

INSPECTION REPORT

2022-2023



RAFFLES WORLD ACADEMY

IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Umm Suqeim
	Opening year of School	2008
	Website	www.rwadubai.com
	Telephone	97144271200
	Principal	Timothy Craig Roberts
	Principal - Date appointed	8/1/2016
	Language of Instruction	English
	Inspection Dates	23 to 27 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Kindergarten to Grade 12
	Number of students on roll	1772
	Number of Emirati students	88
	Number of students of determination	120
	Largest nationality group of students	Indian

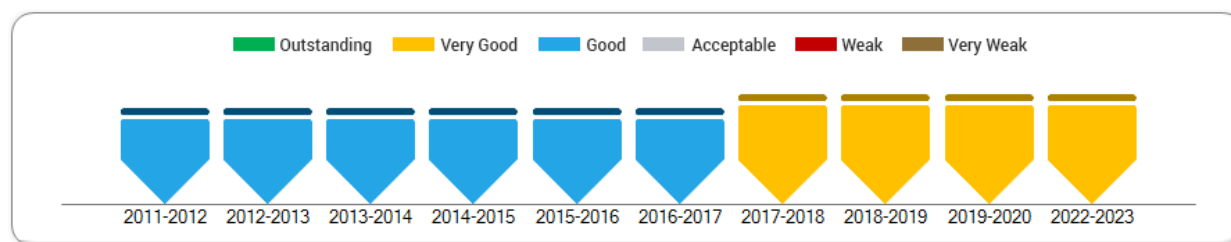
TEACHERS

	Number of teachers	154
	Largest nationality group of teachers	Ireland
	Number of teaching assistants	4
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	23%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBMYP, IBDP
	Accreditation	IB

School Journey for RAFFLES WORLD ACADEMY



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment and progress in Islamic Education and Arabic are good. Progress by children in Kindergarten (KG) is outstanding because they are highly motivated and eager to learn. In the other phases, students make better than expected progress in lessons and in internal and external examinations. Progress is stronger in science, where the development of scientific investigative skills underpins students' performance.
- Students' personal development is an outstanding feature of the school. Students are kind, considerate and respectful of their teachers and of one another. They make positive contributions to the school and the community. They demonstrate exceptional understanding and respect for Islamic values and Emirati culture. Innovation skills, enterprise and independence are well developed throughout the school.

PROVISION FOR LEARNERS

- The quality of teaching is outstanding in KG, where learning environments are vibrant, imaginative and stimulate children's interest. Overall, teachers have secure subject knowledge and a clear understanding of how students learn. However, the quality of teaching is inconsistent across the school. Assessment data are analysed and interpreted but not always fully aligned to the school's curriculum standards.
- The school follows the International Baccalaureate (IB) curriculum in all years, with due regard for Islamic Education and Arabic requirements, which are fully met. The curriculum has a clear rationale. Programmes in KG, Primary Years Programme (PYP) and Diploma Programme (DP) are well embedded, but this is not yet the case in the Middle Years Programme (MYP). The curriculum caters well for almost all students. Islamic Education and Arabic are taught in KG.
- Health, safety and child protection are outstanding features. The school provides a safe and supportive environment for students. Safeguarding training is extensive and includes all members of staff. Support for students of determination is very good. Care and support across the school are outstanding. The school has very robust systems for monitoring the health, welfare and wellbeing of all students.

LEADERSHIP AND MANAGEMENT

- The principal is highly dedicated and effective. Senior leaders know the strengths and weaknesses of the school very well. However, improvement planning lacks coherence and continuity. Relationships are strong and morale is high. Partnerships with parents and the community are outstanding. The governing board includes representation from all stakeholders. The board offers exceptional support to the school.

The Best Features of The School:

- Outstanding progress in KG, resulting in children's well-rounded development and learning.
- The provision of Islamic Education and Arabic in KG.
- Health, safety and the care and support offered to students.
- Students' outstanding appreciation of Islamic values, personal development and social responsibility.
- The very effective leadership of the principal and senior leaders, and the support of the governors.



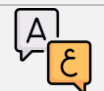

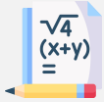

Key Recommendations:

- Improve the quality and consistency of teaching and learning by identifying and sharing the very best practices across all subjects and all phases.
- Ensure coherence of school improvement planning through focused targets, appropriate actions and measurable success criteria.

Overall School Performance

Very good



1. Students' Achievement

		KG	PYP	Secondary	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Outstanding ↑	Very good	Very good	Outstanding ↑
 Mathematics	Attainment	Very good	Very good	Very good	Good
	Progress	Outstanding ↑	Very good	Very good	Very good
 Science	Attainment	Very good	Outstanding ↑	Very good	Very good ↑
	Progress	↑ Outstanding	Outstanding ↑	Very good	Very good
		KG	PYP	Secondary	DP
Learning skills		Outstanding ↑	Very good	Very good	Very good


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

	KG	PYP	Secondary	DP
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

	KG	PYP	Secondary	DP
Teaching for effective learning	Outstanding 	Very good	Very good	Very good
Assessment	Outstanding 	Very good	Very good	Very good

4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Outstanding	Outstanding	Very good	Outstanding
Curriculum adaptation	Outstanding 	Very good	Very good	Very good

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

	KG	PYP	Secondary	DP
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	Very good
School self-evaluation and improvement planning	Very good
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 does not fully meet the registration requirements for the National Agenda Parameter.

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

- In the most recent TIMSS tests, the school exceeded its targets in mathematics and science at Grade 4 and in mathematics at Grade 8, but not in science at Grade 8. Overall progression is very good. The GL assessments in 2022 show progress to be slower in English and mathematics, but stable in science.

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

- Subject leaders have a clear understanding of the reports from the PISA and TIMSS tests, as well as external benchmark assessments. They use the information in these reports to inform future provision. For example, they have adapted the mathematics curriculum to focus on reasoning skills. The school has added six weeks of integrated science in PYP. In English, there is more emphasis on inferential skills and on closing the attainment gap between boys and girls. Data analysis is robust.

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

- The majority of teachers uses information from international reading tests to promote the development of literacy skills. Critical thinking, inquiry-led learning, research and open-ended problem-solving activities are integrated within each programme

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

For Development:

- Identify and address what is slowing the progress made by students, particularly Emirati students.
- Ensure that there is consistent teaching of critical thinking, research and problem-solving skills across all subjects and phases.
- Ensure that the external benchmark assessments are closely aligned with the curriculum and consistently applied, as required by the DSIB guidelines.

Well-being

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

- The strong wellbeing vision of provides a safe, happy place for children and students to work, learn and grow. Wellbeing activities extend beyond the school through the involvement of parents and the wider school community. Data is well used and students' opinions are sought through surveys and feedback forms using online tools. Results are recorded and used for improvement planning for everyone's wellbeing. The governing body and advisory Council review the wellbeing action plan and take feedback for any further improvement. They hold leaders to account.
- The school has developed a welcoming environment where everyone feels at ease. Teachers enable a highly supportive learning environment. The wellbeing team ensures that each student's well-being and individual physical and emotional needs are supported in close liaison with parents. Pastoral team works collaboratively with external agencies for guidance and support. A parent forum provides guidance on wellbeing issues, such as, healthy eating, exercise, substance abuse, relationships and managing social media. Stakeholders have consistent opportunities to share their opinions and to influence the evaluation and improvement processes.
- Wellbeing is embedded into the curriculum and permeates the whole school. The development of social and emotional skills is a key area in curriculum topics, and these are reinforced in assemblies. Students take action on wellbeing matters in order to raise awareness or provide knowledge for others. Field trips, CCA's, sports teams and events all provide student wellbeing opportunities. Students report that they are supported, happy and safe. They show very positive behaviour and engagement with with others and the curriculum. They carefully consider their own and others health and safety.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSC) are taught from Grades 1 to 10 as a separate subject once per week for 50 minutes. Field trips develop understanding and appreciation of the history and culture of the UAE. Frequently, outside speakers and Emirati visitors talk to students during assemblies.
- Teachers create lesson plans that focus on a wide range of MSC research topics. They foster and encourage small group discussions and mini-project activities. Students develop their understanding and appreciation of cultural and global topics. Teachers track students' progress using a variety of assessments. Additionally, MSC standards feature in lessons when there are natural links with other subjects across the phases.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	Secondary	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- There is little variation in students' attainment between phases. The majority attains levels that are above expectations. Across the school, students make better progress in lessons. Non-Arabic speaking students perform better overall.
- Students demonstrate well-developed skills in recitation of the Holy Qur'an. Their understanding of the Holy Qur'an and Hadith is evident in most lessons. Students in MYP and DP can infer rulings from divine revelations and generally back their views with evidence from Sharia.
- As a result of after-school activities and the focus on recitation, students in all grades make considerable progress in the Holy Qur'an recitation and the application of the rules of Tajweed. However, their knowledge of the rules of Tajweed is less evident.

For Development:

- Encourage students to provide evidence to back their oral and written answers.
- Maximise the use of time in lessons to ensure better progress, especially in PYP.

Arabic as a First Language

	KG	PYP	Secondary	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In lessons and in recent work, the majority demonstrates better than expected language skills. The school's assessment data show improving achievement. Attainment in PYP is more solidly based than that in MYP and DP.
- Listening and reading skills are strengths. Speaking and writing skills are less developed. This is particularly true for free writing and conversations, mainly in the higher phases. Students' knowledge and application of grammar are not secure.
- Increased opportunities to read extensively and apply language to real-life situations have improved students' language skills in general. However, their ability to express themselves accurately using modern standard Arabic is insecure.

For Development:

- Ensure the use of accurate grammar and appropriate vocabulary.

Arabic as an Additional Language

	KG	PYP	Secondary	DP
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- The majority of students achieve better than expected levels against the UAE Ministry of Education (MoE) curriculum standards in lessons. Progress in students' recent work is slightly better. School data are not consistent with students' performance in lessons and in recent work.
- Students' listening skills are strong. They understand their teachers' instructions and respond well to them. However, their answers are very short and they use limited vocabulary. Their reading skills are improving, but reading fluency is less developed. Most students can understand texts appropriate to their ages.
- Writing skills have improved, as students have more opportunities to write extensively about different topics, such as food, family, daily routines and social media. Many students still use a very limited range of vocabulary and simple structures, which restrict their progress in language acquisition.

For Development:

- Expand the range of vocabulary and structures which students use and extend their skills in reading and speaking.

English

	KG	PYP	Secondary	DP
Attainment	Very good	Very good	Very good	Very good
Progress	Outstanding ↑	Very good	Very good	Outstanding ↑

- Students in PYP and DP perform very well in internal and external assessments. Those in MYP are not achieving at the same level. In the large majority of lessons, speaking and listening are predominant activities. Reading and writing are not features of lessons, especially in MYP.
- The school is beginning to address the needs of those for whom English is an additional language. Teachers use a range of interventions, including decoding strategies in PYP to address reading skills. Research and inquiry-based activities are inconsistent features across the phases.
- Attainment data show that the large majority of Emirati students are making better than expected progress. Emirati students in DP are appropriately placed, allowing them to access the curriculum. They can earn the full IB Diploma on completion of the Grade 12 examinations.

For Development:

- Ensure that all lessons are inquiry-based, with active learning opportunities.
- In MYP, build on students' reading skills to increase their literacy and comprehension.

Mathematics

	KG	PYP	Secondary	DP
Attainment	Very good	Very good	Very good	Good
Progress	Outstanding ↑	Very good	Very good	Very good

- In KG, mathematics skills are strong, with all KG1 students counting at least up to 20, sequencing numbers, identifying shapes and creating and interpreting simple data. These important basic mathematical skills are built upon successfully as students move through the school.
- In KG, the concept of number is particularly secure. In PYP, number, shape and data handling have been linked with art and music to associate creativity and enjoyment with mathematics. In MYP and DP, students' understanding of algebra and number remains strong.
- Recently the mathematics department has introduced a commercial scheme to streamline mathematics, as part of their work in embedding the MYP programme in the school. Continuing improvement will require consistently effective mathematics teaching.

For Development:

- Ensure consistently high expectations of teachers and students across PYP, MYP and DP.

Science


	KG	PYP	Secondary	DP
Attainment	Very good	Outstanding ↑	Very good	Very good ↑
Progress	Outstanding ↑	Outstanding ↑	Very good	Very good

- Children in KG show very good attainment. By KG2, most make better than expected progress in relation to their starting points, with learning objectives which are in line with curriculum standards.
- In PYP, students' test results indicate outstanding attainment, but data show a decline in attainment levels as students move through the school. In the online MYP assessments, attainment levels are very good. In the DP examinations, attainment in Grade 12 reflects very good outcomes.
- Across all phases, the development of students' scientific investigative skills underpins their achievements. In MYP students develop secure scientific skills because they engage in practical activities. In DP students are prompted to hypothesise, predict and evaluate results.

For Development:

- Implement strategies in MYP to improve students' outcomes in different types of assessments.

Learning Skills

	KG	PYP	Secondary	DP
Learning skills	Outstanding 	Very good	Very good	Very good

- In KG children are eager participants in learning. They are actively involved and aware of their progress. Across the phases, students are self-directed learners. Co-operation, problem-solving and independent learning are strongly promoted in a large majority of lessons.
- Students make connections between their learning and real-life situations. In the best lessons, they are reflective and consider the best approaches to take in approaching tasks. They can communicate their learning effectively when given the opportunity.
- Through inquiry-based learning, students collaborate, tackle unfamiliar situations and reflect on their learning. They use learning technologies effectively and are developing their research and presentation skills.

For Development:

- Consistently enable students to think critically and work independently.

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

	KG	PYP	Secondary	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students throughout the school demonstrate positive attitudes. They are self-disciplined and courteous towards adults and other students. Their exemplary behaviour prevails in the classroom.
- Most students, particularly in KG, show high levels of self-reliance. Relationships between students are excellent. This is particularly evident in the way that they welcome new students into the school. Rates of attendance are very high across the four phases. Some older students' lack of punctuality when moving between lessons demonstrates a lack of respect.
- Students are aware of the importance of healthy lifestyles. They participate enthusiastically in sporting activities and competitions. They consistently make healthy choices when selecting school meals. Most students, especially in PYP, are developing better knowledge and understanding of healthy eating habits.

	KG	PYP	Secondary	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students have secure understanding and appreciation of Islamic values. They are aware of how these values are linked to the IB core values. They show care and consideration towards others when collecting food boxes during Ramadan. Children in KG show increasing awareness of Islamic values.
- Most students have a very strong understanding of, and respect for UAE culture and traditions. They can speak in detail about the historical development of the UAE and offer an imaginative vision of the future in their art projects.
- Most students demonstrate excellent awareness of their own culture and appreciation of world cultures. Students in PYP speak enthusiastically about their contribution to international day and about their ideas to celebrate culture tolerance day.

	KG	PYP	Secondary	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students initiate, plan and manage projects that benefit the school and the wider community. They demonstrate active and considerate citizenship and care for others, including the less fortunate. For example, they raise funds for school building projects in India and Africa.
- Students develop and demonstrate leadership, creativity, innovation, responsibility and a focused work ethic. These include the student exhibition in Grade 5, the 21st century classrooms project and collaborations with external groups.
- Environmental awareness and commitment to sustainability permeate most of the school's activities. Students lead and engage in many ventures to protect and sustain the school and external environments.

For Development:

- Improve students' punctuality when moving between lessons, especially in DP.

3. Teaching and assessment

	KG	PYP	Secondary	DP
Teaching for effective learning	Outstanding ↑	Very good	Very good	Very good

- In KG, teachers create learning environments which are vibrant, imaginative and stimulate interest in learning. Their questions are probing, open-ended and pose problems. Across the phases, teachers have strong subject knowledge. They plan units of work thoroughly, including work for students of determination and for Emirati students.
- Teachers have a clear understanding of how students learn. In the best lessons, teachers promote students' higher-order thinking skills with skilful questioning. However, there is inconsistency within and between phases regarding the quality of teaching.
- School leaders have established a scheme to support new teachers and those who are underperforming. The programme is not fully established across the school.

	KG	PYP	Secondary	DP
Assessment	Outstanding ↑	Very good	Very good	Very good

- Information from external assessments is well analysed and interpreted. However, when compared with the school's internal assessment data, the analysis does not always provide a true picture of attainment. Some assessments are not well aligned to the school's curriculum standards.
- Assessment data are used very effectively to influence teaching and the curriculum in English, mathematics and science, and to a lesser extent in Arabic. Data from assessment trackers are used to report on attainment as well as to follow students' progress over time.
- Teachers have developed success criteria for all learning outcomes in all subjects and phases. The criteria are shared with students so that they know what they need to do in order to improve. Feedback to students is constructive. Students are regularly involved in assessing their own learning.

For Development:

- Consistently provide high-quality teaching across the school by sharing the best practices that already exist.
- Ensure that assessment data are used effectively to inform lesson planning and to improve outcomes for all groups of students in all subjects.

4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Outstanding	Outstanding	Very good	Outstanding

- The curriculum has a clear rationale. It is aligned to the IB framework and offers continuity of curricular choices, with links between subjects in the better lessons. The curricula in KG, PYP and DP are well embedded, but less so in MYP.
- The curriculum caters appropriately for all students, including students of determination and those who require additional challenge. The timetable is compliant with IB requirements. There is an appropriate range of curricular options.
- Literacy is promoted by a librarian who has made improvements to the library and who supports the reading programme in KG. There are cross-curricular links in most phases, although they are an emerging feature in MYP.

	KG	PYP	Secondary	DP
Curriculum adaptation	Outstanding ↑	Very good	Very good	Very good

- Curriculum adaptation in KG is excellent. Purposeful curricular links help children to develop excellent understanding of Emirati culture and society. The rich curriculum motivates all children with opportunities for enterprise and creativity.
- Information from cognitive ability tests is the basis for curriculum adaptation. Intervention programmes support individual needs. The curriculum is not consistently adapted by all teachers, thus the needs of some groups of students are not fully addressed.
- Assemblies, celebrations, talks, imaginative and vibrant displays supplement lessons. They teach understanding of the values and history of the UAE. Emirati students and community members raise others' awareness of the richness and significance of UAE culture.
- Islamic Education and Arabic are taught in KG on a weekly basis.

For Development:

- Ensure that the IB curriculum is reflected in all lessons in MYP and fully embedded in the ethos of the whole school.
- Allow all students of determination to experience an adapted curriculum that meets their needs.

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

	KG	PYP	Secondary	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school actively protects and safeguards students through its policies, systems, personnel and practices. Students are comprehensively protected from all forms of risk. Supervision is highly effective, both on campus and during activities away from school.
- The excellent premises and facilities are safe, hygienic and secure. They meet the needs of all students. There are regular, well-documented and effective fire and safety drills.
- Healthy living is actively promoted. Parents and students are appropriately involved. Individualised health checks, monitoring, and risk assessments are carefully undertaken. The school is exemplary in its promotion of exercise and healthy lifestyles.

	KG	PYP	Secondary	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Students are at the heart of the school. Relationships between students and members of staff are exceptionally good. Students feel valued and appreciated. The wellbeing and personal development of all are high on the school's agenda. Older students take active leadership roles in supporting younger students.
- Two qualified counsellors and a dedicated pastoral team offer students and the wider community extensive and effective support.
- Members of staff contribute effectively to the wellbeing of all students. Strong systems to identify students of determination are in place. They provide excellent support to meet their needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- An ethos of inclusion pervades the school. Inclusion leaders monitor, review and revise the school's inclusion policy and improvement plan. Their perceptive reviews ensure that the plans are effective and that the progress of students of determination is assured.
- Members of staff and parents identify students' needs. Assessments on entry ensure that the appropriate KHDA categories are used for all ages and for differing levels of learning difficulty. Consistent and effective interventions are deployed across the school.
- The inclusion team keeps parents well informed of their children's progress. Class teachers use students' individual education plans (IEPs) to modify their teaching strategies and the curriculum. All parents can access a range of helpful and effective guidance, training and support within the school.
- Curriculum provision for most students of determination is modified according to their needs, thus ensuring their successful engagement in activities to build confidence and resilience. Prompting by skilled teaching assistants ensures that students of determination can participate in mainstream lessons.
- Students of determination contribute to the design, implementation and review of their own IEPs. They display positive and responsible attitudes, which are often exhibited through their behaviour and increasing independence.

For Development:

- Monitor more closely the planning for, and progress of, identified students of determination and those with gifts and talents.
- Provide for the needs of children and students who are not formally identified as students of determination, but who require additional learning support and curriculum modifications.

6. Leadership and management

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

- Leaders are dedicated and committed. The school's mission, vision and values are well understood. The principal's leadership is strong, determined and focused. Leaders have excellent knowledge of the school. They have a visible presence in and around the school and outside. Relationships and communication with stakeholders are of a very high standard and extremely effective. Staff morale is high. The welfare and wellbeing of all are high priorities. Leaders have been successful in improving the school.
- Self-evaluation processes are embedded in the work of the school. All stakeholders are involved. The monitoring and evaluation of teaching and learning are undertaken well. School improvement plans are detailed and ambitious. However, links between targets, actions and success criteria are sometimes not clear. Departmental action plans are sometimes not sufficiently linked to the whole school action plan. There has been progress in addressing the recommendations of the previous inspection report.
- Parents are highly supportive of the school. Their views are sought and considered. They are represented on the governing board. The school has a very effective parents association. Parents of students of determination speak highly of the provision and the support given to their children. Parents value the feedback on their children's progress, provided both formally and informally. The school benefits from strong links with the community. It works cooperatively with other schools to enrich students' learning, development and achievements.
- The governing board includes representation from a range of stakeholders including leaders, teachers, parents, students and members of the community. Parents, teachers and students are regularly consulted and engaged in decision making. Governors make a significant contribution to the school's ethos and values. The board ensures that the school is suitably staffed, adequately resourced and that all statutory requirements are fully met.
- The day-to-day management of the school is highly effective. The school operates smoothly. Routines and requirements are well known and followed. Stakeholders are kept in touch through regular communication. The deployment and development of suitably qualified members of staff support students' achievements. The school buildings are maintained to a very high standard. There are extensive specialist facilities, including a refurbished library and a new performing arts centre. The premises and facilities provide a safe and stimulating environment.

For Development:

- Develop the leadership and management skills of subject leaders by sharing existing best practices.
- Ensure that school improvement planning includes well-focused targets, appropriate actions and measurable success criteria.

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