

INSPECTION REPORT

2022-2023



DUBAI BRITISH SCHOOL JUMEIRAH PARK

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Jumeirah Park
	Opening year of School	2015
	Website	www.dubaibritishschooljp.ae
	Telephone	97145520247
	Principal	Rebecca Coulter
	Principal - Date appointed	8/2/2020
	Language of Instruction	English
	Inspection Dates	20 to 24 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2034
	Number of Emirati students	18
	Number of students of determination	199
	Largest nationality group of students	UK

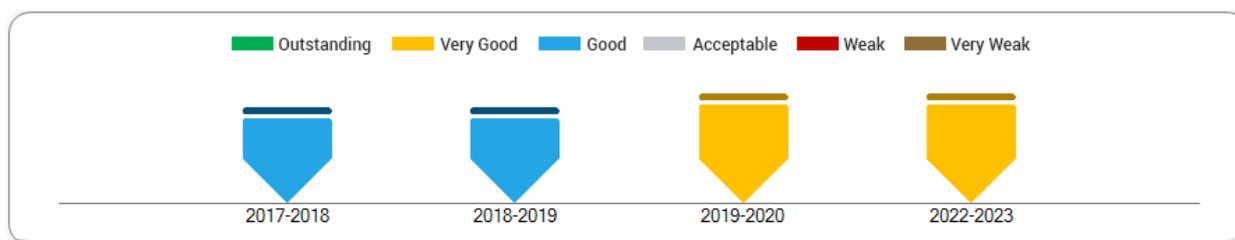
TEACHERS

	Number of teachers	166
	Largest nationality group of teachers	British
	Number of teaching assistants	63
	Teacher-student ratio	1:13
	Number of guidance counsellors	3
	Teacher turnover	6%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	GCSE, AS Level, A Level,

School Journey for DUBAI BRITISH SCHOOL JUMEIRAH PARK



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

- There has been clear improvement, in all subjects, particularly in students' progress. A specific strength is the quality of provision in the Foundation Stage (FS) where attainment and progress are outstanding. Primary and Secondary have seen much improvement in students' outcomes, and provision at Post-16 is developing very well. Significant advances in teachers' understanding and use of assessment has underpinned improvements in the school.
- Students across the school, including the children in FS, have very positive and responsible attitudes towards learning and the school. They are sensitive to the needs of others and show genuine concern for them. This has led to strong relationships among all students. Students, in all phases, are proactive, responsible members of the school community who demonstrate an excellent work ethic.

PROVISION FOR LEARNERS

- Assessment in all phases, and teaching in FS and Primary, are of high quality and reflect the improvements throughout the school. Features of teaching include: the effective use of assessment information to inform lesson planning; the appropriate differentiation of learning activities; skillful questioning by teachers and, the constructive feedback to students on their written work.
- The school undertakes regular curriculum reviews to ensure that it fully meets the needs of all students. Some adaptations to close gaps in the provision have improved students' outcomes. The school provides students with a expanding range of courses that are alternatives to the General Certificate in Secondary Education (GCSE) and Advanced Levels (A-levels), to ensure that students are better prepared for their career pathways when they leave school.
- The school's vision of 'Enjoy, Aspire and Achieve' permeates all aspects of school life. The school is a caring, learning community with exemplary staff-student relationships and very positive behaviour. Rigorous systems are in place to identify and support students of determination and those with gifts and talents. The wellbeing and pastoral care provision include the availability of appropriately qualified personal and academic counsellors.

LEADERSHIP AND MANAGEMENT

- Over the last two years, the school has undertaken major changes, as well as coping with the demands of the pandemic. School leaders have extended provision with new FS and post-16 phases. They have also effectively managed steady expansion across the whole school, without any loss of quality in any area. This reflects outstanding leadership at all levels.

The best features of the school:

- The high quality of teaching, learning, assessment, and achievement, particularly in FS
- Students' highly-developed personal and social skills and their strong sense of social responsibility
- The high-quality health and safety provision, including child protection, and the strong focus on wellbeing
- The high profile which is given to inclusion and the positive impact on students' personal development
- The experienced, ambitious, and highly capable Principal, and leaders across all areas of the school

Key recommendations:

- Ensure that teaching is of a consistently high quality in Secondary and Post-16.
- Ensure that attainment in Islamic Education and Arabic are improved to be at least good in all phases.

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	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good ↑	Not applicable
 English	Attainment	Outstanding	Outstanding ↑	Outstanding ↑	Very good
	Progress	Outstanding	Outstanding ↑	Outstanding ↑	Very good
 Mathematics	Attainment	Outstanding	Outstanding ↑	Very good	Very good
	Progress	Outstanding	Outstanding ↑	Very good	Very good
 Science	Attainment	Outstanding	Very good	Very good ↑	Very good
	Progress	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
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	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good	Very good
Curriculum adaptation	Very good	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	Outstanding 
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 meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessments	is above expectations	Not applicable

- The school exceeded its targets in TIMSS, and students scored at the intermediate and high international benchmark level for mathematics and science respectively in Years 4 and 8. In the most recent National Agenda Parameter tests, progression from year-to-year in English, mathematics and science is outstanding. The number of Emirati students in the only year group to take the English GL tests, is so small that the judgement is 'not applicable'.

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

- Leaders at all levels understand the subject skills associated with the data from the TIMSS report and any learning gaps which may be evident from analysis of the NAP results. Their analyses are used effectively to close any gaps, by modifying lessons and adapting the curriculum as set out in the National Agenda Action plan. This has had a positive impact on students' achievement.

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

- All teachers know the reading literacy skills of their students, as assessed by a standardised test used by the school. They improve the reading levels of students by personalising learning interventions. Across the school, a majority of students are able to read at a level above their age-related expectations.

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

For Development:

- Increase the proportion of students able to read at a level which is above their expected reading level.

Wellbeing

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

- School leaders boost stakeholders' physical, social, and emotional wellbeing by ensuring its vision of, 'Enjoy, Aspire, and Achieve' is embedded in practice. The school uses evidence-based wellbeing strategies and teaching methods, linked to the latest research, to shape its provision. Leaders use the findings of both external and school-created surveys of students' wellbeing to make changes and identify areas for development. The school's high-quality provision for wellbeing has been recognised with the "Wellbeing for Schools Award".
- Led by a qualified counsellors, the very high-quality care, guidance, and support provided by the school has a strongly positive impact on students' wellbeing. Leaders prioritise adult wellbeing, for example, by encouraging them to take regular breaks from work and making counselling available when needed. Governors share the school's vision and are aware of factors which affect the wellbeing of both students and adults. There is no designated governor with responsibility for overseeing the impact of the school's wellbeing provision.
- Strong leadership, including from the student body, ensures that throughout the school community there is an awareness that wellbeing is everyone's responsibility. As a result, students are very aware of wellbeing in their daily lives and their responsibilities in relation to it. During the school day, they benefit from participation in physical activities such as, 'Wake and Shake', and opportunities for personal development, for example, in the student leadership teams. Parents place a high value upon the support that the school provides for their children's wellbeing.

UAE social studies and Moral Education

- The school's approach to moral social and cultural studies (MSC) is an integrated one, based on the current Ministry of Education (MoE) MSC framework. The programme prepares students to be effective citizens. All students from Years 1 to 11 receive two 50-minute lessons per week and students in Years 12 and 13 have one lesson per week, as well as one full day each term.
- The curriculum is effectively planned and incorporates an appropriate balance of moral education and social studies. Teaching is based on the MoE textbooks and supplemented by teacher-devised resources. Students have two formative teacher assessments and one summative assessment at the end of the year. They are also encouraged to self-assess their learning. Assessments track students' progress effectively.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data demonstrates that most students have the expected knowledge and understanding of the subject. This is reflected in lessons and in students' recent work. Non-Arab students make better progress than their Arab classmates. Girls' achievement is generally above that of boys.
- Students' knowledge and understanding of the principles of worship, Islamic values, manners, and etiquette are strong. They have secure knowledge of The Holy Qur'an and the Noble Hadith. Their ability to reference them is developing. Students' knowledge of Seerah is insecure.
- The school is improving students' Holy Qur'an recitation and memorisation skills. This is being achieved by allocating time for practising recitation at the beginning of each lesson. Most students, however, have difficulty reading verses of The Holy Qur'an or Hadiths independently.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more practice using rules of recitation.
- Ensure that students link all areas of learning of the subject to The Holy Qur'an, the Noble Hadith, and Seerah.

Arabic as a First Language

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

- Students' listening and reading comprehension skills in Primary improve faster than in Secondary. Most students are achieving well at Post-16, although their progress in reading and writing skills is better than speaking. Girls and boys are making similar levels of progress.
- Students in Primary can read and analyse texts at different levels. Across the school, students listen well and understand the set tasks, particularly in Post-16. Students' creative writing skills are more well developed than their speaking skills. They are less skilled in speaking modern standard Arabic and in using accurate grammar.
- The use of the online Arabic reading applications such as, "I Read Arabic" and, "I Start Arabic," as well as participation in Arabic competitions, is helping to improve students' acquisition of language, especially in Primary.

For Development:

- Enhance students' speaking skills by giving them more opportunities to express themselves and debate freely.

Arabic as an Additional Language

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

- The majority of students in Primary make significant gains in listening, speaking, the use of grammar and reading comprehension. Secondary students understand information and common issues contained in short texts although they do not build on this prior knowledge quickly enough.
- Students in Primary can create short sentences and understand high frequency words and phrases. Secondary students' reading and comprehension skills vary. Structured writing is improving in both phases. When teaching is at its most effective, the use of free dialogue is improving more quickly.
- The use of grouping students by years of learning Arabic is allowing for more targeted interventions. The introduction of a system to improve comprehension, as well as targeted objectives chosen by the students, is raising levels of engagement and progress. Students' speaking skills are underdeveloped.

For Development:

- Improve students' fluency in speaking.

English

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

- Children in FS make rapid progress in developing their communication, pre-reading and writing skills. In Primary and Secondary, students progressively develop their knowledge, understanding and application of English writing conventions and techniques. Senior students make effective use of examination guidelines to improve their work.
- Students are confident and articulate speakers who communicate their thinking clearly. Senior students do this with precision, often supporting their views with relevant information, derived from the analyses of texts. Students' reading fluency, comprehension, and inference skills, are developed progressively.
- The introduction of reading toolkits for instance, the New Group Reading Test (NGRT), Accelerated Reader and Talk4Writing initiatives, as well as the strong focus on developing students' vocabulary, are helping to accelerate students' progress. These initiatives are resulting in higher attainment in most phases.

For Development:

- Improve students' attainment in A-Level English literature.

Mathematics

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

- In FS and Primary, most students make better than expected progress in building their mathematical understanding because learning activities are well matched to their learning needs. A large majority of students in the other phases are also achieving above the expected curriculum standards in mathematics.
- In Primary, most students have a secure understanding of how decimals can be represented by fractions. Students in Secondary demonstrate a growing understanding of algebra. In post-16 lessons, students are working with a high degree of independence, and can solve integration and calculus-based problems.
- In each phase teachers link mathematical learning activities to other areas of their learning and to everyday situations. This is making the learning of mathematics more relevant and appealing for most groups of students.

For Development:

- Ensure students continue to develop their mathematical skills by challenging them to work more quickly and accurately.
- Provide more active support for the lower-attaining students to accelerate their progress in lessons.

Science

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

- Data from assessments, together with work seen in lessons and recent studies, indicates that at least a large majority of students are attaining levels above curriculum standards. Most are making better than expected progress from their starting points. Achievement is particularly strong in FS.
- Practical skills, for instance, manipulation and observation, are very well developed in FS. Although these are developing well in other phases, there is still room for further improvement.
- Recently, there have been notable improvements in students' ability to employ the higher-order skills, of hypothesising, analysing and evaluating information. This is leading to improved inquiry-led practical work, involving even more decision-making and critical thinking.

For Development:

- Improve further students' skills of measuring, observing, and recording, and ensure that they are tracked over time.

Learning Skills

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

- Throughout the school students are enthusiastic learners, keen to engage in collaborative and independent learning activities. Most can work for sustained periods without direct teacher support. Children in FS enjoy exploring and finding things out for themselves at different activity stations.
- Students interact very well with adults and each other. Most communicate their thinking articulately and frequently link their learning to everyday situations. Less use is made of the full range of students' learning skills in Islamic Education and Arabic.
- The development of students' critical thinking and problem-solving skills is a feature of learning across the school. Students make effective use of technology and other resources to support their research and learning. Senior students make effective use of examination board guidelines to support their learning further.

For Development:

- Improve the use of students' learning skills in Islamic Education and Arabic.

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

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

- Students in all phases have very positive and responsible attitudes towards learning and their school. They are sensitive to the needs of others and show genuine concern for them. This has led to strong positive relationships among all students.
- Students' understanding of healthy lifestyles is very well developed across the school. Most students participate in the school's sporting activities and make healthy eating choices. Throughout the school, most students are keen to adopt a healthy and hygienic lifestyle and encourage others to make healthy choices too.
- The school's policies and behaviour management programmes are having a very positive impact on students' behaviour in all phases. Students are consistently self disciplined. Almost all students come to school punctually although a few sometimes arrive late to their lessons after breaks.

	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

- Across the school students have a strong awareness of Islamic values. They understand how these beliefs positively impact the lives of all people living in the UAE. Many of these values are promoted by the school alongside its promotion of British values.
- Students know their own cultures well. They are proud of their own countries and can give details about their history, art, foods, and places of tourist attraction. Students' awareness of world cultures is stronger in the upper phases.
- The heritage and culture of the UAE is particularly well embedded in Islamic Education, Arabic, and the UAE social studies. However, these aspects are not strongly evidenced in activities and displays across the school.

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

- Students are proactive, responsible members of the school community who demonstrate an excellent work ethic. Older student leaders act as mentors and positive role models. They lead and engage in a range of volunteering activities.
- Students are resourceful and innovative, frequently initiating and managing projects outside of their academic learning. The student body inspires others, and raises awareness, through their work in the Eco, innovation, charity, and arts committees.
- Student leaders also frequently initiate and lead activities relating to sustainability and conservation. They use events such as, Earth Day, and their work towards the Green Flag Award, to develop other students' understanding of global issues, including the impact of single-use plastics.

For Development:

- Improve students' cultural awareness further by providing cross-cultural activities where students can compare their own cultures with the UAE culture and other world cultures.

3. Teaching and assessment

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

- In FS, teachers' exceptional understanding of how young children learn ensures that they make an excellent start. High-quality teaching in the other phases enables students to make excellent progress in most subjects. Improvements in teaching are starting to be seen in Islamic Education and Arabic.
- Most teachers develop stimulating learning environments. Teachers know their students well and use this knowledge to ensure that work done in lessons provides appropriate levels of challenge. The effective use of questioning by teachers encourages students to think critically and explain their reasoning.
- Teachers are making more effective use of assessment information to improve teaching and learning in lessons. Many are able to adjust the pace of learning as a result of responses from their students. Consequently, in most subjects' students make very good and better progress in their learning.

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

- Across the school, internal assessment procedures are coherent and consistent, and closely linked to the school's curriculum standards. The results of internal assessments are compared with the results of a range of national and international tests, which confirms their validity and reliability.
- Assessment data are analysed comprehensively, tracked over time, moderated thoroughly and then disseminated to teachers. This detailed awareness of students' strengths and weaknesses ensures that the curriculum and teaching are modified effectively to meet students' needs.
- Teachers' verbal and written feedback to students is now more focused and of a consistent quality across all subjects. Any gaps in students learning which are identified by assessments are addressed, including by use of curriculum adaptation.

For Development:

- Ensure greater consistency in the provision of high-quality teaching across all subjects and particularly in Islamic Education and Arabic.
- Ensure that assessment practices in Arabic and Islamic Education are improved.

4. Curriculum

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

- The curriculum is balanced and broadly aligned to the National Curriculum for England (NCfE) and the Ministry of Education (MoE). The school follows the revised Early Years Foundation Stage (EYFS) framework and adapted to fit the needs of children with diverse backgrounds.
- The school takes care to review and revise the curriculum, to meet the needs of students and the requirements of external assessments and examination boards. Adaptations have closed gaps in curriculum provision and have had a positive impact on students' outcomes.
- Well-considered planning ensures that students' transition between phases is as seamless as possible. The school provides students with a widening range of courses that are alternatives to GCSEs and A-Levels, so that they are better prepared for their career pathways when they leave the school.

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

- The curriculum is adapted, where necessary, to meet the needs of almost all groups of students. Adaptations are based on the analysis of external benchmarking assessments, examination results and student assessments. A detailed review process ensures that the curriculum enables students to learn effectively.
- The school has a wide range of extra-curricular activities. These allow students to pursue their personal interests through the performing and creative arts and sport at different levels of excellence. Students also take on responsibilities and build their wider personal development skills.
- The school is rebuilding links with the wider community, which were halted during the pandemic. They are offering students opportunities to be entrepreneurial and enterprising through charity events and by taking on leadership roles in school events and productions.
- Arabic is taught for 30-minutes a week in FS1, and 75-minutes a week in FS2.

For Development:

- Embed further, all opportunities for students to build their skills of enterprise and innovation.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school prioritises safeguarding and the protection of children through its comprehensive policies and robust procedures. All staff receive regular training to ensure that they fully understand their child protection responsibilities. The school ensures that visitors too are aware of its safeguarding systems.
- The school's excellent facilities and physical environments are maintained to an exceptionally high standard. The health and safety of all who use the facilities are prioritised through extremely rigorous safety measures, checks and record keeping.
- Students are closely supervised at drop-off and pick-up times and when on school transport. The promotion of safe and healthy lifestyles and student wellbeing is a high priority. Through its educational programmes the need for a healthy lifestyle is well understood across the school

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

- The school's vision of 'Enjoy, Aspire and Achieve' is apparent in almost all aspects of school life. It is seen in a harmonious, caring, learning community with exemplary staff-student relationships and very positive behaviour. This is particularly evident in FS.
- The high profile given to inclusion ensures effective systems are in place to identify and support students of determination. Individual plans to support students of determination are comprehensive. Further enhancements in provision are planned for students who are gifted and talented.
- The promotion of wellbeing and highly-effective pastoral care, including the availability of qualified personal and academic counsellors, ensure excellent support for all students. Guidance given to students is of high quality and prepares students well for their future careers and studies.

For Development:

- Enhance the provision for gifted and talented students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school's leadership ensures that a high profile is given to inclusion. Research-based inclusion policies and procedures are implemented consistently and monitored rigorously. Inclusion leaders are held accountable for student outcomes by senior staff and governors.
- Highly-effective procedures ensure the accurate and timely identification of students' needs. When a need is identified, immediate interventions are put in place. A range of external professionals provide additional specialist reports and expert advice to support this process.
- Parents of students of determination are delighted with the progress their children make, the information they receive, and their involvement in planning individual learning programmes. Parents are represented on a special committee with a dedicated focus on inclusion and wellbeing.
- Curriculum modifications, included in individual plans, are embedded in most lessons and individual targets are appropriate. Very effective support from the inclusion support staff underpins students' development of independence, combined with high levels of engagement and active learning, within most lessons.
- Students' academic, personal, and social development is monitored carefully. Assessments indicate that a large majority of students make better than expected progress towards their academic and personal targets. Progress in personal development is particularly strong.

For Development:

- Enhance the provision and support for students of determination by ensuring greater consistency in the quality of teaching and learning in all lessons.

6. Leadership and management

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

- Senior leaders, and in particular the principal, are exceptionally effective and display a high level of professional competence. They communicate a clear vision for the school to which all staff members give commitment. The school's leadership has established a fully inclusive school with high standards of students' learning and personal development. Morale in the school is very positive and relationships and communication are highly professional. Senior staff ensure full compliance with local and national regulatory requirements.
- The school is rigorous in its self-evaluation, using internal and external assessment data. This informs the school's improvement planning, which results in sustained positive improvements on students' achievement. The school has been proactive in identifying key priorities. Very effective procedures and practices ensure that there is in-depth evaluation of teaching and learning, including their effects on students' progress. All recommendations from the previous report have been implemented. The school has shown sustained improvement over time in most key areas.
- Parents are encouraged to be active partners in their children's learning. They have opportunities to influence developments within the school, such as, timetabling and the format of school reports. They are highly satisfied with the opportunities they have to contribute to their children's learning and progress. The school has varied and mutually beneficial links with external partners, including other schools, businesses, and community organisations. Such links are valuable in enhancing learning experiences for students.
- The Executive Board, assisted by the Advisory Board, ensure that all stakeholders are involved in the governance of the school. Governors systematically seek stakeholders' views and gain comprehensive and accurate knowledge of the school. The board monitors the school's actions very effectively and holds senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students. The board makes a significant contribution to the effectiveness of the school's leadership and the direction of the school.
- The day-to-day management of the school is highly organised. Excellent liaison with parents is a feature of the school. There is a sufficient number of well-qualified teachers to provide high-quality curricular provision for students. The school provides teachers with regular professional training and actively supports those who wish to gain further professional qualifications. The premises and facilities provide a safe, pleasant, and stimulating environment for the full range of student and staff activities.

For Development:

- Ensure that leaders monitor and improve the consistency of high-quality teaching, in Secondary and Post-16.
-

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