

INSPECTION REPORT

2022-2023



NORD ANGLIA INTERNATIONAL SCHOOL L.L.C

UK/IB CURRICULUM

OUTSTANDING

CONTENTS

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

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	2014
	Website	www.nasdubai.ae
	Telephone	+9714219999
	Principal	Matthew Farthing
	Principal - Date appointed	9/1/2016
	Language of Instruction	English
	Inspection Dates	20 to 24 February 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	2352
	Number of Emirati students	27
	Number of students of determination	309
	Largest nationality group of students	British

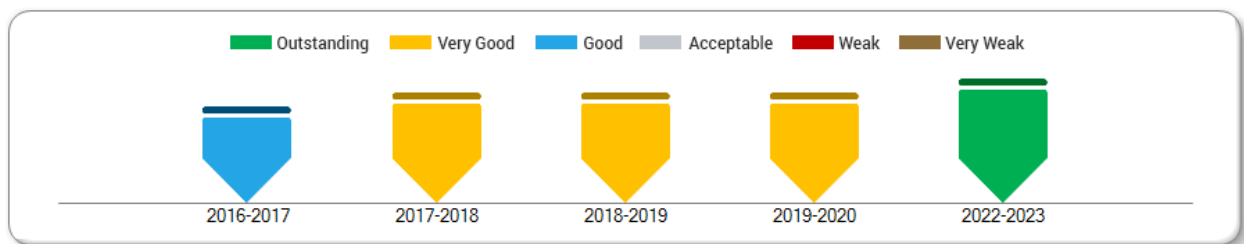
TEACHERS

	Number of teachers	217
	Largest nationality group of teachers	British
	Number of teaching assistants	109
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	4%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK/IB
	External Tests and Examinations	IGCSE, AS Level, A Level, IB Diploma
	Accreditation	NEASC, BSME, BSO

School Journey for NORD ANGLIA INTERNATIONAL SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Across all four phases, students' attainment in English, mathematics and science is outstanding. Standards of achievement in other subjects, such as world languages, the arts, sports and the humanities are also excellent. The achievements of students in Islamic Education and Arabic are steadily improving. They are at least acceptable in Arabic, and students are now making consistently good progress in Islamic Education.
- The personal and social development of students is outstanding. Student leadership is in place through the Post-16 'Scholars' group. This group inspires younger students to reflect and act on local and global issues such as sustainability, equality and inclusion. Students are engaged in many local, regional and international pursuits. They have a strong knowledge and appreciation of the heritage and culture of the UAE.

PROVISION FOR LEARNERS

- In almost all subjects and phases, the quality of teaching is outstanding. When planning learning, teachers set very high expectations. Students who are not the highest achievers are almost always appropriately supported so that they make better than expected progress. In the better lessons, teachers make excellent use of assessment information to personalise learning. They manage class discussions very skilfully.
- The curriculum is broad, balanced, and very well adapted to meet the needs of almost all students. Cross-curricular themes are commonplace, and a rich diversity of opportunities exists for extra-curricular activities. Creativity, enterprise and entrepreneurialism are present in many areas, including in the impressive DICE (Design, Innovation, Computing and Enterprise) element of the curriculum. Almost all students move from Year 11 into the post-16 curriculum.
- The security, safety, safeguarding and risk management procedures in the school are exemplary. Students report that they feel safe and highly valued as individuals. Excellent guidance is available to students when are making curriculum choices as they move up the school. Morale is very high, and wellbeing highly promoted.

**LEADERSHIP AND
MANAGEMENT**

- The principal builds highly effective teams of leaders who exemplify best practice in distributed leadership. Very high standards of academic achievement and wellbeing are successfully pursued in this highly inclusive school. Strong governance includes the corporate board and the advisory council. Quality assurance procedures are exemplary. Very well managed facilities with excellent resources are invested to support the school.

The best features of the school:

- Excellent leadership and governance, very strong procedures for self-evaluation and school improvement planning and highly engaged parents.
- Students' excellent personal and social development and the school's dedication to ensuring the wellbeing of all.
- Exceptional standards of teaching, learning and assessment in all phases, leading to consistently outstanding achievements in English, mathematics and science.
- Steadily improving standards of teaching in Islamic Education and Arabic.
- Continued investment in providing excellent, well-resourced facilities as the school grows in popularity.

Key Recommendations:

- Embed the improvements in Islamic Education and Arabic by:
 - making more time in lessons to consolidate students' attainment of key knowledge and understanding; and
 - focusing on the development of students' vocabulary in Arabic.

Overall School Performance

Outstanding ↑

1. Students' Achievement





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

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

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

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

3. Teaching and assessment

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


4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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

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

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

- Most students make better than expected progress against the National Agenda Parameter (GL progress tests). In TIMSS, the large majority of students made better than expected progress in mathematics and science. In PISA, most students made better than expected progress in reading, mathematics and science.

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

- Leaders carefully and accurately identify gaps from the National Agenda tests in both knowledge and skills. From this they purposefully adapt teaching and modify the curriculum to close these gaps in learning.

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

- Across the school, most students have reading, comprehension and decoding skills which are above expectations. Most students demonstrate a high level of reading independence.

Overall, the school's contribution towards achieving the UAE National Agenda targets is above expectations.

For Development:

- Ensure that information from external tests is rigorously used to support teaching and curriculum adaptation in Islamic Education and Arabic.

Wellbeing

The quality of wellbeing provision and outcome is at a **very high level**.

- The school prioritises the wellbeing of all. The school has invested heavily in well-being facilities which provide students and staff with spaces to support their emotional well-being. Leaders have adopted a highly successful community approach to the promotion of wellbeing that involves 15 staff members championing six distinct components. Their work underpins the school’s ambitious wellbeing development plan. Although the plan is informed by data, the surveys used do not fully explore all aspects of wellbeing.
- The school has established highly effective systems to care, guide and support all members of the school community. A highly qualified and experienced team ensures that the mental health and wellbeing needs of students, parents and members of staff are met. Student wellbeing champions support the identification of and reduction of barriers to wellbeing, receiving weekly training and deploy these approaches in the school
- The school has implemented a dynamic curriculum that responds to students’ needs, although it is not yet fully linked to moral education or mapped across the wider school curriculum. Surveys of students inform the wellbeing curriculum, which includes the explicit teaching of social and emotional skills. This in turn leads to a set of priorities and strategies to support each year group, including awareness events and guest speakers. Students are confident, demonstrating very positive attitudes to their learning in this caring and respectful environment

UAE social studies and Moral Education

- The school adheres to the UAE moral, social, and cultural (MSC) framework. In Primary, subjects are integrated and taught in a topic-based approach, while subjects are taught separately in Secondary. The school provides relevant textbooks and resources. Students learn about fairness, honesty, caring and the cultural and moral heritage of the UAE, as well as historical and geographical aspects.
- Teachers employ a range of effective resources. They employ images and role-play to support students’ understanding of moral aspects, including giving to charity. Teachers also ensure that students reflect on and discuss new learning. Post-16 students occasionally plan and deliver MSC lessons to Year 7 students. Assessments are conducted for all three themes, with subject champions supporting the review and development of aspects as needed. Parents receive written reports, as with other subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students make steady progress above the curriculum expectations, as demonstrated by internal assessments and interactive work samples. They show a good knowledge and understanding of Seerah, the Pillars of Islam and Iman.
- Higher achieving students recall the principal knowledge of Islam and refer to the Holy Qur'an, Hadeeth and Seerah to support their learning, particularly in Primary. In Secondary and Post-16, students can connect their learning to their own lives and reflect on their progress.
- Providing students with greater guidance is helping them to improve their achievement and to explain the rationale behind some of the prescribed laws of Islam. A tracking application shows improvements in recitation and Tajweed skills across all phases. Attainment is stronger when Islamic Education is taught in Arabic

For Development:

- Improve students' attainment in classes where Islamic education is taught in English by providing time in lessons for students to recall knowledge and principles of Islam.
- Provide students with clearer guidance on how to improve their work further.

Arabic as a First Language

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

- In Primary, students can read simple sentences and recognise elements of a story. Their spelling and reading of unfamiliar words are not strong. Secondary students can analyse texts and poetry. However, their speaking and writing skills using standard Arabic are underdeveloped.
- Secondary students can identify the main ideas of literary texts. Some can develop new endings to short stories using different writing techniques. Post-16 students are beginning to make comparisons between texts with greater confidence.

- The support and intervention lessons that take place within the department and cooperation between teachers have begun to have a positive impact on students' achievement.

For Development:

- Extend students' skills in independent and creative writing using standard Arabic.
- Plan more frequent opportunities for students to use standard Arabic and extend their conversational 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

- In Primary, students' speaking skills are in line with curriculum expectations. They can write simple sentences using familiar words. In Secondary, students can write short paragraphs. They do so with more confidence when provided with word lists and guidance.
- In Primary, students engage well in conversations on familiar contexts. In Secondary, students' use of the masculine and feminine words and pronouns is insecure. Most students use a limited vocabulary to give basic opinions when discussing familiar topics.
- Grouping students into sets based on their starting points and abilities, and the intervention lessons, lead to more consistent development in students' listening and reading skills.

For Development:

- Provide more opportunities for students to practice speaking in meaningful contexts.
- Accelerate the range and rate of vocabulary acquisition.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, children and students rapidly develop the essential skills of speaking, reading and writing. As a result, they go on to achieve high standards in both internal tests and external assessments.
- Phonics and early writing skills are taught to children in Foundation Stage (FS). Students in other phases read for pleasure, annotate texts of various genres, write creatively and explain their ideas using complex vocabulary.

- Students' love of reading has rapidly increased their vocabulary. Their strong emphasis on discussion, collaboration and communication, alongside the regular opportunities to share their ideas in class, has made them highly competent in articulating their thoughts. These skills are continuing to have a very positive impact on the quality and range of their writing.

For Development:

- Ensure that the high standards of literacy and learning in English are maintained.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Children make rapid progress in FS. Both internal and external assessments, as well as work in books and lessons, indicate that students achieve higher levels of attainment than expected. The trend of exceeding curriculum expectations is evident across the school.
- Children in FS can count, add up to at least 10 and solve related problems. Most students have a secure understanding of numbers and geometry. In the higher phases, students demonstrate a thorough knowledge of trigonometry, algebra and calculus. All students are able to apply their knowledge to solve increasingly complex problems.
- The department has effective leadership and clear strategies for improving the consistency of high-quality teaching and learning. It is also enhancing the transition processes between phases and the quality of feedback provided to students on how they can improve their work.

For Development:

- Embed the initiatives to improve transition, feedback and high-quality teaching.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- In FS, teachers rapidly instill a scientific understanding in children. In other phases, teachers help students to develop a conceptual knowledge and to improve their skills of enquiry, critical thinking and reasoning.

- Students across all phases plan and execute science investigations with confidence while demonstrating an understanding of the required equipment and approaches, including the control of variables. Students' understanding, knowledge and skills rapidly progress, allowing them to articulate scientific concepts very clearly.
- Teachers provide students with a broad range of science-based opportunities, including those involving innovation, computational thinking and design. As a result, students engage in a wide range of scientific experiences and develop a deep appreciation for the scientific process.

For Development:

- Provide even more opportunities across all phases for open-ended, investigative science.

Learning Skills

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

- Children in FS are encouraged to think independently and to make choices in their learning. In other phases, students are highly motivated learners who are keen to improve their work and to understand their progress.
- Students collaborate confidently. They communicate highly effectively, discussing their work with peers in a mature manner. They possess excellent communication skills and are able to articulate their ideas clearly, with reason and with respect for other points of view.
- Most students have a robust ability to apply their learning to everyday situations. and can think critically and creatively to solve complex problems. They conduct research and use technology skilfully to enhance their learning.

For Development:

- Encourage students who may be unsure or unclear about new learning tasks to seek advice and guidance.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are ambassadors for the school. They model the core values of self-respect, respect for others and social confidence. They exhibit an excellent level of personal responsibility and empathy.
- Most students contribute significantly to the excellent standards of wellbeing in the school. Their levels of maturity are very high. They care about sustainability, equality and diversity. They are knowledgeable about, and frequently make healthy lifestyle choices.
- Students exhibit a robust sense of personal accountability, demonstrating self-reliance and autonomy. They take the initiative and exhibit their adaptability by not ignoring risk-taking tasks. Furthermore, they flourish with the exchange of constructive criticism.

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

- Students demonstrate an appreciation for Islamic values and global cultures through celebrations and impressive artwork, including three-dimensional projects. The UAE national identity is reflected in the Arabic calligraphy and national items displayed prominently in the Arabic area.
- Students exhibit a strong respect for diversity. They make robust connections to their learning through research, self-reflection and creative expression in world languages, art, music, literature and drama.
- The curriculum ensures that students have an understanding of how national and international cultures are implanted into people's daily lives. The impact of Islamic Education, Arabic and moral and social subjects is recognised by students as enhancing their understanding and levels of tolerance and social responsibility.

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

- Students are confident and highly responsible. They contribute to school improvement reforms such as the school's dress code, the new building, inclusion, wellbeing and diversity.

- Opportunities for enterprise and innovation are embedded across the school and taken up by students. Students in Year 9 led an initiative to promote the care of the environment. Students also participated in a business venture to promote sustainability and presented their imaginative ideas to the senior leadership team.
- Activities to promote social responsibility and innovation include art competitions and recycling. Students have many opportunities, many led by themselves, for volunteering and charity work, clothing donations, beach cleaning and support for children. Proceeds from initiatives are donated to worthy causes to promote positivity.

For Development:

- Enhance and maintain the high standards of social responsibility achieved so far.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- Teachers expertly employ creative and engaging approaches to capture students’ attention and their imagination. Thorough planning in almost all lessons sets very high expectations and clear objectives, adapted to meet students’ needs. The learning environment and resources are highly conducive to students’ progress.
- Teachers skilfully facilitate deeper questioning and learning by setting timed tasks and focused discussions which empower students. Teachers exhibit a strong understanding of their students, providing support to those in need and challenge to the more able.
- Teachers are adept at modelling new concepts and skills with creativity, fostering deep thinking in students and encouraging divergent and independent thought processes. They ensure that students possess the necessary skills and vocabulary to tackle challenging issues and solve problems.

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

- Internal assessment processes are coherent, consistent and purposefully linked to the school’s curriculum in all phases. They provide a reliable measure of attainment and progress. Data are firmly benchmarked against a range of external measures and appropriately adapted across the school.

- In almost all subjects, data are gathered systematically and analysed accurately, thus contributing to the robust tracking of students' progress. Using this information, teachers intuitively and skilfully modify the curriculum and teaching experiences, so that the needs of almost all students are met.
- The school has been successful in improving further assessment procedures in Islamic Education and Arabic, as part of its ongoing drive for constant improvement.

For Development:

- Ensure that all assessment information including information for students of determination is integrated with the school's main tracking system.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- In FS, the curriculum is engaging and encourages child-initiated and active learning with a priority on the development of language, literacy and numeracy. The school follows the National Curriculum for England (NCfE) and offers Advanced Level (AL) and International Baccalaureate (IB) courses at post-16.
- The school's curriculum is inventive and imaginative, with the Science, Technology, Engineering, Arts and Mathematics (STEAM) and the Design, Innovation, Computational thinking and Enterprise (DICE) programmes providing students with practical life skills that are relevant to their ambitions. Six world languages are taught from FS.
- Parents' and students' involvement were key in introducing Advanced Level courses, offering an alternative pathway for older students. The curriculum has been reviewed to ensure smooth and effective transitions between phases, promoting students' success.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers skilfully modify the curriculum to meet the needs of different groups. In FS, teachers alter their planning to meet individual requirements. In the more effective lessons, tasks are

adapted to ensure that the curriculum is suitable for most students. Talented students excel in IGCSE mathematics.

- The school offers a diverse range of activities and international residential trips, enriching students' experiences and developing their linguistic, innovation and curriculum skills. Students also gain cultural awareness and exposure to environmental and social issues.
- The school effectively utilised the EXPO event in Dubai to inspire projects on Arabic- speaking countries. The school has strong links with local academies to enhance students' skills and is building stronger connections to Emirati culture and local businesses.
- Children in FS have two 30-minute lessons of Arabic each week.

For Development:

- Develop pathways to provide alternative opportunities for some students of determination where the IB diploma and A Levels are not suitable.
- Extend and consolidate links with the Emirati culture and local businesses.

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 demonstrates a strong commitment to students' welfare and safety through robust systems that track and respond to any concerns. Members of staff are knowledgeable and equipped to take necessary actions, ensuring the wellbeing of all students.
- As the school undergoes a significant phase of development, measures are in place to ensure the safety of all students. Careful management ensures a safe and secure environment for students.
- Students benefit from excellent medical clinics. They receive meticulous care and attention. Health and safety advice are given, and records carefully maintained. The school has implemented various strategies to ensure the overall wellbeing of students, reflecting its commitment to their welfare.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers have a secure understanding of students' individual needs and have built highly positive relationships with them. The school has clear and effective behaviour management policies. Older students contribute effectively by reflecting on behaviour and life choices.
- The school has highly efficient systems for managing attendance and punctuality. It is fully inclusive in its entrance procedures. There are detailed and mostly effective measures for identifying and supporting students of determination.
- The school provides personalised advice and guidance to older students on future career choices and higher education pathways. The career team also creates personal experiences, internships and work placements for students.

For Development:

- Ensure that the excellent provision is maintained as the school population increases.
- Implement a greater range of personalised and individualised approaches to support all students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- School leaders and governors show an unwavering commitment to inclusive education, constantly investing in excellent facilities, resources and personnel to provide students of determination with the best possible learning experience and opportunities.
- The school carries out identification procedures very well, enhanced by the expertise of on-site specialists, occupational and speech and language therapists. The inclusion department works in tandem with these specialists to offer rapid diagnostic assessments that lead to meaningful support.
- Parents are highly positive about the school's support for their children, praising the school's transparency and involvement in designing individualised education programmes (IEPs). They can also access support for extending these plans to the home and can attend training events through the school.

- Through a combination of in-class and withdrawal support, the school delivers outstanding additional assistance to students both inside and outside the classroom. While providing targeted support through evidence-based interventions, the school offers only a limited range of alternative career pathways.
- The school's processes for tracking and monitoring are very effective, and rely on assessment data, target setting and information. They are part of a continuous plan-do-review cycle that informs future interventions. Notably, the monitoring of targets is conducted separately from the tracking of progress.

For Development:

- Diversify the range of curriculum pathways to offer alternative and skill-based options to support the progression of students of determination.
-

6. Leadership and management

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

- The school's exceptional leadership is characterised by a strong vision, effective management and an unwavering commitment to excellence. The school prioritises inclusion, Emirati students' performance and the wellbeing of all students and members of staff. Through distributive leadership, the principal empowers individuals and teams, creating a culture of collective responsibility and support. The school welcomes external evaluations and achieves excellent outcomes. It complies fully with regulatory requirements.
- The quality assurance procedures at the school are exemplary, with accurate self-evaluation involving all stakeholders and generating reliable evidence to identify areas of improvement. Leaders effectively monitor students' achievement and wellbeing through lesson observations, which are linked to staff professional training and appraisal. The school prioritises initiatives for change and engages stakeholders to support these effectively.
- The school has an exceptionally strong partnership with the local community. Parents are actively involved in their children's education. The school incorporates an excellent use of a range of online applications and social media to optimise communication with parents. Feedback is welcomed. Parents views are sought, and a complaints procedure is in place. Class representatives work as a highly effective interface between parents and the school.
- The corporate board challenges the school's leadership and supports its journey of improvement. The separate advisory council of appointed parents, who have specific roles in inclusion and wellbeing, meets regularly with the appropriate middle leaders. Members respond as a group to the identified strengths and areas for improvement and advise senior leaders. Overall, governors are well informed about standards in the school, but do not always evaluate and review its operation as regularly as they could.
- The school operates highly efficiently. All staff are suitably qualified and deployed effectively to deliver an outstanding curriculum. The facilities are of a very high quality. Resourcing is excellent for both curricular and extra-curricular activities. The many specialist facilities in the sciences, arts

and sports are maintained to a very high standard. As the school continues to grow and change, additional high-specification buildings are being added to the existing facilities.

For Development:

- Ensure that governors and the advisory council have a significant impact on maintaining the standards in the school.
- Building on early successes, develop good and better standards of teaching, learning and attainment in Islamic Education and Arabic.

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