

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."  
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report  
2018-2019**

**Nord Anglia  
International School**

11 YEARS OF INSPECTIONS

**Very good**

Curriculum  
**UK**





























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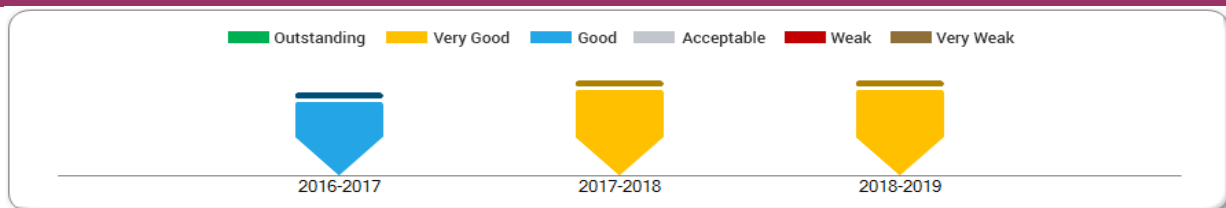
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## School Information

<b>General Information</b>	 Location	Al Barsha
	 Opening year of School	2014
	 Website	www.nasdubai.ae
	 Telephone	04-219-9999
	 Principal	Matthew Farthing
	 Principal - Date appointed	1/9/2016
	 Language of Instruction	English
	 Inspection Dates:	25 to 28 February 2019
<b>Students</b>	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	1748
	 Number of Emirati students	19
	 Number of students of determination	125
	 Largest nationality group of students	UK
<b>Teachers</b>	 Number of teachers	161
	 Largest nationality group of teachers	British
	 Number of teaching assistants	90
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	2
	 Teacher turnover	10%
<b>Curriculum</b>	 Educational Permit/ Licence	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, GCSE, IBDP and BTEC
	 Accreditation	BSME, BSO, COBIS
	 National Agenda Benchmark Tests	GL

### School Journey for Nord Anglia International School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Students' attainment in English, mathematics and science has improved, especially in the primary phase, and is mostly outstanding from Foundation Stage (FS) to the end of secondary, and very good in the post-16 phase. Attainment in Arabic is mostly acceptable, but weak in the secondary phase. Good progress leads to acceptable attainment in Islamic education. Learning skills are very well developed, particularly in the FS and at post-16.
- Students' personal and social skills are exemplary. Students behave very well and have extremely positive attitudes towards others and to their work. Students' understanding of Islamic values and the impact these values have on life in the UAE has improved and is now outstanding at all phases. Students show excellent environmental awareness and social responsibility, helping others in school, the local community and further afield.

### Provision for learners

- Lessons, particularly in the FS, are of the highest quality, being very good or better, most of the time. Teachers design interesting learning activities that motivate students to be ambitious and achieve their best. Whole-school assessment systems are very rigorous and are used to improve the curriculum and teaching. However, assessment in Arabic and Islamic education, is not fully effective.
- The curriculum is very broad, well-balanced, and offers students continuity and progression in their learning. The introduction of the International Baccalaureate Diploma Programme (IBDP) in post-16 is helping to underpin the school's international vision. Adaptation of the curriculum has improved and is now outstanding across the school. It is successfully meeting the needs of all groups of students, promoting enterprise and developing understanding of UAE culture.
- The school's arrangements for promoting health and safety are exemplary and are consistently implemented by all staff. The effectiveness of care and support has improved to an outstanding level. Staff provide very effective support for students' academic and personal development. Identification of the learning needs of students of determination and their support, remain very good.

### Leadership and management

- The principal and other leaders provide strong leadership and evaluate the school's performance accurately. In the short time since the school was established, they have improved many aspects of its work, a notable feature at a time of growth and change. Partnerships benefit the school and parents to a great extent, and management, staffing, facilities and resources are of the highest quality.

### What the School does Best:

- The school has developed excellent provision at the FS, which helps children to enjoy learning and make rapid progress in literacy, numeracy and learning about the world around them.
- Many aspects of progress and attainment in English, mathematics and science have improved, and achievement in those subjects is either very good or outstanding.
- Staff support students in their personal and social development extremely well, with the result that students' behaviour, attitudes, understanding of society and commitment to social responsibility are exemplary.
- The curriculum is of the highest quality and is adapted very successfully. Attention to health, safety, care and support is extremely effective.
- Leaders know the school's strengths and areas for development and, at a time of growth and change, have managed to implement improvements in many aspects of the school's work.







### Key Recommendations:

- Improve progress and attainment in Arabic, by:
  - assessing students' understanding and skills against Ministry of Education (MoE) standards and, for Arabic as additional language learners, by taking into account their years of study of Arabic
  - using the results of accurate assessment to differentiate lessons to meet the learning needs of different groups of students
  - raising expectations of what students can achieve and ensure that students take account of and respond to teachers' written feedback on the quality of their work.
- Further develop the outstanding teaching and assessment practices that exist to ensure greater consistency in teaching and in the development of students' general learning skills.

Overall School Performance

Very good

1. Students' Achievement

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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 (N.A.P.) targets :

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the 2018-2019 academic year.

#### School's progression in international assessments is above expectations.

- On the most recent round of Trends in International Mathematics and Science Study (TIMSS) and The Progress in International Reading Literacy Study (PIRLS) tests, the results of students who sat were at the high international benchmark. When comparing outcomes in N.A.P. data (GL progress tests in English, mathematics and science) between 2017 and 2018, outstanding performance is maintained in mathematics and science, and in English at the primary phase.

#### Impact of leadership is above expectations.

- Leaders at all levels are deeply committed to the National Agenda. This commitment helps to produce a data-rich school, where detailed analyses are used intelligently to draw up appropriate action plans. Teachers use the wide and useful variety of information most effectively to improve students' learning outcomes.

#### Impact on learning is above expectations.

- In all areas of the school, students display a capacity to think for themselves and to inquire further. Teachers routinely provide high quality opportunities for students to analyse, infer and research. Students across the school thrive on these opportunities. As a result, skills of enquiry, research and higher-order thinking are very well developed.

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

#### For development:

- Ensure that attainment in GL progress tests in English at secondary phase is at least in line with predictions from cognitive ability (CAT4) tests of potential.
- Encourage all students to deepen their already very well-developed skills of enquiry and research, particularly those at the primary and secondary phases.

## Reading Across the Curriculum

- Test results confirm that reading skills in English have improved over the last two years. Reading ability in Arabic is not improving at the same rate.
- FS children quickly develop confidence in using phonics skills. Students continue to develop their higher-order reading skills as they move up through the school. Secondary students can evaluate the effect on the reader of an author's choice of language and style.
- The library provides some support to develop students as lifelong readers, although the use of books in Arabic is low.
- School leaders are committed to promoting reading across the curriculum, but have not yet ensured consistency across subjects.

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

### For development:

- Build on improvements to ensure more consistent development of reading skills across all subjects and particularly in Arabic.

## UAE Social Studies

- The well-planned social studies curriculum extends students' understanding of the values and history of the UAE. It provides motivating cultural experiences for all groups of students.
- Students readily make connections between different areas of learning. They understand about links between actions and consequences, and the need for tolerance and responsibility as global citizens.
- In all phases, students have well-developed communication skills. They can debate issues in mature ways, describing why historical changes took place in the UAE.
- Students achieve very well against curriculum standards and make strong progress in developing their knowledge, skills and understanding of UAE social studies.

**The school's implementation of the UAE social studies programme is meeting expectations.**

## Innovation

- The school's links with Massachusetts Institute of Technology (M.I.T.) are helping teachers to give students projects involving design briefs. Students carry out research and create or suggest solutions to real-life problems.
- Students initiate many innovative projects on sustainability, for example, against deforestation and the use of palm oil, having meat-free eating days to reduce carbon footprints, and developing a drive to eliminate single-use plastic.
- Teachers help each other to be innovative in their lessons and share their good practice, for example, by demonstrating in share-and-tell sessions or by writing advice for each other on developing learning skills in lessons.
- Project-based learning in lessons and in co-curricular activities helps students to develop skills in innovation and creativity.
- Senior leaders are systematically promoting a culture of innovation by delegating responsibility to a wide range of staff and successfully providing a many opportunities for students to be creative problem-solvers.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- A majority of students makes better than expected progress. Students have knowledge and understanding of most aspects of Islamic education in line with curriculum standards. Contextual knowledge is under-developed, especially in the secondary phase.
- Students in the primary phase demonstrate well-developed memorisation skills of the Holy Qur'an and Hadeeth, especially the Arab students. Their ability of all students in the phase to apply Tajweed rules in recitation is under-developed. Secondary students demonstrate skills in research, which help them to develop understanding.
- The Islamic department has introduced more effective teaching strategies to increase the involvement of the students and to make lessons more engaging. Along with better differentiation and effective feedback, this accelerates students' progress. However, some aspects of assessment are not fully developed.

#### For development:

- Prepare separate examination papers written in Arabic for Arabic native speakers and written in English for non-Arab speaking students.
- Improve students' skills in Holy Qur'an recitation in line with age-appropriate application of Tajweed rules.

#### Arabic as a First Language

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

- Most students make expected levels of progress. Most primary phase students attain levels that are in line with curriculum standards, while a minority do so in the secondary phase because students are insecure in using accurate grammar and producing age-appropriate written texts.
- Most students in the primary phase can use newly-learned vocabulary in simple written sentences and analyse the main elements of a short story. In secondary phase, most show progress when they discuss ideas such as tolerance in the UAE. Only a minority of students can speak standard Arabic confidently or produce cohesive ideas in their written work.
- Initiatives to organise Arabic intervention classes, to provide an on-line Arabic reading platform and additional library books, have not had the intended impact. Only a minority of students makes effective use of these new resources to improve their reading and writing skills.

#### For development:

- Plan and share learning objectives and assess students in line with MoE standards to raise attainment and accelerate progress, particularly in speaking and writing in the secondary phase.
- Ensure, through encouragement and effective monitoring, that students read a wide range of literary texts to develop reading comprehension and to enhance their speaking and creative writing skills.

## Arabic as an Additional Language

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

- Most students make adequate progress and demonstrate attainment in line with curriculum standards. Students understand a range of short, familiar questions about themselves and their immediate surroundings. They can read text, but have difficulty in understanding the main points.
- Primary students frame sentences using new vocabulary within simple writing structures. Progress in listening and understanding instructions in secondary classes is developing, but students' skills in narrating and describing, using correct tenses is inconsistent. In speaking, the use of masculine and feminine and singular and plural forms is often incorrect.
- The school continues to provide support through initiatives such as prep lessons and homework clubs. The range of initiatives to develop skills in reading comprehension, speaking and creative writing has had limited impact.

### For development:

- Develop students' speaking, reading and writing skills by raising teachers' expectations and ensuring that students complete their work following teachers' feedback.
- Ensure that teachers assess rigorously, in line with students' years of study of Arabic as an additional language, and plan lessons and teaching strategies that meet individual needs so that all students reach their potential.

## English

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

- In the FS and the primary phase, students achievement is exceptional. Internal assessment results are very strong at all phases, particularly in the primary phase. Secondary students perform exceptionally well in external IGCSE examinations. The results of national benchmarking tests are very positive, though the results at secondary decreased slightly between 2017 and 2018.
- Students listen well and speak with confidence, using a rich range of vocabulary. They know the features of a diverse range of writing styles and produce high quality extended examples of writing. However, handwriting is frequently untidy.
- Reading is a school priority and younger children quickly develop phonics skills. Primary phase students learn how writers use literary devices to influence readers. Secondary phase students have strong inferential skills and a sound appreciation of authors' intent. Post-16 students effectively interpret symbolism and imagery.

### For development:

- Support students to develop fluency in their handwriting skills.

## Mathematics

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

- Students in the FS, primary and secondary phases make rapid progress. They have a very secure understanding of key mathematical concepts and important mathematical skills. Knowledge and skills are developing very well at the post-16 phase.
- In the FS and in the primary phase, students have a secure understanding of number and shape. In the secondary phase, students can calculate accurately, perform algebraic manipulations and show understanding in geometry. Skills in relation to data handling are slightly less well developed.
- The school has recently initiated a mathematics programme to provide additional challenge for the more able Year 9 students. This has been a successful motivator, encouraging students to take responsibility for their learning and, as a result, supporting excellent progress.

### For development:

- Ensure a consistent focus on language in mathematics to improve students' ability to retain and recall key mathematical concepts, particularly in relation to data handling.

## Science

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

- Attainment and progress across all phases of the school are of a high order, with post-16 still to be confirmed by external examinations. IGCSE results for the separate sciences and the dual award are impressive. FS children have a very well-developed, age-appropriate mastery of understanding the world around them.
- Investigative work is undertaken in an organised manner. For example, Year 6 students discussed an investigation into pulse rate very effectively, and post-16 students explored electrical resistance systematically. Students' practical skills are developing well.
- Scientific skills such as developing hypotheses, analysis, and evaluation of outcomes are well developed. Students' capacity to think deeply about a scientific problem is an area of strength in all phases, often developed by strong teacher questioning.

### For development:

- Formalise the assessment and tracking of practical skill development across all phases of the school.

## Learning Skills

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

- Students are enthusiastic, motivated and have a love of learning in all subjects. Many use self-assessment techniques effectively and reflect on how they can improve their work. Collaborative learning and the use of technology are common features across the school. Students' acquisition and use of learning skills is less consistent in the primary and secondary phases than in the FS and post-16 phases.
- In science in all phases, students apply their critical thinking skills successfully. They are also proficient when applying them to tasks in the humanities, business studies, and drama. Their use of these skills in other key subjects in the primary and secondary phases is inconsistent.
- The increased range and variety of project-based work is having a very positive impact on students' learning skills across the school. Students use different resources for information and present their work with confidence and maturity.

### For development:

- Develop critical thinking skills more consistently in the primary and secondary phases.

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

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

- Students behave very well in classes and around the school. Attitudes to work and relationships are commendable. Students thrive on critical feedback and demonstrate a strong sense of personal responsibility for their own learning.
- Students are sensitive to the needs of others and report that bullying is rare. They help each other when necessary. The school is a harmonious community. Students understand and make healthy life style choices, including healthy food options. They participate well in, and benefit from, a wide range of sports and physical education activities.
- Attendance levels are very good. Students almost always arrive to the school on time.

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

- Students' understanding of Islamic values is now very strong across the school. The school curriculum provides many opportunities to develop respect towards the UAE culture and Islamic values. Students respond positively and sensitively, resulting in very well-developed knowledge and understanding of the links between these values and the local culture.
- Students' knowledge, understanding and appreciation of UAE traditions are very strong across the school. They actively participate in numerous cultural activities and visits that enhance their commitment and appreciation.
- The school's concerted efforts to improve students' awareness of other world cultures have resulted in excellent levels of students' understanding of cultural diversity. Older students exhibit a very deep understanding of global citizenship.

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

- Students' sense of social responsibility and their actions to implement it, are excellent across all four phases. Social responsibility is underpinned by the provision of many community initiatives that are often planned and led by the students.
- The work ethic among students is exemplary, complimented by well-developed innovation skills. They acquire excellent leadership skills through many activities, including the students' council. They are proactive and show maturity and exemplary attitudes towards adults and their peers.
- Students show an insightful understanding of global environmental issues and the need for environmental sustainability. They take the initiative to lead many activities to improve their school environment and help others in the wider community and abroad. Involvement in many activities has secured their excellent social development.

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

- In FS teachers use the environment and resources extremely well to engage children and promote their achievement. Teachers throughout school have very good subject knowledge and establish very positive relationships with students. A large majority of lessons are very good or outstanding.
- Teachers use questioning skills very effectively to promote students' higher-order thinking skills. This is particularly successful in science lessons and in the arts and humanities, where students' critical thinking and problem-solving skills are developed consistently well.
- Much has been achieved since the last inspection, for example, ensuring teachers use assessment information well in the planning of lessons. However, in Arabic lessons, teachers' planning does not address students' individual needs consistently well enough through differentiated activities.

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

- The school’s assessment systems for gathering internal and external data, comparing these and analysing the results are very strong across all phases. Staff implement them very well in almost all subjects. However, students’ progress and attainment in Arabic are not assessed systematically, and in Islamic education some aspects of assessment are not fully developed.
- Analysis of data and use of the results by teachers to match tasks to the learning needs of different groups of students are particularly strong features across all phases and in almost all subjects.
- Students’ and teachers’ awareness of the assessment data, and their understanding of what it means, have improved dramatically. In the FS detailed records of children in all areas of learning are used. Tracker charts and records of phonic awareness support the development of guided reading groups, with books aimed at different ability levels.

**For development:**

- Align assessment of students’ progress and attainment in Arabic more closely with the MoE curriculum standards.
- Use assessment results to inform classroom planning and practice, and to improve the challenge and support offered to different groups of students.

**4. Curriculum**

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

- The curriculum across all phases has a very clear rationale and meets the criteria of the licensing authorities and UAE statutory requirements. It is rich, challenging and innovative in design, successfully facilitating transitions between phases.
- The school’s philosophy is to provide individualised learning pathways. FS teachers plan activities based on children’s personal interests. Older students have access to an extensive range of choices through the GCSE, IBDP and BTEC provision.
- Regular curriculum reviews take account of assessment information and consistently result in enhanced learning and enjoyment. Developments include new books in primary and secondary phase that appeal to boys and help to narrow gender reading gaps. Project design weeks augment students' collaborative and transferable skills.
- Moral education is taught for one hour each week as a stand-alone lesson across most year groups between Years 2 and 13. The exceptions are Years 9 and 10, where the subject is integrated into other lessons and activities.

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

- The curriculum is adapted and enhanced to be interesting, stimulating and accessible to all groups of students, including those who have additional needs. Data is frequently and intelligently used to modify students' learning experiences to produce improving outcomes.
- Students gain a well-rounded education, with significant opportunities to lead, innovate and contribute in the school and the wider community. Extra-curricular and cultural opportunities are rich and varied, and, as a result, students are highly motivated to take part.
- The curriculum is skilfully adapted to embed links to the UAE. Consequently, students have many opportunities to appreciate Emirati values and heritage. This is achieved without compromising the students' understanding and celebration of their own cultural diversity.
- There are two 30-minute sessions of Arabic in FS1 and FS2. This increases to three in FS2 for those studying Arabic as a first language.

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

- The school has a range of suitable policies and procedures relating to health and safety including child protection. These are appropriately shared with students, parents and staff and are implemented very successfully. Relevant medical information is shared appropriately with staff and medications are securely stored.
- The school premises are very well maintained and are eminently suited to the educational needs of students. Staff undertake regular health and safety audits, including checks on evacuation routines and drills.
- The health and safety committee, which has staff and parent members, has recently created a 'Healthy Eating' policy for the school. This policy is implemented effectively by the staff, promoting healthy eating choices and lifestyles to the students. Students benefit from many physical education and sports activities.

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

- The school's systems and approaches capitalise on students' excellent work ethic and produce exemplary relationships and trust across the school. Attendance and punctuality are strong, underpinned and encouraged by parents and students who are committed to the school.
- Students with additional needs are very well identified and the personalised learning department oversees and facilitates a wide range of skilled support for them. Various advice documents and forms help students to take responsibility for their own progress. Very positive outcomes result for almost all students.
- Students' personal development is continually monitored, and trends analysed over time. As a result, almost all students are receptive to the skilled academic, social and careers guidance they receive. Staff and students work together to promote excellent levels of well-being across the school.

Provision and outcomes for students of determination	Very good
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- The personalised learning department is expertly led. It operates within an inclusive ethos that is supported by the school senior leadership, governors, parents and students. Planning for ambitious improvement involves the inclusion governor and guides and drives high quality outcomes.
- The needs of students of determination are very well identified and diagnosed formally and informally. This information results in timely interventions and rapid involvement of parents, students and staff in creating modifications and adaptations to meet individual needs.
- Staff work very intelligently to increase participation by parents, which is resulting in increased interest, involvement and appreciation of the implications of their children's needs. Where issues arise, communications are strong, timely, personalised and valued on both partners.
- Teachers and support assistants are becoming increasingly experienced and fluent in adapting their practice to meet all needs. Highly personalised planning and student voice underpins the work, ensuring that carefully formulated advice and goals have currency across almost all departments.
- Almost all students of determination make at least very good progress against their starting points. Assessment and student tracking keep students and staff aware of progress and where modifications need to be made in academic work, learning skill and personal development.

**For development:**

- Ensure that the excellence of the inclusive practice at the school is communicated and celebrated on the school website, to help parents make informed decisions when applying for entry for their children.

**6. Leadership and management**

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

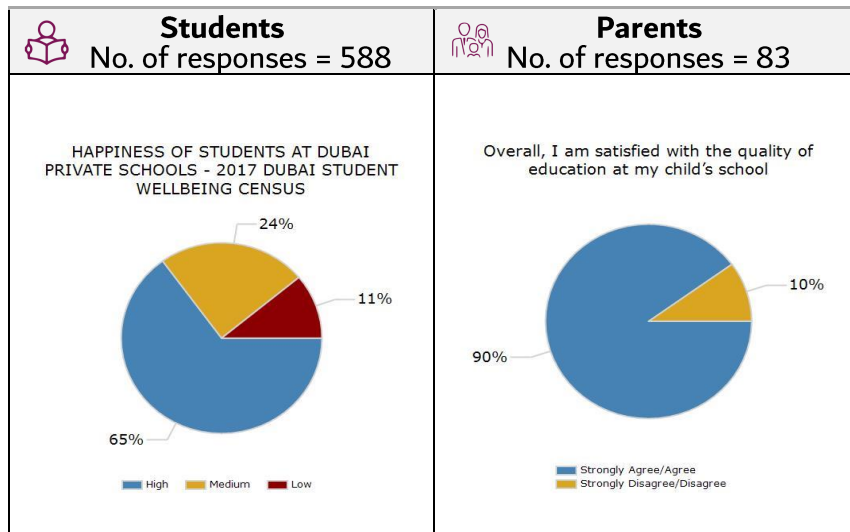
- The principal and senior leaders provide very effective educational leadership. They promote the school's mission of being ambitious and are successfully committed to implementing the U.A.E. National Agenda. They are increasingly committed to developing inclusion in the school. Almost all leaders at other levels are at least effective. Overall, there is a very well-developed capacity to innovate and improve the school. Various measures have been tried to improve students' progress in Arabic, but the impact is limited.
- Staff successfully use a very wide range of means of gathering information and evaluating the quality of work of the school. Strengths lie in the analysis and use of assessment data and in accurate evaluation of lessons. The results of analyses are used to draw up appropriate improvement plans. Staff implement these plans very well to improve many aspects of outcomes for students and key processes in the school's work.
- The school regularly seeks parents' views, and communication with them is highly effective. Reports to parents on their children's progress and targets for improvement are of a high quality. Parents value their involvement in school life, for example, in Mandarin language classes for parents to aid their children's learning, and in the parents run Chatterbox café. Partnerships with the community, such as the Dubai Opera partnership and the adoption of a school in Nepal, enrich the students' educational experience.
- The governing body is composed of corporate members. The group exercises accountability and supports the school. Governors are aware of the need to improve outcomes in Arabic. The role of the advisory council, which complements the governing board, has been clarified and strengthened. Council representation has been improved, but students' views are not gathered systematically. Advisory council members have enhanced their understanding of the quality of the school's work.
- The school runs very effectively. Teachers are well qualified and have access to relevant professional development. The premises are of a high quality and are very well maintained. Facilities have been successfully developed with extension work to the FS completed, a school rugby pitch of international quality opened, and an additional 25-metre swimming pool and all-purpose courts added.



**For development:**

- Systematically gather and act upon the views of students.
- Provide stronger leadership in Arabic that draws upon experience and expertise in the curriculum and teaching of the subject.

## The View of parents and senior students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>The views of students who responded to the survey are positive. A high proportion feels safe in the school. Almost all have positive views in respect of aspects such as fair treatment and the feeling that staff care about them. Only a very small proportion, lower than the Dubai average, feel that there is any form of victimisation by fellow students.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents who responded have positive views about the quality of provision in the school. They report that their children are safe and that parents receive advice about helping their children in their education. Most feel that school leaders and staff listen to their views and act upon them. A few are of the opinion that victimisation is an issue among students from time to time.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)