DUBAI
Knowledge المعرفة

INSPECTION REPORT

2022-2023

REGENT INTERNATIONAL PRIVATE SCHOOL L.L.C

UK CURRICULUM

VERY GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha Second
Opening year of School	1993
Website	www.risdubai.com
Telephone	97143608830
Principal	Jason Jonathan King
Principal - Date appointed	1/1/2021
Language of Instruction	English
Inspection Dates	07 to 10 November 2022

STUDENTS

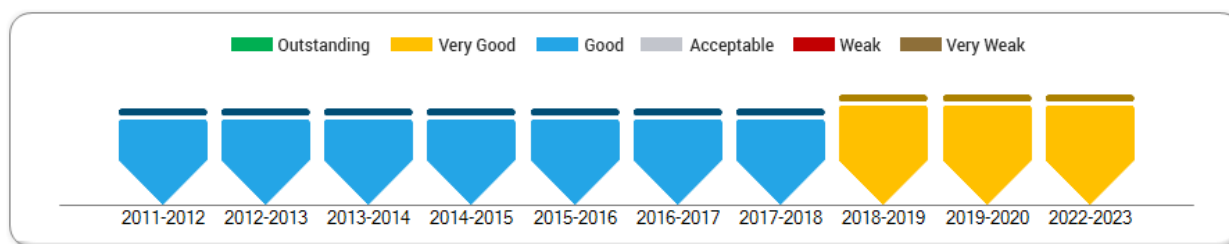|	
Gender of students	Boys and girls
Age range	3 to 16
Grades or year groups	FS1 to Year 11
Number of students on roll	1411
Number of Emirati students	4
Number of students of determination	43
Largest nationality group of students	UK

TEACHERS

Number of teachers	95
Largest nationality group of teachers	British
Number of teaching assistants	55
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	10%

CURRICULUM

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

School Journey for REGENT INTERNATIONAL PRIVATE SCHOOL L.L.C

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
Good	Good	Good	Good	Good	Good	Good	Very Good	Very Good	Very Good

Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	
	• Children in the Foundation Stage (FS) achieve outstanding outcomes. In Primary, attainment and progress have improved in English and science, but remain acceptable in Arabic, as an additional language and Islamic Education. In Secondary, attainment and progress are very good in English, mathematics and science, and acceptable in Islamic Education. Arabic, as a first language, is weak in this phase.
	• Students' personal and social development is exceptionally strong across the school. Students behave in a very mature and responsible way in and outside of lessons. In class, they co-operate and collaborate with each other extremely well. Students have improved their knowledge of Islamic values and its relevance to life in Dubai. They demonstrate their initiatives and social responsibilities through organising and producing activities, for instance, musical shows.

PROVISION FOR LEARNERS	
	• Teaching is outstanding in FS stages and very good in the other phases. Teachers plan learning very well and have clear learning objectives for each lesson. They make very good use of assessment data to organise their classes and develop personalised learning. They enliven lessons with different activities and use resources effectively for learning.
	• The school has developed a rich and stimulating curriculum in FS and in Primary, where French, as a subject has been added. In Secondary, leaders have organised the timetable to ensure that all students in Years 10 and 11 are able to take their choice of subjects. These students also benefit from mentoring as they progress towards sitting external examinations.
	• The school is very safe, clean and well maintained. A very strong feature of the school is its positive and inclusive ethos. Staff place high priority on the care and wellbeing of students. Students of determination are welcomed and integrated very effectively in classes. Staff identify their learning needs accurately and put in place successful teaching strategies to address their learning needs.

LEADERSHIP AND MANAGEMENT	
	• The outstanding management and leadership in this school has resulted in significant school improvement. The very effective digital systems have helped teachers to make excellent use of assessment data. This has improved teaching, student outcomes, self-evaluation and improvement planning. The governing body has supported this innovation and is investing in improving the site further. Relationships with parents and the community are excellent.

The best features of the school:

- The learning experiences and outcomes of children in the FS

- Teachers' use of assessment data to plan lessons and personalise learning

- The inclusive ethos, care and support provided to all students

- The strategic use of data and digital systems to improve self-evaluation and improvement planning

- The leadership provided by the principal, senior and middle leaders which has enabled the school to improve and flourish through challenging times

Key Recommendations:

- Governors should improve the staffing resource in Islamic Education and Arabic.

- Improve students' outcomes in Arabic and Islamic Education by:

  o teachers providing more opportunities for students to speak and write in Arabic, and

  o improving the leadership of Arabic and Islamic Education.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English	Attainment	Outstanding ⬆	Very good ⬆	Very good	Not applicable
	Progress	Outstanding	Outstanding ⬆	Very good	Not applicable
Mathematics	Attainment	Outstanding	Very good	Very good	Not applicable
	Progress	Outstanding	Very good	Very good	Not applicable
Science	Attainment	Outstanding	Outstanding ⬆	Very good	Not applicable
	Progress	Outstanding	Outstanding ⬆	Very good	Not applicable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Very good	Not applicable

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ⬆	Very good	Not applicable
Social responsibility and innovation skills	Outstanding	Outstanding ⬆	Outstanding	Not applicable

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good	Very good	Not applicable
Assessment	Outstanding	Outstanding ⬆	Outstanding	Not applicable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Very good	Not applicable
Curriculum adaptation	Outstanding	Outstanding ⬆	Very good	Not applicable

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	Not applicable
Care and support	Outstanding	Outstanding	Outstanding	Not applicable

6. Leadership and management

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

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	Not applicable

- The school successfully sustained its very good judgment against the National Agenda Parameter benchmark tests. In external assessments for Year 5, the school exceeded its targets.

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

- Leaders have a comprehensive understanding of the importance of data analyses to identify any areas of weakness or under performance. They skilfully modify their teaching strategies and adapt the curriculum to develop any skills in need of further improvement.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- Leaders integrate the data produced by their reading programmes to create a whole assessment overview of each individual student. Teachers personalise the learning in lessons to meet the needs of every student.

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

For Development:

- Ensure teachers familiarise themselves with the demands of the PISA benchmarking assessments.

- Ensure that, where necessary, adaptations are made to the secondary curriculum to meet the demands of the TIMSS and PISA tests.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- The school has a longstanding commitment to wellbeing promotion. An extremely clear vision and a comprehensive policy provide significant support. All senior leaders are part of the wellbeing committee and carry out frequent and regular wellbeing reviews. Information is shared with governors who hold leaders to account. Leaders use the outcomes of external and school-created surveys of students' wellbeing to identify areas for development and make refinements to provision. Leaders and governors have yet to identify fully the impact which high quality learning experiences has on student wellbeing.

- Led by a qualified counsellor, the very high-quality care, guidance, and support provided by the school, has a major impact on student wellbeing. Leaders also prioritise adult wellbeing, for example, by creating a staff wellbeing committee with representatives from all departments. The school is proactive in seeking feedback from all stakeholders about wellbeing issues. Information is gathered from a wide range of sources; for example, the school council provides feedback. Parents' views are also sought.

- The whole school 'positive school' programme ensures students recognise the importance of wellbeing in their daily lives. During the school day they benefit from the 'values in action' lessons for all age groups. Parents value the contributions that the school is making to their children's wellbeing. Students know and understand what constitutes healthy living and how this contributes to their wellbeing. Results of surveys and other data shows that almost all students feel very safe in the caring ethos and family atmosphere which the school has carefully and purposely created

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education using the latest moral, social and cultural framework (It is taught as a combined subject from Years 1 to 11 as well as integrating the topics across the curriculum. The subject is taught in one 40minute lesson each week.

- The programme is increasing students' knowledge and understanding. Lessons are well organised and taught by teachers who make the topics stimulating and enjoyable. Lessons develop students' ability to think critically by making links to their personal experiences. Students work independently and collaboratively to complete tasks and solve problems. The use of technology is helping students to research and to support the development of their analytical skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and their recent work, most students attain knowledge and skills that are in line with curriculum standards. Internal assessments and external international benchmark test results are in line with the level of students' work seen in lessons.

- Most students in Primary and Secondary demonstrate an adequate understanding of Islamic creed and worship. They show respect to the Prophet Mohammed (PBUH) and his Seerah. Students' ability to memorise and interpret verses from the Holy Qur'an and Hadith is developing.

- Teachers have started to use assessment data to guide planned activities in lessons. However, the targets which teachers allocate to students are not always sufficiently personalised to meet their learning needs.

For Development:
- Strengthen students' memorisation skills and interpretation of verses from the Holy Qur'an and Hadith.
- Improve students' skills in applying messages from the Holy Qur'an and Hadith to deepen their understanding of Islam.

Arabic as a First Language

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

- Most students in the primary and secondary understand the main ideas when they read a text or a story. In Secondary, students' ability to analyse implicit themes in texts is underdeveloped. A minority of students in Secondary read confidently and produce age-appropriate, independent writing.

- Primary students write about and describe different topics orally using simple sentences. Most secondary students understand the main ideas from literary texts. The use of standard Arabic, and accurate grammar in expressing opinions orally, and in writing, are underdeveloped.

- Teachers take account of students' level of understanding of Arabic when planning lessons. However, the impact of this approach is not evident. The tracking, monitoring, and identification of next steps in students' learning is inconsistent.

For Development:
- Challenge students to provide more extended verbal responses and written work in line with the curriculum standards.
- Ensure that students read a wider variety of Arabic literary texts to develop their vocabulary skills and comprehension.

Arabic as an Additional Language

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

- Most students demonstrate language skills that are within the expectations for the subject. Students' reading and listening skills are more secure in Primary.

- In lessons, students can comprehend simple instructions and questions. Speaking is limited to basic vocabulary and comprehension is limited to familiar contexts. When reading texts, students have difficulty in understanding fully what they read.

- Students are becoming more involved and responsible for their learning through responding to slightly improved teaching strategies. Their ability to write and speak independently is underdeveloped.

For Development:

- Increase the number of independent writing opportunities for students so that they can develop their skills more quickly.

- Ensure that learning activities are based on students' starting points and their language skills so far.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding ⬆	Very good ⬆	Very good	Not applicable
Progress	Outstanding	Outstanding ⬆	Very good	Not applicable

- Attainment and progress are strongest in FS. Attainment in Primary and Secondary is similar, but progress is better in Primary. Internal test results in Primary align closely to international benchmark test results. PISA results are showing improvements too.

- Listening is the strongest skill. Students listen carefully and thoughtfully to others. Writing is developing well. There are insufficient opportunities for younger students, in the early stages of learning English to speak in lessons. There are gaps in boys' reading skills in a few primary classes.

- The school is systematically identifying gaps in students' language skills and addressing them in lessons. Teachers provide extra tuition in separate classes for some students identified as early English language learners. Most, but not all, lessons support students sufficiently in developing their language skills.

For Development:

- Provide opportunities which allow younger students to develop their speaking skills.

- Ensure gaps in reading skills are addressed.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Very good	Very good	Not applicable
Progress	Outstanding	Very good	Very good	Not applicable

- In the FS almost all children's attainment and progress exceed expectations. In Primary and Secondary, a large majority of students attain above curriculum standards and make better than expected progress.

- A strength in mathematics is the methodology used across all the phases, to help students acquire both knowledge and skills. This is done using the three-stage approach of fluency, reasoning and problem-solving.

- The focus on reading for understanding of specialist mathematical language, across all phases, has had a significant impact on students' ability to reason and to solve problems.

For Development:

- Encourage all students to make gains in their knowledge and understanding of mathematics by helping them to understand which skills they need to improve further.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding ⬆	Very good	Not applicable
Progress	Outstanding	Outstanding ⬆	Very good	Not applicable

- Children in FS are highly motivated to explore and find out things for themselves. Most children in FS and Primary, and the large majority of students in Secondary, attain levels that are above curriculum standards.

- In Primary and Secondary, students are enthusiastic and conscientious learners who work very well independently and help each other to complete investigations and tasks. All students use digital technology with confidence to support their learning.

- Most students have well-developed research and critical thinking skills and can apply these very successfully to solve scientific investigations and problems. Students reflect confidently on their own work, and that of others, at the end of lessons.

For Development:

- Ensure that scientific enquiry and practical investigations provide students with even more challenges to increase their understanding and scientific literacy.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Very good	Not applicable

- The most successful learning is in FS and Primary where students are enthusiastic, independent, self-reliant, and learn from each other. Learning in Secondary is not consistently so strong.

- Students are enthusiastic, have positive attitudes to learning, collaborate well and readily share their learning. They can problem-solve, think critically, and use enquiry and learning technologies effectively. Innovation is strongly evident in learning. In a few subjects, teaching impedes independent learning.

- The learning environment provides for interesting and stimulating lessons which have a positive impact on learners. In a few lessons, over-direction by teachers limits students' thinking and opportunities to apply their learning. Learning is not consistent across all subjects.

For Development:

- Provide more opportunities for students to learn independently in every lesson.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Not applicable

- Students are ambitious, motivated learners and demonstrate a strong work ethic. A culture of self-control and independence is present within the entire school community. Students at all levels take opportunities to engage in leadership roles and responsibilities when they are able to do so.

- Relationships between staff and students are very respectful and supportive. Students' behaviour is exemplary. They are highly motivated and help each other. Students maintain healthy lifestyles through developing appropriate eating and exercising habits. They are highly engaged in school sports and competitive team sports.

- Students are generally punctual to their lessons and to school. Attendance is higher in the upper grades of the school.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ⬆	Very good	Not applicable

- Students have a secure appreciation and understanding of Islamic values. This is reflected in their commitment to learning, their respectful behaviour and, their kindness towards one another. Islamic ambassadors are active in promoting Islamic awareness.

- Students respect and appreciate the heritage and culture of the UAE. They organise and celebrate different national occasions. They can name the most important sites in the UAE and talk in detail about the leaders' roles in building the modern UAE.

- Students have a deep understanding and are proud of their own cultures. The school celebrates cultural diversity, UAE and other National days very well indeed. However, students have a more limited understanding of the similarities and differences among other world cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding ⬆	Outstanding	Not applicable

- Children in FS show care and empathy and work hard in their lessons. They have an age-appropriate understanding of environmental issues. Students of all ages are productive and responsible members of the school community.

- Students' social contributions as volunteers, results in the initiation and leading of activities that have positive effects on the school. An example is the recent assembly to celebrate Diwali that was organised and delivered by a group of Indian student leaders.

- Many students undertake entrepreneurial actions that have wider social benefits such as, food donation and recycling initiatives. They have an excellent work ethic and are highly resourceful and creative in their initiatives. Examples include, staging a talent show and taking part in the positive education day.

For Development:
- Ensure students have more opportunities to enhance their understanding of other world cultures and how Islamic values influence life in the UAE.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good	Very good	Not applicable

- The most effective teaching is in FS where teachers plan imaginative lessons and provide inspiring learning environments. Teachers have high expectations, provide challenging activities and give excellent support. Teaching in the primary and secondary phases is not as consistently effective.

- The most effective teaching is marked by high standards, clear expectations, and lessons that encourage the development of ideas and the application of learning. Probing questioning is used to encourage deeper thinking. This is not the case in all lessons.

- Teachers provide learning environments and activities that present challenge for students. Much teaching focuses on the specific needs of learners resulting in more personalised and targeted learning. This good practice is not always provided in a few lessons.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding ⬆	Outstanding	Not applicable

- Across all phases, the school uses robust systems of assessment which measure the progress of individual students accurately as well as their attainment as measured against the curriculum standards

- Leaders and teachers, at all levels, understand assessment data. They use this information to make adaptations to the curriculum and most teachers use the data to personalise learning and meet the needs of most groups of students.

- Teachers' use of the structured reading programme, is having a positive effect on students' outcomes. The improvements in reading are helping students in all areas of the curriculum. Teachers' written comments on students' work does not always help them to improve.

For Development:

- Ensure all that teaching strategies meet the learning needs of all groups of students.

- Ensure that the written feedback from teachers on students' work, helps them to improve their learning.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Very good	Not applicable

- The curriculum is very well structured. It is broad, balanced and dynamic. It has a clear rationale and designed very well to meet the needs and interests of children and students.

- Across the school, teachers and leaders plan and organise the curriculum effectively. This ensures that student transitions from one phase to the next are smooth and progressive. The school has successfully developed cross-curricular links in several subjects.

- The school reviews the curriculum regularly and rigorously to ensure that it is meeting the needs of nearly all groups of students. In Secondary, senior students are now able to choose subjects and pathways that reflect their individual interests, skills and career aspirations.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding ⬆	Very good	Not applicable

- The school modifies the curriculum very effectively to meet the changing needs of different groups of students. Student learning is enhanced through their involvement in innovative projects such as, Science Technology Engineering Arts and Mathematics (STEAM) and participation in the Mini Duke and Junior Duke Awards.

- The curriculum provides students with opportunities to develop their personal skills in a variety of ways, for example, in sustainability and enterprise. Most students participate confidently in a wide range of extra-curricular activities. These include a good variety of sporting and cultural activities.

- The school promotes UAE values, culture and society effectively across many subjects, but particularly in Islamic Education and moral and social studies. The Salama lessons are supplemented with additional learning outcomes which provide students with support and clarification.

- Arabic is taught for 40-minutes a week in FS.

For Development:

- Ensure that as the school grows the curriculum provides a wider range of subject choices to meet the learning needs and aspirations of all groups of students.

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	Not applicable

- The school has a comprehensive child protection and safeguarding policy. Staff are well trained and know what to do in the event of an incident. Instances of bullying are minimised as a result of the strong wellbeing ethos in the school and the restorative practices.

- The school has well-organised and efficient systems to ensure a safe and secure environment. Staff carry out safety checks and risk assessments for out of school visits and manage the transportation system very effectively. The school and buses meet all regulatory requirements.

- The premises and equipment are maintained to a very high standard. The school is presently embarking on installing access for those with mobility issues to all areas of the buildings. All medical records are accurately and securely maintained in the clinic. The school promotes safe and healthy living through health awareness initiatives, healthy eating promotions and a wide range of extra-curricular activities.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Not applicable

- The school's approach to positive education is successful in creating exemplary staff-student relationships which impact very constructively on behaviour, attendance and student punctuality.

- Inclusion permeates all aspects of school life. The rigorous systems in place ensure the early and accurate identification of students of determination, as well as those who are gifted and talented. The school's systems to support students of determination are highly effective and include close checks on their personal and academic progress.

- The school's comprehensive system of care and support includes a qualified personal counsellor and an academic counsellor. Together they provide excellent support for all students. The guidance they give to senior students on academic and personal development is highly effective in preparing them for their future careers.

For Development:

- Complete the lift installation to facilitate access to all parts of the school for all students.

- Extend the alternative curriculum pathways available for students, particularly as they progress to post-16.

Inclusion of students of determination

Provision and outcomes for students of determination	Outstanding ⬆

- Inclusion is apparent in all aspects of the school's activities due to strong leadership and careful planning. The school has effective, up-to-date, inclusion policies and procedures. Teachers implement them consistently. Inclusion leaders monitor this work rigorously and hold teachers to account for student outcomes.

- The inclusion and admission teams work very well together and ensure accurate and early identification of students' needs. Once a need is identified, immediate and appropriate interventions are put into place. External professionals provide additional advice to support this process.

- Parents of students of determination are delighted with the progress their children are making and their involvement in helping to plan their children's programmes. Parents are invited to workshops which have a specific focus on inclusion and wellbeing.

- Inclusion leaders provide specific training for teachers and support staff to help them meet individual student needs. They also modify the curriculum to enable students to achieve their targets. Very effective personal support from staff underpins students' development of independence. Students have access to a wide range of learning activities.

- Staff monitor students' academic, personal, and social development on a continual basis. Almost all students of determination make better than expected progress in all subjects. Clear and specific feedback is helping students to achieve their identified targets.

For Development:

- Enhance even further the systems for tracking students' progress towards their personal, social and emotional development targets.

6. Leadership and management

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

- The principal, senior and middle leaders are highly committed to the school's positive education ethos. They communicate this inclusive and caring vision very clearly. Relationships between leaders and staff are positive, professional and supportive. Leadership is shared across the school exceptionally well and, as a result, staff are highly committed to innovating and improving the school. The roles of all staff are clearly defined. The line management, professional review and development systems promote continuous improvement.

- The school has a very well organised and systematic approach to self-evaluation and improvement planning. It involves all teachers and leaders and takes place within a well-considered strategic plan. Leaders monitor the quality of teaching, learning and students' work frequently. They use this data to inform planning. Termly action plans guide staff to achieve improvement targets. The limited improvements in Arabic and Islamic Education have largely been the result of staffing difficulties.

- Parents are fully involved in the work of the school. Digital technology enables them to keep abreast of their children's learning. Relationships between parents and teachers are close, and benefit from excellent formal and informal channels of communication. There is a very strong sense of community among parents and the school. The school provides high-quality reports to parents twice annually. These are now supplemented with face-to-face parent conferences.

- The governing advisory board is well structured with three effective subcommittees and which include parents. They have made a major contribution to the school by drawing on their professional expertise. Board members have a detailed knowledge of the school and its performance. They hold the senior leadership team to account very effectively. The board encourages and supports the school's innovative approach to using digital technology. It is investing in the school to accommodate more secondary students.

- The school is managed very effectively and efficiently on a day-to-day basis. The school is staffed with sufficient well qualified and skillful teachers in most areas. However, there are insufficient teaching staff for Islamic Education and Arabic. All teachers benefit from the well-conceived approach to continuous professional and leadership development. The school's building and facilities have been improved and now provide stimulating learning environments. Classroom resources are plentiful and of a high quality.

For Development:

- Improve the staffing, leadership and management of Arabic and Islamic Education.

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**