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

VERY GOOD

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

Kings School Al Barsha

Celebrating 10 years of inspections

KINGS SCHOOL AL BARSHA

UK CURRICULUM

Contents

School information

General information

Location	Al Barsha
Type of school	Private
Opening year of school	2014
Website	http://www.kingsdubai.com/Kings-School-Al-Barsha
Telephone	0097143566900
Address	Al Barsha
Principal	Alan Williamson
Principal - Date appointed	5/1/2016
Language of instruction	English
Inspection dates	22 to 25 January 2018

Teachers / Support staff

Number of teachers	161
Largest nationality group of teachers	BRITISH
Number of teaching assistants	66
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	4.5%

Students

Gender of students	Boys and girls
Age range	3-17
Grades or year groups	FS1-Year 12
Number of students on roll	1640
Number of children in pre-kindergarten	0
Number of Emirati students	59
Number of students with SEND	87
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE; IGCSE; National Curriculum for England Assessments
Accreditation	BSME
National Agenda benchmark tests	GL; CAT4

School Journey for Kings School Al Barsha

Outstanding   Very Good   Good   Acceptable   Weak   Very Weak

2016-2017   2017-2018

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.

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

Summary of inspection findings 2017-2018

Kings School Al Barsha was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Motivated by the highly respected principal, school leaders are effective in sharing a strong sense of purpose and pride in the students' personal and academic successes. Robust and embedded self-evaluation processes support the very good provision that promotes students' achievements. Parents and governors are active partners in the students' education; leaders benefit from their accountability to all stakeholders.

Students' achievement

Students are highly motivated and engaged in their own learning as demonstrated by their quality learning skills. In the Foundation Stage (FS), children achieve excellent attainment and progress in all their key subjects. In the other phases, very good attainment and progress in English, mathematics and science feature strongly; students make good progress in primary and secondary Islamic education.

Students' personal and social development, and their innovation skills

Students have an excellent sense of personal responsibility and show a spirited independence of mind. They are self-disciplined, and behaviour in class and around the school is excellent. Positive relationships between the students and adults in the school contribute greatly to students' successes. They have a strong understanding of Islamic values and recognise the importance of Emirati heritage and culture in contemporary UAE.

Teaching and assessment

The qualities of the teaching and assessment have improved since the last inspection. Teachers know their subject matter well, and create vibrant and challenging learning environments. Staff know the students' strengths and weaknesses through the effective use of assessment information. This enables them to ensure tasks and activities meet the needs of all students and promote critical thinking and problem solving skills.

Curriculum

The curriculum is broad, balanced and adapted to meet the interests and needs of almost all students. On-going reviews and updates ensure the highest quality provision for students' academic and personal achievements. The excellent range of quality extra-curricular activities enhances students' experiences and enjoyment. Opportunities to develop students' innovation skills are channelled through creative, physical and practical activities that promote inquiry-based learning.

The protection, care, guidance and support of students

Exemplary measures for child protection and safeguarding complement the school's outstanding procedures to ensure the safety and security of all members of the school community. Healthy lifestyles, promoted in particular through excellent physical education experiences, are demonstrated by almost all students across the school. The arrangements for the management of students' attendance and punctuality are effective.

What the school does best

- Outstanding attainment and progress in English, mathematics, science and learning skills in the Foundation Stage

- Very good attainment and progress in English, mathematics, science, learning skills in all other phases, and good progress in primary and secondary Islamic education

- The excellent attitudes to learning, the courtesy and harmony evident across the whole school community

- Outstanding arrangements for child protection, safeguarding and health and safety, with a strong emphasis on healthy lifestyles and healthy eating, and access to a range of high quality physical activities for all students

- Excellent parental engagement and support from governance to sustain and improve students' learning experiences

- The commitment, vision, strong sense of purpose and teamwork of the school's leaders at all levels

Key recommendations

- Improve attainment and accelerate progress in Arabic language by
  - raising challenge and expectations that reflect curriculum standards in all phases
  - providing more opportunities and follow up support for students to write in Arabic for different purposes
- Drive the teaching and learning to outstanding across all phases by
  - consistently promoting students' use of their enquiry and critical thinking skills in innovative ways
  - using the school's high quality technological resources in meaningful ways to enrich students' learning across all subjects.
- Senior leaders should ensure that the quality of provision is consistently high across the school and especially for those students with the highest levels of special educational needs and disabilities.

Overall School Performance

Very good ⬆

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ⬆	Good ⬆	Good
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable ⬆	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
English	Attainment	Outstanding	Very good ⬆	Very good ⬆	Very good
	Progress	Outstanding	Very good ⬆	Very good ⬆	Very good
Mathematics	Attainment	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good
	Progress	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good
Science	Attainment	Outstanding	Very good ⬆	Very good ⬆	Very good
	Progress	Outstanding	Very good ⬆	Very good ⬆	Very good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good

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	Very good	Very good ⬆	Very good ⬆	Very good
Social responsibility and innovation skills	Very good	Very good ⬆	Very good ⬆	Very good

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding ⬆	Very good	Very good	Very good

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 ⬆

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 (NAP).

- Attainment of students in English, mathematics and science in the NAP benchmark tests is above expectations.

- Leaders at all levels are fully committed to the importance of the National Agenda and have a detailed understanding of the data analysis. A high quality action plan is in place.

- The analysis of the NAP is coherent and robust. It is used effectively as a benchmark against which to standardise internal assessment data and to identify gaps in the achievement of different groups of students.

- The content and skills within curriculum subjects are closely aligned to the questions contained within PISA and TIMSS tests. Regular curriculum review ensures thorough planning for progression. Curriculum adaptation is guided directly by the NAP data.

- The outcomes of the NAP assessments have a direct impact upon teaching strategies. Students have opportunities to develop critical thinking, problem solving, investigative and inquiry skills.

- Students' individual NAP scores are shared with them. Their teachers are using them effectively to enhance their learning and develop their problem-solving skills.

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

- Governors have a secure understanding of how the school and staff support Emirati students. They hold the senior leadership to account through CAT4 analysis and areas for development. This is documented and the impact is evaluated with modifications made to individual targets. Leaders develop action plans focused on closing the gap for Emirati students' attainment and progress. Reports are sent home sharing learning updates.

- Student conferences engage students in their learning. 'Visible Learning' strategies provide students with the potential to become more independent. Emirati data are analysed by teachers, and planning is adapted to address gaps in knowledge. Once the students' potential is identified, progress towards meeting these targets is tracked. Where needed, students are involved in additional booster sessions relating to the gaps in CAT4 assessments.

- Reports are written on students who are working below targets, and personalised activities are planned accordingly. Resources are used to provide students with opportunities to access curriculum objectives. The reading curriculum is adapted to ensure that students are accessing literature matched to their individual abilities. Students who need additional support with verbal reasoning, are supported through booster sessions.

Moral Education

- The school has made a positive start by successfully mapping most of the moral education outcomes across the curriculum.

- Teachers of most subjects are developing resources in order to provide engaging and challenging lessons to meet the needs of all students.

- Students collaborate, discuss and work together in groups to produce ideas. In some lessons they apply their understanding to personal contexts.

- The school is starting to assess attainment in moral education but it does not evaluate the impact on how students think, feel and act.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- As well as effectively integrating most of the UAE social studies outcomes into its own humanities curriculum, the school also provides a weekly discrete lesson.

- Teachers plan lessons that meet the learning outcomes for the curriculum and often develop their own resources to engage students and complement the textbook.

- Students demonstrate a keen interest in UAE social studies and participate productively in lessons. They enjoy field trips and visits from guest speakers.

- The school has developed assessment rubrics for social studies that are used to measure students' achievements. Assessment information is used to inform curriculum planning.

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

Innovation in Education

- A large majority of students become familiar with, and use more advanced technologies, such as the use of QR Codes and Google Classrooms to assist them in their work.

- Students' work ethic and innovation skills are enhanced through their participation in the Eco-council, recycling projects and virtual reality headsets in lessons such as art.

- Innovation and enterprise projects have enabled students to develop a range of cross curricular skills such as 'Kings Crown' and 'Grow Your Own' enterprise challenges.

- A large majority of teachers provide students with a variety of opportunities that include creative use of advanced learning technologies.

- Leaders at all levels carefully monitor and evaluate teaching and curricular adaptations that promote the systematic culture of innovation.

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

1. Students' achievements

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

- The majority of students in the primary phase make better than expected progress, but most reach the expected levels of attainment in most areas of Islamic education.

- Students across the school make good progress in their studies of the life of the Prophets and the Seerah of Prophet Mohamed (PBUH). They learn important facts and the understanding of moral values. Their application of Tajweed is adequate.

- Most students across all phases use their improved knowledge of the Seerah and life of the companions as well as their understanding of the Qur'an to provide evidence in their discussions.

For development
- Raise expectations for students in order to provide more in-depth knowledge, understanding and skills in all areas of Islamic education.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 📖	Attainment	Not applicable	Acceptable	Acceptable ⬆	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In lessons and internal data, most students in all phases attain in line with curriculum expectations. Most students make adequate progress against lesson objectives, although these do not always provide a high enough level of challenge for all students.

- Students' listening and reading comprehension skills are stronger than their speaking and writing skills. Their written work is often short and lacks complex sentence structure and variety of vocabulary. Students frequently respond in short sentences due to their limited standard Arabic vocabulary and expressions.

- The level of challenge remains modest in too many lessons and does not always match the needs of all groups of students especially the most able. This hinders their progress.

For development

- Improve students' range of standard Arabic vocabulary through more exposure to different genres and more challenging texts to improve the quality of their speaking and writing.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 📖	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable

- Most students attain levels that are in line with curriculum expectations. Students in the primary phase make better progress because provision is matched more closely to their years of study, their abilities and the curriculum expectations.

- Students can read short texts appropriate to their years of study. Their conversation skills are inconsistent in the primary phase and limited in the secondary phase. Their writing is characterised by simple sentences and repeated thematic vocabulary.

- The school is adopting a new curriculum to focus more on language proficiency. However, provision does not yet reflect equal focus on all skills. Expectations in secondary do not match the years of study stated in the curriculum.

For development

- Improve all skills, especially speaking and writing skills, to match the years of study.

- Develop the curriculum, especially in the secondary phase, to accommodate variations in years of study in each year group.

English ABC		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding	Very good ⬆	Very good ⬆	Very good
	Progress	Outstanding	Very good ⬆	Very good ⬆	Very good

- Most children in the FS make better than expected progress and reach levels that are above curriculum standards for their age, with particular emphasis given to speaking and listening. Across the rest of the school, students' writing skills are very well developed.

- The school's focus on reading for inference increasingly enables students to gain a deeper understanding of unfamiliar texts and to draw conclusions about the motives of the author. Reading skills are enhanced by additional reading improvement strategies including exposure to a range of genres.

- A secure and sustained focus on phonics awareness, spelling and grammar in almost all lessons results in students' confidence and accuracy in writing skills.

For development

- Develop a school handwriting expectation to support students' fluency in handwriting skills.

Mathematics		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good
	Progress	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good

- FS children develop a strong mathematical base in terms of simple vocabulary and understanding of basic mathematical concepts. This is built upon effectively across the other phases, with appropriate balance across the elements of mathematics.

- A key strength of the learning in mathematics is the ability of the students to design and solve their own mathematical problems, through collaborative learning and critical thinking.

- There has been a recent focus on providing different levels of challenge within each lesson and allowing the students to identify the most suitable level for their needs. This developing area is not fully embedded across the school.

For development

- Ensure greater consistency across the school in the quantity and quality of opportunities for students to use information and communication technologies to support and enhance their learning in mathematics.

Science		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding	Very good ⬆	Very good ⬆	Very good
	Progress	Outstanding	Very good ⬆	Very good ⬆	Very good

- Most students in the FS have highly developed observational and enquiry skills. The improvements in students' attainment and progress in the primary and secondary phases are confirmed by international benchmarking data. Post-16 students have made a secure start to their A-level studies.

- Skilful and inventive teaching promotes students' abilities to master increasingly complex scientific concepts and their ability to apply problem-solving skills to real-life situations. These capabilities develop more strongly in the later years of the primary and secondary phases.

- Students' progress in the primary and secondary phases is improving as a result of rigorous monitoring towards their target grades established from the CAT4 data.

For development

- Accelerate the conceptual development of students in the earlier years of both the primary and secondary phases.

- Give students more responsibility for producing their own records of their real-life problem solving activities.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good

- Foundation Stage children are encouraged to take responsibility for their own learning. As they move up through the school, they learn to reflect accurately on their learning and to evaluate their strengths and areas for improvement.

- Learning skills are well developed throughout the school. Across all subjects and phases in the school, the students collaborate purposefully and productively and communicate their learning effectively.

- The recent focus on encouraging the students to be independent and critical thinkers who employ innovative approaches to problem-solving is producing very positive results for learners. Nevertheless, this is not consistent in all lessons.

For development

- Provide greater consistency in the quality and quantity of opportunities for students to develop critical thinking, problem-solving and use of technology.

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

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

- Students' behaviour across the school is exemplary during lessons and when moving between classrooms. They have extremely positive attitudes and are self-disciplined and courteous towards adults and other students. Older students serve as good role models for younger students.

- Students have exceptionally positive relationships with their peers and with teachers. They show care, compassion, and support for other learners. They frequently take the initiative in relating to others during classroom activities. During lessons, students respond positively to their teachers' feedback.

- Students' commitment to healthy lifestyles is a very strong feature of their all-round development. They are highly pro-active in taking various leadership positions in which they contribute to improving their school. Students' rate of attendance in all four phases is consistently very high.

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

- Students show very good understanding of Islamic values and awareness of Emirati and world cultures. They apply their knowledge in their daily lives. For example, they are mindful and respectful of Muslim practices.

- Students are very knowledgeable and proud about Emirati culture and traditions. For example, students are keen to participate in the international and national days with their fellow Emirati students.

- Students are very knowledgeable about other world cultures. They are able to talk about other Arab countries' traditions by giving examples, such as the best food in UAE, Jordan and Egypt.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good ⬆	Very good ⬆	Very good

- Almost all students demonstrate an excellent work ethic and routinely contribute to the school community in a variety of roles and responsibilities. Students' active volunteering and their determination to support one another has a positive effect on the wider community.

- Through the well-planned enterprise and innovation activities across the school, most students develop high-quality planning, entrepreneurial and critical thinking skills. They make well-informed choices, financial decisions and are creative and innovative in their approaches to problem-solving.

- Across the school, students are highly proactive in their commitment to protect the environment. Many take the lead on a variety of recycling projects and raise awareness of sustainability challenges in the UAE. They are beginning to develop a deeper understanding of global environmental issues.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good

- Teachers have a clear understanding of the learning needs of their students and plan appropriate, engaging activities. There is a suitable balance of teacher-directed, whole-class teaching and working individually or in groups.

- Teachers encourage students to discuss their own learning and have appropriately modified their teaching to ensure that greater challenge is presented to the more-able students in all classes.

- A key feature of the highest quality teaching is the extent to which teachers promote students' critical thinking, problem-solving, innovation and independent learning skills, often using learning technologies effectively.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding ⬆	Very good ⬆	Very good ⬆	Very good

- The school has responded decisively to the recommendation for improvement contained in the last inspection report. Assessment processes are now highly effective in the Foundation Stage. Robust systems are used very effectively to validate internal assessments using international benchmarking data.

- The school makes regular internal assessments of students' attainment in all subjects. External assessment data for each subject is analysed thoroughly to identify the strengths and weaknesses of most different groups of students. These processes are less well developed in Arabic and Islamic education.

- Assessment data are used coherently in all phases to identify any required modifications to the curriculum, to develop teaching approaches and to design intervention programmes. Sometimes aggregated data obscures the differences between students' attainment and progress in different year groups.

For development

- Develop the assessment processes used in Islamic education and Arabic to the level of effectiveness used in the other core subjects.

- Enhance the analysis of the students' attainment and progress data by individual year group so that any differences between them can be identified easily.

4. Curriculum

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

- The play-based approach to learning is well developed in the Foundation Stage. Teachers plan successfully for the development of appropriate skills and knowledge through child interest-led themes that provide effective personalisation and choices in learning for all children.

- The outstanding range of extra-curricular activities, accessed by a large majority of students, provides students with opportunities to develop a range of academic, artistic and sporting skills to very high standard.

- Continuity of learning has been strengthened through the development and active application of year objectives in most core subjects. This ensures continuous progression in knowledge, skills and understanding.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Very good ⬆	Very good ⬆	Very good

- The curriculum in all phases has been adapted effectively to provide a wide range of stimulating learning experiences. Lesson plans are skilfully adapted to meet the needs of most students. This is less effective in the primary phase for students with special educational needs and disabilities.

- A wide range of planned intervention programmes provides daily opportunities for students to clarify and extend their knowledge and understanding of key concepts. These are supported further by school-led initiatives for targeted groups who have been identified as underachieving.

- Well-planned and challenging opportunities enable most students to develop their innovative, creative and social skills throughout the school day. Students' academic and personal development is enhanced through opportunities such as 'open-mic', whole school leadership roles and participation in external competitions.

- In FS1, Arabic is taught for fifteen minutes each week to all children. In FS2, Arabic is taught for twenty minutes each week with an additional twenty minutes for Arabic first language learners.

For development
- Ensure that the level of challenge in the Arabic A curriculum is sufficiently high.

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 rigorous safeguarding procedures are of a high quality, including child protection and appropriate staff training. Highly effective procedures are in place to ensure the safety and security of everyone on the school promises and transportation.

- Risk-assessments are robust; evacuation procedures are in place and drill assessments are rigorous and well-recorded. The medical and nursing staff ensure high quality care in their excellent facilities. The school is highly effective in protecting students from all forms of bullying.

- Healthy living is promoted with a very good impact across the school community. It is ably supported by the school's nursing and medical staff and enthusiastic physical education team. Health and fitness for all is promoted in physical education lessons and extra-curricular activities, and also linked to healthy diets and students' lunches.

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

- The staff have established very positive relationships with all students across all phases. Most teachers are aware of their students' physical, social and emotional needs and act accordingly, particularly at the Foundation Stage. The school's positive approach to managing behaviour is effective and includes reward for good attitudes, attendance and punctuality.

- Students with special educational needs and those who are gifted and talented benefit from effective procedures for identifying and supporting them. Despite some inconsistencies across phases and subject areas, assessment information is generally used accurately to inform interventions and build teachers' capacity.

- The pastoral arrangements for counselling and supporting students have a strong focus on their social and emotional well-being. The quantity of provision for career guidance in the growing secondary phase is under review.

For development

- Refine the role of the counselling services to ensure that ongoing support for well-being is provided to students, teachers and parents.

- Review the quantity of provision of career guidance services to support secondary students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- Governors and senior leaders demonstrate a strong commitment to inclusion. The head of inclusion is pivotal in ensuring that effective provision is in place, especially in the secondary phase. There is appropriate investment in recruitment and deployment of specialist staff. The specialist provision for autism is not fully inclusive.

- The graduated response to students' needs ensures that students' learning skills are adequately challenged. Appropriate curricular modifications, particularly in secondary, ensure that additional interventions, including specialist support, can be applied effectively to promote students' learning in the classroom. Consequently, most students develop their potential and become independent in most aspects of school life.

- The school uses a rigorous system of identification to support personalised intervention. A wide range of tools is used to meet the requirements of most students. A well-organised group of experienced support teachers and specialist staff often ensure that interventions are matched to most types and levels of special educational needs and disabilities.

- The school keeps parents well-informed about the provision their children receive and the progress they make in lessons and over time. Communication is ongoing and effective and reporting is provided regularly. A few parents are not fully involved in the writing and review of individual educational plans (IEPs).

- New assessment processes ensure data are used effectively to inform planning and enhance progress for students with special educational needs and disabilities. Close monitoring, through tracking data and feedback to students, provides secure evidence of challenge and progress over time.

For development
- Develop a strategic plan for the LINK department ensuring leadership capacity and succession planning.

- Refine the content of individual education plans to ensure these identify students' needs and learning targets effectively, and are working documents that provide all teachers with meaningful information they can use to adapt their practice.

6. Leadership and management

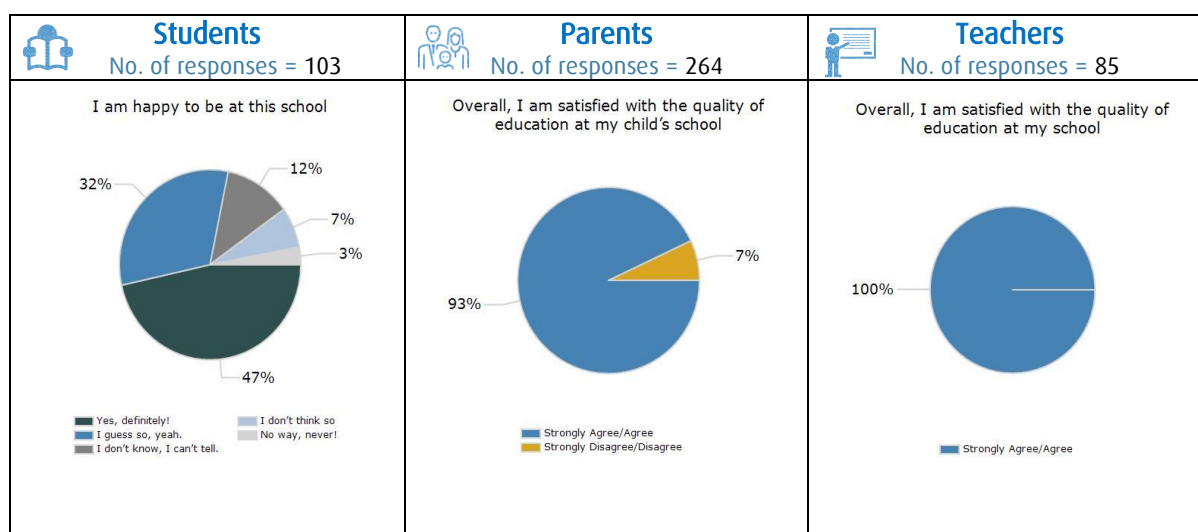|	
The effectiveness of leadership	Very good ⬆
School self-evaluation and improvement planning	Very good ⬆
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding ⬆

- Inspirational senior leadership provides a vibrant, clear vision and direction for the school. The principal leads by example; excellent team work is the hallmark of the leadership at all levels. Relationships are strong in this inclusive school. Staff feel valued and respected; they comment that their ideas are used to improve the school and enjoy the trust to 'take risks' and be innovative in their approaches.

- The school has a highly successful collegiate approach to self-evaluation across all phases. Improvement plans are comprehensive and detailed; timelines are well-defined along with measureable success criteria. Leaders have constructed action plans to address areas for improvement. Leaders' individual and collective evaluative contributions ensure the school thrives as an enthusiastic and challenging place of learning. The capacity for further improvements is strong.

- Parents report a high degree of satisfaction with the leadership of the school. Their views are sought frequently, and considered fully, when deciding priorities for school development. Parents value the high quality, proactive communication with them, including through school reports. This communication ensures that parents are empowered as partners and consistently well-informed about their children's learning and development.

- Rigorous systems and processes for ensuring leadership accountability are firmly embedded; the central focus and drive is ensuring all students achieve their highest academic and personal development potential. Governance has a high profile at the school – many board members are parents at the school. Governance ensures that staffing levels, quality recruitment and professional development opportunities are excellent.

- There are excellent management systems that have a positive impact on the students' achievements. High quality educational facilities and resources provide an excellent and inclusive learning environment in which all students and staff thrive. The day-to-day management of the school is outstanding and all areas of the building are well-maintained.

For development

- In order to sustain the aspirational improvement agenda, governance should continue to review the appropriateness of the senior leadership structure in this developing school and broader organisation.

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.

	Students	
	Students	Most students feel that their teachers are skilled and well qualified. A few students said that they do not help in deciding things such as class activities or rules. Most agreed that they have a wide range of extra-curricular activities to choose from.
	Parents	Almost all parents responded positively to their survey. They express very positive opinions about almost all aspects of school's provision and outcomes. A few disagree that the school provides quality counselling and that their children are learning to use technology to conduct research.
	Teachers	Teachers are extremely positive in their opinions about the school's provision and outcomes. A few feel that students are not offered a wide enough range of activities to encourage more environmental awareness. Teachers feel they benefit greatly from the school's training, systems and services offered to them.

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