- In the FS curriculum there is a very strong focus on developing key speaking, listening and literacy skills. The primary curriculum builds on the FS curriculum and follows the content and recommendations of the National Curriculum for England.
- The curriculum promotes creativity, social responsibility and problem-solving skills. Children in FS and students in Primary have opportunities to use practical resources, particularly in mathematics and science.
- Wellbeing is timetabled for all classes. The overlap between provision for wellbeing and the moral, social and cultural studies programme, alongside the themes in health education and Islamic Education, leads in some instances to lack of coherence.

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

- Leaders have adapted the curriculum considerably, based on their analyses of assessment information. This has been particularly effective for English, mathematics and science in Secondary and Post-16.
- The curriculum in all phases, but particularly for older students, includes interesting and relevant programmes which match their needs, interests and abilities. Some of these also develop students' knowledge, understanding and appreciation of the heritage of the UAE.
- More emphasis is being given to cross-curricular themes in curriculum planning, particularly in Primary. This enables students to connect their learning to other subjects and to real-life situations within their own experience.
- Children in FS have Arabic lessons for 30 minutes per week in FS1 and FS2.

For Development:

- Review provision and ensure greater coherence in the promotion of students' wellbeing.
- Ensure that the curriculum is adapted consistently to ensure greater challenge to students of higher ability and to gifted and talented students in all phases.

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

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

- Students are safeguarded very effectively through comprehensive policies and rigorous procedures. All members of staff receive appropriate, ongoing training. Extensive assistance and the involvement of senior students trained as mental health ambassadors mean that students feel fully supported and very safe in school.
- Newly refurbished premises are fully accessible, very secure and maintained to an excellent hygienic standard. Supervision arrangements for school transport are rigorous. The school monitors private traffic management and continues to work constructively with parents to ensure safety at arrival and departure times.
- The promotion of healthy lifestyles permeates the school. It is supported by a strong focus on students' wellbeing. The clinic is very well staffed by an active medical team which participates in health promotion across the school.

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

- This is a caring, supportive and welcoming school where students are encouraged to be thoughtful and respectful. In the post-16 phase, students are provided with extensive leadership opportunities, careers guidance, work experience and alternative vocational pathways.
- Robust systems for the identification of students of determination improves provision. The resultant information is not always shared with classroom teachers. In some lessons, the gifted and talented and students of higher ability are provided with challenging activities and extended learning. This practice is inconsistent.
- Wellbeing is a key focus of the school. All students are encouraged to help one another. The counsellor and pastoral team are active in their roles, so that students receive valuable academic, personal, careers and work experience advice.

For Development:

- Ensure that all teachers implement curriculum modifications appropriately and use supportive learning strategies consistently.
- Ensure that students of higher ability are provided with suitably challenging activities and opportunities to explore their talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The new inclusion leader is assisted by an experienced inclusion champion from another school. The department is committed to supporting the increasing number of students of determination who have diverse needs and challenges. Individual Education Plans (IEPs) and rigorous testing procedures are in place.
- The improved identification and referral processes for students of determination have allowed for greater accuracy in provision. Parents are aware of any issues and have increased their understanding. The procedures inform the development of IEPs and the implementation of suggested strategies.
- Parents are actively involved in the development of their children's IEPs. They are encouraged to meet with members of staff to discuss strategies and targets. They speak highly of the inclusion department. They appreciate the coffee mornings and training sessions. Parents feel understood and supported.
- The inclusion department highlights potential barriers to learning. Class teachers plan for appropriate modification, but implementation is inconsistent. Some teachers rely on the learning support assistants to deal with all the students' needs. This behaviour restricts inclusion.
- The informative IEPs provide useful assessment information to assist teachers' understanding of individual needs. Data indicate that students are making stronger progress in English and mathematics than in science. Alternative pathways in the curriculum offer more relevant provision for older students.

For Development:

- Teachers should take greater responsibility for students of determination and apply the appropriate curricular modifications to promote real inclusion.

6. Leadership and management

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

- Leadership and management are strong across the school. The recently appointed principal has quickly established himself and has the confidence of members of staff, students and parents. He promotes a clear strategic direction based on the school's values of honesty, trust and respect. UAE national and Emirate priorities are actively supported. Senior leaders are working with middle leaders to raise their awareness of best practice. Leaders have ensured that the school is compliant with statutory and regulatory requirements.
- Self-evaluation is thorough. Areas for further development are accurately identified. The school knows its strengths and weaknesses. The development plan is well written with suitable targets, timelines and success criteria. However, it is more generic than specific, so it is difficult to identify priorities. Links with areas for improvement from the school's own self-evaluation are not always clear. There has been some progress in addressing the recommendations made in the previous inspection report.
- The views of parents are regularly sought and suitably addressed. The school has a highly effective parents association which organises events and raises money. Parent ambassadors are assigned to each year group. Parent volunteers support the reading programme and school trips. Parents value the feedback provided in reports. The school makes significant contributions to a wide range of charities, as well as adopting a school in Malawi. The school works extensively to support other local schools.
- The governing board includes wide representation of all stakeholders, including parents. Members of staff, students and parents agree that their opinions are heard. The governing board meets regularly to review the school's work. Board members understand the school as a result of their regular visits. The introduction of cluster groups, comprising schools with similar backgrounds and circumstances, has ensured that leaders' actions are better understood and that feedback from the board is more personalised.
- The school is efficiently managed, with clear lines of responsibility and robust monitoring systems. Routines are well understood and effective. Governors and leaders ensure that there are sufficient suitably qualified teachers to support the curriculum. Members of staff are appropriately deployed. The premises are of a very high quality and provide a safe and stimulating environment. Some classrooms are rather small. The provision of library books is limited, given the size of the school.

For Development:

- Ensure that school development planning builds on self-evaluation, and that priorities are accurately identified and addressed.

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