

GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

Contents

Contents	2
School Information	3
Summary of Inspection Findings 2019-2020	4
Overall School Performance	6
National Priorities	7
National Agenda Parameter	8
Moral Education	9
Reading Across the Curriculum	9
Innovation	10
Main Inspection Report	11
Views of Parents and Students	23

School Information

General Information	 Location	Nad Al Sheba 3
	 Opening year of School	2016
	 Website	www.iscs.sch.ae/nadalsheba/
	 Telephone	+97145107017
	 Principal	Ataullah Parkar
	 Principal - Date appointed	1/1/2020
	 Language of Instruction	English
	 Inspection Dates	10 to 13 February 2020
Students	 Gender of students	Boys and girls
	 Age range	3-14
	 Grades or year groups	FS 1-Year 9
	 Number of students on roll	1197
	 Number of Emirati students	549
	 Number of students of determination	43
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	97
	 Largest nationality group of teachers	British
	 Number of teaching assistants	44
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	13%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	English National Curriculum
	 External Tests and Examinations	NA
	 Accreditation	BSO
	 National Agenda Benchmark Tests	GL

School Journey for INTERNATIONAL SCHOOL OF CREATIVE SCIENCE



Summary of Inspection Findings 2019-2020

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

Student outcomes

- The achievement of students across the school is good, except their attainment in English and mathematics in Foundation Stage (FS), mathematics in the primary phase, and Arabic as a first language in the secondary phase, where it remains acceptable. In some subjects there are gaps in attainment between Emirati and non-Emirati students. Students' learning skills are strengthening in some areas, such as in the use of learning technologies.
- Students in the primary and secondary phases show very strong personal and social development. For a number of students, attendance and punctuality are key priorities for improvement. Although physically quite active, students themselves admit that they do not always make the best choices when it comes to healthy eating.

Provision for learners

- In most subjects, teaching and assessment are strong. However, inconsistencies remain in teaching, both within and between subjects, and in making the most effective use of information from assessments. Teachers plan to differentiate the learning tasks and some do this well but other teachers do not. There are inconsistencies in the analyses of assessment data, resulting in some inaccurate measurements of students' attainment and progress.
- The curriculum is appropriate, broad and balanced. Curriculum adaptation in the primary and secondary phases is very strong. Although there are option choices for older students that lead to suitable pathways, these do not take full account of their starting points or preferred learning styles.
- Provision for ensuring the health and safety of students is exemplary. Students, including students of determination, feel safe and highly valued as individuals. There are highly effective guidance and support systems for students. Teachers encourage them to take part in a range of excellent physical activities but overlook some unhealthy dietary choices.

Leadership and management

- The newly promoted principal is settling into his role very well. He has clear vision, is energetic, and is building a team of capable senior and middle leaders.
- Self-evaluation and school improvement practices are systematic but poorly aligned to the wording of the UAE School Inspection Framework. Consequently, self-evaluation judgements are sometimes inaccurate.
- Parents and governors are highly engaged and supportive of the school.

The best features of the school:

- The outstanding provision for the health, safety and the safeguarding of students
- The school ethos, combining high expectations for students' achievement with the core values of Islam within an inclusive and welcoming setting, that promotes the care and well-being of all
- The measured leadership, ensuring consistently good provision and outcomes across the school
- The very strong personal and social development of most students, and their increasingly effective use of learning technologies









Key recommendations:

- Promote greater consistency in standards of teaching and assessment practices by:
 - refining school improvement planning
 - ensuring that leaders at all levels have ample time to focus on raising standards
 - identifying and sharing best practices in teaching and assessment
 - ensuring that progress is measured in ways that align with the UAE School Inspection Framework.
- Narrow the gaps in attainment in all subjects and in all phases.
- Ensure that the curriculum in the secondary phase offers pathways that take more account of students' starting points and preferred learning styles.

Overall School Performance

Good

1. Students' achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable
	Progress	Not applicable	Good	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 UAE Social Studies	Attainment		Good	

		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	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](#).

National Priorities

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 (NAP), 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.

The school's progression in international assessments

meets expectations.

- Performance in two consecutive cycles of National Agenda parameter tests indicates that standards in English, mathematics and science are rapidly improving. Results are exceptionally high in science. In the year groups tested, from Year 4 to Year 8, students' results in all subjects compared with their potential are higher than those predicted through the testing of cognitive ability.

Impact of leadership

meets expectations.

- Leaders demonstrate commitment to the UAE National Agenda priorities through the school's comprehensive action plans. They organise the required NAP tests in English, mathematics and science, and carefully analyse the results, comparing them with information obtained from cognitive testing. Training ensures that teachers understand this information and use it to shape what and how they teach.

Impact on learning

meets expectations.

- The use of information technology (IT), including mobile devices, is innovative, connects teaching and learning, and extends beyond the classroom. Teachers have established high expectations for students to develop skills in reasoning, critical thinking and problem-solving in many subject areas.

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

For development:

- Ensure that all teachers, especially those new to the school, are trained in, and can use effectively, the information regarding students' potential.

Moral education

- The moral education curriculum is aligned with the Ministry of Education (MoE) requirements. It is taught from Years 2 to 9. All key concepts are fully developed.
- Teachers effectively engage students through a range of interesting and motivating learning experiences, with many based on their everyday lives. Students have opportunities to carry out online research. However, teachers do not always support them in reading and understanding the sources that they find.
- A variety of on-going and final assessments is used to check students' achievements. The outcomes are shared with parents as part of the school's reporting procedures.

The school's implementation of moral education is meeting expectations.

For development:

- Support students' online research by providing sites and texts that more closely match their reading levels.

Reading across the curriculum

- Leaders are committed to improving reading across the curriculum. Effective planning for whole-school development of reading, alongside investment in resources and training, are contributing to improvements in reading literacy.
- Teachers across subjects take responsibility for developing students' reading. Consequently, subject-specific language is improving in most areas of the curriculum.
- Frequent guided reading and focused instruction are having a positive impact on raising the quality of students' reading and comprehension. The school successfully promotes reading as a lifelong skill for learning.
- Teachers use accurate assessments of students' reading levels to guide additional support for underperforming readers.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Ensure that teachers of all subjects know the reading levels of underperforming students and use this information to plan more effective support in lessons taught in Arabic or English.
- Increase the percentage of students reading at an age-expected levels and above.

Innovation

- Students are making more use of IT to enhance their learning skills, in particular their skills of research and presentation.
- Across all phases, students take part in social projects, initiated by the school, to promote and develop their innovation skills.
- Teachers share their assessments of students' progress and attainment. They guide students on how to choose the most appropriate levels of challenge in learning tasks, so that students are able to take greater control of their own learning.
- The curriculum encourages some enterprise and innovation. The Leadership Programme, and the Rights Respecting Council, provide opportunities for students to contribute to the development of the school and the wider community.
- School leaders are committed to developing innovation, and encourage students to make effective use of tablet computers across a range of subjects.

The school's promotion of a culture of innovation is developing.

For development:

- Ensure that students for whom English is not their first language are involved fully in collaborative work to generate projects and pursue their interests.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Students' levels of achievement are generally above curriculum expectations. Internal data suggest that the achievements of students are very good or outstanding. However, results are often inflated. They do not mirror attainment typically seen in classrooms, or in the scrutiny of students' written work.
- Across both phases, students have a secure knowledge of general Islamic teachings. Their Tajweed skills and memorisation of the Holy Qur'an are at least at an expected level.
- Since the last inspection, the department has improved teaching in the primary phase by meeting the recommendations of the last report and by developing teachers' pedagogical skills.

For development:

- Continue to develop knowledge and skills in the subject to raise students' rates of progress.

Arabic as a First Language

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

- In the secondary phase, the rate of progress in students' language skills matches that in the primary phase, and is typically above expectations. Internal assessment data and written work show that girls often outperform boys.
- In the primary phase, students' communication skills are above curriculum expectations. Skills in reading are developing well. In the secondary phase, students' skills in speaking and reading are at least at an expected level.
- The Arabic department has taken several initiatives to enhance language development. Online guided reading, creative writing, and reading assessment are some examples of these projects. The impact of these activities is not yet clear.

For development:

- Ensure that students always have enough opportunities to engage in well-planned activities to improve their speaking skills.
- Review written work in both phases to check accuracy, as well as quality.

Arabic as an Additional Language

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

- Students in the primary and secondary phases continue to improve their language skills. Most show knowledge and understanding that are exceeding curriculum expectations. School data and lesson observations show no significant differences in achievement between boys and girls.
- Across the school, students are confident when expressing their views in familiar contexts, and especially when they talk about themselves. Their reading comprehension skills are improving. Students' abilities to write for a range of purposes are improving.
- The Arabic department has begun to apply the new MoE standards. As a result, students are engaging in more life-related tasks and activities, and show improving outcomes. Assessments do not sufficiently challenge students of all abilities.

For development:

- Ensure that assessments and activities always link to the MoE standards, particularly those related to the expected levels for students' writing.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good ↑	Good ↑
Progress	Good	Good	Good

- Most students attain well and make rapid progress in internal and standardised assessments. Children in FS make good progress in speaking and listening, often from very low starting points. These skills are enhanced during lessons in the lower primary phase.
- By Year 4, students can apply these skills to support their own creative writing. They can retell, with actions, stories they have read, and then create their own. By Year 6 they have added the skills of textual analysis and inference to their work.
- Older students use IT effectively in detailed analysis of literary structures during class reading, by thinking critically about images such as a crime scene or a derelict room. Handwriting is often of a poor standard.

For development:

- Balance the use of IT with the need to maintain a high standard of handwriting.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good	Good

- Internal and external assessment results indicate that the large majority of students attain significantly above curriculum expectations. Closer analysis of students' knowledge, skills, and understanding reveals fluctuating levels of attainment, most notably between different groups of students.
- Girls outperform boys in the upper primary and in some secondary classes. The quality of work recorded in notebooks varies. Children in FS make strong progress, often from low starting points. They learn mathematics through English and Arabic.
- The use of IT is purposeful, focused and has a positive effect on students' progress. Rapid mental mathematics is a priority. Teachers effectively promote the use of mathematical vocabulary. The extensive use of worksheets hides important aspects of students' learning and prevents more rapid progress, especially in the primary phase.

For development:

- Close the attainment gap between different groups of students, and ensure that all students make rapid progress from their starting points.
- Provide meaningful opportunities to connect mathematics to real life.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Children in FS are curious about the world, and are increasingly knowledgeable. Students in the primary and secondary phases have a good understanding of all the sciences. Occasionally work is not challenging enough, and some students, notably those who are higher attainers, underachieve.
- In the best lessons, students plan and carry out their own investigations. They collect information, discuss it with other students, and present and explain their findings accurately. In the secondary phase, class discussions are sometimes too brief to be productive.
- Students’ scientific thinking and skills of enquiry have improved, particularly in the primary phase. Many students in the secondary phase are making rapid progress. Students who have English as an additional language progress more slowly, because they do not always understand new scientific terminology.

For development:

- Ensure that work is always sufficiently challenging and personalised, so that students of all abilities achieve well.
- Support students who have English as an additional language in understanding the scientific terminology that they are expected to use.
- Provide opportunities for students to discuss their understanding of what they have learned.

UAE Social Studies

All phases

Attainment

Good

- In both phases, as a result of strong teaching, high expectations and students' involvement, a large majority of students make good progress and attain above curriculum expectations. Internal assessment results are inflated, reflecting assessments that are not sufficiently challenging.
- Students attain well, but notably so in the national education and history elements of the curriculum. Although lessons are planned to challenge students by offering different tasks, the tasks are not always demanding enough for the most able students.
- Students' communication and presentation skills are improving, due in part to increasing use of IT.

For development:

- Ensure that all students attain at least at the expected curriculum standards by providing appropriate challenge.
- Improve assessment procedures.
- Ensure that assessments are sufficiently challenging to meet the needs of all students, including the most able and those with gifts and talents.

Learning Skills

Foundation Stage

Primary

Secondary

Learning skills

Good

Good

Good

- Children in FS enjoy learning. They participate enthusiastically in activities and play. Students in all phases take responsibility for aspects of their learning and choose appropriate activities. They collaborate well. They can discuss their activities and give clear explanations to the class.
- In most situations, students use specialist subject vocabulary accurately. Some students struggle with unfamiliar terms. Some boys write carelessly and too briefly, and do not express their understanding as well as they should.
- Students use IT increasingly, improving their research skills and their ability to work independently. Students' critical thinking skills are strengthening, and they regularly collect and analyse information.

For development:

- Ensure that students fully understand subject terminology so that they can explain their understanding more accurately.
- Ensure that boys consistently write carefully and express their understanding in detail.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Very good	Very good

- Students show positive attitudes to learning and engage with enthusiasm in most lessons. However, in FS, some children find it difficult to stay focused and engaged in classroom activities.
- Most students are self-disciplined and behave extremely well. They are respectful to staff, visitors and fellow students. They work well together. Older students are able to resolve minor issues themselves.
- From Year 1, students are increasingly aware of the importance of healthy lifestyles. Some do not make healthy food choices. The irregular attendance of some students remains an issue. Too many students are late for school at the start of the day.

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

- Students have a secure understanding of Islamic values. They participate in a range of activities that promote the value of caring for others. Their contributions to needy people during Ramadan is an example of putting their strongly held values into practice.
- Students have a very sound understanding and appreciation of Emirati culture. They celebrate all of the UAE events, such as National Day and Flag Day. They take part in the flag ceremony in the school, and show respect for, and gratitude to, the UAE.
- Students are knowledgeable about their own culture. They show great respect to those from other backgrounds. They are aware of cultural diversity in the school and they are building their knowledge of diversity around the world through assemblies and in social studies.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Good	Good

- Throughout the school, students are involved in different activities to promote social responsibility, but these are not regular. Children in FS have adequate roles and responsibilities, and they take part willingly in events organised by the school.
- Children in FS are involved in planting and recycling initiatives. In the other phases, students have some contact with the wider community, for example, in desert cleaning projects.
- The school is trying to involve more students in different projects and initiatives through extra-curricular clubs. However, there is not enough momentum behind this to have a positive effect on students' social development.

For development:

- Provide more opportunities for students to initiate projects and to develop innovation.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Where teaching is best, teachers plan a range of interesting activities that engage students in problem-solving, hypothesising and independent research, together with opportunities to present their findings to the class. However, work is not always sufficiently well matched to students' abilities or needs.
- Teachers frequently use questioning and collaborative work successfully. They enable students to develop their analytical skills and critical thinking, and to become independent learners. Sometimes, they do not do enough to ensure that those students with English as an additional language are fully involved.
- Teachers' use of information from assessments has improved. Many provide challenging tasks for the next steps in students' learning, and guidance on how to choose them. Teachers use IT and other resources well to support learning.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- The school systematically conducts regular internal assessments in most subjects. These are closely aligned to the English National Curriculum. International assessments benchmark students' achievement against expectations in English, mathematics and science.
- Internal assessments aligned to the MoE curriculum expectations are used in Islamic education, Arabic, and social studies. There are no external assessments in Arabic. The quality and accuracy vary, and the assessments do not always provide a true reflection of students' attainment.
- In FS, assessments are regular but not sufficiently rigorous. The school compares information on students' potential with external results in English, mathematics and science. In most subjects, teachers follow the school's effective marking policy, thereby helping students to improve.

For development:

- Provide consistently challenging work to ensure that all students achieve well.
- Improve the quality and accuracy of assessment in Islamic education and Arabic.
- Strengthen assessments in FS, ensuring more rigour and closer alignment to curriculum expectations.

4. Curriculum

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

- The bilingual approach in FS supports young children's early experience in school and underpins the school's culture. The curriculum in the primary phase offers greater opportunities for creativity, while remaining sensitive to the ethos of the school.
- In FS, cross-curricular links are supported through a thematic approach. These links are maintained through topics in the primary phase. There is a strong emphasis on improving literacy to ensure that the curriculum is accessible in all subjects and in all phases.
- The school has extended its extra-curricular provision. Learning is linked to the local environment, but the curriculum does not sufficiently broaden students' horizons beyond the UAE. The secondary curriculum review has begun to lay the foundations for older students' academic and personal development.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Very good ↑	Very good ↑

- The analysis of assessment information ensures that leaders and teachers in the primary and secondary phases are sensitive to the needs of different groups of students. Adaptations include the introduction of alternative pathways in the secondary phase, alongside planning for IGCSE.
- The focus on student outcomes does not always provide the support or cater for different learning styles. Alternative provision for students of determination and for those with English as an additional language reduces barriers to learning. However, the curriculum does not consistently meet the needs of all students.
- The curriculum encourages some enterprise and innovation. Project You, the Leadership Programme and the Rights Respecting Council provide opportunities for secondary students to contribute to the development of the school.
- As they attend a bilingual school, children in FS 1 receive equal exposure to both languages. In FS2, the balance moves slightly, so that 40 per cent of activities are in Arabic and 60 per cent in English.

For development:

- Explore ways to broaden students' international horizons.
- Provide ways to offer more targeted support and challenge to students, and address their different styles of learning.
- Ensure that there are appropriate choices for older students to meet their learning needs and career aspirations.

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

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

- The school has rigorous procedures for the care, support and welfare of students, including child protection. All staff and external contractors receive rigorous training. Bullying is rare in the school, as there is a caring atmosphere underpinned by strong, shared Islamic values.
- The management of school transport is highly efficient. There is ample supervision on arrival and departure, and throughout the school day. A CCTV camera on the roof oversees the movements of buses and students.
- The school is safe and secure. Staff, including those in the clinic, assure the well-being of all. However, they do not ensure that all students make healthy food choices.

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

- Students are very welcoming and respectful. They have highly positive relationships with their fellow students and teachers. Although leaders monitor attendance very closely, the actions they take are not fully effective; there are some persistent absentees. A number of students often arrive late. Most lesson changes are smooth.
- The school has improved its procedures for identifying students of determination. Individual education plans (IEPs) are appropriate. Progress is measured using a range of assessments, and the targets set are accurate.
- Students with gifts and talents are identified. Some teachers plan work to match students' abilities, and to provide a range of challenges. Students' well-being and personal support are priorities. Students receive guidance on curricular choices from Year 9.

For development:

- Develop the effectiveness of support in all classrooms for students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Effective systems to develop the work of the inclusion department are in place. Comprehensive improvement plans are part of its work, including high-quality training for the learning support assistants.
- The identification of students of determination has improved. The register is a more accurate document and highlights key barriers to students' learning and personal development. Accurate identification results in the production of well-informed IEPs.
- Many parents speak highly of the school's work with their children. To support them, the school provides accessible communication channels. Parents feel welcome in the school, and consider that they play an important part in their children's education.
- Support and modifications are established following the identification procedures. IEPs are detailed and indicate meaningful learning opportunities. The learning support assistants provide good guidance. There is variability in the quality and the personalisation of classroom work set for students of determination.
- Students of determination mostly make expected or higher levels of academic and personal progress. This is as a result of strong teamwork involving parents, teachers and support staff. Students show increasing resilience as they face personal and academic challenges.

For development:

- Ensure that support, including modifications and interventions, works effectively to enhance students' progress.
- Extend the systems of monitoring to ensure that classroom practice follows the agreed objectives in the IEPs.

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

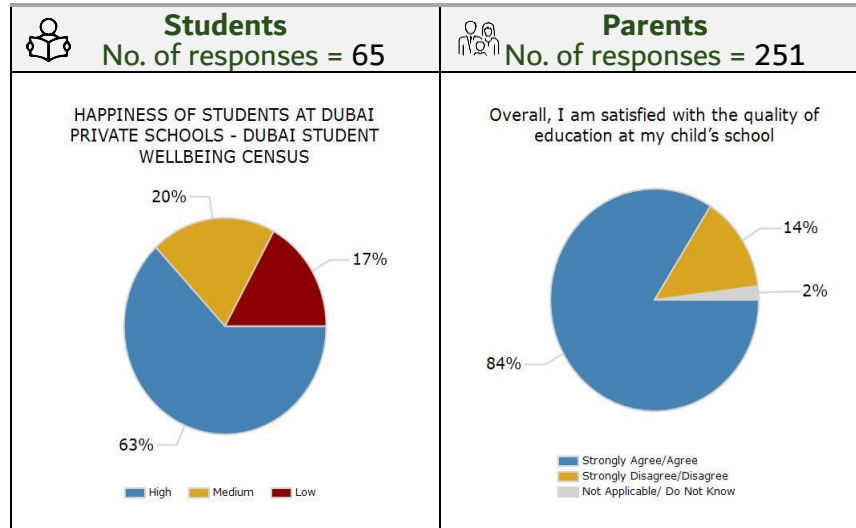
- There has been significant change in the structure of leadership of the school, including the recent internal appointment of a new principal. Nonetheless, leaders are successfully maintaining strong provision, with generally good outcomes. Leaders at all levels implement an inclusive vision with good academic achievement in a setting that successfully promotes core Islamic values. Senior and middle leaders are beginning to understand the importance of the promotion of good classroom practice throughout the school.
- The school implements robust, systematic self-evaluation. As a result, most of its strengths and areas for more urgent development are accurately identified. However, there remain too many inflated judgements in some aspects of provision and outcomes. This is due to an inaccurate interpretation of the DSIB descriptors. Effective monitoring of teaching and learning is leading to appropriate support and interventions. Improvement plans are comprehensive, linked to self-evaluation, and well monitored for impact.
- The school's engagement with families is very strong. Parents are very well supported by the school in a partnership to support their children's learning and development. Parents make highly positive and effective contributions to the work of the school. The online reporting of students' academic achievements, alongside their personal and social development, is regular, accurate, comprehensive and highly valued by parents. Leaders continue to increase the school's contributions to local communities, and are beginning to look further afield.
- The governing board has representation from all key stakeholders. Governors visit the school and meet regularly. They possess detailed knowledge of the school and understand the tensions faced by leaders when opening a new school. Governors are building capacity and establishing sound leadership. They monitor the actions of leaders and aim both to support and to hold them to account. However, they are not always careful enough when monitoring the accuracy of self-evaluation.
- The school is very well managed and runs smoothly. The premises meet the needs of the evolving curriculum. Leaders are successful in making good appointments in order to fulfil the vision and mission of the school. Almost all teachers are well qualified and benefit from personalised training. Almost all specialist resources are used well to meet the needs of students in most subjects. There is insufficient focus on how to make creative use of the libraries.



For development:

- Ensure that the evidence that underpins any self-evaluation judgement aligns accurately with the corresponding DSIB Framework descriptor.
- Focus sharply on the provision of consistently good or better classroom practice.
- Consider how to make more effective use of the school libraries.

Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection. They helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Students are happy and optimistic about their futures. Many believe that they are making good progress. They consider that they work hard, and are generally very positive about learning. Relationships are good. Students feel that they are valued and treated well. They participate in extra-curricular activities, Emirati students slightly more so. A significant minority worry about bullying, but inspectors found no evidence to support this.
 Parents	<ul style="list-style-type: none"> Parents are happy with school. They say that teachers act on their views, and help their children to learn well. They consider themselves well informed. Many are involved in school activities. They feel that their children are safe and have adults to whom they can talk. Most know how well their children are doing. A few are worried about overuse of computers and the quality of teaching in Arabic. Evidence from the inspection does not support these concerns.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae