

# INSPECTION REPORT

## Kings Dubai

Report published in April 2013

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, [info@khda.gov.ae](mailto:info@khda.gov.ae), [www.khda.gov.ae](http://www.khda.gov.ae)

## GENERAL INFORMATION ABOUT Kings Dubai

Location	Umm Suqeim
Type of school	Private
Website	www.kingsdubai.com
Telephone	04-348-3939
Address	PO Box 38199, Dubai
Principal	Alison Wilkinson
Curriculum	UK
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-12 / Foundation Stage to Year 7
Attendance	Outstanding
Number of students on roll	765
Largest nationality group of Students	UK
Number of Emirati students	25 (3%)
Date of the inspection	14th to 16th January 2013

## Contents

The context of the school.....	3
Overall school performance 2012-2013 .....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development? .....	7
How good are the teaching, learning and assessment? .....	7
How well does the curriculum meet the educational needs of students? .....	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school? .....	8
How well does the school provide for Emirati students?.....	9
How well does the school provide for students with special educational needs?.....	12
What are the views of parents, teachers and students?.....	14
What happens next?.....	15
How to contact us .....	15

## The context of the school

Kings' Dubai is a private school located in Umm Suqueim. It provides education for boys and girls aged three to 12 years in the Foundation Stage, primary phase and secondary (Year 7 only). Plans were in hand to return to providing only for Foundation Stage and primary students in the next session. The school follows the recently reformed Early Years Foundation Stage Curriculum for Foundation Stages 1 and 2. At the primary and secondary phases it follows the English National Curriculum. Students are assessed at the end of Year 2 and Year 6 using National Curriculum standard assessment tests.

At the time of the inspection, there were 765 students on roll. This was a significant increase of 58 per cent since the last inspection. Twenty-nine nations were represented in the school, with the largest group of students, 63 per cent, coming from the United Kingdom. There were 61 teachers and 20 learning assistants on the staff. This showed an increase of 31 teachers new to the school, but all had prior teaching experience. Teachers were appropriately qualified. There were 25 Emirati students, representing approximately three per cent of the school roll. The school had identified students with special educational needs and they were supported in classes and tutorials. Data for the last academic session reported by the school indicated outstanding levels of attendance.

In order to cater to the large increase in student numbers, accommodation had expanded with the opening, in September 2012, of a new building. The enlarged campus, increased student roll, new secondary department, doubled teaching staff and an expanded senior management team all posed significant challenges for the school. The staff, students and parents had addressed these challenges extremely well.

## Overall school performance 2012-2013

Outstanding

### Key strengths

- The outstanding progress and attainment of students in English, mathematics and science;
- Students' excellent behaviour, work ethic, confidence and personal and social development;
- The overall outstanding quality of teaching and students' learning;
- The outstanding support for students with special educational needs and the care and welfare of all students;
- The outstanding leadership of the school, including the engagement of all teachers in school improvement.

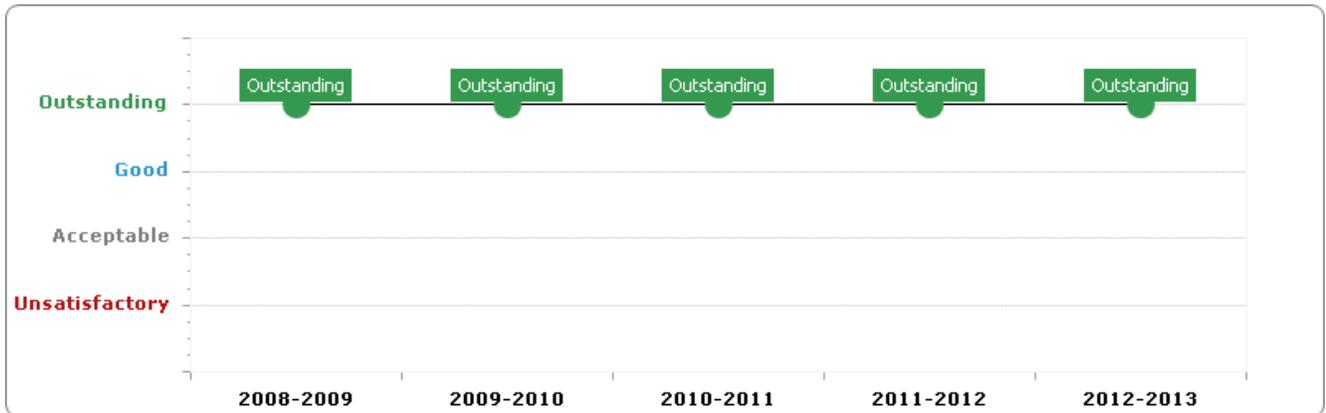
### Recommendations

- Improve students' attainment in Arabic as a first and additional language;
- Continue to deliver high quality education by developing innovative approaches to learning.

## Progress since the last inspection

- Lesson objectives had been more closely aligned with the curriculum in Arabic to improve students' progress, but attainment remained acceptable;
- The early identification of students with special educational needs, support for learning and tracking of the students' progress had improved.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

	Foundation Stage	Primary	Secondary
<b>Islamic Education</b>			
Attainment	Not Applicable	Good	Acceptable
Progress	Not Applicable	Good	Good
<b>Arabic as a first language</b>			
Attainment	Not Applicable	Acceptable	Not Applicable
Progress	Not Applicable	Good	Not Applicable
<b>Arabic as an additional language</b>			
Attainment	Not Applicable	Acceptable	Acceptable
Progress	Not Applicable	Good	Good
<b>English</b>			
Attainment	Outstanding	Outstanding	Good
Progress	Outstanding	Outstanding	Outstanding
<b>Mathematics</b>			
Attainment	Outstanding	Outstanding	Good
Progress	Outstanding	Outstanding	Outstanding
<b>Science</b>			
Attainment	Outstanding	Outstanding	Good
Progress	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

## How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary
Attitudes and behaviour	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Good

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding	Outstanding	Outstanding
Quality of students' learning	Outstanding	Outstanding	Good
Assessment	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

## How well does the curriculum meet the educational needs of students?

	Foundation Stage	Primary	Secondary
Curriculum quality	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

## How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
Health and Safety	Outstanding	Outstanding	Outstanding
Quality of Support	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Outstanding

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

Students' attainment in English, mathematics and science was outstanding in Foundation Stage and the primary phase, and good in Year 7. It was good in primary Islamic Education and acceptable in Year 7. In Arabic as a first language, it was acceptable in primary and in Arabic as a second language it was acceptable in both primary and secondary phases. In Islamic Education, most students were able to explain the five pillars of Islam and the steps required to perform group prayers well. In Arabic as a first language, most students had strong listening and speaking skills but their writing skills were weak. In Arabic as an additional language, again, most students' writing skills were weak. In English, speaking and reading were particularly strong aspects. In mathematics, children in Foundation Stage were able to work with patterns and numbers to at least ten. In the primary years, students were able to identify appropriate procedures in order to solve problems. Most Year 7 students demonstrated good mental mathematics skills. In science, those in Years 6 and 7 used scientific language appropriately and made accurate measurements and observations.

Students made outstanding progress across the school in English, mathematics and science. They made good progress in Islamic Education and Arabic as an additional language, and in the primary phase, good progress in Arabic as a first language. A majority of students understood Islamic etiquette, values and morals. Recitation of The Holy Qur'an was less well developed. In Arabic, writing skills were weak. In English, students were constantly challenged to refine and develop their skills at a fast pace. In mathematics, students increased their understanding and use of numbers and graphs. Year 7 students applied the conventions of algebra accurately. Students were able to use increasingly scientific language and a wider range of apparatus as they moved up through the years.

[View judgements](#)

## How well does the school provide for Emirati students?

The attainment of Emirati students was good in Islamic Education and acceptable in Arabic as a first language. In English, mathematics and science their attainment was outstanding. Progress was good in Islamic Education and in Arabic as a first language. It was outstanding in English, mathematics and science. The consistently positive outcomes for Emirati students, achieving as well as, or better than their peers at each phase of the school, had much to do with the high expectations teachers set for all students. All students, including Emiratis, had a strong work ethic. Like their fellow students, Emiratis' progress was tracked carefully. This enabled appropriate interventions when a student was not making the expected progress. Importantly, the school took very effective steps to ensure that parents were involved in their children's learning.

## How good is the students' personal and social development?

The students' personal and social development was outstanding overall. Through their excellent behaviour and purposeful approaches to learning, students managed to get the most out of their lessons. They demonstrated self-discipline and maturity, and were considerate and respectful towards all. Students responded well to advice and guidance. They had a firm grasp of what constitutes healthy lifestyles and acted accordingly. Attendance over the last full term was outstanding. Students showed their understanding of Islamic values, such as integrity and kindness to others. For example, they contributed to a Ugandan school by sharing surplus materials, including school uniforms. Celebrations such as National Day plus the regular social studies curriculum gave students a sound appreciation of Dubai's past. Older students demonstrated a very strong insight into its contemporary geography and economy. Work on themes such as Indian patterns and aboriginal art opened students' minds to cultural variety. Students knew the value of taking personal responsibility. From the Foundation Stage 'Leader of the Week' to school council members and the Year 7 'Pioneers', they embraced the frequent opportunities to lead. Environmental awareness was widespread. The current challenges such as water conservation were understood, and the 'Eco Club' was vigilant in saving energy.

[View judgements](#)

## How good are the teaching, learning and assessment?

Teaching for effective learning was outstanding throughout the school. Teachers' used their strong subject knowledge to relate what was being taught to life outside of school. They helped students build upon learning achieved in different subjects. Teachers used questions skillfully. They usually included follow-on questions to promote deeper thinking by students. The skills of inquiry, personal skills and subject specific skills, including the use of information and communication technology (ICT), were integrated together and developed to high levels. Students had the opportunity, for example, to visit a local wildlife park and build multimedia presentations that not only developed knowledge about living things but also provided an opportunity to apply their skills from across the curriculum. Across other subjects, particularly English, mathematics, science, physical education and French, teaching was equally effective. Students were highly motivated to learn because they enjoyed the active learning approaches teachers used. Activities related learning to the interests of students in the wider world. As a result, almost all students made very good progress.

The quality of students' learning was outstanding in Foundation Stage and in the primary phase. It was good in secondary because the school had not yet developed the learning skills of all students to the highest levels, particularly of those who had enrolled more recently. All students learned enthusiastically,

and understood the importance of learning. Teachers guided students effectively to complete a wide variety of tasks, including investigations and problem-solving activities, which developed the skills of independent learning. These activities also raised enthusiasm to accelerate progress and provided opportunities for students to apply what they had learned. Students enjoyed working together to explore and discuss new ideas to deepen their learning. The use of ICT was integral to learning across the school, and exemplified well the school's vision for a creative and relevant curriculum.

Regular and accurate benchmarking and tracking of students' attainment and progress contributed very well to the school providing the most effective opportunities for learning for all its students. Assessment data was used very successfully by teachers to plan the next steps for learning for students. Feedback for students about their progress and how they could achieve even more was highly effective. The learning journal in Foundation Stage was exemplary in tracking achievement, sharing that with parents and planning for the best next steps. Teachers adjusted the curriculum, lesson plans and their interactions with students as a result of knowing their needs very well. Self- and peer-assessment by students enabled them to strengthen their skills of self-management. This added to the range of ways that the school demonstrated its commitment to develop personal and learning skills alongside academic skills.

[View judgements](#)

## How well does the curriculum meet the educational needs of students?

The curriculum was outstanding in all phases. It was well planned, suitably broad and balanced and took good account of real contexts, local and global affairs. Good attention was given to physical education, including regular swimming at all phases, and to learning a modern European language. An annual review ensured that content was fresh and relevant to students' lives and that they experienced a rich, interesting and exciting range of learning experiences. At the Foundation Stage children learned through well-planned, purposeful play, often involving exploration and investigation. In the primary years, students enjoyed learning independently and collaboratively, researching and developing their critical thinking skills. In Year 7, secondary students engaged enthusiastically in an innovative, concept-based and motivating inter-disciplinary curriculum with a particular focus on enquiry-based learning. The curriculum for Arabic was less well developed and continued to be a priority for further improvement. Excellent use of ICT to support and enhance students' learning permeated many aspects of the curriculum and developed highly relevant 21<sup>st</sup> Century skills. A wide range of extra-curricular activities, including field trips, residential excursions and projects, and visiting speakers enhanced students' learning. The school had strong links with local, national and international communities.

[View judgements](#)

## How well does the school protect and support students?

The school's arrangements for students' health, safety and security were outstanding. Its policy and procedures for child protection were thorough and closely monitored by designated staff. All staff in the school were aware of and implemented the policy. The modern buildings were safe and well-maintained. Regular fire drills ensured that students could be evacuated efficiently and safely. Students' arrival and departure arrangements were well organised and supervised. School facilities were excellent and met the needs of all students. The school's extensive healthy lifestyle programmes were well supported by the resident medical staff, who provided outstanding care and kept meticulous records.

Relationships between staff and students were excellent. All staff in the school had an extensive knowledge of their students and were able to identify clearly their strengths and weaknesses. Procedures for managing attendance and punctuality operated effectively with calls being placed early on the first morning of a recorded absence. A range of methods were open for parents to inform the school if their child was not able to attend. Students' academic progress was carefully tracked and they received very good guidance and support throughout their schooling, which aided their transition to the next phase of their education.

[View judgements](#)

## How well does the school provide for students with special educational needs?

Outstanding support was provided by an expanded and experienced learning support team. Students with a wide range of specific needs were extremely well supported. The individual needs of students were skillfully identified and addressed in all phases of the school. There were a range of support procedures in place. The school involved parents fully at every stage, from identification to, if required, external assessments. Individual education plans were comprehensive and produced in a child-friendly form.

## How good are the leadership and management of the school?

Leadership of the school at all levels was outstanding. The senior leadership team, ably led by the heads of primary and secondary, provided a clear direction to staff which inspired them to strive to deliver to students high quality learning experiences and meet the school's motto 'The best by every child'. They ensured that staff shared a common vision and, through development teams involving all teachers, used

distributed leadership to improve already high quality provision. Relationships and communication among staff were of a high order. Teacher-student relationships were excellent. Very good steps were taken to provide students at each phase with opportunities to develop their leadership skills. The school demonstrated a high capacity for continued development and innovation.

Staff took good account of comprehensive and regular internal reviews of practice and of the views of students and parents in identifying priorities for improvement. Teachers valued observation of their teaching by managers and the links with fellow teachers as 'buddy' partners. Very good use was made of assessment information to track student progress and identify trends that needed investigation and action to bring about improvement where required. School improvement planning was a very real strength as all teachers were engaged in the process of analysing performance and setting ambitious but achievable goals. Despite the many challenges the school had faced with increased student numbers, a larger campus and many new teachers, the school had not only maintained its already high quality of provision but added value to this.

The school's partnership with parents continued to be outstanding. Student progress reports with next steps identified, learning journals, parent-teacher meetings, home-school communication diaries, weekly open-door sessions and fortnightly seminars on learning and teaching issues all served to keep parents well-informed. An innovative "Kings' Communicator" using ICT to link with parents promised much. There were strong links with local schools and the community. Links with a school in Uganda and educational excursions increased students' understanding of local and global cultures and traditions.

The Governing Body's members provided the school with very sound advice and guidance. Well-informed parent representatives provided a channel to express parental views and held the school to account for its performance. The chief education officer and heads of primary and secondary phases ensured that meetings focused on key priorities for improvement.

Management of the school was outstanding. Staff were well qualified and deployed to good effect. Induction procedures for new teachers were exemplary. Administrative, cleaning and security staff were highly effective. The enlarged campus was clean, safe and secure and provided an excellent learning and teaching environment. Excellent facilities included shaded outdoor play and sports areas, swimming pool, indoor assembly hall and gymnasium, a new library and canteen, astro-turf and grass sports fields and ICT suites. Resources to support learning, particularly ICT, were modern and extensive.

[View judgements](#)

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	184	36%
	Last year	126	46%
Teachers	39		76%
Students	There were no senior students in the school		

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

Around a third of parents and three-quarters of teachers responded to the survey. All parents said their child enjoyed life at the school. Almost all said they were satisfied with the quality of education provided by the school. All parents thought that communication between school and home helped involve them in their child's education. Almost all parents and teachers felt students were well looked after and safe at school, and were treated fairly, respected and valued. They thought that teaching and learning were good at the school. They commented positively regarding the wide range of technology used to support students' learning. A minority of parents said that children were not making good progress in Arabic. Most parents and all teachers thought the school was well led.

## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

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)

## Copyright © 2013

This report is for internal use only and for the self-evaluation purposes of the school.  
It should not be used for commercial purposes or in connection with a prospectus or advertisement.