



المعرفة  
Knowledge



## ROYAL GRAMMAR SCHOOL GUILDFORD L.L.C

UK CURRICULUM

VERY GOOD

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA  
PARAMETER



VERY GOOD

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Dubai Sports City
	Opening year of school	2021
	Website	www.rgsgd.com
	Telephone	0097144464377
	Principal	Clare Turnbull
	Principal - date appointed	01/01/2022
	Language of instruction	English
	Inspection dates	04 to 08 March 2024



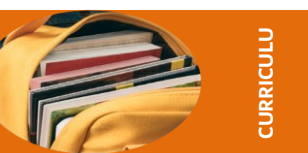
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 12
	Grades or year groups	FS1 to Year 8
	Number of students on roll	1246
	Number of Emirati students	17
	Number of students of determination	135
	Largest nationality group of students	UK



TEACHERS

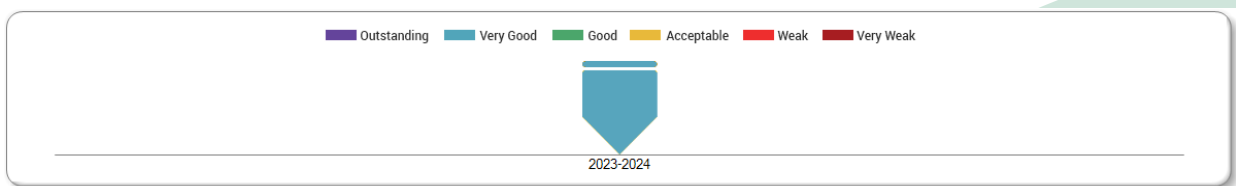
	Number of teachers	118
	Largest nationality group of teachers	UK
	Number of teaching assistants	54
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	None
	Accreditation	None

## School Journey for ROYAL GRAMMAR SCHOOL GUILDFORD L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students' Outcomes

- In the Foundation Stage (FS), children make good progress in English and mathematics. Progress in science is slower across FS and lower primary. Attainment and progress are strong in English, mathematics and science in the primary and secondary phases. They are not as strong in Islamic Education and Arabic, although there are signs of improvements in Arabic. Learning skills are a strength.
- Students demonstrate very positive and responsible attitudes. They enjoy productive relationships with one another. In the main, they are kind and have a strong work ethic. Children in FS are eager to learn and to complete their work. Students demonstrate a secure understanding of Islamic values and Emirati culture, as well as of their own cultures and heritage. Environmental sustainability and conservation are embedded throughout the school.

### Provision For learners

- Teaching is highly effective. It is enhanced by teachers' good understanding of how young people learn. Generally, teachers have expert subject knowledge and engage positively with students. Questioning techniques encourage students to explain, reason and justify. Time is not always used effectively. The school's arrangements for assessment are secure and reliable. Teachers have a good awareness of students' personal and academic progress.
- The curriculum is broad and balanced, and richly supplemented with a range of languages, art, music, drama and technology. Students experience a variety of subjects, including the creative, physical and practical. The curriculum is effectively adapted to meet the needs of all students, who have many opportunities to participate in a wide range of extra-curricular activities.
- Robust child protection and safeguarding procedures are fully embedded and understood. The school environment is safe, hygienic and secure. School transport is well organised. The supervision of students is exemplary, and relationships are respectful. The promotion of safe and healthy lifestyles continues throughout the school. Students of determination and those with gifts and talents are accurately identified and benefit from appropriate interventions.

### Leadership and management

- Leaders, inspired and encouraged by the principal, have a clear vision for the school based on the principles of integrity, inclusivity and collaboration. Self-evaluation is systematic and rigorous. Improvement plans are well articulated, but the sequencing of the component parts is not fully effective. Partnerships with parents are exceptionally good. Governors are knowledgeable and purposefully engaged in the expansion of the secondary school. Facilities and resources are of very high quality.

### Highlights of the school:

- The vision, commitment and determination of the principal and her leadership teams.
- Achievement in English, mathematics and science in the primary and secondary phases.
- Students' attitudes, behaviour and relationships.
- The support for students' welfare and wellbeing.
- The high-quality facilities and resources, and supportive partnerships with parents.

### Key recommendations:








- Raise attainment and progress in Islamic Education and Arabic.
- Ensure greater consistency in the quality of teaching.



# OVERALL SCHOOL PERFORMANCE

Very good

## 01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 Science	Attainment	Good	Very good	Very good
	Progress	Good	Very good	Very good
		Foundation Stage	Primary	Secondary
Learning skills		Very good	Very good	Very good

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

## 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good
Assessment	Very good	Very good	Very good

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
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](#)

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Not applicable</b>

- The large majority of students have an average attainment which was higher than curriculum expectations over the years 2022 and 2023. The Emirati cohort in the school was too small to be of statistical significance.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- School leaders undertake a rigorous analysis of students' assessment outcomes, including benchmark assessments, to identify gaps in skills, knowledge and understanding. This analysis informs teachers' planning and supports curriculum mapping. Leaders monitor the impact of any curriculum adaptations on students' progress.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- Leaders foster a strong reading culture across most curriculum areas. Most teachers effectively use data and reports from English reading assessments. They employ teaching strategies to enhance students' English reading literacy skills. Although interventions are regularly monitored for impact, targets and time scales are missing from action plans. The achievements of Emirati students, especially in reading, are very closely monitored. The use of information from benchmark testing and other literacy initiatives leads to a majority of students making at least expected progress in their reading proficiency.

**Overall school standards in the National Agenda Parameter are very good.**



**For Development:**

- Use data consistently to support planning.
- Ensure that the reading literacy improvement strategy includes measurable targets and time scales and indicates where responsibility lies.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcomes is at a very good level.**

- The school's professional training programme is comprehensive and personalised. Best practice is shared, and members of staff are encouraged to lead sessions. Feedback from students and staff consistently confirms the strength of wellbeing. The school meets changing wellbeing needs by employing initiatives such as buddy systems and early engagement with parents. Wellbeing is reinforced through assemblies, tutor time, special days and the personal, social and health education (PSHE) programme.
- Communication with parents is provided through emails, newsletters and social media. Students' wellbeing is monitored through surveys, interviews and referrals. Success stories include students of determination taking on roles as diversity ambassadors. Collaboration between staff and parents, as well as a genuine concern for everyone's wellbeing, are the key components of success. Continuous improvement is maintained through strong leadership and ongoing training.
- The wellbeing curriculum aligns with UAE values which are threaded through subjects, celebration days and student-led initiatives. Classmates and friendship ambassadors support new students and encourage kindness. Diversity ambassadors celebrate differences and encourage tolerance. The house system develops a sense of camaraderie. Mentoring brings older and younger students together. Leadership roles in the secondary phase are still rather limited. Self-regulation is promoted through clear expectations of behaviour, healthy eating and digital diligence. Generally, students are content and safe. They benefit from an environment where everyone is valued and respected.

### **For Development:**

- Develop further opportunities for leadership roles for students in Secondary.

## UAE social studies and moral education

- The school has integrated the moral, social and cultural studies (MSCS) framework into the whole school curriculum. The PSHE curriculum has been included, but content has been adjusted. All year groups from Year 1 to Year 8 have a weekly lesson which meets the MSCS requirements.
- Students make links to everyday life, but links to other subjects are less evident. They develop a strong understanding of Emirati culture, customs and traditions as well as covering other world cultures, reflecting the diversity of the school population. Assessment is ongoing. The additional summative assessments are in line with the MoE requirements. Students have opportunities for reflection and discussion.

## Arabic in Early Years

- In FS Children learn for 80mins and in Year 1 120 mins, with first language and additional language learners all in the same class. In Year 1, classes are separate for first and additional language learners. The FS syllabus emphasises thematic learning to develop vocabulary and language skills. Speaking, listening and alphabet instruction provide a strong foundation. Assessment methods include phonics assessments, ongoing evaluations and observations. Lesson planning fosters engagement and accommodates various learning styles. Lessons are interactive. Songs and games support teaching. Transition to Arabic in the primary phase is supported by teachers' feedback, preparing students for more structured learning in later years.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Primary students develop a basic knowledge and understanding of Islamic principles, including the Pillars of Islam, Pillars of Faith and rules of worship. Students demonstrate a secure understanding of Islamic values and their application to daily life.
- Students in Secondary have a low level of understanding of aspects of Seerah and the application of worship rules to everyday life. Their ability to link Islamic concepts to their own lives is underdeveloped. Low expectations and limited challenge slow students' progress in most lessons.
- Students' recitation skills are stronger in Primary, but their memorisation of age-appropriate verses from the Holy Qur'an is not secure. Across both phases, students rarely link Hadith or verses from the Holy Qur'an to the topic that they are studying.

#### For Development:

- Provide an appropriate level of challenge in all lessons.
- Improve students' memorisation and recitation skills of the Holy Qur'an and Hadith.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Good

- Students' comprehension skills in Primary and Secondary align with curriculum standards. They rapidly extend their vocabulary during lessons. Basic grammar and oral fluency are less well developed. Progress, from low starting points, is evident in both phases.
- Students' listening skills are secure. Their ability to extract information from texts is sufficiently developed, but their answers lack depth. Writing and speaking skills are weak in both phases as lessons are too often conducted in English or in the students' mother tongue.
- Gaps in fluency and basic language communication are being addressed. Personalised improvement plans and effective assessments enhance speaking and writing skills. Accuracy in spelling and clarity in handwriting vary but are stronger in Secondary.

**For Development:**

- Improve attainment throughout.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Acceptable

- Students have secure listening and reading skills. In Secondary, they steadily improve their extended speaking and writing, using appropriate grammar. This is more evident in the beginners and advanced groups.
- Students can use conjunctions and adjectives when speaking, especially in familiar situations. When learning outcomes and assessments are appropriately linked to years of studying Arabic rather than age, students make better progress and attain more highly.
- The use of electronic platforms and appropriate teaching strategies enable students to translate symbols and pictures into words and to create well-structured sentences. Notebooks reflect vocabulary relevant to various topics. Handwriting is generally clear and neat.

**For Development:**

- Improve attainment in speaking and independent writing.
- Base learning outcomes and assessments on the number of years that students have studied Arabic.

[Click here to enter text.](#)

## ENGLISH

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Very good	Very good	Very good
<b>Progress</b>	Very good	Very good	Very good

- Lesson observations, work in books and recent assessments indicate that a large majority of students make better than expected progress. Knowledge, skills and understanding are above curriculum standards.
- Students are articulate and eloquent. Many have an extended vocabulary. The teaching of phonics provides a strong foundation on which students build to become fluent, expressive readers. The use of inference and the development of analytical skills are not strong enough. However, recent initiatives are beginning to show a positive impact.
- Children in FS benefit from active learning and from demonstrations of writing skills. The success of initiatives to improve spelling, grammar and punctuation is evident in the high quality of writing in English and across other subjects.

**For Development:**

- Develop students' reading comprehension, including inference and the use of analytical skills.

## MATHEMATICS

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Very good	Very good	Very good
<b>Progress</b>	Very good	Very good	Very good

- A large majority of students are attaining above curriculum expectations and making better than expected progress. The achievements of older primary students are better than those of students in other phases.
- Children in FS learn about basic number, shape and measurement. In Primary, students' learning includes fractions, decimals and percentages, as well as measurement, often through practical activities. Older students learn to solve more complex problems involving a range of mathematical techniques.
- The uniform mathematics scheme and resources now provide greater continuity and progression in learning. Arrangements for assessment are more efficient and effective. Students have few opportunities to discuss their work.

**For Development:**

- Ensure that students are given more opportunities in mathematics lessons to talk about their learning.
- Help all students to develop a range of techniques to tackle mathematical word problems successfully.

## SCIENCE

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Good	Very good	Very good
<b>Progress</b>	Good	Very good	Very good

- Students demonstrate a keen interest in developing scientific enquiry and investigation skills to further their understanding. Overall, the achievement of children in FS and students in the lower primary is below the levels of older students.
- In FS, children develop skills of observation and discovery through exploration and child-centred learning. They apply problem-solving skills as they work together to plant seeds and monitor growth. In Primary, students learn investigative skills and increasingly complex scientific concepts.
- In Secondary, students use numeracy skills when calculating means and constructing complex graphs. They make logical conclusions from their analysis of graphical data. Year 8 students carefully carry out dissections. They evaluate their evidence and communicate their findings effectively using their increasing scientific vocabulary.

### For Development:

- Enhance the achievement in FS and lower primary phase to match the higher levels attained by older students.

## LEARNING SKILLS

	Foundation Stage	Primary	Secondary
<b>Learning skills</b>	Very good	Very good	Very good

- Learning skills are a strength of the school. Children in FS independently engage in exciting and well-considered activities which successfully and systematically build on their knowledge, skills and understanding. Students collaborate, share ideas and communicate their learning effectively.
- Students' mature relationships and positive attitudes are strongly evident. They are eager to learn. They are keen participants in lessons. They successfully apply their skills to everyday life. Connections between subjects and the transfer of skills are variable across subjects and phases.
- Students' critical thinking and problem-solving skills are generally secure. In both Primary and Secondary, students engage in debates, in independent research and in enquiry-led learning, especially in science. Students in all phases use technology with confidence.

### For Development:

- Emphasise cross-curricular links, facilitating the transfer of learning and skills across subjects.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding

- Almost all students have very positive and responsible attitudes. They demonstrate strong self-reliance and follow rules and routines. They are generally self-disciplined, contributing to a safe and orderly school. Children in FS thrive in a supportive environment.
- Students enjoy positive relationships with others and with their teachers. They show kindness, compassion and support for one another. Students are appreciative of different perspectives and experiences. They respond positively to teachers' feedback.
- Students exhibit a clear understanding of how to maintain a healthy lifestyle and stay safe. Healthy living is an integral part of the school's provision. Students make healthy food choices and take an active part in the wide range of physical activities which are available.

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good	Very good

- Students demonstrate a secure understanding of Islamic values and how they are reflected in Emirati society. They understand and appreciate the strong links between the school's values and those of the UAE. They are respectful of others' beliefs and practices.
- Students exhibit a clear understanding of Emirati culture and heritage. They appreciate the multicultural society and the rapid development of the UAE. Children in FS can name the seven Emirates and important buildings and places in Dubai and beyond.
- Students demonstrate a deep understanding of, and pride in, their own cultures and heritage. They appreciate the school's cultural diversity which is actively celebrated through festivals and National and International Day activities.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding

- Students enthusiastically take on roles and responsibilities in the school and the wider community. Through the school council, volunteering opportunities and student-initiated projects, they make significant contributions to the life of the school, while enriching their own lives.
- Students demonstrate a very strong work ethic. In FS, children are eager to complete their work. Older students lead assemblies and engage in entrepreneurial activities. They enjoy working with younger children.
- Environmental sustainability and conservation are embedded throughout the school. Students are enthusiastic participants in programmes to promote sustainability, recycling and conservation. They initiate and direct some of these activities.

### For Development:

- Strengthen and reinforce students' self-discipline.



### 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
<b>Teaching for effective learning</b>	Very good	Very good	Very good

- Teaching is highly effective across the school. It is enhanced by teachers' strong understanding of how children and young people learn. Questioning techniques encourage students to explain, reason and justify their responses. This is less effective in FS. Teachers do not consistently engage students in meaningful dialogue.
- Teachers generally have very good subject knowledge. They provide detailed lesson plans, making effective use of information from assessments. Occasionally, activities do not meet the needs of all students.
- Teachers provide regular opportunities for students to solve problems, to think critically and to engage in independent research. Resources are plentiful and appropriate. However, time is not always used effectively so that planned plenary sessions are occasionally not held.

	Foundation Stage	Primary	Secondary
<b>Assessment</b>	Very good	Very good	Very good

- Children's skills, knowledge and understanding are assessed carefully. These assessments are updated regularly and used effectively to optimise progress. Teachers use their knowledge of students' strengths and weaknesses to inform personalised learning. Self- and peer-assessment are not regular features in lessons.
- Teachers' response to students' written work is generally very effective, offering constructive guidance on areas for improvement. A good example is in Arabic, where teachers provide feedback to individual students orally and in notebooks, thus supporting steady progress.
- Leaders have developed a common platform for tracking students' achievement systematically and accurately throughout the school. Newly-appointed teachers adapt quickly to the assessment system. New students' progress can be monitored and evaluated effectively.

#### For Development:

- Ensure that, in all subjects, learning activities meet the needs of all students.
- Ensure that students benefit from self-assessment and peer-assessment in all subject areas.

**04 CURRICULUM**

	Foundation Stage	Primary	Secondary
<b>Curriculum design and implementation</b>	Very good	Very good	Very good

- The school’s curriculum is broad and balanced with a clearly articulated rationale. It is securely based on the Early Years Foundation Stage (EYFS) curriculum and NCFE, and fully compliant with MoE requirements. It incorporates an enquiry-based approach which supports the development of independent and collaborative learning.
- Programmes of study reflect continuity and progression. A variety of subjects, with many creative and practical experiences, is provided. A range of languages, art, drama and technology offer further enrichment. Additional foreign languages include French, Spanish and Mandarin Chinese. In music, students can learn to play the violin, ukulele and a woodwind instrument.
- Cross-curricular links are planned. They do not always facilitate the transfer of learning from one subject to another. Curriculum reviews ensure high-quality provision. The school has already identified the next steps in its secondary and post-16 curricula.

	Foundation Stage	Primary	Secondary
<b>Curriculum adaptation</b>	Very good	Very good	Very good

- The curriculum is effectively adapted to meet the personal and academic needs of most groups of students. It provides stimulating and meaningful learning activities to provide a well-rounded education. Leaders plan to provide alternative pathways for those who have more complex needs.
- An extensive range of extra-curricular activities enhances students’ learning and meets their interests and aspirations. Students have ample opportunities to develop their creativity, enterprise and innovation.
- Coherent learning experiences, embedded across the curriculum, are developing students’ understanding of the values, culture and history of the UAE. Most subjects, especially Arabic and social studies, contribute to a deeper understanding of the UAE.

**For Development:**

- Ensure that planned cross-curricular links support the transfer of learning.
- Provide alternative pathways for students with more complex needs.

**05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS**

	Foundation Stage	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding

- Robust child protection and safeguarding procedures are well understood by students, members of staff and parents. All staff receive regular training and are aware of their duties. Children know whom to approach for help and support. Staff are highly effective in protecting students from abuse including bullying, the internet and social media.
- The school provides a safe, hygienic, secure and welcoming environment for students and staff. High quality medical care, and the strong promotion of healthy lifestyles, positively support students' health and wellbeing and continue throughout the school. School transport is well organised and safe.
- The supervision of students is exemplary. Safety checks are regular and thorough. The buildings are very well maintained. Detailed records are kept securely, including logs of incidents and actions taken. The school premises provide a suitable environment to meet the needs of all.

	Foundation Stage	Primary	Secondary
<b>Care and support</b>	Very good	Very good	Very good

- Relationships are respectful. Students are helped to express their feelings using age-appropriate strategies. Robust systems and self-regulation encourage positive behaviour and support improved attendance and punctuality.
- Students of determination and those with gifts and talents are accurately identified. Teachers provide appropriate interventions. Students for whom English is an additional language are supported particularly well. Recommendations in individual education plans (IEPs) and suitable strategies are not applied consistently in all lessons.
- The wellbeing and pastoral team, the inclusion department, counsellors, tutors and the school therapy dog all play a part in supporting students. Careers education and guidance is developing as the school expands into the secondary phase. Careers workshops and guest speakers are now being introduced.

**For Development:**

- Ensure that all teachers feel confident and competent in delivering differentiated and personalised learning across the school.
- Embed careers education and guidance into the secondary phase.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- Leaders prioritise inclusivity. Appropriate support is generally given to students who need it. Comprehensive policies and a secure admissions process are in place. The dedicated inclusion team is led by an experienced leader, a knowledgeable governor and a committed principal. They ensure an inclusive ethos where students feel supported and encouraged to learn.
- Teachers use assessments and diagnostic tests to identify students' needs accurately. These assessments, as well as reports from external specialists where necessary, inform personalised interventions for each student. Through classroom support, targeted strategies and individual interventions, barriers to learning are minimised.
- Leaders place a strong emphasis on establishing positive relationships with parents and involving them in the IEP process. Regular meetings, workshops and coffee mornings facilitate the sharing of information and strengthen relationships. Parents speak very positively about the support that their children receive.
- Most teachers use the detailed IEPs to identify students' specific needs and implement key strategies. Best practice includes differentiation, effective use of support staff and strong interactions between teachers and students. Interventions include in-class support, one-to-one and small group sessions.
- Robust assessments and monitoring systems are used to track progress and to inform reviews and new goal setting. Extension time and accelerated reading tracker systems have a positive impact on students' progress. The development of alternative pathways for students with more complex needs is under consideration.

#### For Development:

- Ensure that the needs of all students are met in the classroom.

**06 LEADERSHIP AND MANAGEMENT**

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

- Leaders, inspired and encouraged by the principal, have a clear vision for the school based on the principles of integrity, inclusivity and collaboration. Positivity and enthusiasm permeate the school. There is a strong focus on students’ progress. Leaders encourage positive relationships and personalised professional development training. Weaknesses in Islamic Education have been identified and are being addressed. Leaders prioritise the recruitment of qualified and committed teachers. There is a strong commitment to safeguarding and child protection.
- Self-evaluation is systematic and rigorous. It generates valid and reliable evidence which contributes to the school's improvement plan. Procedures for monitoring and evaluating teaching are extremely thorough. The information collected is used to identify areas for improvement and to inform development priorities. Improvement plans are well articulated. However, priorities arising from external quality assurance are not yet assimilated into a single plan or clearly articulated. Appraisal of the schools’ performance has led to successful improvements.
- The school is extremely successful in engaging parents, whose involvement is encouraged and valued. Parents are very well informed through productive workshops. The parents of students who need help speak highly of the support received. Parents receive comprehensive and valued reports on their children’s academic progress and personal development. The school is actively involved with numerous businesses, charitable organisations and sustainability projects. Students benefit significantly from strong links with the founding school in England.
- The governing board includes representation from a wide range of stakeholders, including the owners, leaders and parents. Governors offer expertise in safeguarding, wellbeing, inclusion and education. They hold leaders to account for the school’s performance. They regularly visit the school and measure performance including achievement, personal development and school priorities. Governors have ensured substantial investment in staffing and facilities. They are heavily engaged in the development of the secondary phase. Statutory requirements are fully met.
- The school operates efficiently, with clear routines and effective communications. A sufficient number of qualified teachers support students’ diverse needs. Teachers have opportunities for professional development training. They are deployed effectively to support teaching and learning. The well-maintained premises offer a safe, welcoming environment with ample natural light and green spaces. Abundant and well-matched resources cater for students’ needs across the phases and subjects.

**For Development:**

- Adapt the school improvement plan so that priorities arising from external quality assurance can be assimilated, with clearly articulated priorities.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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)