

INSPECTION REPORT

2022-2023



KINGS SCHOOL AL BARSHA L.L.C

UK CURRICULUM

OUTSTANDING

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	2014
	Website	www.kings-edu.com
	Telephone	97143566900
	Principal	Rebecca Louise Gray
	Principal - Date appointed	2/1/2018
	Language of Instruction	English
	Inspection Dates	16 to 20 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2563
	Number of Emirati students	174
	Number of students of determination	210
	Largest nationality group of students	UK

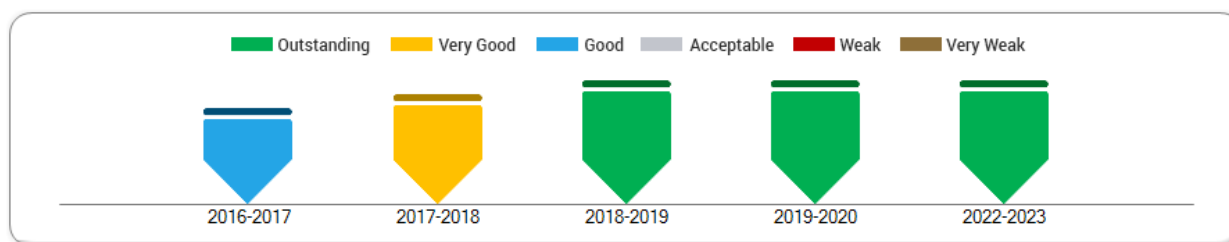
TEACHERS

	Number of teachers	210
	Largest nationality group of teachers	British
	Number of teaching assistants	84
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	25%

CURRICULUM

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

School Journey for KINGS SCHOOL AL BARSHA L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Across all phases and subjects, students are working at very high levels, except in Islamic Education and Arabic, where the inconsistent quality of teaching, learning and assessment is impacting on the outcomes of students. However, students' attainment in Islamic Education in Primary is now good, and their progress in science in Post-16 has improved to outstanding.
- Students' attitudes and behaviour are exemplary. Across the school, most students have age-appropriate understanding of the UAE's culture and heritage. Students respond extremely well to opportunities provided to be creative, innovative and to contribute to the life of the school.

PROVISION FOR LEARNERS

- Teaching and the use of assessment are very strong features across all phases of the school. As such, students experience high-quality teaching and learning in almost all subjects on a consistent basis. However, this is less so in Islamic Education and Arabic, particularly in the Secondary and Post-16 phases of the school where the quality of teaching and assessment are unpredictable.
- The curriculum is creative and innovative. It is well balanced and provides a wide range of academic and non-academic subjects, especially in the Secondary and Post-16 sections of the school. In most core subjects the curriculum is adapted well to meet the needs of all learners.
- Students are well cared for and supported. Students' health and safety are a priority of the school. The school's 'Learning Inclusively at Kings' (LINK) and inclusion programmes ensure that all students receive the support that they require.

LEADERSHIP AND MANAGEMENT

- School leaders are committed to sustaining the outstanding practices in the school and to ensuring that their motto, 'The Best for Every Child', is at the core of their decision-making and improvement planning. Senior leaders have made significant enhancements in all aspects of the life of the school and have developed very clear next steps for further progress.

The best features of the school:

- Exemplary attitudes and behaviour of students across all phases
- Effective and robust assessment procedures
- The adaptive, rich and creative curriculum, and the wide range of options in Secondary and Post-16
- The dynamic range of non-academic learning experiences provided to students
- The innovative practices and approach to inclusion and students' wellbeing

Key Recommendations:

- Improve students' attainment and progress in Islamic Education and Arabic by:
 - providing more challenge to students in lessons, particularly the more able.
 - ensuring more consistent high-quality teaching; and
 - providing students with clear next steps in learning.
- Enhance and develop the capacity of the Arabic leadership team to ensure that they develop an impact-driven culture in the department.
- Nurture the culture of innovation and risk-taking to enable students to take even more ownership of their learning and at the highest level.

Overall School Performance

Outstanding


1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

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

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	is above expectations

- In the 2018 PISA assessment, the school exceeded its targets in mathematics, science and reading literacy. Boys' performance significantly exceeds that of girls. In TIMSS assessment, students have marginally missed their targets in mathematics and science in Year 5 but met their targets in mathematics in Year 9 and exceeded their targets in science. Overall progression in international assessments is very good. In NAP tests, it is outstanding.

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

- Leaders at all levels understand what the international and National Agenda benchmarks assessments indicate about students' achievement and can identify learning gaps in the curriculum. The school analyses data effectively from multiple sources and has identified areas needing further development. This has led the school to implement strategies to improve them and teachers to build interventions successfully.

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

- Reading literacy is promoted across all phases and subjects. A variety of initiatives is in place to improve reading skills across the curriculum. Leaders ensure that reading is prioritised and intervention is targeted to support students who are not meeting age-related expectations. Critical thinking and open-ended problem-solving activities are well developed across all subjects. Research and ICT skills are less evident in lessons.

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

For Development:

- Enhance the use of digital technology for enquiry and research skills across the school.

Wellbeing

The quality of wellbeing provision and outcome is at a **very high level**

- The governing board and leadership team have prioritised wellbeing. This area is led by a highly knowledgeable team who are skillful in creating an experience which empowers all stakeholders. A wellbeing committee for staff and students informs the school's vision and the development of provision. Formal and informal monitoring and assessment identifies areas of concern. The school recognises that, as it grows, it must continue to maintain the quality of this service and consider the opportunities that growth can bring to setting and pursuing the vision of wellbeing.
- Teacher student relationships are exceptionally strong, facilitating open conversation with students to support their individual needs and their wellbeing. Stakeholders' views and opinions are sought regularly through a range of different methods. This information is used in a meaningful way to support individuals and groups, directly and indirectly. The process is not frequent enough to identify individuals swiftly. Members of staff support students well. The school has created a website for staff to access ongoing training, updates and support to help themselves as well as their work.
- The school provides a dynamic curriculum which responds to wellbeing matters and assessment results. The primary phase has recently launched a new wellbeing curriculum that is designed to create healthy habits for body and mind. This is helping to develop students' skills in managing the challenges of the modern world. The impact of this new curriculum has yet to be reviewed. The extracurricular provision within the school is significant offering a range of health and fitness activities to support and facilitate emotional and physical wellbeing

UAE social studies and Moral Education

- The school teaches Moral Social and Cultural education using a series of resources, including the Salama series for support, but developed within their own, innovative curriculum framework. It is taught in the English and timetabled as discrete lessons, in Primary for one hour per week and in Secondary also for one hour per week. This is supported with a forty-minute session across the humanities subjects. Assessment is rigorous and feeds into the school 'O-Track' system, enabling accurate reporting and tracking.
- The MSC curriculum is an integral combination of the school's own concept and wellbeing curricula, which delivers innovative and often personalised learning experiences They are guided and supported by teachers, developing students' interests and personalising learning in a cohesive and flexible way. Teaching and learning in MSC is outstanding,

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The majority of students in Primary and Post-16 makes notable gains in Islamic concepts, faith and Islamic law as a result of their active engagement in learning. Older students are able to justify opinions and explain the rationale behind these laws. In Secondary, most students demonstrate knowledge and understanding that are in line with the Ministry of Education (MoE) curriculum standards.
- Students' understanding is deepened by opportunities to apply their learning to everyday life and, in doing so, to infer the rulings and guidelines from the Hadeeth and verses of the Holy Qur'an.
- Further improvements in recitation and memorisation skills, and in applying the rules of recitation, are less secure, particularly in the Secondary and Post-16 phases. Overall, achievement is stronger for non-Arab students than for Arab students.

For Development:

- Improve students' recitation and memorisation skills and develop their knowledge and application of the rules of recitation.
- Ensure that the Holy Qur'an, Hadeeth, and Seerah are linked to all areas of learning in Islamic Education.

Arabic as a First Language

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

- Primary students demonstrate relatively stronger listening and reading skills. Secondary students can answer simple questions using a limited range of vocabulary. Post-16 students show relatively stronger listening and reading skills in comparison to those in speaking and independent writing.
- In lessons and in recent work, a majority of students in Primary can analyse elements of short stories and discuss the different features of the main characters. In the upper phases, students listen well, and most understand the explicit meaning of an information text. Across the school, students often encounter difficulties in applying grammar and formal vocabulary when speaking and in their written work.
- The department is providing a variety of online reading platforms and initiatives, particularly for Primary students. The impacts of these initiatives has yet to be observed and monitored.

For Development:

- Raise expectations and develop speaking, reading and writing skills for all students, but especially those who are underachieving.
- Ensure that all students develop their writing skills by redrafting their work and by following their teacher's marking and feedback.

Arabic as an Additional Language

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

- Most Primary students understand the main points from short spoken passages on familiar topics. Secondary students understand short simple texts. They can use a limited vocabulary to describe geographical locations. In both phases, speaking confidently using standard Arabic and the application of accurate grammar in writing is insecure.
- Primary students are able to produce sentences using a limited range of newly acquired vocabulary. They can replace words in simple sentence structures. Secondary students understand the main facts from texts on familiar themes but are unable to apply them in different contexts.
- The attempts by the department to use Arabic in everyday situations is helping students to become more engaged and interested in learning. However, students are not developing the use of the language outside the classroom as widely as they could do.

For Development:

- Enhance the speaking and independent writing skills of students.
- Provide more opportunities for students to practice the use of a wider range of vocabulary in speaking and writing, in line with their years of studying of Arabic as an additional language.

English

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

- In Post-16, students' attainment in national tests over the last three years has been variable. Children in the Foundation Stage (FS) make an excellent start in their acquisition of language. Speaking skills continue to develop as students move throughout the school, resulting in consistently high levels of attainment.
- Students across Primary build on a range of vocabulary and use complex grammar to be able to write extended and interesting narratives. Writing is an increasing strength across all phases of the school.
- Secondary and Post-16 students have a deep knowledge and understanding of literary techniques and acquire sophisticated skills in the analysis of poetry and other literature. They are able to form critical judgements and manipulate lines of argument. The whole school emphasis on reading a variety of stories, poems, rhymes and non-fiction is developing students' enjoyment of reading.
- The achievement of Emirati students is in line with their peers.

For Development:

- Extend opportunities for students to access a wider range of reading materials to support their enjoyment of reading.

Mathematics

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

- Students in Primary and Secondary have maintained outstanding results in the General Learning (GL) standardised assessments and in the General Certificate of Secondary Education (GCSE) examinations. Post-16 results at A Level and in A Level further mathematics are very good.
- In the FS, the focus on child-centred practical activities, for instance, play, exploration and active learning is helping children to develop their problem-solving skills and their mathematical understanding. In Primary, students have very secure numeracy skills and a clear understanding of the different strategies which they can use to calculate answers.
- Older students demonstrate strong competencies with higher-order mathematics. They develop problem-solving and reasoning skills, resulting in deep mathematical thinking. However, students in Secondary and Post-16 do not always have enough opportunities to learn by sharing their outcomes in lessons and by comparing how others have solved similar problems.

For Development:

- Provide more opportunities for students to share, communicate and compare their learning with others in lessons.

Science

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

- In FS children are rapidly developing an understanding of science. They understand how to enquire through observation and prediction. In other phases, students are developing a strong understanding and knowledge of science concepts, enquiry processes and the skills of reasoning and critical thinking. Post-16 students' achievement is stronger in biology and chemistry than it is in physics.
- From Primary upwards students are able to explain how to design an accurate science investigation with an informed understanding of the correct equipment required. Students' knowledge, skill and understanding continues to progress at a rapid rate across the phases, especially when they are using specific scientific language to explain their findings.
- The rigorous analyses of student answers to A Level examination papers is being used by teachers to deepen students' understanding and skills through targeted tasks and practical work.

For Development:

- Improve students' examination results in A Level physics.

Learning Skills

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

- In FS children have positive attitudes to their learning, are well motivated, and keen to share their work with adults and each other. In other phases students have a clear understanding of their own progress and strengths in learning.
- As a result of collaborative learning and the development of critical thinking, students learning skills in Primary have improved. Across all phases, students are keen and engaged, they are confident, articulate learners who take responsibility for their work. Most students have the confidence to ask questions if they are unsure? Most are not afraid of making mistakes as they know that they will learn from their errors
- As they proceed through the school students become more secure and confident in devising their own tasks and investigations. The use of digital devices is not yet used in a consistent way to enhance learning across most subjects and phases.

For Development:

- Provide more opportunities for students to use technology in their learning.

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

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

- Students across all phases have very positive and responsible attitudes towards their learning and their school. They behave extremely well and are respectful to one another and to adults. They respond exceptionally well when taking leadership roles in their learning and within the life of the school.
- Students are generally self-disciplined and show empathy to the needs and differences of others. They resolve difficulties in a mature way. Their excellent behaviour is a contributing factor in the school's positive atmosphere.
- Students have an excellent understanding of the importance of safe and healthy living. They make wise choices about their own health and participate in activities that promote a safe and healthy lifestyle. Attendance is good overall. Students are punctual to school and to their lessons.

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

- Students have a high appreciation of Islamic values which is reflected well in their daily lives. They show respect, kindness and care for others. The school promotes Islamic values through assemblies, activities and the celebration of Islamic events, for instance Ramadan, the Hajj and Eid.
- Students are well aware of the Emirati culture and involve themselves in a range of cultural activities to celebrate it, such as National Day and Flag Day.
- Students are also appreciative of their own cultures. They engage actively in opportunities to celebrate their own and other cultures through different events, including International Day celebrations.

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

- Students are confident to lead. Through the student councils, they initiate and make significant social contributions to the life of the school. They demonstrate a strong sense of responsibility for their learning and are highly motivated. They show care and consideration for others and willingly support one another.
- Most students are inspired to be enterprising and innovative. Through business initiatives, projects and competitions, they generate new ideas, using learning technology to solve real-life problems that will benefit the local and wider communities.
- Students demonstrate a strong desire to make a difference to society and have a deep knowledge and understanding of sustainability and conservation. They share a great sense of pride in their school and lead schemes that are having a positive environmental impact, such as effective recycling initiatives.

For Development:

- Enrich the learning environment with more cultural displays reflecting the Emirati and world cultures.
- Embed wider opportunities for students' opinions to be heard so that they have a greater influence and ownership in the future development of the school.

3. Teaching and assessment

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

- In FS, teachers' excellent subject knowledge contributes to very high levels of achievement. Across the school, teachers' planning is imaginative and detailed, and most use a range of strategies to maximise student engagement in lessons. However, this is an inconsistent feature in Arabic.
- Teachers have high expectations of all students and provide challenging tasks and excellent levels of support. Lessons are successfully linked to real-life contexts and often with other subjects, and appropriately resourced. Learning intentions and success criteria are routinely shared with students.
- In most lessons, teachers skilfully develop students' critical thinking, problem-solving and learning independence through enquiry and investigative work. Teachers' questioning is highly developed, challenges students and promotes higher levels of thinking in most classes. Teachers' interactions with students always ensure that they are focused on their learning.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding ↑

- Internal assessment processes are coherent, consistent and linked well to the NCFE curriculum standards but, to a lesser degree in Arabic. The school conducts an extensive range of reliable external assessments to benchmark students' performance against national and international expectations.
- Data are thoroughly and systematically gathered and analysed across all phases. The analyses of assessment information are shared with teachers and then used to inform teaching and curriculum adaptations and to provide personalised challenge and feedback. Occasionally, in FS, assessment within lessons does not always ensure that all children are challenged adequately in their knowledge, skills and understanding.
- The quality of written feedback to students is not yet consistently or successfully applied in all subjects, but especially in Arabic.

For Development:

- Ensure that all teaching in all subjects develops students' independence and problem-solving skills.
- Use assessment information within lessons in all subjects so that that children and students are fully challenged and achieve to the very best of their ability.

4. Curriculum

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

- The curriculum has a very clear rationale and progression across phases. In FS the curriculum is led by the children's interests. In Primary, students are developed through connections in learning and the community. The curriculum in the upper phases is supported with a rich and impressive range of choices for study.
- The school constantly reviews its curriculum to include as much personalisation as possible. Children and students have with multiple opportunities for regular self-development and self-directed learning.
- The curriculum is very well planned and ensures clear, structured progression and strong continuity between phases and beyond. Cross-curricular themes run through it, ensuring that students consistently make meaningful connections in their learning.

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

- The school's curriculum is dynamic, constantly adapted and offers a large range of opportunities across all phases. However, activities involving problem-solving, innovation and creativity are at times uneven, and sometimes do not include independent and open-ended actions.
- The school has ensured that students in all phases have appropriate opportunities to develop a secure understanding of the UAE culture, values and society. They occur through UAE celebrations and involvement with the local community. Occasionally, there are some missed opportunities to learn further about the achievements of the UAE in lessons.
- Teachers are highly successful in ensuring that the curriculum is modified and supports the learning needs of different groups of students. Assessment information is intuitively used to inform changes to the curriculum and to develop a more highly personalised curriculum for students.
- Arabic is taught in FS1 and FS2 for 30 minutes per week, with an additional 30 minutes for first language speakers of Arabic.

For Development:

- Provide more regular and consistent opportunities for open-ended independent work in problem-solving, innovation and creativity to students in the school.

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

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

- An excellent culture of safeguarding permeates the school. Safeguarding procedures are extensive and highly effective. Leaders ensure that all staff are appropriately trained in safeguarding. Students' welfare in areas such as online safety is high priority.
- Students learn in an inspiring environment. The buildings and equipment are exceptionally well maintained. Regular checks are made to reduce risk. Medical staff keep detailed and secure records. The supervision of students in school, and when using school transport, is effective. The premises and facilities meet the learning needs of all.
- Ensuring a healthy lifestyle is given a very high profile in the school. Students have an excellent understanding of the benefits of healthy nutrition and regular exercise. They have access to an extensive range of extra-curricular sports clubs to support them.

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

- Members of staff and students take shared responsibility for maintaining the strong and purposeful relationships across the school. These relationships allow staff to know the students in their care well, and to recognise any subtle changes in their behaviour so that they can support their wellbeing.
- The school provides highly effective support for students of determination. It includes a wide range of evidence-based interventions by a dedicated, qualified and experienced team. This support is deployed in a flexible manner to support the development of students' independence.
- The career programme offers students a wealth of opportunities to explore existing and future career pathways. This informative and inspirational programme deploys an approach which encourages students to reflect on the reasons behind selecting subjects or career pathways.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding 

- School leaders and governors have demonstrated an enthusiasm and commitment to inclusive education. They continue to invest in specialist facilities, resources and staff to provide the best possible learning experience and opportunities for the diverse range of students in their care.
- The LINK team (Learning Inclusively at Kings) has a systematic approach to the identification of students of determination. This approach uses all available data, in addition to a suite of diagnostic assessments, to support identification at admission and then across all years.
- Parents speak warmly about the support provided for their children and the progress they have observed. Parents receive regular updates on their children's education through formal and informal methods. They are also involved in writing their children's Individual Education Plan (IEPs).
- Students of determination access an extensive range of curriculum modifications. Some students have an alternative provision from FS to Year 8. The school plans to extend this provision in a considered manner as these individuals move through the school.
- Progress is tracked and monitored successfully using assessment data, target setting and qualitative information. The process forms part of a planned review cycle which in turn informs future intervention. Classroom and subject teachers take ownership of specific targets for students in their lessons.

For Development:

- Maintain the quality of the alternative provision as it progresses into Year 10.
- Consider diversifying this provision to offer an even wider range of opportunities to supplement and enhance students' learning experiences.

6. Leadership and management

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

- The principal and leaders at all levels are zealous in setting a clear strategic vision for the school. They are committed to the school's motto of doing 'The Best by Every Child'. The principal empowers and supports members of her leadership team to evaluate and support their departments accurately with a view to improving students' outcomes. As acknowledged by senior leaders, a priority is to build further capacity and high-quality leadership at all levels.
- Senior and middle leaders are involved in comprehensive and rigorous self-evaluation processes and monitor the work of school closely. They know the strengths and areas for development well and have developed clear action plans to address these areas. The recommendations from the previous report have been addressed successfully.
- Parents are very supportive of the school and are active participants in their children's learning. The newly established Parent Teacher Association (PTA) is very active in the life of the school. Parents are well-informed about their children's learning and feel that their children are well cared for and supported by the entire school team.
- The governing board has good representation of all stakeholders. Members are well informed about the progress of the school, its strengths and areas for further development. The governors hold leaders to account and have clear strategic plans for the school, especially regarding the new building. They are aware of the challenges particularly in raising the standards of students' attainment and progress in Islamic Education and Arabic.
- The day-to-day running of the school is highly efficient. There is sense of purpose across the different sections of the school. The facilities and resources are of a high quality and are easily accessible to all students. The school is well staffed, although there are a few gaps in terms of lead practitioners, especially as the school continues to grow.

For Development:

- Review and expand the school's number of lead practitioners in order to sustain the high-quality teaching and learning across all areas of the school and its curriculum.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae