

INSPECTION REPORT

2022-2023



KINGS SCHOOL NAD AL SHEBA L.L.C

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Nad Al Sheba
	Opening year of School	2014
	Website	http://kings-edu.com/nadalsheba/
	Telephone	97142375555
	Principal	Kerry Louise Dalton
	Principal - Date appointed	6/1/2019
	Language of Instruction	English
	Inspection Dates	31 to 03 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS to Year 9
	Number of students on roll	759
	Number of Emirati students	390
	Number of students of determination	89
	Largest nationality group of students	Emirati

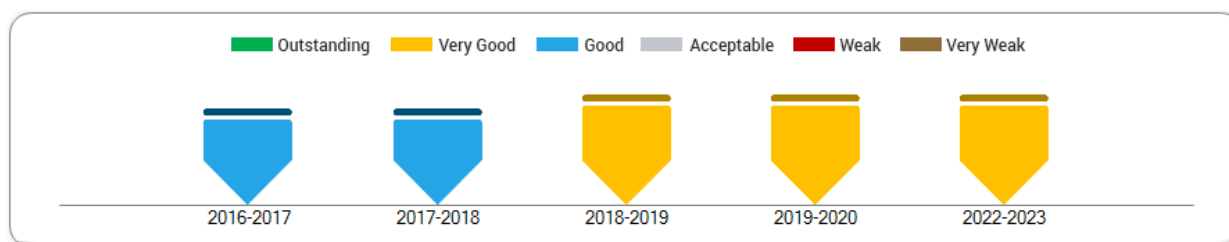
TEACHERS

	Number of teachers	67
	Largest nationality group of teachers	British
	Number of teaching assistants	48
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	35%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	Not Applicable
	Accreditation	BSO

School Journey for KINGS SCHOOL NAD AL SHEBA L.L.C



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

- In general, students achieve well. In Arabic as a first, and additional language, students develop the appropriate skills over time and their progress in Primary is good. In the Foundation Stage (FS) progress in English, mathematics and science is rapid and this supports their learning further in Primary. In Secondary, students' progress is improving although still lower than elsewhere in the school.
- Students' personal development is excellent across the school. They are keen to learn and engage in lessons. Younger children and students in Primary enjoy activities where they have to explore. Further consideration should now be given to ensuring that older students are also given the opportunity to lead on their own learning and use their learning skills more independently.

PROVISION FOR LEARNERS

- Teaching is effective in FS and Primary. Teachers use a wide variety of strategies and, where it is best, these strategies enable students to pursue activities independently. In Secondary, teaching is often too teacher-directed which prohibits students from achieving the highest levels of independence in learning. Questioning by teachers is generally strong but does not always enable students to pursue their own lines of inquiry.
- The curriculum is excellent across the FS and Primary and secure in Secondary. Exciting and innovative curriculum design is supporting greater student independence in the FS and Primary. Further curriculum development is happening in Secondary. This is ensuring that students are progressing purposefully toward their external examinations as well as being prepared for progressing onto Post-16 qualifications over time.
- This is a genuinely caring school. Everywhere the key messages of value and respect are prevalent. Most of the time students display a full appreciation of the care and guidance available to them. Students of determination are extremely well cared for using a wide range of strategies for learning and an exceptional programme of activities, that are tailored specifically to their individual needs. This is a real strength in the school.

LEADERSHIP AND MANAGEMENT

- Leaders have developed an ambitious and progressive vision for the direction of the school. Leaders communicate and engage professionally with this vision, ensuring that there is a consistent understanding across the community. The principal leads an informed and inclusive approach to supporting students and placing emphasis on the processes for developing strong leaders over time. The growth of the school has seen significant leadership additions which will support its expansion in the future.

The best features of the school:

- An ambitious and progressive vision has been established by very capable leaders, prioritising inclusivity, diversity, and high expectations
- Excellent provision for the broad range of students of determination
- Rapid progress for the youngest children in English, mathematics, and science
- The FS and Primary curricula designed to cater at a high level for the diverse population of the school.

Key Recommendations:

- In self-evaluation and improvement planning, strengthen the overall rigour for greater accuracy in analysing data, so that all performance information for teachers is more in-depth, supports further improvement planning and achieve stronger student outcomes.
- Ensure that all assessment information is benchmarked against year-level curriculum expectations to get an accurate understanding of student attainment and progress.
- Improve student achievement in Arabic and Islamic Education by a greater understanding of students' starting points in their knowledge, understanding and skills.

Overall School Performance

Very good

1. Students' Achievement

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

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Very good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
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	meets expectations	Not applicable

- The school has not yet participated in the Programme for International Student Assessment (PISA) tests. Results in the Trends in International Mathematics and Science Study (TIMSS) show students' overall progression to be good. Although, the school did not meet the 2018 TIMSS target set for mathematics and science, the school is performing at a high international benchmark in both subjects.

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

- The leadership team are committed to the vision and goals of the National Agenda (NA). The outcomes of detailed analyses of assessment information are used to set targets for students and to check their progress. Similarly, the analyses of the General Learning (GL) test results are used to guide curriculum modifications. Attainment for Emirati students in mathematics and English is weak. No progression data is available at this point.

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

- Reading has been a focus for school improvement and new systems have been introduced to support a systematic approach to the teaching of reading from FS onwards. Teachers are fully informed of the standard of students reading literacy skills. Reading literacy is promoted in planning, teaching, and learning. A large majority of teachers, particularly in Primary, uses skillful questioning techniques to promote critical thinking. There is some evidence of independent research, but other, higher order skills are not routine features of all subjects.

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

For Development:

- Ensure that there is a consistent approach to critical thinking, research and problem-solving skill development in the school.
- Ensure Emirati students, receive the appropriate preparation to equip them with the skills they need to close gaps in their learning and improve their levels of achievement.

Wellbeing

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

- Wellbeing has been identified as a priority for further development by the school. The vision aims to involve regular input from students, staff, and parents. The governing board is very supportive of these initiatives and monitors the school's actions during their visits. A range of wellbeing data has been utilised in setting a direction and in forming a basis for further adjustment to the initiatives. Continued efforts should be made to identify the most effective activities which will have a positive impact on the promotion of the wellbeing for students, staff, and parents.
- Strategies are now in place to identify students who may be experiencing issues with their wellbeing. In some cases, teachers assist students to recognize and develop their social and emotional skills. Surveys are assisting the school in setting its direction. Specific support is provided, when appropriate, for the involvement of the Wellness Counsellor, Speech and Language specialist or Occupational Therapist. There are several activities organised for staff and which are intended to promote friendship and the feeling of belonging to the school.
- Teachers take the personal, social, and emotional development of students into consideration when planning lessons. There is evidence that students, especially those with particular learning needs, are actively assisted in the management of their emotions. 'Relax and re-focus' activities are effective. Further mapping and development of the wellbeing curriculum is an important next step. Considerable effort is ensuring that students are making healthy lifestyle choices. The regular updating of this information will ensure that provision for wellbeing is fully in place.

UAE social studies and Moral Education

- In Primary school, social and moral studies is taught in English to the original framework in one forty-minute lesson each week. In Secondary a fusion of approaches is ensuring that school transitions support the most up-to date framework.
- In Primary, teachers deliver the programmes in an enthusiastic child-centered way, encouraging debate and independent thinking. Students relish this approach and relate it well to their own experiences and enjoy practicing their skills. Assessment is against the original Ministry of Education (MoE) standards.
- In Secondary, social studies is taught by a specialist teacher. Moral education, however, is integrated into the pastoral programme. However, it is unclear if the required time and associated assessment processes are always firmly in place across the school.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' attainment across both phases is broadly in line with the curriculum expectations. Students in Primary make better progress in lessons and in their recent work. While students in Secondary make steady progress in lessons, progress from their starting points and against curriculum expectations is slower.
- Most students demonstrate a strong understanding of Holy Qur'an and Hadith. Students' knowledge of Islamic manners and etiquettes is slowly developing. Students in Primary can recall facts about the Seerah and conclude some of the lessons. In Secondary, students' answers often lack depth and they do not always justify their answers.
- As a result of improved provision, students are making considerable gains in their recitation skills, knowledge and application of Tajweed. They are beginning to analyse verses from the Holy Qur'an and Hadith to conclude the ruling.

For Development:

- Challenge students to support their understanding of Islam with evidence from the Holy Qur'an and Hadith.
- Adapt the curriculum for Arabic-speaking students by taking their language abilities into consideration.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

Arabic A:

- Students in Primary and Secondary attain in line with curriculum expectations in their reading, listening, speaking and writing skills. Students in the lower year groups are more confident in using classical Arabic in their conversations. Reading lacks fluency and expression.
- Reading comprehension skills are developing for the majority of students particularly in Primary. Most students in the higher year groups find it difficult to converse using Classical Arabic and where opportunities for longer conversation for instance, with dialogues and debates are more limited.
- Writing skills are improving as students are being provided with more opportunities for independent writing for different purposes and through implementing writing processes.

For Development:

- Provide more opportunities in lessons for students to converse using Classical Arabic and to take a more active role in their learning.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- Most students attain levels that are in line with curriculum expectations. They respond accurately to instructions from their teachers' and are beginning to use a wider range of newly acquired vocabulary correctly. Their reading skills are well developed as most are able to decode words accurately. Overall, students' ability to write in Arabic is developing.
- A majority of students in Primary made better than expected progress in relation to their starting points, and against the learning objectives in lessons. They are developing their speaking, oral reading and writing skills, well.
- The opportunities in Primary for speaking and writing in lessons is making a positive impact and reflecting steady improvements in learning. However, these opportunities need to be increasingly planned and implemented with appropriate challenge in the Secondary phase.

For Development:

- Increase the planned opportunities for students to practice and develop their Arabic language skills, particularly speaking, so that they can converse confidently in different contexts.

English

	Foundation Stage	Primary	Secondary
Attainment	Very good	Good ↓	Acceptable
Progress	Outstanding	Very good	Good

- The application of basic skills in writing is inconsistently applied by students in Primary. In Secondary students are still making errors in the use of capitalisation, verb tenses and letter formation. FS2 children have too few opportunities to write. In the better lessons, in all phases, teachers are adept at supporting students in understanding and using a more ambitious vocabulary.
- Students' reading skills are consistently developed as they move throughout the school. Students learn to use inference and deduction and to skim and scan a text to retrieve information. In Secondary students, do not always use punctuation to develop intonation and expression when they are reading.
- New initiatives and resources have been introduced to support the acquisition of early reading skills for all students in FS and Primary, including Emiratis, and those for whom English is an additional language. Early indicators suggest the impact of this initiative is positive.

For Development:

- Support students in developing the skills of intonation and expression, when reading.
- Ensure that students apply correctly the basic skills of English grammar in all their writing, especially in Secondary.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Very good ↓	Very good	Good
Progress	Outstanding	Very good	Good

- In FS, children are developing a strong understanding of number and counting and ordering numbers to 20. Conceptual understanding of addition and subtraction is at an early stage of development. Problem-solving skills are well developed and encouraged in activities.
- In Primary, students' results on GL standardised assessments and, the Standard Assessment Tests (SATs) in Year 6 are weak. However, this is not reflected in lessons or their work. Students are confident in problem-solving and engage in activities that require higher order thinking skills. Secondary students have acquired an understanding of mathematical strategies to solve problems following a step-by-step approach. They do not show sufficient ability to challenge assumptions and test hypotheses.
- Progress in lessons is more rapid in Primary, where the level of challenge is greater. Digital technology to support learning is limited in mathematics.

For Development:

- Ensure that Secondary students are provided with an appropriate level of challenge to improve their reasoning and critical thinking skills.
- Improve students' access to, and use of, technology to support learning.

Science

	Foundation Stage	Primary	Secondary
Attainment	Very good ↓	Very good	Good
Progress	Outstanding	Very good	Good

- Across the school most students are achieving in line with curriculum expectations. In the FS and Primary a majority are achieving above expectations. Secondary students are sometimes less effective in explaining the underpinning concepts of their learning.
- Students are developing a wide and appropriate range of scientific knowledge. However, they are less adept at applying knowledge to unfamiliar situations, in analysing data, carrying out independent research, and in drawing inferences from the research.
- FS children have effective observation skills and can predict patterns and plan simple fair tests. By Year 6, students can explain the control of variables when investigating electric circuits. However, Secondary students have insufficient opportunities to plan and carry out complete investigations.
- School data shows that most Emirati students are performing above curriculum expectations although external benchmark data suggests that most are only in line with them.

For Development:

- Provide more opportunities for students to research and evaluate scientific material,
- Provide more opportunities for Secondary students to plan and carry out complete investigations.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Very good	Good

- Students, in the FS and Primary, choose their own level of difficulty for their work. This is not evident in the Secondary phase. In the better lessons, interactions between teachers and students, are of a high quality. Students can work independently without frequent direction and support from teachers.
- Independent research, problem-solving, and inquiry-based skills are variable across the different subjects. Technology is used but this is not consistently evident across the different subjects. Teacher questioning is very skilful in Primary and in some Secondary lessons and supports more successful learning.
- Students in the FS and Primary are keen learners and engage enthusiastically in learning. In Secondary, students are more passive learners. In all phases students know what they are learning but not always, how to improve their work further.

For Development:

- Ensure that students are given clear guidance about how to improve their learning skills further.
- Provide Secondary students with more opportunities to take responsibility for learning by providing them with inquiry-based activities, particularly in mathematics and science.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Very good

- Most students display positive attitudes towards the school. Their self-discipline and self-reliance are evident across most phases. In the FS and Primary, students are exceptionally well behaved in, and outside of lessons. A few students in Secondary occasionally display inappropriate behaviour in lessons or during break times.
- Students are courteous and caring towards each other. They offer help and support to their peers in lessons and especially for new students and students of determination. While their attendance is very good, their punctuality to lessons is less strong.
- Most students demonstrate an excellent awareness of the importance of healthy lifestyles. They are building strong healthy eating habits and participating in a wide range of sporting activities during school and in extra-curricular activities.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding

- Students demonstrate a strong awareness of Islamic values. They show care and consideration to Muslim practices and take an active part in celebrating Islamic celebrations. Students make links with the school's values and Islamic acts of kindness such as, donating to the those in need.
- Students exhibit an excellent knowledge of, and respect for, the UAE culture and heritage. They proudly describe UAE culture projects for instance, in their contribution to the '50/50' project. They are enthusiastic in participating in the UAE culture and heritage celebrations.
- Student show particular pride, understanding and awareness of their own cultures and their respect and appreciation of world cultures is improving. Students enjoy taking part in international, and Flag Day celebrations as well as treasure hunts which develops their awareness of different cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding

- Students are caring and considerate of others and have a strong sense of personal responsibility. They contribute to the life of the school and its community. Student leaders support their peers and are encouraged to lead on initiatives across the school.
- Most students have an excellent work ethic. They make positive contributions to local communities and charities, and actively engage in initiatives that promote innovation and social responsibility within and outside the wider environment.
- Across the school students are very aware of issues affecting the environment. They participate eagerly in activities and experiences provided for them. Older students are beginning to seek ways to participate in projects to improve the school environment and are aware of the importance of ecological awareness and conservation.

For Development:

- Continue to develop the role of young leaders across the school.
- Improve student behaviour in Secondary.

3. Teaching and assessment

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

- The quality of teaching is stronger in the FS and Primary than in Secondary. In these phases, teachers recognise that students learn best when they are actively involved in their learning, rather than being passive recipients.
- In FS and Primary activities are planned to match student needs. In Secondary, too many teachers do not provide adequate support and challenge to enable all students to make more rapid progress in learning.
- Teachers have secure subject knowledge. Lesson planning is detailed, and lessons routinely start with a review of prior learning. Questioning, particularly in Primary, is skilful and encourages meaningful dialogue. It is less effective elsewhere. The provision for additional English language by specialist teachers is supporting the linguistic skills of students who need this enhancement.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Good

- In the FS, internal assessment processes track children's progress. Primary assessment processes follow curriculum standards. In Secondary internal assessments are over emphasising measures against the General Certificate in General Education (GCSE) standards, and not the curriculum requirements, particularly in science. In Islamic Education, students are assessed on topics covered but not on year-level expectations.
- Assessment data is comprehensively analysed and use of the Cognitive Abilities Test (CAT4) identifies students with barriers to learning and those with exceptional ability. In the better lessons, teachers use this information to set targets, track student achievement, modify lesson plans, and cater for student needs.
- In most lessons, teachers routinely check students' understanding through ongoing assessments. Some teachers, encourage students to self-and-peer assess, using set criteria. Teachers' marking of students' work and written feedback does not always provide clear guidance about how students can improve their work further.

For Development:

- Ensure that all students are provided with activities that provide support and challenge in lessons.
- Improve the consistency of all internal assessments ensuring that students' achievement is closely linked to curriculum expectations.
- Ensure that feedback to students helps them to understand their next steps in learning.

4. Curriculum

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

- The curriculum has a clear rationale and shared values which are fully aligned to the National Curriculum of England (NCfE), It also fulfils the requirements of the Ministry of Education (MoE) for all prescribed subjects.
- In the FS and Primary, the curriculum is enhanced by providing additional subjects such as, language options. In Secondary, the requirements of the NCfE for Key Stage 3 are met but cross-curricular links are less well developed.
- Planning ensures effective transition within and between current phases, including the new Secondary provision. A clear vision exists for the future but the shape of secondary choices for current students is not yet certain. Preparation of students for participation in the school's future expansion is not sufficiently developed.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding	Very good	Very good

- In the FS, most teachers are highly successful in modifying the curriculum to meet the needs of all groups of children. In other phases student passports enable teachers to plan purposeful modifications to meet needs but occasionally implementation is inconsistent.
- An extensive range of extra-curricular activities challenges and engages students. These are offered in the morning, at lunchtime and after school, to enhance opportunities for participation. Opportunities for innovation, enterprise and the enhancement of cultural awareness are developing.
- The school is responding to the changing nature of the student population by enhancing English, as an additional language provision, using intervention and curriculum modification. It also provides very successful, 'Elevation' and 'Gateway' programmes to support students with specific learning needs.
- In FS2, all children learn Arabic for 60 minutes per week.


For Development:

- Ensure effective guidance and preparation of Year 9 students for the next stage of their learning.

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

- Child Protection and safeguarding processes are robust. Policies and procedures regarding child protection are regularly updated by senior staff. Staff are vigilant and proactive in all areas of safeguarding and rigorous record-keeping ensures that systems are highly effective.
- Buildings and outdoor areas including the garden are routinely and carefully maintained. All staff have a safety app on their phones which ensures incidents are responded to quickly. Detailed and secure records are retained. Student safety around buses and private transportation is well organised and supervised.
- All records, including medical, are accurately and securely maintained in the clinic. The promotion of safe and healthy lifestyles, and student wellbeing are a high priority and are evident and well understood across the school. A range of healthy food options is available in the school canteen.

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

- The relationships between staff and students appear positive and purposeful. Some older boys are presenting some behaviour challenges within and outside of lessons. School leaders have realistic plans in place to manage this small issue. The promotion of very good attendance and punctuality is evident in the school.
- The identification of students of determination and those who may be gifted or talented are carried out through well-established systems. Very effective support is provided for these students from well-trained staff and focused programme options. The goal for all is to assist the students to become independent learners.
- The personal development and well-being of all students is effectively monitored. Personal support and academic guidance are provided by teachers and the Counsellor. Parents are provided with opportunities to convey information regarding concerns that they may have with their children.

For Development:

- Ensure that the support systems which are currently in place for all students are sustainable and alternative programmes are also explored to support students in achieving success.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding ↑

- The governors and leaders convey the message of inclusivity for this school. This is made evident through the values, policies, and practices of the school and the investment of resources and the recruitment of specialist staff.
- A variety of assessment tools lead to the informed identification of students of determination. The school is catering for a range of learning needs.
- The school makes effective efforts to develop positive relationships with parents. Parents report that they feel welcomed and valued by staff in planning for the programme for their children.
- There are effective systems of support for students of determination attending the school. The 'Pathways' structure which is in place is highly effective in the provision of more individually focused instruction. Access to speech and language therapy, as well as occupational therapy, which is frequently provided by the school and is highly valued by parents.
- The continual assessment and modification of approaches to teaching in lessons is evident in the programming for students. Adjustments are often made to intervention strategies. Comprehensive monitoring and tracking of student progress are evident for all the students.

For Development:

- Closely monitor the monitor the progress, attainment and levels of support being provided for all students of determination in lessons and make the necessary prompt adjustments when issues are identified.

6. Leadership and management

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

- An ambitious and clear vision for the medium and long-term future has been set in place by a very committed principal and senior leaders. Inclusivity, diversity, and the best by every student are the key principles. Leaders at all levels monitor outcomes to inform next steps in teaching. With exceptionally strong relationships and communication skills, leaders provide a solid base where more and more creativity in learning experiences can deliver an ever-improving set of student outcomes.
- The school knows itself well. Systematic processes are applied to ascertain how teaching is impacting on learning outcomes. More focus can be brought to assuring that excellent teaching is now in place to deliver high-quality experiences for all students so that they make the best progress possible. Detailed improvement plans address almost all of the previous recommendations. More specific support that identifies appropriate strategies to teach for outstanding progress can now be broadened.
- A diverse range of parent groups have all contributed to the vision of school. This is supporting learning for most students and resulting in improved attitudes to learning. Highly effective channels of communication with parents, including the reporting of student achievement, exist. The capacity of the school community to lead local initiatives reflects its values and is commendable. Further involvement of the parent voice at the heart of school's strategic decision-making will enhance partnerships already established.
- Governance regularly seeks out parental views through the Parent Forum to inform its knowledge and understanding. Given the growing diversity among the school's population, a formal means should be considered to centralise the parent voice. A variety of channels for accountability of senior leaders provides mostly accurate information on student outcomes and teacher performance. More robust approaches to the 'critical friend' advice that is currently available are needed to assure education of the highest quality.
- The daily operational management ensures that each student feels welcome and valued. This is helping to support students' attention to their learning. All staff are suitably qualified, experienced and benefit from the ongoing professional development programmes, and mentoring built into the school's culture. The premises are of a very high order, creating an excellent learning atmosphere. A comprehensive range of resources, often selected to support personalised, early childhood and gateway learning intentions, work seamlessly to support student development.

For Development:

- Enhance the school's overall leadership concept of outstanding quality across all the school's priorities.
- Refine the analysis of key performance points in the school's self-evaluation processes to ensure that all information is highly accurate and leads to outstanding learning for students.

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