



Kings' School Al Barsha

🇬🇧 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion	21
6. Leadership and management	22
The views of parents, teachers and senior students	25



School information



General information		Students	
Location	Al Barsha	Gender of students	Boys and girls
Type of school	Private	Age range	3-16
Opening year of school	2014	Grades or year groups	FS1-Year 11
Website	Kings-edu.com/albarsha/	Number of students on roll	1367
Telephone	0097143566900	Number of children in pre-kindergarten	N/A
Address	Al Barsha	Number of Emirati students	45
Principal	Alan Williamson	Number of students with SEND	60
Language of instruction	English	Largest nationality group of students	UK
Inspection dates	1/23/ to 1/26/2017		
Teachers / Support staff		Curriculum	
Number of teachers	131	Educational permit / Licence	UK
Largest nationality group of teachers	British	Main curriculum	UK
Number of teaching assistants	46	External tests and examinations	GCSE
Teacher-student ratio	1:10	Accreditation	UK
Number of guidance counsellors	1	National Agenda benchmark tests	GL, CAT4
Teacher turnover	22%		



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

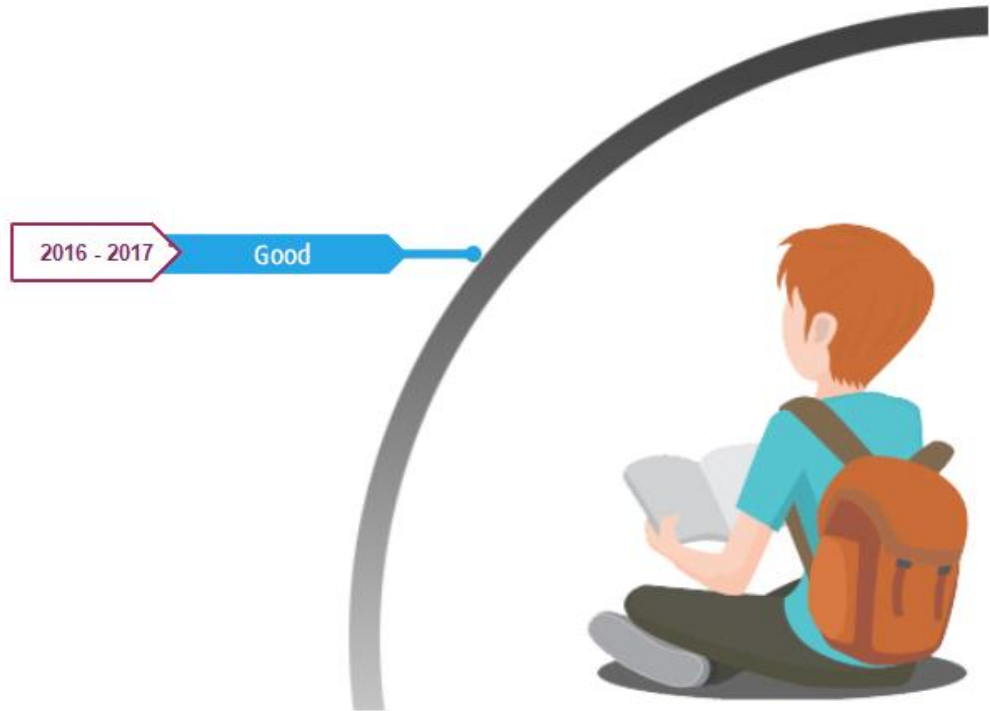
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Kings School Al Barsha



- The school opened in September 2014 taking students from Foundation Stage to Year 9 initially. At the time of the inspection provision extended to Year 11. The current number of students on roll is 1367 representing an increase of 450 from the previous academic year. The principal has been in post since May 2016 and the head of primary since September 2016.

Summary of inspection findings 2016-2017



Kings School Al Barsha was inspected by DSIB from 1/23/ to 1/26/2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress in English, mathematics and science are at least good, and in Foundation Stage (FS) they are at least very good. Attainment and progress in Arabic and Islamic education are generally acceptable. Students' learning skills are very good in the Foundation Stage and good in the other two phases.
- Students' personal development is outstanding. Most students have good awareness and understanding of Emirati values and show a strong commitment to being socially responsible.
- Teaching for effective learning and systems for student assessment are good in primary and secondary, and very good in the Foundation Stage.
- The school offers a broad and balanced curriculum with appropriate adaptations made to meet the needs of different groups of students. The curriculum is outstanding in the Foundation Stage and good in the other two phases.
- There are outstanding arrangements for child protection and ensuring all students are safe and secure. The overall systems for care and support of students are very good. The overall provision for students with SEND is good, with some very good arrangements for identification of their needs.
- The principal provides energetic and clear leadership, ably supported by senior and middle leaders. Partnerships established with parents are excellent. The day-to-day management of the school is very good. Governors make a significant contribution to the life of the school and have ensured that the school is very well resourced and that all staff are suitably qualified.

What the school does best

- In the Foundation Stage, the overall provision is very good and the curriculum is outstanding.
- Students' behaviour and personal development in all phases are excellent.
- The arrangements to keep students safe and secure are exemplary.
- The policies and procedures for care and support for all students are very good.
- The energetic leadership at all levels has created a positive learning culture.
- There are highly supportive relationships between parents and staff.

Recommendations

Governors and senior leaders of the school should:

- Use detailed analysis of National Agenda Parameter assessment data and whole school scrutiny of students' work to:
 - modify the curriculum and adjust teaching to meet the needs of underachieving groups and accelerate their progress
 - identify and provide consistently high challenge in all lessons for the more-able learners
 - ensure there is continuity and progression in all subjects, particularly in science and at transition points
 - ensure that the curriculum is balanced between skills, knowledge, concepts and problem solving, particularly in secondary mathematics.
- Improve the provision of Arabic by;
 - holding teachers and middle leaders accountable for improved learning outcomes for all learners in all aspects of the subject
 - identifying starting points in learning for all students, setting challenging targets and matching differentiated work in every lesson to their needs.
- Adapt the curriculum in Islamic education to meet the language needs of different groups of learners.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment based on the National Agenda Parameter benchmarks meets expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The school is in its early stage of using the PISA and TIMSS framework and international benchmark test (GL) data to inform curriculum adaptations and adjustments to teaching. It is yet to fully align the external test results with internal assessment systems.
- The school is focusing on increasing the level of enquiry in lessons and the questioning techniques of teachers, to provide students with more opportunities for critical thinking. Whilst this is not yet a feature of all lessons, it is evident in many. Teachers are also increasingly linking activities to real life situations in their lesson planning.
- Most students are aware of what international tests mean for them in terms of their achievements and how they are compared to international expectations. In mathematics, students use online software to carry out extended learning tasks. In English, they utilise resources effectively to develop their research skills.

Overall, the school's progress towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The school provides many opportunities for the development of innovative thinking in extra-curricular activities. The requirement to think innovatively is promoted through the 'Kings' Learning Behaviours' and features in some lessons. Students enjoy the opportunity to participate in the 'Innovators and Entrepreneurs' Club', which is run in partnership with industry experts. There are many other opportunities for students to develop leadership skills and work together as innovators, including a number related to environmental sustainability. Leaders continuously promote and seek to develop innovative practices, including setting implementation targets in improvement plans.

Overall school performance

Good

1 Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
English 	Attainment	Outstanding	Good	Good
	Progress	Outstanding	Good	Good
Mathematics 	Attainment	Very good	Good	Good
	Progress	Very good	Good	Good
Science 	Attainment	Outstanding	Good	Good
	Progress	Outstanding	Good	Good

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Good	Good
Curriculum adaptation	Outstanding	Good	Good

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


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

6. Leadership and management

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



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Very good	Very good
Science	Outstanding	Outstanding

- Nearly all children in FS2 demonstrate outstanding levels of receptive and expressive language in English. They listen attentively to stories and respond enthusiastically. They have also mastered a range of phonic skills, which enable them to read words, simple sentences and a range of suitable books. Almost all can speak using the past, present and future tenses. Most children can write simple words and sentences in response to stories and events in their own lives. They also understand the conventions of print. Overall, the children make outstanding progress in literacy.
- Children in FS2 learn quickly in mathematics and attain above curriculum standards. They can identify numbers, count successfully from one to 20 and complete simple addition and subtraction tasks. They use manipulatives to support their learning when adding simple numbers. They can apply their number skills in a variety of different contexts. Their understanding of shape and space is also strong. They use mathematical vocabulary accurately. Overall, the children make very good progress in numeracy.
- Children acquire outstanding scientific skills, knowledge and understanding, as demonstrated by their understanding of differences and similarities in objects, materials and living things. They are able to apply their own hypotheses about scientific concepts, for example mixing different materials with food dye to explore colour. They independently explore the uniqueness of their environment and investigate how it is different to other environments. Children are given many opportunities to develop investigative skills and, as a result, they make outstanding progress in their scientific development.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, internal assessment results indicate that most students attain levels in line with curriculum expectations. This is confirmed in lessons, where students demonstrate an appropriate level of knowledge of Islamic etiquette and of the life of the prophets. Recent work shows that most students also have appropriate knowledge and understanding of Hadeeth and the five Pillars of Islam. However, recitation skills are generally weaker. Attainment and progress overall are acceptable. Students in upper primary make better progress than other year groups in the phase.
- In Arabic as a first language, most students attain in line with curriculum expectations. Students have adequate grammar, listening and reading skills but lack confidence when using classical Arabic. Although Year 6 students can read short texts adequately, their language skills are not strong enough to analyse and evaluate them. Reading comprehension and dictation skills are at an acceptable level but writing is underdeveloped. Progress is restricted by the lack of challenge and provision of work that is matched to students' abilities.
- In Arabic as an additional language, most students achieve levels in line with curriculum expectations taking account of their years of study. Internal assessment results show acceptable attainment levels. Students have adequate reading skills and can engage in brief conversations but do not always understand teacher instructions, particularly in the lower year levels. Nonetheless, progress of students is good considering their low starting points, particularly in vocabulary acquisition, handwriting and grammar. Students' speaking skills are improving at a faster rate than their writing skills.
- In English, the progress made by different groups of students, including those with special educational needs, is generally good measured from their starting points. They build their reading and writing skills at a good pace, and competence in oral expression develops particularly well. As a result, key knowledge, understanding and skills for the majority of students are above age-related expectations at the end of the primary phase, when compared to UK curriculum and international standards.
- In mathematics, internal assessments show that most students attain levels that are in line with curriculum standards. External benchmark tests show that the large majority attain above age-related expectations. In addition, assessment of work in lessons shows that overall attainment and progress are good. In the better lessons, students are challenged to extend their numeracy knowledge and skills through purposeful activities. In the less effective lessons, progress is restricted because students proceed to more challenging tasks without securing basic conceptual understanding.

- In science, the majority of students demonstrate levels of scientific knowledge and skills that are above curriculum standards. Practical investigations are regular features of lessons, where students are encouraged to “think like scientists”. Students in the lower year levels observe closely, perform simple tests, identify, classify, gather and record data to answer questions. In higher year levels, students can plan different types of scientific enquiry, incorporate controlled variables and use the outcomes of test results to make predictions. The majority of students in the phase make better than expected progress when measured against learning objectives and their starting points.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Weak	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students’ attainment is in line with curriculum standards. Internal assessments show adequate attainment in most areas of the subject. In lessons and their recent work, students demonstrate appropriate knowledge, understanding and skills in Islamic beliefs, Seerah and life of the prophets. Students’ recitation of the Qur’an and application of rules are weaker. When measured from their starting points, students make steady progress in most areas of Islamic education. Girls and students with SEND make better progress.
- In Arabic as a first language, students attain standards below curriculum expectations, as measured by internal assessments. The majority of students demonstrate appropriate reading and listening skills but they are not confident enough when speaking classical Arabic. They lack the ability to compare different genres, such as plays and novels. Writing is also under-developed. Nonetheless, most students make appropriate progress, particularly in comprehension and grammar.
- In Arabic as an additional language, most students attain standards broadly in line with curriculum expectations, taking account of their years of study. Internal assessment results show acceptable levels of attainment. Students have adequate reading skills and understand the main themes in texts. However, they are unable to engage in long conversations. They prefer to speak in English to communicate during group work. Students make appropriate progress in gaining a range of vocabulary, grammar and basic writing. There are insufficient opportunities for guided and independent writing to enable students to express different arguments that are supported by evidence.
- Progress of different groups of students, including those with SEND, is predominantly good in English lessons and over time when measured from their starting points in learning. Progress is hindered when more-able students are insufficiently challenged. In general, students have developed skills that are above curriculum standards as demonstrated in oral and imaginative written communication and their deeper interpretations of literary texts. International tests showed inconsistency in attainment across year groups in 2016, although the current attainment in Year 11 indicates an improving trend by the end of the phase.

- In mathematics, the majority of students attain levels that are above curriculum standards as measured by internal assessments. This is confirmed by external benchmark tests, where students attain above age-related expectations. Internal and external assessments have yet to be fully aligned, and, as a result, aspects of the mathematics curriculum such as problem solving are not being covered in enough depth. In the better lessons, students' work reflects rigour, progression and good coverage of algebra, geometry and problem solving. Overall, the majority of students make good progress over the phase.
- In science, a majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum expectations. In international benchmark tests and national examinations, their results are variable. Over the phase, students develop a good understanding of nature, processes and methods of science, through enquiry and investigation. This supports and deepens their conceptual understanding. It is deepened further through the specific disciplines of biology, chemistry and physics. As a result, students make good progress overall.

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- In many lessons, students show enthusiasm and are keen to learn, particularly in Foundation Stage. They work with a sense of purpose that results in most students knowing their strengths and weaknesses. While students are able to act independently and improve, in a number of lessons they are dependent on the teacher to take the next steps in their learning.
- The many opportunities provided for students to interact and collaborate purposefully, both within lessons and in extra-curricular activities, result in confident and articulate learners. Generally, they communicate their learning clearly and act constructively to support each other's learning.
- Meaningful connections between different subjects are both planned by teachers and made spontaneously by students in lessons, particularly in mathematics. In Foundation Stage, connections are made frequently and routinely. However, in some lessons, opportunities are missed to enable students to deepen their understanding and apply skills acquired in other subjects.
- When provided, students enjoy the opportunities within lessons to think critically and research independently. They show good aptitude for using learning technologies. However, not all subjects provide the high level of challenge required for students to develop the skills of innovation and enterprise.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students are very responsible and self-reliant learners. They show a mature and caring attitude towards their peers and adults. They respond exceptionally well to feedback and take necessary steps to improve. Many students use the opportunities provided to develop strong leadership skills.
- Students are self-disciplined both in lessons and around the school. Their behaviour in class and when moving between lessons is exemplary. They respond very well to adults and to their peers. As a result, difficulties are easily resolved and bullying is rare.
- Students' relationships with peers and teachers are excellent. They show care, compassion, sensitivity and support to each other. They are aware of other students' needs and offer their support in various learning situations and in all school activities.
- Students demonstrate excellent understanding of how to maintain a healthy life style and stay safe. Healthy living is an integral part of the school. Students make very healthy choices when selecting their food and take a full and active part in school physical activities.
- Students' attendance is good and improving across all phases. They are punctual when arriving at school and during lesson changeover and are keen not to lose any learning time.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good

- Students have a well-developed understanding and appreciation of Islamic values, particularly in Foundation Stage. They are very respectful and tolerant towards Muslim beliefs and practices. Students in the primary phase demonstrate an understanding of key practices during Ramadan and the importance of respecting the wider community. Students attend Islamic awareness sessions to broaden their understanding.
- Students show good awareness and appreciation of the Emirati culture and heritage, particularly in Foundation Stage. They are able to outline the history of the UAE and actively involve themselves in various national events, such as National Day and Flag Day.
- Students' awareness and understanding of their own cultures is very strong. They talk with pride about their contribution to International Day. Their awareness of other world cultures is less evident. However, students show that they are mindful of other cultures in school.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Good	Good

- Students understand their responsibilities as members of the school. Many students take on key roles in the students’ ‘Royal Council’ and across the school. They volunteer in many charities, such as the Red Crescent. Foundation Stage children learn how to organise themselves and to care for their environment very well.
- Students show a positive work ethic, particularly in the Foundation Stage. They enjoy work and are proud of the Kings’ 6 Learning Behaviours’. They take good advantage of opportunities to lead ventures such as drama productions. Older students participate well in the ‘Kings’ Entrepreneurs Club’. However, enterprise and entrepreneurship skills are not fully established across the curriculum.
- Students and children take care of their immediate surroundings and take part in activities to improve their environment, for example, the recycled art projects; the popular Eco club, which aims to preserve the environment, and the rhino conservation project for primary students. Environmental awareness in Foundation Stage is developed very well through scientific exploration.

3. Teaching and assessment

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

- Most teachers demonstrate sound subject knowledge and understanding of how students learn. There is a good balance between teacher-directed and independent learning. Many teachers consistently engage students in work that allows them to learn actively. In Foundation Stage, the range and quality of learning experiences constructed for students in the indoor and outdoor learning spaces, enable the children to engage in imaginative, independent learning.
- Lessons are carefully structured and align well to curriculum standards. Teachers generally make good use of the time and resources available. In most lessons, teachers set clear learning objectives to be able to assess students’ progress accurately. The learning environment is positive and of good quality. In FS classes, children engage in a wide range of learning activities through a thematic approach.
- In the better lessons, questioning is purposeful and predominantly open, requiring students to demonstrate their reasoning and critical thinking skills. However, teachers do not always initiate two-way dialogue that engages students in thoughtful discussions. In Foundation Stage, teachers involve the children in role-play dialogues which are embedded in play scenarios, providing them with opportunities to participate in critical thinking about problems.
- The majority of teachers are skilled in providing group work that has a clear purpose. Differentiation is evident in most subjects and year groups, with a good range of planned activities that promote independent learning. In the less effective lessons, planned activities are not well-matched to students’ needs. Foundation Stage teachers are particularly adept at providing specific challenge to meet children’s needs.

- Most classes have appropriate levels of challenge to develop thinking skills. However, the use of research and learning technologies is variable. In science, students use enquiry and research skills effectively. Foundation Stage children are provided with many learning task choices and encouraged to be innovative in solving problems in construction play areas.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good

- Internal assessment procedures in the primary and secondary phases provide valid, reliable and consistent information that is well aligned to the requirements of the National Curriculum in England, and the MoE curricula for Islamic education and Arabic. In the Foundation Stage, the processes are stronger, resulting in more coherent and accurate assessment outcomes. Information obtained provides an increasingly accurate measure of students' academic progress.
- The results from external tests are used to compare students with their international peers. In Foundation Stage, baseline tests are used very effectively to identify starting points. The school's first GCSE examination results allow the school to triangulate its internal test results, GCSE examination data and appropriate international benchmarks. This is enabling the school to develop a more secure picture of its performance.
- Individualised student data is increasingly analysed to identify higher and lower attaining students, their starting points, differences between groups, and trends over time. Individual student targets are set and, in primary and secondary phases, these are shared with students to enable them to track their own progress. Tracking programmes enable the school to identify learning gaps and support planning, specific programmes for all underachieving groups have been developed.
- Middle leaders and staff work collaboratively and effectively to use the analysis of their students' formative and summative assessment data to modify the curriculum and improve teaching practices. The school's 'Story of My Class' guides teachers effectively in using data to inform next learning steps. In all phases, students who have specific learning needs, or who require greater levels of challenge, are generally well supported.
- Teachers, especially in Foundation Stage, have good knowledge of the academic profiles of their students. Primary and secondary students self-assess using rubrics, 'traffic lights' and targets. In Foundation Stage and Years 1 and 2, teachers work closely with children to help them identify their next steps in learning. However, student self-assessment is not well-embedded or used consistently across all phases and subjects.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Good	Good

- The curriculum has a very clear rationale and is aligned to the National Curriculum in England and to the Dubai vision. It meets all statutory requirements. It is relevant to the interests of the students, especially in the Foundation Stage. It effectively promotes a range of learning skills, including critical thinking and collaboration. There is a good range of subjects, although there is an imbalance of skills, knowledge and understanding in some.
- Arrangements for children entering the Foundation Stage are highly effective, as are the strategies to ensure their seamless transition into Year 1, where effective learning through meaningful play continues. In primary and secondary, the curriculum is planned so that learning builds on students' previous understanding and skills. However, continuity and progression are not secure in Arabic, Islamic education and science, particularly between primary and secondary phases.
- Opportunities for children to make choices is an outstanding feature of the Foundation Stage curriculum. The range of subjects offered for older students is broad and takes full account their interests and aspirations. Students are usually successful in having their preferences met.
- Cross-curricular links are meaningful and planned to develop students' independent research and critical thinking skills across a range of subjects. However, these links are not consistently applied in all subjects.
- There are regular reviews of the curriculum involving all staff and leaders. They take into account the outcomes of tests, including the extent to which students have reached predicted levels of attainment. The process of using data analysis to review the curriculum is not applied consistently enough to ensure the best and most balanced provision in all subjects.
- The social studies curriculum is taught across all phases. Effective teaching enhances students' geographical understanding of Dubai and enables older students to compare UAE with contrasting locations. Learning skills are good. Students are actively engaged, showing they can collaborate and work independently. Staff are in the process of establishing a system to record students' attainment and progress in social studies to match assessment arrangements in other subjects.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding	Good	Good

- The Foundation Stage curriculum is highly effective in ensuring that teachers personalise the curriculum to suit children's needs. Curriculum adaptations are being made to address the under-performance of some boys in English. The needs of students with SEND are usually met well. However, curriculum adaptation does not always ensure that the needs of Emirati students are met. For example, the Arabic language used in Islamic education is too demanding for some Arabic speaking students.

- The curriculum offers a wide range of opportunities to motivate students and promote their learning and personal development. An extensive programme of extra-curricular activities includes competitive sports, curriculum enhancement and recreational opportunities. This is further enriched by initiatives such as a 'Week Without Walls', which includes cultural awareness, eco-inspired art and overseas field trips, for example to Borneo and Cambodia.
- From Foundation Stage onwards, displays successfully promote children's awareness of Emirati culture and UAE society. Students are actively involved in special celebrations that feature Emirati traditions. They are both enabled and encouraged to learn about the 2020 vision for Dubai and the aims for education, housing and tourism.

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

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

- A very comprehensive child protection and safeguarding policy is in place. All staff receive training in this area. Parents are regularly informed and reminded about the policy. The school implements excellent security procedures at the gate and within the building. It protects students from bullying and cyber-bullying and students sign a contract in relation to the protocols that are required.
- Excellent systems ensure a safe, secure and hygienic environment. Safety and risk management checks are carried out frequently. Bus transport is managed very effectively and rigorous procedures are in place to ensure students are safe and accounted for at all times. Supervision of students on the school premises is exemplary. The school meets all regulatory requirements.
- The school premises and equipment are maintained very well. All records are accurate and comprehensive. They include details of incidents and subsequent follow-up actions. Fire safety audits are carried out annually and requisite actions taken. A part-time doctor and full-time nurse work very effectively to support the school. Medication and medical records are stored securely in the school clinic.
- The school premises and amenities are of an excellent standard. Very high quality facilities for learning are available across a wide range of subjects, including modern science laboratories, design and technology rooms and sports areas. Access throughout the premises is provided for anyone with mobility difficulties, through ramps and lifts to the different floor levels.
- Safe and healthy living is promoted very well throughout the school with a variety of programmes provided by the school clinic. Healthy living is embedded across many aspects of the curriculum, particularly in the Foundation Stage, where children are encouraged to bring healthy lunches. A range of healthy food options is available in the canteen.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- Students are very polite, courteous and positive in their demeanour in all parts of the school. They form strong relationships with other students, with teachers and all other staff. Students' behaviour is very well managed throughout the school during lessons and break times and, as a result, there is no learning time lost because of disruption.
- Attendance and punctuality are managed very effectively by administrative staff who have a secure understanding of the systems. Procedures are secure and staff are clear in their responses to lateness and non-attendance. Although attendance is good overall, systems are in place to encourage better attendance through effective links with parents. Students are punctual for lessons and ready to learn.
- Procedures for identifying students with SEND are very good and begin early in Foundation Stage, with teacher and parent information used to aid the assessment process. Work on identification of the more-able and gifted and talented students is established. It is based upon teachers' expertise in knowing their students, their levels of learning and their potential.
- The systems to support students with SEND are secure. Appropriate modification takes account of most individuals' needs and potential. As a result, expectations are consistent in all subjects, with appropriate support and modifications in place for each student. Gifted and talented students receive a range of additional teaching and students are encouraged to select from a broad offering of extracurricular activities.
- Systems to monitor the wellbeing, safeguarding and development of all students are very effective. There are various transition points in students' school careers and these are handled sensitively to enable confident entry to the next classes. Guidance is provided for students making curricular choices at the end of Year 11 with a view to choosing subjects leading to university entry.

Inclusion

Provision and outcomes for students with SEND

Good

- The school has an inclusive ethos. Senior staff bring a broad range of knowledge and skills. They are highly committed, enthusiastic and lead with determination and passion. The establishment of procedures ensures that the curriculum is modified effectively and support is tailored to individual needs. However, systematic monitoring of how students' needs are being met is not consistent across the school.
- Gathering of information to identify students with specific needs begins early and input from parents and outside agencies provides important contextual information. Identification procedures are accurate. However, the development of teachers' skills to systematically identify and overcome the range of barriers to students' learning is at the early stages.
- Parents speak very positively about the support of the SEND department for their children. They are consulted at all stages of identification and provision. As a result, they feel very welcome to contact the school at any time and receive particularly helpful advice and support from staff.

- In general terms, the curriculum is being modified appropriately. IEPs are used effectively and are the key tool in the drive for improvement. All staff use copies of students' IEPs to inform teaching and check on individuals' learning, and are fully involved in the review process. However, in some cases, targets, are insufficiently focused on the specific needs of the student. The newly established provision for students with autism is beginning to respond to the needs of the community but its strategic development is in the early stages.
- Almost all students with SEND make good progress in lessons and individual support sessions, with assessments of progress being detailed and thorough. Guidance for staff is being developed, with a range of examples of how professional development is enhancing teachers' skills. Close monitoring, through tracking data, with feedback to students, provides a secure evidence base to support consistent challenge and progress over time.

6. Leadership and management

The effectiveness of leadership

Good

- All leaders, including the principal and primary head teacher, set a clear vision and direction that ensures the 'best by every child'. They carefully incorporate UAE priorities and a commitment to inclusion into all aspects of provision. However, the implementation of detailed aspects of the vision are not fully embedded across the school.
- Middle leaders and senior leaders hold themselves and each other to account for standards achieved by students. As a result, good learning habits are encouraged and celebrated. Assessment practices are being adjusted to prevent students from underachieving. While best teaching practices are shared well, this has not ensured that every lesson is at least good.
- The leadership team has worked swiftly and collectively to establish strong relationships. Middle leaders feel empowered and are encouraged to be creative. They communicate well and create good systems that improve learning outcomes for all groups of students. The result is an ethos of positivity and a commitment to sustaining the improvements and initiatives they have begun.
- Middle leadership teams are being created. Adjustments are being made to leaders' responsibilities to increase the school's capacity to sustain the considerable improvements made since its opening. Leaders are establishing the systems of data analysis that will enable them to make detailed adjustments to the curriculum and teaching to support the highest student achievements.
- Leaders have quickly established systems of accountability and are driving standards up. They are very responsive to recommendations made by external organisations. They act quickly to address concerns and ensure the school is compliant. They are committed to embedding and sustaining all improvements throughout the school to secure the highest possible achievement for each student.

School self-evaluation and improvement planning

Good

- Processes for self-evaluation are extensive and comprehensive. They enable all staff to contribute to the identification of strengths and weaknesses of school provision. As a result, the school is clear about most priorities for action, although self-evaluation in Islamic education and Arabic is too high. The detailed use of external data to identify underachieving groups is not systematic enough to inform the specific targets required for those students to improve quickly.
- The monitoring of teaching and learning is generally effective and involves leaders at all levels. As a result, there is evidence of significant improvements in teaching for effective learning throughout the school. Much of the teaching is highly effective. However, the in-depth evaluation and consequent identification of actions to ensure all teaching is at least good is not embedded in all phases or subjects. For example, there are significant improvements needed in Islamic education and Arabic.
- School improvement plans are comprehensive and appropriately ambitious. The goals are well focused and include targets to address the UAE's national priorities. However, the whole school approach required to ensure all groups of students in all subjects fulfil their potential and make high level progress is in its early stages of development. At the time of the inspection, it had not impacted sufficiently.
- The newly established leadership team ensures there is a strong focus on improving both provision and student achievements. The emphasis remains on continuing the fast rate of progress and securing sustained and very positive learning outcomes for all groups of students.

Partnerships with parents and the community

Outstanding

- Leaders have quickly established very strong partnerships with parents. Staff and leaders are present at the school gates in the morning to welcome students and seek parents' views. Weekly meetings are held on different aspects of school provision. A range of opportunities is provided that enable parents to contribute and very effectively support their children's learning.
- A wide variety of communication methods is used by the school, including web portals and text messages to keep parents fully informed about their children's learning and personal development. The school responds quickly to parents' ideas and concerns. An effective dialogue is maintained, resulting in parents feeling empowered and a strong sense of mutual respect.
- Reporting on students' academic progress is continuous and comprehensive. Consequently, parents are exceptionally well informed about their children's performance. Results from international benchmark tests are used to predict performance and to involve parents, students and staff in target setting.
- The highly effective partnership between parents and staff provides a very strong basis for the school to make significant contributions to the local and wider communities. The well-established events team continually promotes and supports a variety of opportunities for families to participate in events and initiatives that enrich the lives of others and support the personal and academic development of students.

Governance

Outstanding

- The governing board, including the owner, seeks to extend representation and include views from a wide range of stakeholders. The board's decision-making takes account of all aspects of school provision, including students' academic achievement and their personal development. Governors have extensive knowledge about most aspects of the school and this is used carefully and wisely to provide resources and support where necessary.
- Governors use regular meetings and visits to the school to hold leaders accountable for the school's performance. They set high expectations and have strong processes in place to ensure that the best leaders and staff are recruited and supported. Close, professional relationships are established, ensuring the support the governors provide is constructive and highly effective.
- The governing board makes a significant contribution to the school's development, working hard to overcome barriers to provision. It has focused on recruiting leaders of the highest quality who fully direct efforts to ensure all students fulfil their potential. However, governors have not yet taken action to address the weak attainment in Arabic for the small number of students in the secondary phase.

Management, staffing, facilities and resources




Very good

- Almost all aspects of the day-to-day management of the school are organised very well. The timetable is well planned and supports delivery of all aspects of the curriculum. Although there are systems to monitor attendance and punctuality, these have not had full impact. Consequently, attendance is not better than good.
- Governors and leaders work conscientiously to recruit and deploy high quality staff. All teachers are suitably qualified and are given roles to match their expertise. Leaders' responsibilities are continually adjusted to ensure they are held accountable and that they optimise students' achievements. Nevertheless, leaders need more time to embed the improvements and measure their impact on student learning.
- The premises are of the highest quality with extensive specialist facilities. Their use is continuously being increased and improved. Problems caused by construction are addressed quickly to ensure minimal disruption to an environment that is highly conducive to the best quality learning.
- There is an extensive range of the highest quality resources, well matched to curriculum requirements. Staff make good use of the resources. They work well together to develop more effective ways of using learning technologies to support high levels of student achievement. However, they are yet to have the sustained impact they are seeking.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	241
	2015-2016	0
 Teachers	124	
 Students	119	

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

- Most parents who responded to the survey are very positive about all aspects of the school provision.
- A few concerns were expressed about health and safety arrangements and the disruption caused by construction works.
- A number of parents commented on the positive changes made since the arrival of new leaders.
- All teachers who responded were supportive and appreciative of the positive climate for learning that is promoted at the school.

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