

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

OUTSTANDING

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

GEMS  
Royal Dubai  
School

Celebrating  
10 years of  
inspections

GEMS ROYAL DUBAI SCHOOL

UK CURRICULUM

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## School information

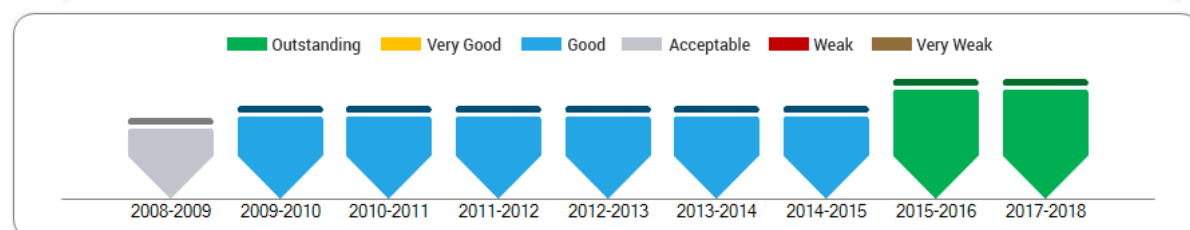
General information	
Location	Al Mizhar
Type of school	Private
Opening year of school	2005
Website	www.royaldubaischool.com
Telephone	04-2886499
Address	P.O.Box:121310 Dubai
Principal	Kevin Murray Loft
Principal - Date appointed	7/1/2013
Language of instruction	English
Inspection dates	08 to 11 January 2018

Teachers / Support staff	
Number of teachers	84
Largest nationality group of teachers	British
Number of teaching assistants	109
Teacher-student ratio	1:16
Number of guidance counsellors	1
Teacher turnover	18%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	1240
Number of children in pre-kindergarten	126
Number of Emirati students	227
Number of students with SEND	113
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	UK SATs
Accreditation	None
National Agenda benchmark tests	GL

### School Journey for GEMS Royal Dubai School



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**GEMS Royal Dubai School** was inspected by DSIB from 08 to 11 January 2018. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

Leaders at all levels, including the principal are committed to achieving the best possible outcomes for all students. Relationships are excellent and parents value deeply the diligence and care provided by the school. Strategic school-improvement planning and improving teachers' performance, are given priority. Governors are supportive and ensure compliance with all requirements. The outstanding culture of innovation is attributed to visionary leadership.

### Students' achievement

The outstanding achievements seen in English and science are sustained by innovative practices in teaching and learning. Attainment in Arabic as a first language remains acceptable. Progress is good in Arabic as a first and as an additional language. Progress and attainment in primary mathematics remains variable and does not match the school's own self-evaluation. Foundation Stage presents a very strong and secure picture of achievement.

### Students' personal and social development, and their innovation skills

A spirit of innovation is a key feature, witnessed in students across both phases and flourishing in science. The exemplary behaviour of students is matched by excellent staff relationships. Students frequently make healthy life choices, which includes taking part in physical activity. The school builds on students' existing understanding of Emirati culture. Improving overall attendance is a matter of priority.

### Teaching and assessment

The quality of teaching is outstanding in the Foundation Stage. It remains very good in the primary phase. The school has a well understood model for what they view to be outstanding teaching, learning and assessment. Teachers' planning is well-informed by assessment and meets the needs of almost all students.

### Curriculum

The highly effective curriculum implementation and adaptation are strong features of the school. The curriculum is well received by students. Opportunities for creativity and innovation are evident in most subjects particularly science. These are enhanced through competitions and extra-curricular activities.

### The protection, care, guidance and support of students

The school's approach to behaviour management is highly effective. There are very high levels of mutual respect between staff and students, resulting in a very positive atmosphere. The school has well-established procedures for the early and accurate identification of students with SEND, and outstanding procedures to ensure the health and safety of all.

### What the school does best

- The school demonstrates outstanding governance, school leadership, parental engagement and overall school management
- The quality of provision in the Foundation Stage is outstanding
- Progress made by students in English and science, across both phases, is excellent
- The personal responsibility of students and the levels of mutual care and respect between students and teachers is outstanding
- The quality of the curriculum and its outstanding adaptation in promoting a wide range of excellent and innovative practices is a strong feature of provision
- The quality of protection, care and support, including provision for students with special educational needs and disabilities is excellent







### Key recommendations

- Agree and implement a performance management system that is rigorous and aims to secure consistently outstanding teaching, learning and assessment in all subjects and across both phases
- Ensure that school self-evaluation in Arabic is improved, and that subsequent improvement plans rigorously focus on learning, assessment and raising achievement to a level that reflects the highest expectations of students.

## Overall School Performance

**Outstanding**

### 1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Good
	Progress	Not applicable	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
Arabic as an additional language 	Attainment	Not applicable	Good
	Progress	Not applicable	Good
English 	Attainment	Very good ↑	Very good ↑
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Very good ↑
	Progress	Outstanding	Very good ↓
Science 	Attainment	Outstanding	Very good
	Progress	Outstanding	Outstanding ↑
		Foundation Stage	Primary
Learning skills		Outstanding	Very good ↓

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

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

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good
Assessment	Outstanding	Very good

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for

International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment as measured by the N.A.P. benchmark tests, is above expectation in English, mathematics and science.
- The action plan illustrates the dedication of senior staff towards the National Agenda. Data analysis is thoroughly understood by leaders and supports appropriate aspects of the action plan.
- The school's analyses of external data from benchmark tests are thorough and extensive. Analysis is being used to identify critical gaps in the curriculum and aid effective intervention.
- Following analyses significant modifications are implemented across the curriculum. The adaptations are reflected in the 'concept curriculum' model applied in all subjects.
- Various teaching strategies are being deployed to increase the level of responsibility that students take for their learning, including the use of learning ladders to aid self-evaluation.
- The emphasis on independence and critique encourages students to be curious and divergent in their thinking. Students make use of the wide range of available resources, including modern technologies.

**Overall, the school's provision for achieving National Agenda targets is above expectations.**

## Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

i) Governance and Leadership.

ii) Learning and Intervention.

iii) Personalisation

- Assessment data and information relating to Emirati students is analysed methodically. An advisory board with Emirati members reviews the data. An Emirati action plan successfully promotes inclusion and raises staff awareness. Emirati student profiles inform teacher planning. The school's Arabic Liaison promotes effective communication with, and planning input from, Emirati parents. Guidance and support for parents is available.
- Emirati students have a good understanding of the learning process and they engage well with their learning. Most Emirati students are highly self-reliant. They show levels of determination, thinking skills and resilience in line with their peers. Analysed data are used by teachers to establish individual benchmarks and to identify next steps.
- Whole-school and individual targets are aimed at narrowing gaps in the attainment and progress of different cohorts of students, including Emiratis. The school improvement plan prioritises the development of oral language skills, and well-implemented strategies are improving verbal reasoning across the school. Levels of verbal reasoning for Emirati students are monitored across all phases.

The school's provision for raising the achievement of Emirati students is meeting expectations.

### Moral Education

- The school successfully implements the curriculum for the UAE moral education programme.
- Most teachers plan lessons that encourage students to think critically about social issues and moral values, while helping them to apply their learning in personal contexts.
- Students are enthusiastic about moral education lessons. A moral question of the month is posed in an effort to engage the whole school community.
- Target-trackers are in place for students to assess themselves against the learning objectives for each unit. These help to inform teachers' assessment of students' progress.

**The school's implementation of the UAE moral education programme is well developed.**

### Social Studies

- The school successfully integrates the UAE social studies outcomes to complement the existing humanities curriculum.
- Teachers plan effective lessons that also engage students in the use of a variety of learning resources, including technology. The critical thinking skills of students are well-developed by teachers.
- Civic leaders are appointed from the student body. They arrange assemblies, suggest classroom activities and help in running UAE events in the school.
- A social studies target-tracker helps students to monitor progress towards their targets. Unit assessments are used by teachers to monitor progress.

**The school's implementation of the UAE social studies programme is well developed.**


### Innovation in Education

- The school promotes creative approaches to learning. Technology supports innovation and is an intrinsic part of the work and development of the school.
- The school supports initiatives to benefit the wider community and both charitable and sustainability drives. This has resulted in a Dubai Cares Innovative award for the school.
- The school's development of the 'Learning Wave' and 'Concept Curriculum' enables teachers to plan lessons that focus on learning. As part of this, students frequently initiate learning.
- The extra-curricular programme offers a wide range of innovative activities. Student uptake is very high across all years.
- Leaders foster a school-wide strategy for innovation. Teachers successfully equip students with transferable skills required to be effective as learners in the 21st century.

**The school's promotion of a culture of innovation is systematic.**

## Main inspection report


### 1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Good
	Progress	Not applicable	Good

- The majority of students demonstrate knowledge, understanding and skills in their study of Islamic education that are above curriculum expectations.
- Students show a steady improvement in their knowledge of Seerah, the life of the Prophet Mohammad (PBUH) alongside other prophets and messengers such as Prophet Yusuf.
- The introduction of the Islamic Academy provides further opportunities for students to practise recitation of the Holy Qur'an. This accelerates students' progress in both memorisation and recitation skills.

#### For development


- Provide greater opportunities for students to extend knowledge to make stronger connections with their own lives.

		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- Most students reach attainment levels that are in line with the MoE curriculum expectations. Students' achievement in international benchmarking test (IBT) in Years 5 and 6 is acceptable. The majority of students make good progress in developing their language skills.
- Students' listening skills are strong. Their speaking skills are acceptable but students are less confident in using extended responses. The majority of students make better than expected progress in developing their reading and comprehension skills.
- Students have an acceptable knowledge of grammar; however, they are less confident in applying their language skills when writing extended text. Provision to improve students' reading skills is more successful. Although students are now writing more, teacher monitoring to help improve the quality of their writing is less effective.

#### For development


- Enhance students' abilities to reflect and articulate using extended responses
- Improve teacher monitoring and intervention to enhance students' writing skills for different purposes.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Good
	Progress	Not applicable	Good

- The majority of students have secure knowledge in Arabic. In lessons, the majority of students in the primary phase make better than expected progress in word and phrase acquisition. Students' skills in understanding basic classroom instructions are good.
- Students' speaking skills, constructing simple sentences, are developing well. Although students can decode basic Arabic text, their skills in understanding what they read develops at a slower pace.
- By the end of the primary phase, students can follow a model to write a few lines of simple text. However, they are less secure in writing independently. Students' attainment and progress are consistent with the previous inspection findings.

#### For development


- Improve students' reading and comprehension skills and their ability to write independently.

		Foundation Stage	Primary
English 	Attainment	Very good ↑	Very good ↑
	Progress	Outstanding	Outstanding

- Across both phases, the phonics programme is improving students' speaking and listening skills. Older students are encouraged to debate and present balanced arguments. They express opinions confidently. English speaking skills are a strength across all phases.
- The introduction of a weekly guided reading lesson for primary students, and the accelerated reading programme from Year 3, are improving reading for all groups of students. In the primary phase, students read and discuss a variety of texts, selecting key points and skilfully using inference and deduction where appropriate.
- In the Foundation Stage, teachers place an emphasis on oral literacy, which supports the development of authentic writing opportunities. By Year 6, students' writing is engaging, grammatically correct, uses a wide vocabulary and demonstrates appropriate style.

#### For development



- Ensure students in higher years are given every opportunity to further develop their writing skills.

		Foundation Stage	Primary
Mathematics 	Attainment	Outstanding	Very good ↑
	Progress	Outstanding	Very good ↓

- Children in the Foundation Stage achieve at a very high level and make rapid progress in the subject. Primary students work confidently, are developing a fluency and use a broad range of well-developed, mathematical skills.
- Progress is very good across the primary phase, where students undertake more challenging problems and use their knowledge of mathematical methods. They are able to employ correct terminology when presenting and justifying their findings.
- Students in all years embrace the concept of the learning wave, which encourages them to evaluate their own performance. Senior students have well developed skills in written and mental methods of arithmetical calculation.

#### For development

- Increase the levels of expectation and challenge in the primary phase, aiming to match the outstanding achievements seen in the Foundation Stage.

Foundation Stage		Primary
Science 	Attainment	Outstanding
	Progress	Outstanding 

- In the Foundation Stage, children develop excellent conceptual knowledge and understanding alongside the enquiry-based scientific skills. As students move through the primary phase, they increasingly build upon these skills by designing and carrying out a range of scientific investigations and applying what they know to solve problems.
- In all aspects of science, students across both phases rapidly develop the confidence to investigate what is around them. In the primary phase, students plan and carry out fair tests and some students begin to evaluate outcomes, although this is something that could be further developed.
- Primary students construct appropriate questions about what they are to investigate, and then plan effectively to respond to these questions.

#### For development

- Develop higher-level critical thinking skills in students in science, to enable them to evaluate their work effectively and suggest improvements to investigative tasks.

Foundation Stage	Primary
Outstanding	Very good 

#### Learning Skills

- Across the school, students are enthusiastic learners. In the Foundation Stage, children are given many opportunities to take responsibility for their own learning. In the primary phase, students collaborate, find solutions to problems and use modern technology very effectively in most subjects.
- Students are reflective and can make relevant links both to prior learning and between areas of learning. They are confident in applying learning to novel contexts, when given the opportunity. Students regularly offer innovative solutions to real-life problems. They use books and technology effectively, for independent research.
- The school's enterprising approach to the Learning Wave model is a developing feature and has a positive impact on students' acquisition of learning skills.

#### For development

- Ensure greater consistency of high quality learning across all subject areas and year groups in the primary phase.

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

	Foundation Stage	Primary
<b>Personal development</b>	<b>Outstanding</b>	<b>Outstanding</b>

- Students across the school demonstrate excellent behaviour and personal responsibility. They are very positive in their attitudes and are highly independent. Students' councils are very active and many students take leading roles in a variety of projects.
- Students enjoy very strong relationships with their peers and teachers. They are respectful, consistently well-behaved and respond positively to their teachers' feedback. Most students are actively engaged in sports activities and make healthy choices.
- The "I am safe, responsible and respectful" behaviour initiative, alongside other projects, are strengthening students' personal development. Improving attendance rates remains a challenge for the school.

	Foundation Stage	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very good</b>	<b>Very good</b>

- Students have an understanding of Islamic values. They know how honesty, tolerance and other core values of Islam influence everyday life in the UAE.
- Children in the Foundation Stage develop an age-appropriate understanding of key elements of UAE culture and heritage. Students in the primary phase are both knowledgeable and appreciative of Emirati culture and their lives in Dubai.
- Students appreciate and celebrate their own culture and other world cultures through international events and learning themes that allow them to explore, share and celebrate diversity.

	Foundation Stage	Primary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding

- Students take responsibility for many initiatives, including leading charity events. These have a positive impact within the school as well as in the local and wider communities.
- Students enjoy their work and have a positive work ethic. Increasingly, they apply their creativity and innovation skills in developing their own projects. Throughout the year, students participate in events and competitions that promote key entrepreneurial skills.
- Students participate enthusiastically in community activities that support a sustainable future, locally and globally. They understand the importance of conservation in protecting and improving the environment. Students contribute to activities that have a positive impact on sustainability.

### 3. Teaching and assessment

	Foundation Stage	Primary
<b>Teaching for effective learning</b>	Outstanding	Very good

- The quality of teaching for effective learning is more consistent in the Foundation Stage, where lessons are more enquiry-led. In the primary phase, most of the lessons focus on topics that are both interesting and relevant to the lives of the students. Such a feature is not quite as strong in Arabic.
- Lessons are expertly planned with a strong focus on students' learning and cross-curricular links. In the primary phase, clear opportunities to set greater challenge for the most able students are occasionally missed.
- Students' critical thinking and problem-solving skills are developed across both phases. In the best primary lessons, skilfully worded questions encourage students to reflect and engage in dialogue where they communicate their learning very effectively.

	Foundation Stage	Primary
Assessment	Outstanding	Very good

- Assessment in the Foundation Stage is well established and used to good effect. The school deploys an effective data-tracking system, particularly in the primary phase. Most internally-generated data are reliable and valid.
- Assessment data are used well by most teachers to personalise learning to meet the individual needs of most students.
- Staff are becoming increasingly confident in interpreting the information gathered and analysed. However, assessment processes in Arabic and Islamic education are not sufficiently refined or used well to match tasks to the range of students' needs and abilities.

#### For development

- Provide greater consistency of teaching across all subjects, especially in Arabic.
- Ensure that assessments in Arabic and Islamic education accurately reflect students' attainment and progress.

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The school implements a broad, balanced curriculum, well received by students. The school's response to the new English curriculum and its requirement for greater breadth, depth and creativity has resulted in the introduction of a 'concept curriculum', which incorporates more challenging content and sets higher expectations.
- The curriculum is regularly reviewed to meet changing circumstances and ensure effective progression. Drama, physical education, the creative arts and the UAE social studies curricula are successfully implemented across the school.
- Effective curriculum planning provides opportunities for independent learning, student research and the development of critical thinking skills. The class timetable is flexible and teachers have significant autonomy to be creative in their planning.

	Foundation Stage	Primary
<b>Curriculum adaptation</b>	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The curriculum is adapted and personalised to meet the needs of most students and groups of students. A wide range of intervention strategies is employed, including a structured programme of support for English language learners.</li> <li>Students engage in many competitions and are offered a rich, extra-curricular programme. A broad range of clubs, trips, special events and speakers, promote community links. All students have access to before- and after-school and break time clubs, including sporting activities.</li> <li>The curriculum includes programmes to develop students' appreciation of the culture and heritage of the UAE. This aspect of curricular planning is currently under review by the school.</li> <li>The school offers one Arabic lesson of 30 minutes each week in Foundation Stage 1. In Foundation Stage 2, two thirty minutes Arabic lessons each week are offered to all children.</li> </ul>		

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

	Foundation Stage	Primary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Comprehensive and highly effective policies and procedures are in place to safeguard students' well-being, and clearly detail reporting and recording procedures. The school is diligent in protecting students from abuse, including bullying, via the internet and social media.</li> <li>The school's premises and extensive facilities provide a safe environment to meet the learning needs of all students. Detailed records of maintenance, and incidents requiring subsequent actions, are kept secure. The premises are not easily accessible for, people with significant mobility difficulties.</li> <li>The school's promotion of safe and healthy living is successful. The clinic staff collaborate with class teachers and physical education staff to promote good hygiene, dental care and healthy lifestyle choices, including students taking regular exercise.</li> </ul>		

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The school has an effective approach to positive behaviour management and this fosters mutual respect between staff and students. The well-being and personal development of all students are carefully monitored by teachers and senior leaders.</li> <li>Leaders work collaboratively with students and parents to ensure students are in school and in class on time, every day. Recently updated policies facilitate effective procedures to track, record and report attendance and punctuality. These have not had time to bring about improvement in rates of attendance.</li> <li>The school has well-established procedures for the early and accurate identification of students with SEND. However, the current system for identifying those who are gifted relies on achievement rather than potential. A highly effective support system is available for students experiencing difficulties in school or the wider community.</li> </ul>		
For development	<ul style="list-style-type: none"> <li>Monitor closely the impact of new systems aimed at improving rates of attendance.</li> </ul>	

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Outstanding ↑

- The inclusion champion and senior management team hold themselves collectively accountable both for the school's inclusive ethos and the outcomes for students with SEND. Strategic planning and regular reviews result in very effective provision.
- Highly strategic and collaborative practices accurately identify the needs of students with SEND. The school maintains valuable professional links to refer students for on-going assessment and subsequently adapted support. The school uses assessment results with proficiency to develop timely and effective interventions.
- Parents are systematically involved in all stages of their children's education. They make significant contributions to the school's high-quality provision and are central to the planning and review of their children's individual education plans. They are kept fully informed by the school, receiving frequent progress reports.
- The curriculum is effectively modified with students' various needs, interests and aptitudes in mind. Subsequent teaching is carefully differentiated in response to the recommendations in the individual education plans.
- Learning Support Assistants work professionally under teachers' directions. Curriculum modification and the quality of support are more variable in Arabic lessons and so progress is hindered.
- Assessment data are routinely collected and used to track and monitor student progress effectively. Progress trackers provide accurate and detailed information that informs planning and instruction, and improves the overall provision and outcomes of students with SEND.

## 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




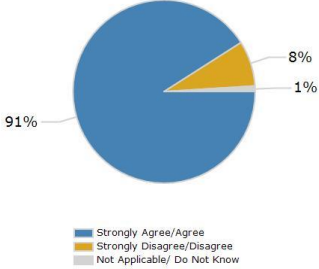
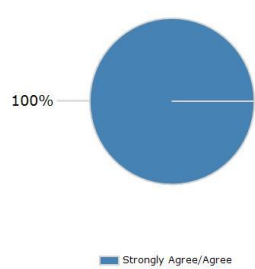
- The school's model of distributive leadership builds capacity and empowers both individuals and teams. The highly effective principal and senior leaders oversee improvement, in consultation with all stakeholders. Collective responsibility creates very high levels of mutual support and a strong sense of morale. Leaders adopt a comprehensive policy and procedure for the recruitment and retention of qualified teachers, with a strategic emphasis on innovative practice.
- School self-evaluation and improvement planning are systematic and coherent. Self-evaluation procedures in Arabic are not as strong. The procedures for the performance management of staff are improving as school leaders and governors continue to develop their understanding of what constitutes outstanding teaching, learning and assessment in the classroom.
- Parental involvement is encouraged, welcomed and documented in school policy. Parents, students and teachers work together with a sense of common purpose to achieve the best possible outcomes. Parents volunteer and workshops are held on curricular matters. The raising of attainment in writing is an objective of one such workshop. An innovative "Poetry Picnic" is one of the highlights of the school year.
- The governing board has very effective processes to ensure accountability and that statutory requirements are met. The school is very well resourced and staffing levels are managed efficiently. The establishment of a local advisory board since the last inspection is viewed by stakeholders as leading to more informed and transparent decision-making. A strong commitment to the Emirati community is a significant feature of the school's provision.
- The school is highly organised and well managed. Students, parents and teachers are kept fully up-to-date with significant developments. Teachers are qualified, and very diligently use their expertise to create a positive experience for students. The school is exceptionally well equipped with technology, science and mathematics materials, textbooks and library books. Investment contributes to an outstanding culture of innovation.




### For development

- Ensure that self-evaluation, performance management, professional development and school improvement planning are fully aligned in all areas, particularly in Arabic.

## The views of parents, teachers and senior students

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

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 185	 <b>Teachers</b> No. of responses = 81
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>91% 8% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 <b>Students</b>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education provided by the school. Parents believe students are well behaved and respectful to adults. Parents also mention that they are well informed and fully involved in their children's education. A few parents raised issues about class size and voiced their concerns during a meeting with the inspection team.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Overall, teachers are very satisfied with the quality of teaching and learning in the school. Students demonstrate excellent behaviour. Leadership is seen as very positive and supportive and morale very high in the school. Students with special educational needs and disabilities are welcome and fully engaged in their learning. Almost all teachers agree that inspections lead to school improvement.</li> </ul>

### 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](mailto:inspection@khda.gov.ae)