

INSPECTION REPORT

2022-2023



NORTH LONDON COLLEGIATE SCHOOL MIDDLE EAST

IB CURRICULUM

VERY GOOD

CONTENTS

<i>CONTENTS</i>	2
<i>SCHOOL INFORMATION</i>	3
<i>Summary of Inspection Findings 2022-2023</i>	4
<i>Overall School Performance</i>	6
<i>Focus Areas</i>	8
<i>Main Inspection Report</i>	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Meydan City
	Opening year of School	2017
	Website	www.nlcsdubai.ae
	Telephone	97143190888
	Principal	James Robert Monaghan
	Principal - Date appointed	8/1/2019
	Language of Instruction	English
	Inspection Dates	06 to 10 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1341
	Number of Emirati students	48
	Number of students of determination	43
	Largest nationality group of students	British

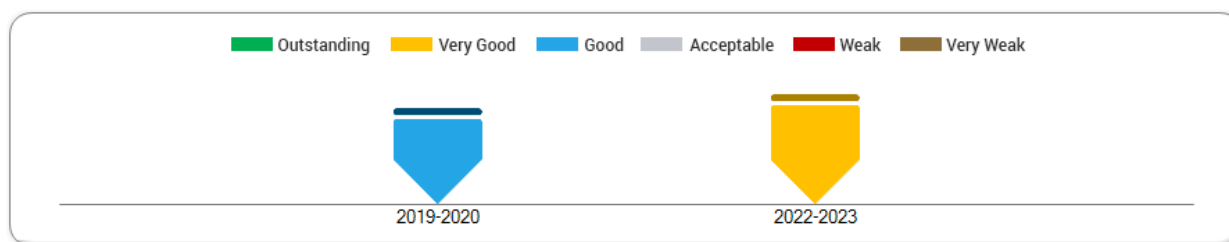
TEACHERS

	Number of teachers	148
	Largest nationality group of teachers	British
	Number of teaching assistants	33
	Teacher-student ratio	1:9
	Number of guidance counsellors	2
	Teacher turnover	12%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	NA
	Accreditation	IB

School Journey for NORTH LONDON COLLEGIATE SCHOOL MIDDLE EAST L.L.C - FZ



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

- Students' attainment has continued to improve across the school, especially in Islamic Education and Arabic. In English, mathematics and science, attainment and progress are at least very good in all phases. Students' attainment in the external MYP e-assessments and the DP is very high.
- Students' personal and social development is strong, characterised by their respect for both their teachers and their classmates. Students report that they feel safe and very well supported at school. Students' understanding of Islamic values, Emirati and world cultures is an improving picture as the school matures and understands its own role in the context of Dubai.

PROVISION FOR LEARNERS

- Teaching is at least very good across the school. With the small groups in the Diploma Programme (DP), teaching is outstanding. Teachers in all phases are supportive of their students. There are systematic processes for the collection and analysis of all internal and external assessment data. The analysis indicates the detailed strengths and weaknesses of all students, leading to lessons that are well planned and appropriately differentiated.
- The school offers three of the International Baccalaureate (IB) programmes, from the Primary Years Programme (PYP) to Grade 5, the Middle Years Programme (MYP) from Grade 6 to Grade 10, and the DP in the final two years. The school's curriculum is suitably modified to meet the needs of all students. It effectively supports all students to achieve well in the MYP and to progress to the DP. There is an extensive range of, and high participation in, extra-curricular activities.
- The school is a safe, very supportive and caring environment for all students. The buildings are maintained to a very high standard and are accessible for all groups. The day-to-day management is highly effective. There are systems for the identification of students of determination, and of those with gifts and talents. The needs of all students are being met.

LEADERSHIP AND MANAGEMENT

- The school has an effective leadership team with a strong sense of vision and purpose, and a governing body that supports that vision. Leaders have continued with a process of development leading to improvements across the school, particularly in Islamic Education and Arabic. They have succeeded in maintaining the school's caring and supportive ethos that has the wellbeing of all at its core. Parents are engaged with and supportive of the school.

The Best Features of the School:

- The school's caring and supportive ethos.
- Students' academic achievements in the MYP and DP.
- Extra-curricular provision and students' participation, in all phases.
- The curriculum and its adaptation to meet students' needs.
- Students' improving understanding of Islamic values, Emirati culture and social responsibility.

Key Recommendations:

- Ensure that the best practices in teaching and assessment that are evident in each of the IB programmes are effectively shared with all teachers and applied consistently.
- Extend students' learning skills by providing additional opportunities for independence and research, especially in the PYP transdisciplinary and the MYP interdisciplinary units.
- Monitor more closely the impact of the changing student population, to ensure that the school is able to continue to offer high levels of care and support to all students.

Overall School Performance

Very good ↑

1. Students' Achievement

		KG	PYP	MYP	DP
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Good ↑	Acceptable ↑	Acceptable ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
	Progress	Not applicable	Good ↑	Acceptable	Not applicable
<p>English</p>	Attainment	Very good	Very good ↓	Outstanding	Outstanding
	Progress	Very good	Very good	Outstanding ↑	Outstanding ↑
<p>Mathematics</p>	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Very good ↑	Very good	Very good ↑
<p>Science</p>	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Very good	Very good	Very good
Learning skills		Very good	Very good	Very good	Outstanding ↑

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

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

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good ↑	Very good ↑	Outstanding ↑
Assessment	Very good	Very good ↑	Very good	Outstanding ↑

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



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

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

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

- The school successfully improved its very good judgement against the National Agenda Parameter benchmark tests to outstanding. The school has exceeded its targets in TIMSS and PISA. GL assessments in the key subjects show very strong results.

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

- The school conducts a detailed data analysis of the learning gaps identified in the PISA, TIMSS and GL reports. Relevant adaptations and modifications are made to the curriculum to address these gaps. As a result, the school continues to sustain high attainment and progress.

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

- All leaders use the data produced by the school's reading programmes to create an assessment picture of each individual student. Each teacher uses the information in lessons to meet individual learning needs.

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

For Development:

- Ensure that teachers are familiar with the various international benchmarks and how to analyse the data more rigorously for all students.
- Ensure that the school adapts the 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 principal and senior leaders are very committed to wellbeing. As a result, its importance is stressed through policies and practices. The whole school community is very clear about the effect of wellbeing on the health, happiness, care and success of all. Wellbeing development is very strong over time. Data are studied so that leaders can identify ways to improve wellbeing for all members of the school community.
- The wellbeing leader, her staff, the counsellor and the careers officers make up a strong, approachable team. They are available to assist any member of the school community needing academic, emotional or career support. Older students mentor the younger. New teachers have a full induction process as they begin their careers. Students are taught to be kind, thoughtful, considerate and respectful. They are grateful for the establishment of the broad range of activities that promote wellbeing.
- The wellbeing programme is underpinned by the pastoral care system, the results of which permeate the whole school. The modification of work and support provided for students of determination present opportunities to build confidence and to achieve personal success. The broad range of curricular activities develops teamwork, often through competition and challenges, and makes links between diet, exercise and good health. Students feel safe and are trusted and valued at school.

UAE social studies and Moral Education

- In the PYP from Grades 1 to 5, moral, social and cultural studies (MSC) are timetabled and delivered as a single subject, using the MSC framework. Older students from Grade 6 upwards receive lessons in moral education and UAE social studies taught as separate subjects. Moral education is taught formally to the end of Grade 12.
- All of the courses use the appropriate MoE texts in addition to extra resources developed by teachers. Students' work, including their projects and exhibitions, is assessed at the end of each unit and at the end of the school year. The courses are compliant with the MoE guidelines.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable ↑
Progress	Not applicable	Good ↑	Acceptable ↑	Acceptable ↑

- Most students are improving their knowledge of Islamic values and concepts. Their understanding of Seerah, Fiqh, and the Pillars of Islam and Iman is developing more slowly. Progress and attainment are above expectations in lessons where the language of instruction is English, and in the PYP.
- In the best lessons, especially in the MYP and the DP, students search for quotes as points of reference, referring to Hadeeth and verses of the Holy Qur'an. Some groups with a low starting point or language barrier receive appropriate support.
- Performance in lessons and recorded samples of students' work show improvement in recitation and the application of Tajweed rules. Progress in all phases is faster when students use their skills of enquiry to justify and explain the rationale behind Islamic rules from different perspectives.

For Development:

- Address gaps in students' knowledge of the Seerah, Pillars of Islam, and Iman by referring to the Holy Qur'an and Noble Hadeeth.
- Ensure that assessments accurately measure students' levels of attainment and then use the results to target their learning needs.

Arabic as a First Language

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

- Most students across the school have speaking, reading and writing skills appropriate to their age. Almost all students demonstrate stronger listening skills. In the MYP and the DP, students plan their ideas well and write cohesive texts using correct grammatical structures, but they lack a wide range of vocabulary.
- In their lessons and recent work, most students in the PYP can read aloud with fluency and accuracy and write simple sentences, especially in the lower grades. In the upper phases, most speak Arabic confidently and read literary texts. They can describe, compare and contrast ideas using evidence to support their views.
- The progress of most students across the school has improved as a result of the modified provision and resources. This is not the case in some groups in the Arabic Heritage programme, as their progress is yet to meet curriculum expectations.

For Development:

- Ensure higher expectation in the use of Arabic in the Arabic Heritage programme, to accelerate progress according to MoE expectations.
- Provide sufficient opportunities for students to demonstrate different styles of writing for different purposes, and develop their independent creative writing.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
Progress	Not applicable	Good ↑	Acceptable	Not applicable

- Most students in the PYP understand, read and write confidently a limited range of familiar words and phrases in the classroom environment. In the MYP, most students can apply what they have learnt in familiar topics and when speaking and writing to introduce themselves.
- In their recent work and lessons, the PYP students answer routine questions and understand simple instructions. A majority in the advanced level shows higher skills in language acquisition.
- Older students in the MYP use their knowledge of grammar to write short sentences. A minority speaks fluently, reads confidently, and writes creatively in line with their years of study. Online digital resources and reading applications have improved students' listening and reading skills.

For Development:

- Provide beginners with more opportunities to practise newly learned vocabulary, so that they have the confidence to use it in speaking and writing.
- Ensure that students read widely using the online digital resources.

English

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

- In the KG, children develop their phonics skills very well. Students engage in conversations about their learning across various topics. From a relatively young age they enjoy elements of Shakespeare. By the DP, students consider complex texts for literary analysis.
- In many cases, skills flourish very well as students have opportunities to maximise their learning. A very wide variety of topics and reading materials adds an extra dimension to students' experiences and enhances their achievements.
- Discussion and critical thinking are significant features. Students are adept at contributing to debates. They can explain in depth their thoughts and ideas, which contributes to greater appreciation of texts drawn from a wide range of reading material.

For Development:

- Ensure that the development of skills is securely embedded across all grades.

Mathematics

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

- Teachers' higher expectations lead to very good progress in all phases. International benchmarking and IB results at both the MYP and the DP are outstanding, reflecting the strong and consistent teaching. A developing experiential approach to mathematics stimulates greater inquiry and curiosity in the KG.
- Students at all levels are enthusiastic learners within an improving mathematics programme. The effective use of everyday contexts helps students to appreciate the relevance of mathematics.
- Students use mathematical language confidently in explaining their work, reflecting a strong emphasis on the key vocabulary. Problem-solving, critical thinking and reasoning skills are strong. Opportunities for meaningful research and independent learning are still limited in the PYP and the MYP.

For Development:

- Provide students in the PYP and the MYP with greater opportunities for research and independent learning.

Science

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

- In the MYP and the DP, students' attainment in international benchmark tests is higher than that of students in the PYP. The school has made strong improvements in using the scientific methodology and in developing scientific literacy. These aspects have increased students' scientific knowledge and understanding.
- Children in the KG are beginning to develop their observational and thinking skills. Regular practical investigations are a feature in science lessons throughout the school. Most students can make predictions, record their results and write a relevant conclusion successfully.
- Across the school, critical thinking is strongly developed in all science lessons. Students are actively involved in problem-solving, in recording their work in various ways and in linking science to practical applications. Opportunities for independent learning do not occur regularly enough.

For Development:

- Provide all students with further challenge and opportunities to become independent learners.
- Ensure that children in the KG have opportunities to increase their practical and investigative skills.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Outstanding ↑

- Learning skills are developing very well in English, mathematics and science, and especially in the DP. In the PYP, students are very engaged and motivated in Islamic Education and Arabic lessons. Overall, students frequently enjoy a good range of learning experiences. Critical thinking is underdeveloped in some areas.
- Students are very articulate. They can discuss, debate and use reasoned argument to present different views and to explore theories and different perspectives in most subjects.
- Students use their imagination very well to develop ideas. For example, students in Grade 5 demonstrate a high degree of engagement using specific vocabulary to explain what they read. Students are adept at using technology to support their learning.

For Development:

- Increase the opportunities for critical thinking across the school, especially in Islamic Education.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students show exemplary positive attitudes and standards of behaviour across all phases. Generally, they come to school happy and motivated to start learning and to celebrate success. Their daily practices promote care, consideration and courtesy, reflecting the school culture. As a result, bullying is rare.
- Students, especially those in the DP, show considerable confidence when speaking to a large audience. They show warmth and empathy and demonstrate awareness of the school's inclusive culture. In the PYP and the MYP, they enjoy interactive assemblies where they can share their thoughts and opinions.
- Respectful relationships between students and staff result in a calm, purposeful atmosphere. Students demonstrate a secure understanding of safe and healthy living. They enjoy discussing such topics in lessons, especially in the KG and the PYP. Students are punctual. The attendance rate is very high.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students in all phases show a deep appreciation and understanding of Islamic values and the culture of the UAE. They are committed to celebrating national and Islamic events. They share their perspectives about the main tenets of Islam, especially the DP students.
- Students, and children in the KG, appreciate heritage concepts and elements of the history of the UAE. Students in the MYP and the DP, especially Emirati students, speak proudly about the UAE as a country which promotes tolerance and sustainability.
- Students recognise the importance of diversity. They enjoy sharing the main features of their own cultures. The rich displays around the school reflect their appreciation of the multi-cultural environment and historical role-models who contributed to making the world a better place.

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

- Student leadership roles are very well established, particularly in the senior school. They have a prominent voice in improving aspects of school life, and in being innovative, inspiring others through their interests, passions and creativity.
- Students in all phases show an excellent work ethic. They demonstrate a strong sense of service. They lead and engage in a range of volunteering opportunities. The student-led Sidiq service provides support to others through listening and friendship.
- Students take action to improve the environment and contribute to sustainability both locally and in the wider world. The students' 'Trashion' show, their work on eliminating single-use plastics in school, and the eco-committee's work towards Green Flag school status are excellent examples.

For Development:

- Ensure that learning opportunities relating to the understanding of Islamic values and Emirati culture are sustained.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good ↑	Very good ↑	Outstanding ↑

- Teaching is at least very good across the school and is improving in Islamic Education and Arabic. Teachers understand students' abilities very well and deliver lessons accordingly. Knowledge, skills and understanding are developing appropriately, especially in English, mathematics and science.
- Lessons have clear objectives, which are very carefully considered to extend learning. Teachers' enthusiasm and rapport with students are the key in accelerating progress. Resources are used very efficiently. Students appreciate the variety of experiences provided.
- In the KG, children learn very effectively and enjoy their work. Across the school, there is frequent use of practical materials and resources to develop knowledge, to engage students and to enhance learning. Students generally are motivated and enthused

	KG	PYP	MYP	DP
Assessment	Very good	Very good ↑	Very good	Outstanding ↑

- The school's internal assessment processes are very well organised, consistent and enable teachers to evaluate students' performance against curriculum standards efficiently. The school's comprehensively analysed assessment information provides a complete profile of students' academic progress.
- Teachers and school leaders use assessment information successfully to plan lessons and to modify the curriculum to match the learning needs of all students. This is most effective in the upper grades of the MYP and the DP.
- Teachers' knowledge of students' learning is very strong. Teachers know their students very well. They provide helpful feedback to students on their work with written comments, but not always consistently across all grades and subjects.

For Development:

- Ensure that best practice is shared and embedded across all subjects and phases.
- Ensure that all students receive effective written feedback that promotes strong dialogue and identifies their next steps in learning

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The school's implementation of the IB curriculum framework has a clear rationale and provides an excellent balance of knowledge, skills and understanding. The Islamic Education and Arabic curricula now meet all MoE requirements. The curricula in all subjects are well developed with structured progression. Continuity is well planned.
- Excellent and improving curricular choices exist for older students to nurture their talents, and to meet their interests and aspirations. Meaningful and innovative cross-curricular links are well planned. The transdisciplinary and interdisciplinary links in the PYP and the MYP units allow very effective transfer of learning between different subjects. There are insufficient opportunities for independence in learning and research.
- Regular and rigorous review ensures that the curriculum is dynamic and improving. It ensures excellent provision to meet the academic and personal development needs of all students.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Leaders successfully adapt the curriculum to provide stimulating learning opportunities for all students, including the increasing number for whom English is an additional language. Modification, challenge and support to meet students' academic and personal needs is a high priority across the school.
- The curriculum offers an outstanding range of opportunities to motivate and inspire students. A very broad and stimulating programme of extra-curricular activities significantly enhances students' academic and personal development. Opportunities for innovation, creativity and community service are strong. Students are consulted about options.
- Innovative and coherent learning experiences are embedded throughout the curriculum to enable students to develop an excellent understanding of the culture and society of the UAE.
- Children in the pre-KG and KG1 receive one 40 minute lesson per week in Arabic. Those in KG2 have two lessons of 40 minutes each week.

For Development:

- Ensure that the provision remains appropriate for all groups of students as the school's student population roll increases.
- Create greater opportunities for independence and research when planning transdisciplinary and interdisciplinary units.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Rigorous policies and procedures are in place to safeguard students. All members of staff have received training relevant to their role, and understand fully their child protection responsibilities. Staff ensure that students understand how to keep themselves safe and where to seek help.
- The medical team and school staff successfully promote safe and healthy lifestyles, including healthy eating. The facilities are maintained in excellent condition. A comprehensive range of regular checks and detailed records informs subsequent actions and the programme of work.
- Procedures for managing vehicular traffic are now very well organised and effectively co-ordinated. The safety of the physical environment has been strengthened. All students are safe and secure on the campus, and as they arrive and leave.

	KG	PYP	MYP	DP
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Teachers know their students well. They have built very positive relationships based on mutual trust and confidence. Administrative staff are committed to the management of attendance which is monitored systematically with rigorous follow-up of lateness and any unauthorised absence.
- The identification of students of determination results from the effective application of a range of assessments. Targets for improvement are accurate, with subsequent modifications and support generally suited to the academic and pastoral needs of most students.
- Assessment processes identify and provide extension activities for students with gifts and talents, but the work is at an early stage of development. High quality personalised advice and guidance are provided, particularly to older students, about health, career choices and higher- education pathways.

For Development:

- Ensure that adaptations and support are expertly delivered to maximise progress for all students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The governor, the inclusion champion and the leader of inclusion have a vision to provide the best possible education for students with increasingly diverse needs. In response to self-evaluation, a concise development plan has been produced.
- Established admission processes, from KG onwards, result in accurate identification of students' needs. A broad range of assessments provides the information to create students' profiles and individual education plans (IEPs). Barriers to students' learning are clearly identified.
- Parents describe the inclusive school ethos as overwhelmingly positive. They are delighted with the modifications and support which their children receive. Open communication and productive partnerships with staff feature in their comments.
- The use of learning support assistants (LSAs) has led to increasingly effective adaptations to the curriculum and support. Reviews take place termly with some involvement of students and parents. Overall, modifications and support in lessons to enable students' access to learning are less developed.
- Termly assessments of academic and pastoral progress, including feedback from staff, provide evidence of mainly very good progress and improved outcomes. High-quality work in wellbeing is enabling students to become increasingly resilient as they tackle progressively more challenging tasks.

For Development:

- Deploy appropriate levels of staff for inclusion so that the department can provide and monitor effective support for an increasingly diverse student community.

6. Leadership and management

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

- Leaders are very effective. They promote an inclusive, supportive and caring ethos, which is focused on wellbeing. They develop positive relationships with all stakeholders and generate positive morale throughout the school community. The principal and the leadership teams have a thorough knowledge of the curriculum and of the strategies needed to impact positively on students' achievement. The processes for implementing change have been developed and implemented successfully across the school.
- Leaders have prioritised areas for development, closely aligned with their vision, through the use of an effective self-evaluation process. Action plans aligned with these priorities, in particular to support students' achievement and wellbeing, are in place. They currently have a positive impact on students' achievement. The monitoring and evaluation of teaching is effective.
- Parents are actively involved in their children's learning and in school life in general. Their views are regularly sought. The parent group, the Parent Guild, has a positive impact through its active support of the school. Communication between the school and parents is very productive. Parents receive regular comprehensive reports about their children's achievements and progress. Involvement in the local and wider community, for both teachers and students, is increasing.
- The governing body, representing both partners and parents, meets regularly. Governors exert a positive and direct impact on the school's performance. Governors are aware of, and have acted on, the recommendations of the previous inspection report, in particular improvements to the delivery of MoE curriculum subjects. They are supportive of the school's leaders, their direction and vision, but they are not fully aware of the changing demographics of the school. They ensure compliance with all statutory and curriculum requirements.
- The day-to-day management of the school is very effective. Appropriately qualified staff are well deployed, including supporting some very small classes in the DP. A range of professional training opportunities for staff is aligned with the school's priorities and IB requirements. The school's facilities to support the delivery of the curriculum and the range of resources to support teaching and learning are of a very high standard.

For Development:

- Ensure that the governing body acts strategically to maintain the current ethos and direction of the school.
- Ensure that, in planning future actions, the changing demographics of the school are fully considered.
- Review the delivery of language acquisition in the MYP to enable students to benefit from more frequent learning experiences.

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