

INSPECTION REPORT

2022-2023



INTERNATIONAL SCHOOL OF CREATIVE SCIENCE

NAD ALSHIBA L.L.C

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Nad Al Sheba 3
	Opening year of School	2016
	Website	http://www.iscs.sch.ae/en/nad-al-sheba/
	Telephone	045107000
	Principal	Ataullah Parkar
	Principal - Date appointed	1/1/2020
	Language of Instruction	English
	Inspection Dates	20 to 24 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 17
	Grades or year groups	FS1 to Year 12
	Number of students on roll	1499
	Number of Emirati students	692
	Number of students of determination	103
	Largest nationality group of students	Emirati

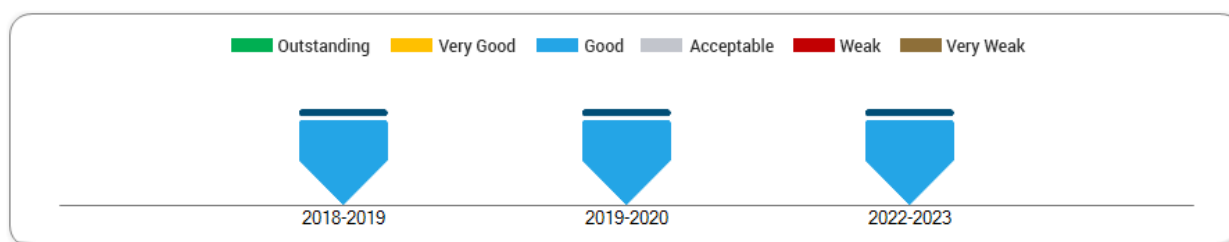
TEACHERS

	Number of teachers	134
	Largest nationality group of teachers	UK
	Number of teaching assistants	51
	Teacher-student ratio	1:14
	Number of guidance counsellors	4
	Teacher turnover	10%

CURRICULUM

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

School Journey for INTERNATIONAL SCHOOL OF CREATIVE SCIENCE NAD ALSHIBA L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Foundation Stage (FS) children achieve well in English, mathematics and science. Students’ progress in Islamic Education, Arabic, English, mathematics and science are good in in most phases except in Arabic as a first language at Post-16, where it is acceptable. Attainment in Islamic Education, English and science are also good in Primary and Secondary. Students’ attainment in mathematics is acceptable except in FS where it is good.
- Students are self-disciplined and extend help to their classmates. Most are happy to give and to receive critical feedback, although this is less evident at Post-16. They link different aspects of the common harmony in Dubai to deep Islamic values. Students volunteer and sometimes initiate and lead activities to raise funds for charities, for instance, the Red Crescent appeal in response to disasters and crises.

PROVISION FOR LEARNERS

- The majority of teachers demonstrates strong subject knowledge and a secure understanding of how students learn best. Lessons plans are detailed. Different groups are recognised although the implementation of differentiation is variable. There are positive interactions between teachers and students. Discussion sessions are mostly effective and well-paced. Teachers give clear oral feedback in lessons. Written feedback and self-assessment are less effective.
- The curriculum is interesting, motivating and diverse, allowing individual students to learn in their own ways. The implementation of a tailored programme has widened strongly the opportunities, for all groups of students in Years 10 and 11 and at Post-16, to learn and develop their skills of innovation and enterprise. The school’s values curriculum provides opportunities to work with the local community and within the Islamic context of the UAE.
- The school is safe and maintained to a very high standard. Rigorous procedures are in place and upheld by good leadership to protect children from physical, mental and online abuse. Arrangements for transport are managed with precision. The school’s social workers, the inclusion team, tutors and clinic staff provide strong pastoral support, with wellbeing and personal care high priorities. Students access individual careers advice.

LEADERSHIP AND MANAGEMENT

- Senior leaders are inspirational. With their staff, they are effective in ensuring that the school runs smoothly on daily basis. Leaders have set a clear strategic plan with an emphasis on Improving students’ literacy skills, inclusion and wellbeing. Most leaders have the required skills to innovate and improve the school. The governors have access to school performance data, but they need to use it more accurately to evaluate the school's self-assessment and improvement planning.

The best features of the school:

- Students' good progress in Islamic Education, Arabic as additional language, English, mathematics and science.
- The students very good personal development, Islamic values and relationships.
- The wide range of curriculum choices, and the variety of courses offered in Years 10 and 11 and at Post-16.
- The outstanding standards of health and safety and the very strong care and support of students.
- The high level of parental satisfaction.






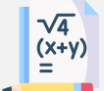



Key recommendations:

- Raise the attainment of students to at least good in all subjects by improving the quality of teaching for effective learning and the use of accurate assessment information to deliver lessons that meet the needs of all groups of students.
- Raise the standards of literacy across the school, and particularly for the Emirati students, to enhance access to the curriculum.
- Improve the leadership skills of middle leaders so that they contribute more effectively to the monitoring of teaching and learning, and thereby improve students' outcomes.

Overall School Performance



Good

1. Students' Achievement

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

		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good	Good	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	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	Good	Good

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good 	Very good 	Very good 	Good
Curriculum adaptation	Very good 	Very good	Very good	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	Outstanding	Outstanding	Outstanding	Outstanding
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	Very good
Management, staffing, facilities and resources	Very good

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

Focus Areas

National Agenda Parameter



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

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

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

- Year 5 students in the most recent TIMSS tests exceeded targets in mathematics and science. No students took the PISA tests. Over two successive series of GL tests, students made expected progress in science, but were below expectations in English and mathematics.

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

- Leaders at all levels analyse all data well. Gaps in content, knowledge and skills are identified and the curriculum is appropriately modified. Information from the benchmark reports is not analysed in sufficient detail to enable planning to focus on raising the proficiency levels in core subjects. The school has a strong commitment to improving the performance of Emirati students. The strategies used so far are variable.

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

- Most teachers know students' general reading scores, which show that most students are reading at least in line with age-related expectations. The development of students' critical thinking and independent learning are uneven across the school.

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

For Development:

- Analyse the benchmark reports more thoroughly in order to improve the effectiveness of improvement planning.
- Improve the effectiveness of intervention strategies to accelerate improvements in reading for weaker readers and for Emirati students,

Wellbeing

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

- Wellbeing has a high priority in this inclusive school with a clear vision. Senior leaders know the strengths and weaknesses of provision well. Their close collaboration with the governing board, and recent recruitments provide the potential to develop wellbeing provision further. Regular surveys of students, staff and parents and other data inform wellbeing development and support. The day to day management of routines and resources contributes significantly to a wellbeing-focused approach.
- Relationships between staff and students are caring and supportive and all students have direct access to a number of adults responsible for them. The wellbeing team works very effectively together to ensure that the pastoral needs of individuals are carefully monitored. The personal welfare of all staff is closely supported by the wellbeing team. This is leading to high staff morale and is improving retention of teachers. The school encourages parents to be partners in their children's experiences in school. A wide range of communication systems ensures that parents' views are heard. Classroom management is effective.
- The wellbeing curriculum is regularly reviewed and updated as part of the school self-evaluation process, taking account of stakeholder views. Advice and career guidance are in place to enable students to select their personal curriculum pathways. There are many opportunities for students to adopt leadership roles. A wide range of extra-curricular activities supports their mental, emotional, physical and cultural wellbeing. Healthy lifestyles are promoted and monitored closely by the clinic staff. Students say that they know how to keep safe and that they feel valued

UAE social studies and Moral Education

- Both the moral education and social studies courses follow the Ministry of Education (MoE) framework from Year 2. In FS, they are incorporated into everyday learning. In Years 2 to 6, moral education is taught in English for all students and in Years 7 to 12 it is taught in English to non-Arabic speakers and Arabic for Arabic speakers. The social studies element within this curriculum is taught in English. Social studies using the MoE framework is taught from Years 2 to 12 in Arabic. They are stand-alone lessons.
- For moral education, teachers follow the framework but try to enhance the provision. Teachers are well qualified and committed and use their experience and interest to enhance learning. Assessment procedures are thorough. Teachers have resumed the outdoor activities and excursions. Cross-curricular links are strong.
- In social studies, the MoE framework is used as a basis for teaching and learning, with enhancements. The learning for students provides opportunities to explore beyond the classroom. Assessment procedures are in place. There are many opportunities for cross-curricular links.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in Primary have secure knowledge of the Pillars of Islam and principles. They are familiar with the obligatory acts of worship, their method of performance, and the impact of prayer and fasting on the individual and society.
- Students in Secondary and at Post-16 can discuss Islamic principles and laws in relation to everyday situations, such as the Shura. However, their skills to cite evidence from the Hadith and the Holy Qur'an in support of their learning is less secure.
- The school's implementation of the Qur'anic Programme is leading to significant improvement in students' recitation skills and in their use of the Tajweed rules in all phases. However, students' memorisation skills are less developed in Secondary and at Post-16.

For Development:

- Improve students' skills across the school in being able to cite evidence from the Hadith and the Holy Qur'an, in support of their learning.
- Improve students' memorisation skills of the Holy Qur'anic verses in Secondary and at Post-16.

Arabic as a First Language

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

- Internal data are becoming more accurate in reflecting actual levels of students' progress and attainment. However, external benchmark data in Secondary do not indicate that the school's views are accurate.
- Primary students' reading and comprehension skills are strong. They speak clearly and confidently. Their writing is of appropriate length. In Secondary and at Post-16, students read and understand the overall meaning of literary texts, but their speaking skills and skills of textual analysis are less secure.
- Students' writing samples reflect achievement that is mostly in line with the curriculum requirements. However, the process of writing at greater length is underdeveloped in the school. Reading data collected by the school show some improvement in students' reading skills.

For Development:

- Improve students' speaking skills in the Secondary and Post-16 phases and develop their confidence in using Modern Standard Arabic.
- Improve students' writing skills by implementing a more structured approach to writing with guidelines for them to structure and edit their written work.

Arabic as an Additional Language

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

- Internal data align well with students' attainment in all phases. Students in Primary are making more rapid progress in learning Arabic, leading to stronger performance. The literacy skills of new students of Arabic are progressing well.
- Students acquire a good range of vocabulary and use it well to communicate in lessons. In Primary, students can ask and answer questions, talk about their daily routines and describe their environments. Those with most years of study in Secondary can write narrative texts confidently. However, their conversational skills are less developed.
- The department is focusing on improving students' speaking and writing skills. Teachers are creating a more motivating environment by raising expectations and extending learning. However, teachers' written feedback to students is variable and does not always support their next steps in learning.

For Development:

- Improve students' conversational skills in line with their years of study.
- Improve the written feedback to students so that they know how to improve their work further.

English



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

- Children in FS develop strong language skills from a low baseline. Students who have progressed through the school are linguistically stronger than those who have recently arrived.
- Listening and speaking skills are well developed. The focus on reading across the curriculum is having a positive impact on learning. However, the writing skills of some groups of students, including Emirati boys, have not been adequately improved. Students enjoy debating. Formal and informal writing, and the use of implicit language, are recognised and understood.
- A secure phonetic awareness and appreciation of reading is developed in FS. With improvements in literary technique, older students are able to recognise language features in texts. This is helping them to formulate persuasive arguments, and to infer, annotate and analyse more effectively. Intervention programmes for students for whom English, is not their first language are in place.

For Development:

- Improve the writing skills of all groups of students, especially Emirati boys, and make sure that the strategies suggested in lesson planning are implemented.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good 	Acceptable	Acceptable 	Acceptable
Progress	Good	Good	Good	Good

- Children's ability to count and understand numbers develops rapidly in FS. Students continue to make sustained progress through the primary and secondary phases. At Post-16, students continue to make better than expected progress as they are continually challenged by learning activities.
- Children in FS can write single digit number sentences using the correct symbols. In Primary, students know about the four arithmetic functions, fractions and place value. In Secondary and at Post-16, students develop their understanding of increasingly complex mathematical ideas.
- External tests results in Primary and Secondary vary across the year groups. The school is justifiably pleased with its first set of international IGCSE results. However, students do not think critically about their work. Activities to promote this skill are not regular or challenging features of lessons.

For Development:

- Raise students' attainment in Primary and Secondary by designing learning activities which challenge and stimulate all groups of students to learn more effectively.
- Engage students in regular and challenging activities that match their abilities and promote their critical thinking and problem-solving skills.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Acceptable
Progress	Good	Good	Good	Good

- Students show strong progress from their starting points across all phases. In FS, Primary and Secondary a majority attains above the curriculum expectations, while Post-16 students are mostly attaining in line. The acquisition of knowledge is stronger than the development of understanding, which impacts on students' performance on benchmark tests.
- Children in FS enquire and observe well. Primary students develop a deep understanding of scientific investigation skills, although they rarely provide scientific reasoning for their predictions. In the higher phases, students have insufficient opportunities for independent investigation.
- In the senior years, examination style questions test the skills of analysis and application. In the lower year groups, students have insufficient opportunities to review scientific texts critically, to analyse and draw conclusions from graphs and data, or to apply understanding to situations outside school.

For Development:

- Enable primary students to explain the scientific basis of their predictions and older students to plan and carry out complete investigations.
- Provide more opportunities for extended scientific research and for the application of skills of analysis and critical thinking.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Students across all phases enjoy collaborative work and increasingly take responsibility for their own learning. Some students of Arabic as a first language are not well engaged. Girls in science lessons can be passive. Children in FS become increasingly independent as they gain in confidence.
- Students' independent learning has improved. They have more opportunities for enquiry in lessons. Critical thinking skills and problem-solving are not developed well enough. Students interact well and can sustain interest for lengthy periods of time. They recognise links with other areas of learning.
- The focus by teachers on sharing success criteria in lessons, on improving reading skills and in making more skilful use of data to plan learning is impacting positively on students' learning skills.

For Development:

- Provide more opportunities for the development of critical thinking and problem-solving skills and encourage any passive students to be collaborative learners.

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

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

- Students are regularly self-disciplined and respond well to others. They thrive on giving and receiving critical feedback, although this is less evident in the Post-16 phase. They are caring and considerate, showing empathy towards their peers and adults.
- Students are very respectful towards one another. This is evident in the harmonious atmosphere and the positive relationships which they have with their teachers in lessons. Students' behaviour is excellent.
- Students are keen to follow a safe and healthy lifestyle. They generally make healthy food choices and exercise regularly. Their attendance rate has improved as has punctuality in arriving at school and to lessons throughout the school day.

	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

- Students have an exceptional appreciation and understanding of how Islamic values influence life in the UAE. They link different aspects of shared harmony in Dubai to the deep Islamic values of tolerance, compassion, charity and peace.
- The school provides students with a very rich understanding of Emirati society. This leads to students having a deep appreciation of Emirati heritage and culture.
- All students enjoy the celebration of the multi-cultural communities in their school on the annual International Day. They are proud of their own identity, but also appreciate and respect other world cultures represented in Dubai.

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

- Initiatives that promote leadership across the school and the wider community are encouraged. School Councils devise innovative ideas and challenges and work together to see them through. Students have collected blankets for distribution following the natural disasters in Turkey, Syria and Pakistan.
- Students make worthwhile social contributions. They have organised basketball for girls and champion reading in the FS classes. Senior students designed the Year 12 common room. Students of ICT wrote the school's digital charter and deliver cyber safety training to younger students.
- Students have a positive work ethic and enjoy developing their own projects. They show creativity and innovation in the way that they care for their school. They seek ways to improve the environment for all who study and work there.

For Development:

- Encourage Post-16 students to take even more responsibility for their own learning.
- Extend and enhance all students' understanding of world history and cultures.

3. Teaching and assessment

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

- A majority of teachers demonstrates strong subject knowledge and a secure understanding of how students learn best. There is less consistency in the quality of teaching in mathematics and in science. Lesson plans are detailed and purposeful, but their implementation is variable.
- Positive interaction between teachers and students in discursive activities are effective and well-paced. Open-ended questioning is regularly practiced but does not always lead to higher attaining students being adequately challenged. The school's focus on supporting the needs of Emirati students is highlighted but not fully addressed.
- Reflection and review time at the end of lessons helps students to evaluate their learning and teachers to gauge successful outcomes. In the better lessons, teachers encourage students to take control of their own learning by providing choices, time scales and various teaching strategies.

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

- Across the school assessment processes closely meet the requirements of the National Curriculum for England (NCfE). Years 10 and 11 and the post-16 years comply with the awarding assessment board's specifications. The MoE subjects meet Ministry requirements. The introduction of external benchmark tests has improved assessment in Arabic.
- Student individual targets are informed by the Cognitive Abilities Tests (CAT4) and other data. The school effectively analyses all data sources and produces regular summaries of attainment and progress. Most teachers use the information to inform lesson planning, although its use and subsequent differentiation of learning in lessons is variable.
- Teachers present students with clear oral feedback in lessons. Written feedback and students' self-assessment is less effective. A few teachers use detailed guidelines to assessment specifications to enable students to understand their levels of achievement and to plan their next steps in learning.

For Development:

- Ensure that all teachers implement effectively the detailed differentiated planning that is now in place.
- Increase the value of teachers' feedback and students' self- and peer-assessment by using guidelines that focus on subject specifications.

4. Curriculum

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

- The curriculum has a clear rationale based on shared values. It meets the requirements of the NCFE and supports the development of students' knowledge, skills and understanding.
- Older students can choose from a wide range of course and options to meet their individual interests and aspirations. The structure of the new post-16 curriculum will build on and extend students' education beyond the secondary school.
- The review and development of the curriculum is systematic and an integral part of the school's self-evaluation process. Continuity and progression in students' learning across all subjects are ensured. Students' interests, choices and preferences are considered very carefully. Curriculum innovation is thoughtfully planned and implemented.

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

- The curriculum is effectively adapted to meet the personal and academic needs of almost all groups of students. The secondary curriculum now provides a series of pathways to success. The new post-16 curriculum supports the career aspirations of Year 12 students. Its effectiveness is currently unproven.
- The curriculum in all four phases motivates almost all students. Activities which promote the development of students' entrepreneurial and innovative skills are clearly evident in almost all curriculum areas. An extensive range of extra-curricular activities promotes students' personal, social, creative and physical development.
- Coherent learning experiences embedded across the curriculum develop students' understanding of the values, culture and history of the UAE. Social studies, Islamic Education and students' participation in a range of national and cultural events also contribute to this understanding.
- Children in FS have a daily lesson lasting 20 minutes in Arabic.

For Development:

- Monitor very closely the impact and implementation of the new academic and vocational post-16 programmes and amend the provision accordingly.
- Ensure that the curriculum continues to be adapted carefully to meet the learning needs of all groups of students.

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

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

- The school is maintained to a high standard and has rigorous procedures in place to protect children from physical mental or online harm and abuse. Programmes are promoted to raise students' awareness on healthy eating, substance abuse and hygiene.
- A Child Protection and Safeguarding Policy is in place, and staff are trained to respond to incidents and safeguarding concerns. Students are protected from bullying through the wellbeing ethos in the school. Efficiently planned systems ensure a clean, safe and secure environment for students at all times.**
- The school provides high-quality care and support, including medical services, health programs, and a safe physical environment. Safety checks and risk assessments are carried out, and evacuation and disaster management procedures are meticulously planned and rehearsed regularly.

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

- Excellent relationships and mutual respect are clear features of a school ethos which is securely based on Islamic values. Teachers and support staff know the students well. High expectations of behaviour are known and met by the school community. Procedures for monitoring attendance and punctuality are rigorous and effective.
- Students of determination and those with differing needs are identified accurately using an extensive range of assessments. Overall, students receive good support. In a minority of lessons tasks are not always focused sufficiently on individual needs.
- The school's social workers, inclusion team, tutors and clinic staff provide strong pastoral support. Wellbeing and personal care are high priorities. Subject leaders track academic progress carefully. Transitions between phases are well managed. For older students, there are individualised course and career options of good quality.

For Development:

- Ensure that, in all lessons, tasks are consistently well matched to students' individual learning needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and school leaders are committed to providing well-resourced provision for the growing number of students of determination. Additional staffing has enabled the inclusion department to support a range of needs effectively. The inclusion leader provides strong leadership with a committed team.
- The identification of students of determination is accurate. The school uses a wide range of assessments, including outside specialists, to identify individual barriers to learning. The school has additionally recognised a number of exceptionally able students and monitors their progress.
- Parents are very positive about the support which they and their children receive from the inclusion team. They are active partners in the regular meetings to review plans and to set individual goals. Some would like more training courses to support their understanding further.
- Individual education plans (IEPs) are well focused on students' prime needs. They include clear, measurable goals with regular updates on progress. In a minority of lessons, while these goals are identified on teacher's planning, tasks set do not always match accurately students' next steps in learning.
- Students make overall good progress. An appropriate balance is made between in-class and support in the specialist achievement centres. Progress is consistently high when students work individually with the inclusion staff.

For Development:

- Ensure that all teachers' planning consistently and clearly identifies specific challenging tasks for different groups of students from their recognised starting points.

6. Leadership and management

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

- Senior leaders set a clear strategic plan specific to the school community and rooted in the UAE national priorities including literacy, inclusion and wellbeing. The school policy of developing its own leaders has ensured that most leaders are best practitioners in teaching, learning, assessment and curriculum. However, although most have shown the capacity to innovate and improve, new leaders are still developing their expertise.
- Systematic self-evaluation, using internal and external data, is embedded in most of the school practices and in most phases. Nearly all key priorities are identified accurately. Leaders monitor the quality of teaching and learning, but not with sufficient focus on achievement in lessons and over time. The improvement plans contain detailed actions and well-articulated goals, but do not address all the school's priorities. There has been some progress in meeting the recommendations from the previous inspection.
- The school's open-door policy enables parents to have a very strong presence and involvement in their children's lives. A program has transformed the previous unclear curriculum plans into practical explanations on the learning management platform. The reporting of students' academic achievements is timely, accurate and comprehensive. Reports do not detail students' next steps to achieving higher grades. Leaders work with a range of partnerships to increase the school's contributions to local communities.
- Governance includes representation from the owners, parents and staff. Members have a range of expertise, including education. They are provided with up-to-date information from school leaders to assist their reviews of the school's performance and the quality of education offered. They ensure that qualified staffing and resources are readily available to address the expansion of the school's needs. However, governors need to use data more accurately to evaluate the school's self-assessment and improvement planning.
- All aspects of the school's day-to-day management are very well organised. Almost all teachers are qualified and benefit from regular professional training that is linked to the school's and departments' priorities. The recent initiation of new premises reflects the school's commitment to widening students' experiences. The high-quality environment is contributing to the high level of wellbeing of students and staff.

For Development:

- Improve the skills of all new leaders.
- Ensure that the self-evaluation and improvement plans are valid and supported with evidence, address all the school's priorities and support students' achievement.
- Include students' next steps for improvement in their reports.

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