

INSPECTION REPORT

2022-2023



KENT COLLEGE L.L.C - FZ

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Nad Al Sheba 3
	Opening year of School	2016
	Website	www.kentcollege.ae
	Telephone	+97143180700
	Principal	Jared Paul Nolan
	Principal - Date appointed	10/10/2022
	Language of Instruction	English, Arabic
	Inspection Dates	27 to 02 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1389
	Number of Emirati students	70
	Number of students of determination	140
	Largest nationality group of students	UK

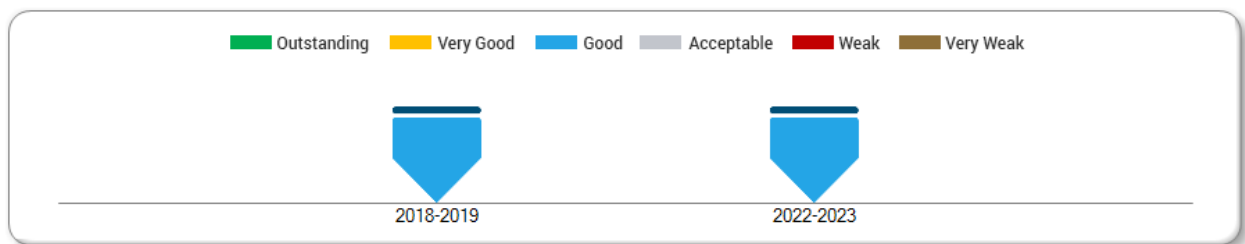
TEACHERS

	Number of teachers	114
	Largest nationality group of teachers	United Kingdom
	Number of teaching assistants	39
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	39

CURRICULUM

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

School Journey for KENT COLLEGE L.L.C - FZ



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Students' attainment and progress are very good in English, mathematics and science in the primary and secondary phases. Children's achievements are not as strong in the Foundation Stage (FS) because of inconsistent teaching. Students' attainment in Arabic is acceptable, although their progress in the primary years is now good. Students' attainment in Islamic education is only acceptable because they lack understanding and application. Students' progress is strong in English and mathematics in the post-16 phase.
- Students are kind, courteous and very well-behaved. Their understanding of Islamic values, personal development, social responsibility and world cultures is very good. Students are proud of their own cultures and show interest in others. They respect the heritage and culture of the UAE. Students' critical thinking, problem-solving and innovation skills are particularly strong.

PROVISION FOR LEARNERS

- Teachers demonstrate strong subject knowledge and secure understanding of how to teach their subjects. Lesson planning is well-considered. Relationships with students are supportive. The most effective lessons include opportunities for students to develop their research, problem-solving and critical thinking skills. Assessment information is used well to inform lesson planning.
- The curriculum closely matches the National Curriculum for England and is aligned to the school, Dubai and UAE visions. The curriculum has a clear rationale and suitably addresses the development of students' skills, knowledge and understanding. The curriculum is suitably modified to address students' individual needs and includes an extensive range of activities.
- There are comprehensive procedures and policies in place covering all aspects of safeguarding, child protection and security. Appropriate training is provided for all staff members. Relationships between teachers and students are respectful and friendly. The school is inclusive and effectively promotes students' personal development and wellbeing. Counsellors support their career aspirations.

LEADERSHIP AND MANAGEMENT

- Since being appointed, the Principal has quickly instituted a number of positive changes. The quality of middle leadership is being improved as are procedures for self-evaluation. Parents are enthusiastic and supportive of the school. Governors are beginning to take more active roles in shaping the future of the school. Buildings, facilities and resources are of high quality.

The Best Features of The School:

- Students' strong attainment and progress in English, mathematics and science in the primary and secondary phases
- Students' knowledge of Islamic values and the UAE's culture and their very good personal development, and social responsibility.
- The strong care, support and protection that promotes students' welfare, wellbeing and academic achievement
- The ambitious curriculum that is suitably adapted to cater for the educational needs of students.

Key Recommendations

- Improve the quality and consistency of teaching in FS and Primary by providing greater challenge to students and sharing the best practices in teaching.
- Improve provision in FS by strengthening leadership, establishing engaging learning environments and reviewing the mathematics curriculum.
- Raise students' achievements in Islamic education and Arabic by improving teaching and learning.
- Develop the school's improvement plans by ensuring that objectives are prioritised and success criteria are linked to students' performances.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good ↑	Very good ↑
Assessment	Good	Good ↑	Good ↑	Good ↑

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Care and support	Very good ↑	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			Very good ↑	
Governance			Good	
Management, staffing, facilities and resources			Very good	

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

Focus Areas

National Agenda Parameter



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

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

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

- Students exceeded the targets set in mathematics and science on the TIMSS tests and in reading on the PISA benchmark tests. On the GL tests, the progression of most primary students exceeded expectations in science and a large majority did so in English and mathematics. In the secondary phase, a large majority of students exceeded the expectations in English and science, and most did so in mathematics.

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

- Leaders share a strong commitment to meeting the National Agenda's requirements. They ensure that analyses of benchmark test data are used to identify and address gaps in students' learning in English, mathematics and science. However, benchmark reports are insufficiently analysed to identify and close gaps in the learning of Emirati students.

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

- Most teachers know and use the results of standardised tests of students' reading ages. Most students read at appropriate levels. The interventions to support weaker readers are insufficient to promote their rapid improvement. Students' wider learning skills are well-developed.

Overall, the school's progress toward achieving its National Agenda targets is above expectations.

For Development:

- Support the weaker readers, especially among Emirati students, to improve their skills and their access to the entire curriculum.

Wellbeing

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

- A clear vision and direction inform a wellbeing-based culture throughout the school. All teachers and students interact respectfully with each other to create a happy and harmonious learning environment. The Principal and governors know the strengths and areas for development. They hold senior leaders to account. A wide range of wellbeing data is collected, analysed and utilised to shape and improve the school approach to wellbeing advancement.
- Wellbeing leaders work collaboratively to enable consistent and effective care and support. There are highly developed programmes and regular reviews of students' wellbeing needs. These help teachers to identify students with wellbeing issues and offer appropriate assistance. The school counsellor is available to support parents, teachers and students when needed. Students are listened to, and there is a space for them to use if a period of wellbeing relaxation is needed. Regular review of student wellbeing data informs intervention planning and staff training priorities.
- The school provides wellbeing learning and development opportunities through the curriculum and throughout the school. It is integrated into the PHSE curriculum and is evident in students' work and the way they conduct themselves. Students feel happy and safe in the school. Many activities create communities where students can socialise with one another. The school promotes healthy lifestyles effectively. Students are considerate of their own and others' safety. They support students of determination. They are aware of influences such as peer pressure, television and social media.

UAE social studies and Moral Education

- The moral, social and cultural framework (MSC) underpins the structure for the provision of UAE social studies and moral education from Years 1 to 13. Weekly MSC lessons address the social studies standards, which are integrated in Years 1 to 6. These are also aligned to the relevant courses. Moral education has similar cross-curricular links with its themes across a wide variety of subjects.
- The MSC framework is delivered through regular lessons and project-based inquiries, whereby students take some major themes and apply them to everyday situations or to the culture and heritage of the UAE. This new initiative promotes students' learning skills well and engages their interests and abilities. Students say they enjoy their MSC lessons.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The internal assessment data indicate that a large majority of students in the primary phase and a majority of students in the secondary phase attain levels above the curriculum standards. The inspection evidence shows that most students attain levels that are in line with curriculum standards.
- In the primary phase, students are aware of the pillars of Islam but are less than confident when listing the pillars of faith. Students show knowledge and understanding of the rules of worship such as the Friday prayer. Some students can partially recite the assigned Holy Qur'an verses, Hadith and supplications from memory.
- In the secondary and post-16 phases, students develop their knowledge and awareness of how Islam addresses current social, economic and civil affairs such as Zaqat and Waqf. Most students are yet to carry out extensive research about the implementation of Islamic values in society.

For Development:

- Improve students' recitation skills and their application of the Tajweed rules.
- Provide opportunities for students to research Islamic values in society, especially those in the secondary and post-16 phases.

Arabic as a First Language

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

- Most students attain at a level that is in line with the curriculum standards in all three phases. Their reading comprehension and listening skills are the strongest. Students in the primary phase make steady progress above expectations, while elsewhere students' progress is at the expected levels.
- Students in the primary phase can apply their knowledge of grammar. They read and speak confidently, with clear pronunciation and sufficiently accurate intonation. They can answer predicted questions and read Arabic texts of reasonable length, with expression. These skills are less evident in the secondary phase.
- Boys and girls in the secondary and post-16 phases make steady improvements in their speaking and writing skills from their starting points. This is especially the case where curriculum adaptations address knowledge gaps.

For Development:

- Provide more opportunities for students to reflect on their reading.
- Enable students to make more class presentations, especially in the secondary years.
- Improve students' speaking and writing skills.

Arabic as an Additional Language

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

- Lesson observations and notebooks show that the majority of primary school students' progress is above expectations. Students' progress is at the expected level in the secondary phase. Their attainment in speaking and writing is in line with the curriculum standards in both phases.
- Students' listening and reading comprehension are their most well-developed skills. Students steadily improve their vocabulary, especially when building on existing knowledge. Effective grouping enables students to improve their speaking and writing. These skills are less evident in the secondary phase.
- Boys and girls, including beginners, show confidence when introducing themselves. Their writing and speaking about familiar concepts is evident. They can identify patterns and symbols in texts. These skills are more substantial in the primary phase, due to the age-appropriate teaching and the effective use of resources.

For Development:

- Provide students with more opportunities for independent writing and speaking in Arabic, especially in the secondary years.

English

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

- Children in FS make very good progress in developing their communication, pre-reading and writing skills. Students in the primary and secondary phases develop their knowledge and use of English writing conventions well. Older students make rapid progress in their abilities to evaluate literary structures.
- Most students are confident and articulate speakers. They can convey their thinking clearly. Older students often support their opinions with information drawn from rigorous analyses of texts. Most students read with fluency and comprehension. Their inference skills are progressively and effectively developed.
- The introduction of reading resources, the good support for spelling and developing students' vocabularies are helping to accelerate students' progress. The school has introduced additional language support to enable English as additional language learners to access the curriculum.

For Development:

- Improve the progress of students in the primary phase.
- Provide ongoing support to students identified as weaker readers.

Mathematics

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

- Internal and external assessment data, work in books and lessons show that a large majority of students in the primary, secondary and post-16 phases attain above the curriculum expectations. Students in the three phases make better than expected progress. Students' achievement has improved throughout the school.
- The majority of children in FS can count to at least 20 and write accurate number sentences for addition. A large majority of students in all phases have secure age-related skills and knowledge. They apply these very effectively to solve increasingly complex problems. In a minority of lessons, the most able students are insufficiently challenged.
- New schemes of work in the primary and lower secondary years are enhancing students' achievements and their understanding of mathematical concepts. Alternative post-16 pathways enable a wide range of students to succeed at appropriate levels of difficulty.

For Development:

- Raise attainment and progress in FS to match those in the other phases.
- Ensure that all students, especially the older ones, are required to solve mathematical problems more frequently.

Science

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

- Across the school, students show attainment in lessons and their recent work which is above the age-related expectations. In the primary and secondary phases, students' detailed understanding of scientific concepts enables a large majority to exceed expectations.
- In FS, children are eager to enquire and observe. In the primary phase, they are competent when investigating, recording observations and drawing conclusions. Older students fully understand and are able to apply the scientific method, but they have insufficient opportunities to plan and carry out independent investigations.
- Regular reviews of their work enable students to link learning back to earlier scientific concepts. Lessons emphasise the applications of science to everyday life. Students have few opportunities for independent research, scientific analysis and developing their own conclusions.

For Development:

- Raise attainment and progress in FS and Post-16 to match those in the other phases.
- Provide students with more opportunities for independent investigation, research and data interpretation.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students across the school are responsible and keen to engage in collaborative and independent learning activities. Most can work for extended periods of time without their teachers' support. Children in FS demonstrate a range of learning skills.
- Students engage very well with adults and each other. They collaborate very confidently and effectively across the curriculum. Most communicate their thinking with confidence and frequently make connections to the wider world and other subjects.
- Students' critical thinking and problem-solving skills are strong features of learning across the school, except in Islamic education. Students make effective use of technology and other resources to support their research and learning across all four phases.

For Development:

- Ensure that students in all subjects, particularly Islamic education, make effective use of their learning skills.
- Encourage children in FS to reflect upon previous activities so that they learn more.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good ↑	Very good ↑

- Students display responsible attitudes towards their work. Their behaviour and relationships are characterised by co-operation and support for one another. Most children in FS show self-reliance, particularly when initiating tasks.
- Students understand and make healthy lifestyle choices, including healthy food. They participate well in and benefit from a wide range of sports and physical activities. Children in FS bring healthy snacks and drinks to school.
- Attendance levels are very good. Students recognise the link between their attendance and their achievements. However, a few secondary and post-16 students are not always punctual when arriving at their lessons.

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

- Secondary and post-16 students have a developing understanding and appreciation of Islamic values and how they influence life in the UAE. Students share the spirit of the Holy month of Ramadan and show respect to their fasting peers.
- Students exhibit very good knowledge and understanding of the UAE's culture and heritage. They show their awareness through displays in the corridors and a wide range of activities. Students enjoy learning about the UAE's culture when they celebrate the National Day and other special events.
- Students show awareness of their spiritual values and their own cultures. They take positive steps to interact and share their cultural values and heritage with one another during International Day. Students appreciate each other's diverse cultures and heritage.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good ↑	Good ↑	Very good ↑	Very good ↑

- Children in FS take responsibility for looking after their classrooms and equipment. In the primary phase, students enjoy helping others and proudly take on roles such as counsellors. Older students readily volunteer their services within school and the wider community.
- Students across the school show a positive work ethic. Independence and creativity are evident throughout the school. In the two upper phases, students have more opportunities to develop and demonstrate their entrepreneurial and business skills.
- In the lower phases, students learn about sustainability by recycling materials and through science, technology, engineering, arts and mathematics (STEAM) lessons. Older students actively support conservation and sustainability by, for example, helping the school becoming free of single-use plastics.

For Development:

- Ensure students in the secondary and post-16 phases are punctual when arriving at their lessons.
- Provide more opportunities for the development of students' enterprise and entrepreneurship skills in all phases.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good ↑	Very good ↑

- Most teachers in FS and Primary plan lessons carefully to enable students to make good progress. However, opportunities to accelerate children's learning in FS are sometimes missed. Very good teaching by subject specialists in the other two phases underpins very good progress by students in most subjects.

- Teachers know their students well and use this knowledge to ensure that learning activities provide them with appropriate levels of challenge. Teachers mostly use technology well, and their effective questioning encourages students to think critically and explain their reasoning.
- Leaders have raised the quality of teaching since the previous inspection. They ensure that all new teachers receive appropriate inductions and that all teachers have ongoing professional training. As a result, there is a shared perception of what constitutes good teaching practices.

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

- Assessment procedures in the primary, secondary and post-16 phases closely match the curriculum requirements. However, assessments against the curriculum standards for Islamic education are inconsistent. In FS, a few assessments of children’s attainment and progress are optimistic.
- Self and peer assessments are routinely used, but their quality may vary within a subject. They are made against detailed curriculum standards and the related success criteria. These provide secure judgements about students’ attainment.
- In FS, teachers use formative assessments effectively to support children’s learning during lessons. Elsewhere, data from all sources are used well to inform lesson plans. Useful ongoing assessment strategies are often coupled with effective questioning of students during lessons.

For Development:

- Provide high-quality teaching across all subjects by sharing the best practices which exist across the school.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good ↑	Very good ↑	Very good ↑

- The curriculum closely matches the National Curriculum for England and the UAE’s requirements. In the post-16 phase, the school offers Business and Technology Education Council (BTEC) courses, A-Levels and the International Baccalaureate Diploma Programme (IBDP). All curricula successfully focus on developing students’ knowledge, skills and understanding.
- The FS curriculum has a clear focus on developing literacy skills, with an emphasis on writing. Overall, the curriculum is innovative, providing STEAM activities to enhance students’ creative thinking and problem-solving skills.
- The school reviews the curriculum regularly. Modifications include using subject specialists in the primary phase. The new mathematics curriculum is an improvement. Science and computing are now taught as discrete subjects in the primary years.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The curriculum is adapted very effectively to provide suitable challenges for different groups of students. Alternative pathways are provided for students with specific needs. An approach that emphasises mastery of key concepts enables the most able students to develop higher order and critical thinking skills.
- A wide range of extra-curricular activities enhances students' learning and extends their skills. Students benefit from day and residential visits, and adventure centre activities. They lead initiatives that are focused on climate change and publish news articles through the Junior Journalist initiative.
- Links to the UAE's culture are embedded throughout the curriculum. Students celebrate the heritage and culture of the UAE through many school-wide events. They acquire very strong knowledge of Emirati culture and UAE heritage through themed events, studies and displays around the school.
- Arabic is taught for 30-minutes each week in FS2.

For Development:

- Offer a wider range of in post-16 courses to open more pathways for students' further education and careers.

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

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

- All teachers understand their safeguarding and child protection responsibilities due to the school's comprehensive policies and rigorous procedures. Staff members undertake regular training related to their different roles. Pastoral support and procedures enable students to seek help when needed.
- The medical team and teachers promote a broad and balanced approach to safe and healthy lifestyles, through a range of health checks, programmes and extra-curricular activities. The premises and facilities are well suited to the needs of all students.
- The school's facilities are maintained and cleaned to very high standards. The health and safety recommendations from the previous inspection report have been addressed. The school now has robust and consistently implemented procedures to monitor the safety of students and the staff.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The school's approach to promoting regular attendance and punctuality is largely successful. Relationships between teachers and their students are respectful and friendly. Mutual trust and confidence are evident in their interactions. There are effective procedures for managing students' behaviour.
- The school has rigorous systems for identifying students of determination and those with gifts and talents. These students are supported in lessons and other activities. Inclusion leaders and teachers are committed to the design of individual interventions to support students' progress.

- Students report that they feel safe at school and receive effective support and guidance in relation to subject choices and career paths. The wellbeing of students is given a high priority and is monitored closely, alongside the provision for students of determination.

For Development:

- Ensure that all teachers collaborate with learning support assistants to accommodate all students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The governors, inclusion team and teachers facilitate an inclusive ethos across the school. They respond to the diverse needs of all students and take responsibility for their learning and progress as an integral part of their provision.
- The inclusion team makes effective use of assessment tools to accurately identify students of determination and then create individual support plans. The school identifies barriers to learning experienced by students, in line with KHDA's categories.
- The school keeps parents well informed of their children's progress through a range of formal and informal reports. Parents and students are fully engaged in the development and review of the individual education plans (IEPs), which are focused on students' individual needs.
- Provision is modified according to students' needs. This ensures relevant and meaningful learning opportunities for students of determination. Curriculum adaptations promote independent learning skills and ensure that additional interventions, such as support from learning assistants, promote students' personal and social development.
- Most students of determination make good progress in relation to their individual starting points. Their progress is closely checked, and provision is adjusted when necessary. Students display good behaviour and positive attitudes and are developing independence. There is some inconsistency in the feedback given by teachers on students' written work.

For Development:

- Review the style and content of students' IEPs to ensure consistency across all phases.

6. Leadership and management

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

- The Principal and senior leaders have instituted a number of changes that are enhancing overall leadership capacity. They share a clear vision for the school's future, which includes the priorities of the UAE and Dubai. Although most middle leaders have a secure understanding of the best educational practices, their effectiveness varies. Relationships and communication are professional. Roles and responsibilities are clearly understood. Line management is clearly defined, and staff morale is high.
- The procedures for self-evaluation are improved since the previous inspection. Leaders understand the school's strengths and the areas for improvement. The monitoring of teaching and learning is systematic and rigorous. Although the school's improvement plans are mostly coherent, the main priorities are not always clearly identified. Actions are suitable, and goals are linked to students' outcomes. There has been progress in addressing the recommendations from the previous inspection report, although a few issues in the primary and secondary phases remain.
- Parents are enthusiastic supporters of the school. They are consulted regularly, and their concerns are heard and acted upon. The school uses technology well to keep parents informed about their children's progress. Parents of students of determination are very positive about the care and support the school provides. There are productive links with the local community. Visiting speakers regularly talk to students about the arts, careers and university entrance requirements.
- The governing board has recently been reconstituted. Governance includes representation from owners, parents, teachers and members of the community. The board ensures that the concerns of parents and the community are heard. Parents, students and staff members are regularly consulted through visits and surveys. Board members play key roles in the overall performance of the school. They are committed to more influential roles in shaping the school's future, as well as holding leaders to account for the school's performance.
- The school is efficiently managed. Scheduling makes the very best use of the available time, space and staffing. Corridors are enhanced with appealing artwork completed by students. Governors and leaders ensure that there are sufficient and appropriately qualified teachers to deliver the curriculum. Teachers are appropriately deployed. Teacher retention is high, and new staff members are considerably inducted into the school. The premises are of very high quality and well equipped with modern technology and specialist facilities. There are very good resources available for teaching and learning.

For Development:

- Ensure that the effectiveness of middle leaders is consistently good across all subjects and phases.
- Ensure that the school's improvement plans include objectives that are prioritised, with success criteria linked to students' outcomes.

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