

GOOD



2019-2020

# INSPECTION REPORT



























IB CURRICULUM

## Contents

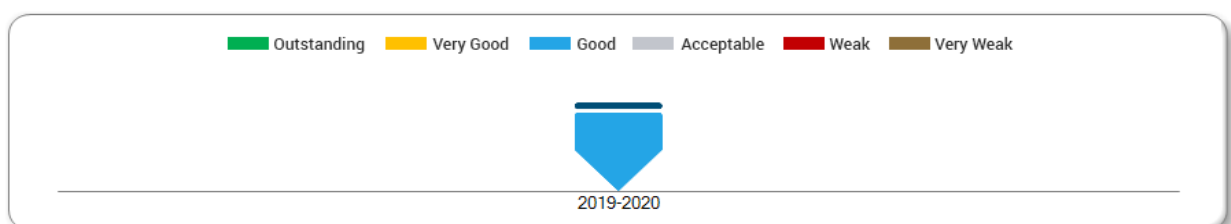
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<b><i>Contents.....</i></b>	<b><i>2</i></b>
<b><i>School Information.....</i></b>	<b><i>3</i></b>
<b><i>Summary of Inspection Findings 2019-2020.....</i></b>	<b><i>4</i></b>
<b><i>Overall School Performance .....</i></b>	<b><i>6</i></b>
<b><i>National Priorities.....</i></b>	<b><i>8</i></b>
<b><i>National Agenda Parameter .....</i></b>	<b><i>8</i></b>
<b><i>Moral Education .....</i></b>	<b><i>9</i></b>
<b><i>Reading Across the Curriculum .....</i></b>	<b><i>9</i></b>
<b><i>Innovation.....</i></b>	<b><i>10</i></b>
<b><i>Main Inspection Report .....</i></b>	<b><i>11</i></b>
<b><i>Views of Parents and Students.....</i></b>	<b><i>21</i></b>

## School Information

General Information	 Location	Meydan City
	 Opening year of School	2017
	 Website	www.nlcsdubai.ae
	 Telephone	04 319 0888
	 Principal	James Monaghan
	 Principal - Date appointed	1 July 2019
	 Language of Instruction	English
	 Inspection Dates	24 to 27 February 2020
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	788
	 Number of Emirati students	28
	 Number of students of determination	58
	 Largest nationality group of students	UK
Teachers	 Number of teachers	108
	 Largest nationality group of teachers	British
	 Number of teaching assistants	22
	 Teacher-student ratio	1:7
	 Number of guidance counsellors	1
	 Teacher turnover	33 per cent
Curriculum	 Educational Permit/ License	International Baccalaureate (IB)
	 Main Curriculum	IB
	 External Tests and Examinations	IB Diploma Program (DP), Middle Years Program (MYP)
	 Accreditation	IB
	 National Agenda Benchmark Tests	Granada Learning Assessments (GL)

### School Journey for NORTH LONDON COLLEGIATE SCHOOL DUBAI



## Summary of Inspection Findings 2019-2020

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

Students Outcomes	<ul style="list-style-type: none"> <li>The students' attainment in most subjects is very good or outstanding throughout the school, reflecting its selective intake. However, their attainment in Islamic education and Arabic is weak. Their progress is strong outside these subjects. In science it is slightly better in the Middle Years Programme (MYP) and the Diploma Programme (DP), reflecting the teachers' expertise in these phases. Students develop as independent and thoughtful learners.</li> <li>Students have responsible attitudes toward learning and others. They understand the value of healthy eating and most have active lifestyles. Many students are aware of Emirati culture and Islamic values, and most have strong knowledge of their own cultures and other world cultures. Students take their responsibilities toward the environment seriously.</li> </ul>
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Provision for learners	<ul style="list-style-type: none"> <li>Teaching is of high quality in almost all subjects, but the quality of teaching varies considerably in Islamic education and Arabic lessons. Most teachers plan engaging lessons. Students use time productively to complete independent learning tasks. Teachers' interactions with their students are positive. Targeted questions are used skilfully to encourage high level thinking and critical responses by students. Teachers use the assessments of learning to personalise further learning experiences.</li> <li>The school has a rich, broad and balanced curriculum. Careful planning ensures that students' knowledge and skills build sequentially from year-to-year. However, the UAE MoE curriculum is not adequately covered in Islamic education, Arabic and UAE social studies. Regular reviews of the curriculum lead to increasing opportunities for students to develop both academically and personally. Suitable adaptations are made for students of determination and those with particular gifts and talents.</li> <li>The school has all expected policies and procedures for health, safety and child protection. It provides a variety of healthy food options. The building is designed safely and well-maintained. The monitoring of potential risks around the campus should be more rigorous. Teachers and students have excellent relationships. Specialist inclusion teachers provide well for the students with whom they work.</li> </ul>
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Leadership and management	<ul style="list-style-type: none"> <li>Leaders promote a compelling vision that draws on the best traditions of the North London Collegiate School (NLCS) in England. Educational leadership is strong across almost all subjects. It is less effective in Islamic education and Arabic. Communication with parents is highly effective. The governing board supports the development of the school well, through expertise and provision of high-quality resources.</li> </ul>
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### The Best Features of The School:

- The students' personal and social development which results in them being articulate, thoughtful and well-mannered young people.
- The very good and outstanding attainment in English, mathematics and science, and the well-developed critical thinking throughout the school.
- The sense of community, care and support, which are underpinned by strong relationships and personal attention.
- The wide range of activities beyond the classrooms, including student societies, sports, the arts and a variety of options for senior students.
- The excellent school facilities and resources for teaching and learning.








### Key Recommendations:

- Improve the quality of provision for learning Islamic education and Arabic by:
  - fully implementing the UAE curricula for these subjects;
  - ensuring these subjects enjoy high quality leadership;
  - improving the quality of teaching so that all students make at least the expected progress.
- Identify all potential risks and address these, including the management of vehicular traffic.

## Overall School Performance

Good

### 1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good	Outstanding	Outstanding	Outstanding
	Progress	Very good	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Good	Very good	Good
 Science	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Very good	Very good	Very good
 UAE Social Studies	Attainment		Weak		

	KG	PYP	MYP	DP
<b>Learning skills</b>	Very good	Very good	Very good	Very good

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

## 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Good	Good	Very good
Assessment	Very good	Good	Very good	Very good

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very good

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Good	Good
Care and support	Very good	Very good	Very good	Very good

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	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](#).

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

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

#### The school's progress on international assessments

**meets expectations.**

- As a relatively young school there are insufficient data to inform a judgment about progression on the Programme for International Student Assessment (PISA), Trends in Mathematics and Science Studies (TIMSS) and Progress in International Reading Survey (PIRLS) tests. Students' attainment on the Granada Learning Progress Tests (GLPT) in 2019 improved to outstanding in mathematics and in science and was maintained at very good in English. Overall, their progress on this National Agenda benchmark assessment is judged to be very good. Achievement in relation to measured ability, a comparison of Cognitive Ability Test (CAT4) scores against GLPT tests is acceptable in English and good in mathematics and science. Students underachieved significantly in English in Grades 6 and 9.

#### The impact of leadership

**meets expectations.**

- School leaders are addressing the recommendations from the National Agenda benchmark test reports. The school has developed detailed plans which are regularly reviewed. Progress and success criteria are monitored to ensure that the school is moving in the right direction. The majority of leaders ensure that teachers use the CAT4 cognitive ability information, which contributes to improved outcomes across some key of the subjects.

#### The impact on learning

**meets expectations.**

- School leaders and teachers promote opportunities for critical thinking by all students, who use a range of techniques to generate ideas, particularly in English and science lessons. Students carry out simple independent enquiry and research. Inconsistent learning support for students is hampering their acquisition of essential research skills.

**Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.**

#### For development:

- Ensure an increase in the proportion of students achieving or exceeding their CAT4 predictions in external benchmark assessments.
- Secure external benchmark tests, where possible, for all key subjects.
- Ensure that students acquire independent enquiry and research skills.



### Moral Education

- Moral education is taught very effectively in the school. A curriculum map outlining the topics to be studied is integrated with the scope and sequence documents.
- Students' learning in moral education is formally assessed through ongoing formative and summative tests. The outcomes of assessments are reported to parents.
- The curriculum enables teachers to provide learning experiences that facilitate the development of conceptual knowledge and collaborative learning skills. All key concepts are addressed.

**The school's implementation of a moral education programme is above expectations.**

#### For development:

- Develop rubrics to support students' self-assessment, particularly in relation to moral values.

### Reading Across the Curriculum

- The school tracks students' reading skills using standardised assessments. These provide accurate percentages of students reading at, below or above expectations.
- Reading coaches have recently been appointed in the Arabic department as well as in the lower and upper school phases. They help develop teachers' abilities to teach reading.
- The school promotes reading as a lifelong learning skill in most subjects. Teachers enable students to access texts accurately by pre-teaching the relevant vocabulary.
- Teachers motivate students to become lifelong readers, to enjoy reading for information and for pleasure. Teachers assess reading regularly, and interventions to support underperforming readers are in place.

**The school's provision for reading across the curriculum is developing.**

#### For development:

- Ensure that the Arabic and English departments collaborate on strategies for developing reading across the curriculum.

## Innovation

- Most students are highly engaged in independent and collaborative tasks which develop strong skills of research, critical thinking and problem-solving. They use technologies effectively and creatively.
- Students are involved in a range of well-planned projects and enterprise activities. These frequently raise awareness of social and environment issues at local and global levels.
- Most teachers provide excellent opportunities for students to develop the skills of innovation and creativity. However, these opportunities are underdeveloped in subjects taught in Arabic.
- In all phases, an imaginative curriculum and extra-curricular activities provide opportunities for enquiry-based, cross-curricular learning which greatly enhances students' skills for innovation, enterprise and leadership.
- Leaders are committed to developing a school which maintains its historical roots whilst preparing students for a changing world. They provide both teachers and students with many opportunities to work creatively.

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

### For development:

- Extend the opportunities for students to create, develop and apply learning in all subjects.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Weak	Weak	Weak

- Although the internal assessment data indicate that most students' attainment is outstanding, their recent work and lesson observations confirm that their achievement is below the curriculum expectations. The more able students' progress is marginally faster than the other groups of students. The girls' achievements are slightly better than those of the boys.
- The students have weak recitation skills and knowledge of Islamic values and morals. Their knowledge of the different prophets' stories and the pillars of Islam is inconsistent. Their understanding of Islamic law, Seerah and Islamic etiquettes is below the curriculum expectations. Their progress is noticeably slow in developing the basic knowledge of most of Islamic concepts and skills.
- The school teaches selected topics but does not cover the MoE curriculum as required. Consequently, the students have limited opportunities to cover all the topics appropriately, leading to weak outcomes.

#### For development:

- Ensure that teachers deliver all aspects of the MoE curriculum for Islamic education.
- Benchmark students' learning outcomes accurately against the MoE standards for Islamic education.

#### Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Weak	Weak	Not applicable

- Most students' language skills across the different year groups are inadequate. Students across the two phases demonstrate inconsistent progress learning the four language skills. Therefore, their progress is below expectations.
- Students' listening skills are the most developed. They can read familiar words. However, their ability to comprehend, understand, and analyse different types of literary texts is underdeveloped. Speaking and writing Arabic remain a challenge for most students across all grades. This is due to the limited opportunities for students to practice their speaking and independent writing skills.

- The school has introduced an online reading platform for all grades. This is a recent initiative which is not currently being used consistently by students. Therefore, there is not at present evidence of its effects upon students' achievements.

**For development:**

- Raise the attainment of students and improve their progress by improving teaching, modifying the curriculum to meet the different needs of the students, and ensuring the implementation of a detailed skills progression plan across all grades.

**Arabic as an Additional Language**

	KG	PYP	MYP	DP
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students' attainment in both phases is below the curriculum standards. Progress made in acquiring the different language skills is inconsistent across both phases, regardless of their years of study. However, their rates of progress remain within expectations.
- Students' vocabulary is developing. However, their ability to use vocabulary in real-life situations is underdeveloped. Students can read familiar words only and find it challenging to understand basic language instructions. Reading for understanding and writing require further development.
- The use of information technology (IT) is beginning to enthuse students. This is contributing to improvements in students' acquisition of the different language skills. These positive practices are not yet consistent across the Arabic department.

**For development:**

- Improve students' attainment by ensuring that all teachers are familiar with the most effective methods for teaching Arabic as a foreign language.
- Provide students with more opportunities to develop their speaking and free writing skills.

**English**

	KG	PYP	MYP	DP
Attainment	Very good	Outstanding	Outstanding	Outstanding
Progress	Very good	Very good	Very good	Very good

- The strong emphasis on the development of students' language skills from the KG onwards ensures that their progress is rapid. Thus, their attainment is consistently high throughout the school. Most students in all grades demonstrate highly proficient speaking and listening skills.
- Students quickly become competent readers who can read aloud with fluency and confidence. Expository, descriptive and narrative writing are features of students' written work. Their writing is increasingly sophisticated as they move up through the grades.

- Students demonstrate investigative and collaborative learning that enables the development of literary analytical skills.

**For development:**

- Ensure that the lower attaining students in the Primary Years Programme (PYP) have appropriate levels of challenge.

**Mathematics**

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Outstanding	Outstanding
Progress	Very good	Good	Very good	Good

- The attainment of students in the PYP and MYP is excellent, on internal assessments and external international benchmark tests. The progress made by girls is generally better, particularly in the DP. Students make slower progress in the early grades of the PYP, due to fewer opportunities to learn through enquiry.
- Students perform strongly in understanding and using data. For example, Grade 5 students collect and analyse data using different types of graphs. They can use line graphs to present data to relate gross domestic product (GDP) to inequality.
- In the MYP and DP, students can select appropriate mathematical approaches when solving challenging problems. They have too few opportunities to choose mathematical strategies and solve authentic real-life situations.

**For development:**

- Provide students in PYP with more opportunities to engage in enquiry-based learning.

**Science**

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Outstanding	Outstanding
Progress	Very good	Very good	Very good	Very good

- The students' attainment in science is very strong in all phases compared to curriculum expectations. It is stronger in the MYP and DP where specialist teachers, with expert subject knowledge, support high levels of progress in all three science subjects.
- The profile of science in the PYP has been raised, particularly through science weeks, where highly engaging scenarios for scientific investigation are encouraging a love of science. The 'science appreciation society' and 'scientist of the month' video encourage passion and progress, well beyond curriculum expectations.
- A range of opportunities such as speakers, visits, societies and further reading, alongside engaging lessons in MYP and DP, inspire students and broaden their understanding. There have not been any external examinations to confirm their high levels of attainment.

**For development:**

- Ensure students in the PYP develop their scientific enquiry skills systematically throughout the year.

**UAE Social Studies**

**All phases**

**Attainment**

**Weak**

- Internal assessment data indicate that the large majority of students are attaining levels above curriculum expectations. However, their recent work reflects significant areas of the UAE curriculum that have not been covered or assessed. Girls' achievement is marginally higher than that of the boys.
- Students can present their research results clearly. They have weak knowledge and understanding of the economic principles in the UAE and their effects on the global economy. Their understanding of the UAE's geographical features and history are below expectations.
- Recent research activities were assigned to the students in the PYP and MYP to enhance their achievements. The topics are not sufficiently aligned with the UAE MoE social studies standards.

**For development:**

- Align the school's social studies curriculum with the standards for UAE Social Studies.

**Learning Skills**

**KG**

**PYP**

**MYP**

**DP**

**Learning skills**

Very good

Very good

Very good

Very good

- Without exception, students are motivated, diligent and resilient learners who engage well with learning activities in lessons. They are keen to take responsibility for learning and do so with independence and effective collaboration. In the DP students are mature and critical thinkers.
- In most subjects, students communicate their learning well and discuss ideas with great success. The questions they ask show their keen interest and engagement with learning. Their learning skills are developed and used less often in Islamic education and in Arabic lessons.
- Students of all ages know their strengths and relative weaknesses. Excellent emphasis is placed on the learner profile, particularly in the PYP where students track their skills. Meaningful connections are made between most subjects, particularly through units of enquiry.

**For development:**

- Provide students with more opportunities in Islamic education and Arabic to use their excellent learning skills to improve their progress.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students behave exceptionally well. They demonstrate responsible attitudes toward school life. Most are sensitive to the needs of others and demonstrate secure understanding of what constitutes safe and purposeful lifestyles.
- The respectful and considerate behaviour of students makes a significant contribution to the school's calm and purposeful learning atmosphere. They work well together in lessons and are very supportive when given the opportunity to evaluate each other's work.
- Bullying is rare and students work well together to resolve differences. They understand the value of healthy eating. Active lifestyles are maintained through participation in a range of sporting and other physical activities.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- The majority of students have understanding of Islamic values and their effects upon life in the UAE. They have very strong knowledge of their own culture and other world cultures.
- Students' awareness of Emirati culture and traditions is consistent, with some variance in their knowledge and understanding of Emirati heritage. The girls' knowledge of their own culture and other cultures is marginally better than that of the boys, especially in the MYP.
- The school provides some 'special occasion' assemblies and events to enhance the students' knowledge and understanding of the Emirati culture and of Islamic values. These ensure that students are expanding their knowledge and understanding of the UAE.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- In the DP, students' awareness of environmental issues is marginally stronger for their ages than in the other phases. Students in the PYP are the most active participants in school projects and initiatives, although all phases are highly engaged.
- Students lead many school activities and evaluate their effects on improving the environment. They are actively involved in a range of innovative projects and are very eager to complete these. They contribute enthusiastically to a variety of enterprise and entrepreneurial events.
- The school provides students with an extensive range of opportunities to design and manage their own projects independently. As a result of that, the students develop initiative and leadership qualities.

### For development:

- Deepen students' understanding of Emirati culture, traditions and heritage.
- Raise students' awareness of how Islamic values influence contemporary and community life in the UAE.

### 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Good	Good	Very good

- Teaching is of a very high quality in the KG. In other phases teaching is strong across the curriculum with the exception of those subjects taught in Arabic. Teaching improves further up the school, where the subject knowledge of specialist teachers is strongest. Across all phases, teachers support students very effectively.
- Most teachers plan engaging lessons, using time productively to enable students to complete independent learning tasks. Teachers' interactions with their students are very positive. Personalised questions are used skilfully to encourage high level thinking and critical responses. In the less successful subjects and lessons, the teachers' questioning skills are inconsistent.
- Teachers know their students well and most use strategies that provide specific levels of challenge and support. Expectations are high in subjects other than Islamic education, Arabic and UAE social studies. The use of IT for research varies in lessons, but students use this extremely well.

	KG	PYP	MYP	DP
Assessment	Very good	Good	Very good	Very good

- Assessment systems are highly reliable across the school. There is close alignment of the internal and external assessment standards in the majority of key subjects. In Islamic education, teachers lack clear standards against which to evaluate their students' attainment. In Arabic, the teachers' assessments of learning are insufficiently aligned to the MoE curriculum standards and thus less than rigorous.
- All teachers have detailed profiles of each student, indicating their cognitive abilities and indications of progress against their predicted results. Most teachers can identify those students whose progress is slower than expected.
- Teachers' knowledge of their students and support for learning is strongest in English and science, where students are regularly and actively engaged in assessment of their own learning and that of their peers.

#### For development:

- Improve the quality of teaching in Islamic education and Arabic to match the high quality seen in other subjects.
- Ensure that teachers assess students' achievements accurately against the appropriate curriculum standards in all subjects and phases.



## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good

- In most subjects, the curriculum is planned effectively to meet the needs of students. Careful planning ensures that students' knowledge and skills build sequentially from year-to-year. In most subjects the curriculum promotes deep learning. However, the UAE MoE curriculum is not adequately covered in Islamic education, Arabic and UAE social studies.
- From the KG onwards, the IB philosophy of developing inquiring, knowledgeable and caring young people permeates the curriculum. Many opportunities are provided for independent learning and critical thinking, particularly in English and science. The curriculum in the DP offers students an excellent variety of options.
- Cross-curricular links and connections with everyday life are planned effectively. These links enhance the transfer of learning and promote innovation. Regular reviews of the curriculum lead to more opportunities for students to develop both academically and personally.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good	Very good	Very good	Very good

- In most subjects the curriculum is modified for most groups of students very effectively. Assessment information is used well to set interventions and provide support for students of determination. Suitable adaptations are also made for those students with particular gifts and talents.
- Opportunities for innovation, creativity, enterprise and social contributions are provided across all phases. The curriculum is enhanced considerably by an extensive range of extra-curricular activities. These enable students to pursue their sporting, academic, musical and cultural interests.
- The curriculum includes a number of programmes and events that enable students to gain understanding of the values, culture and heritage of Dubai and Emirati society. However, this is an underdeveloped aspect of provision.
- Arabic is taught for 40 minutes each week in KG1. In KG2, Arabic for first language learners is taught for 240 minutes each week. Arabic as an additional language is taught for 160 minutes each week.

### For development:

- Ensure full coverage of the MoE curriculum in Islamic education, Arabic and UAE social studies.
- Provide more opportunities for students to understand the heritage and culture of the UAE.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection and safeguarding	Acceptable	Acceptable	Good	Good

- The school maintains appropriate policies, procedures and documentation for health and safety, including child protection. These policies are reviewed regularly and communicated to the school community. An educational programme raises awareness of safeguarding, well-being and cyber bullying. A variety of healthy food options for meals and snacks are provided.
- The school facilities are attractive, functional and well-maintained. These are accessible for students of determination. The school conducts regular and thorough checks of the premises to ensure that any risks are swiftly and effectively addressed.
- School leaders are engaged with managing vehicular traffic, which needs careful monitoring, particularly at the end of the school day. This will require review as the campus develops, particularly for the younger students.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Very good	Very good

- Teachers and students have excellent relationships of mutual trust and respect. The school has high expectations of students' behaviour, which are well met. Attendance and punctuality are managed effectively and students are eager to come to school.
- Specialist inclusion teachers have the expertise to lead the identification process for students of determination. They ensure compliance with the KHDA guidelines. The students of determination are well-supported. Students with gifts and talents are identified and provided with many opportunities to nurture their growth.
- Pastoral care is a collective responsibility, with all teachers knowing their students very well. Students' personal welfare is comprehensively monitored. Any student with concerns is well-counselled. Older students benefit from personalised advice and guidance about their future education pathways.

### For development:

- Ensure that risk assessments of daily activities are more proactive.
- Ensure that the identification of students' special educational needs is precise and in line with the categories of the latest KHDA inclusion guidance.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Governors, senior leaders and the inclusion team show strong commitment to an inclusive ethos throughout the school. Significant investment in well-qualified specialist teachers has improved the inclusive practices and the quality of support provided for students.
- The inclusion department uses a range of assessments to identify the needs of all students of determination. This information is used very well to write individual education plans which ensure that the support provided meets their needs. The school is developing its processes to comply fully with KHDA's requirements.
- All parents are kept fully informed of their children's welfare and progress by personalised informal and formal reporting. They value their involvement in their children's educational programmes. They welcome the strong communication which supports partnership with the school.
- In most lessons, provision for students of determination is well-organised and modified effectively to meet their academic and personal needs. Skilled support for additional interventions helps to build students' confidence and capacity for independent learning.
- The school uses frequent assessments to ensure that teaching is leading to good progress by students. When compared to predictions, the majority of students make progress above expectations in English, maths and science. They are moving towards the expected levels of attainment for their ages.

### For development:

- Ensure that the inclusive ethos within the school is fully apparent to all prospective parents.
- Enhance the skills of teachers of Islamic education and Arabic so that lessons are well-adapted to enable students of determination to make consistently good progress.

## 6. Leadership and management

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

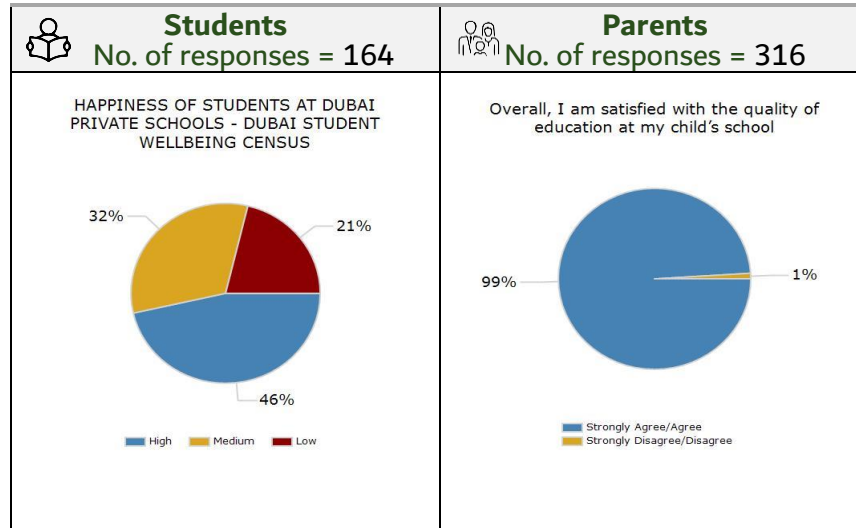
- Leaders at all levels share a compelling vision that draws on the best traditions of the NLCS in England. This has enabled the school to quickly develop features such as student leadership through the house system. However, some leaders lack a full appreciation of the Dubai context. Leaders respond well to the UAE's priority for inclusion, but educational leadership in Islamic studies and Arabic is less well-developed. Leaders have established strong relationships and a culture of clear communication pervades the school.
- The school's self-evaluation judgements are overly generous. However, leaders have sufficient knowledge of the strengths and areas of development across most areas. The exceptions are with respect to Islamic and Arabic, and UAE Social studies. There is a suitable school improvement plan to guide the staff in the future.
- Parents are highly involved in the education of their children. The school provides many opportunities for them to share the educational journey, for example, presentations by students at the end of all PYP units and meetings to clarify the IB programmes. There is a strong culture of communication in which teachers welcome contact with parents. School reports to parents are informative. The school is developing a wide range of local and international partnerships to expand students' horizons.
- The governing board is well constructed, with representation of parents, investors, members of the local community and representatives of the NLCS in London. This brings considerable expertise of education internationally, but less experience of education in the UAE. The governors have yet to hold the school accountable for developing good provision and outcomes in Islamic education and Arabic. Governors have invested highly in staffing, the physical facilities and the resources for teaching and learning.
- The daily management of the school ensures very efficient operation. All teachers are suitably qualified. Students, teachers and parents are well-informed by the activity calendar of events. Teachers benefit from various professional development opportunities. They are well-trained to use the online systems efficiently and effectively. The well-resourced libraries, science laboratories, design and art workshops, drama and music rooms and sports areas are all highly conducive to learning.



### For development:

- Ensure that the school's vision draws sufficiently on its context in the UAE as well as the traditions of excellence from the NLCS in England.
- Enhance educational leadership in Islamic education and Arabic so that the UAE curricula are comprehensively and expertly delivered.
- Ensure that self-evaluations accurately reflect the achievements of students and the quality of provision in all subjects.

## Views of Parents and Students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Students report very high levels of happiness, optimism, perseverance and satisfaction with life. Some of the main findings indicate that students feel very safe, have very good peer relationships and significant emotional engagement with their teachers. They also express high levels of cognitive engagement and academic self-concept in school. These features are validated by the inspection findings. Students report a low incidence of bullying.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>In general, parents are very satisfied with the quality and value of education provided at the school. All report their children are safe and developing effective learning skills. The large majority of parents state that their children's health is good or excellent and they get on well with their teachers. A very high proportion of parents report their children are positive about the future. Overall, parents' comments are very positive.</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)