

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Raffles
World
Academy

Celebrating
10 years of
inspections

RAFFLES WORLD ACADEMY

IB CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

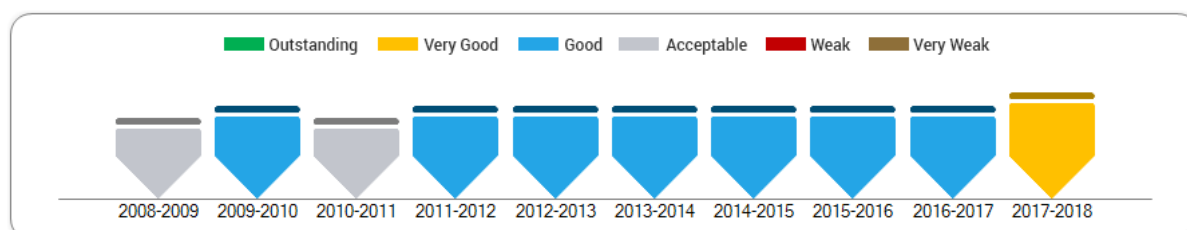
General information	
Location	Umm Suqeim
Type of school	Private
Opening year of school	2008
Website	www.rafflesis.com
Telephone	04-4271200
Address	POB 122900 Umm Suqeim Dubai
Principal	Timothy Roberts
Principal - Date appointed	8/1/2013
Language of instruction	English
Inspection dates	30 October-2 November 2017

Teachers / Support staff	
Number of teachers	175
Largest nationality group of teachers	UK/Ireland
Number of teaching assistants	40
Teacher-student ratio	1:10
Number of guidance counsellors	3
Teacher turnover	21%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG1 to G12
Number of students on roll	1818
Number of children in pre-kindergarten	0
Number of Emirati students	121
Number of students with SEND	142
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
Main curriculum	PYP, MYP, IGCSE and DP
External tests and examinations	IGCSE, IBDP
Accreditation	IB, CIS
National Agenda benchmark tests	GL

School Journey for Raffles World Academy



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

Raffles World Academy was inspected by DSIB from 30 October to 2 November 2017. 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

The school leadership team is clear and passionate in its vision for the school. The leaders have developed an inclusive and caring ethos, which is focused on student well-being through the development of positive relationships. The morale throughout the school community is very high. The parents are particularly positive and supportive. The premises and facilities support a strong learning culture.

Students' achievement

Student achievement is improving in all phases of the school. Attainment and progress are good or better in all subjects. Attainment is outstanding in IGCSE English, DP English Language and Literature at the higher level, and DP biology at both levels.

Students' personal and social development, and their innovation skills

Students' personal and social development, their understanding of Islamic values, Emirati and world cultures and their participation in community services and implementation of innovative ideas are outstanding in all phases and strong features of the school.

Teaching and assessment

The teaching across the school is very good. Assessment is good or better. Teaching and assessment practices are more consistent in the KG and DP phases. The school is adjusting well to changes in teaching practices and assessment procedures required by the introduction of the IB Middle Years Programme (MYP).

Curriculum

The curriculum provision and curriculum adaptation are very good across all phases. The school has introduced the MYP in Grades 6 to 9 and offers the IB Diploma Programme and BTEC at Post-16. There is a wide range of activities and experiences available for the students.

The protection, care, guidance and support of students

The school is a safe, supportive and caring environment for the students. The buildings are maintained to a high standard. This is an inclusive school that identifies and supports students with special educational needs and disabilities (SEND) as well as those with talents and gifts (TAG). The needs of almost all students are being met.

What the school does best

- The inclusive ethos of the school and its provision to meet the needs of students with SEND
- The positive and supportive relationship between the school and the parents
- The students' personal development, their understanding of Islamic values and world cultures and their social responsibility and innovation skills







Key recommendations

- School leaders should ensure consistency in the delivery of the curriculum in all aspects of the International Baccalaureate approaches to teaching and learning, and include sufficient opportunities in all subjects for students to demonstrate their transferable learning skills.

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	Very good	Very good	Very good ↑	Very good
Mathematics 	Attainment	Very good ↑	Very good ↑	Very good ↑	Good
	Progress	Very good	Very good ↑	Very good ↑	Very good ↑
Science 	Attainment	Good	Very good	Very good ↑	Very good ↑
	Progress	Very good	Very good	Very good	Very good ↑

	KG	PYP	Secondary	DP
Learning skills	Very good	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	Very good	Very good ↑	Very good ↑	Very good ↑
Assessment	Very good	Good	Good	Very good ↑

4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Very good	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

	KG	PYP	Secondary	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	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 N.A.P..
- Attainment when measured against the National Agenda Parameter (N.A.P.) is above expectations in English, mathematics and science
- Leaders at all levels have a clear commitment to using National Agenda Parameter data and have identified the main areas requiring further development.
- N.A.P. data are used to identify strengths and weaknesses of individuals and groups and to evaluate achievement gaps.
- Benchmarking data has been used to align the curriculum to more closely meet the TIMSS and PISA test requirements.
- Analyses of CAT4 and GL assessments are having some impact on teaching methods. These are used to identify starting points and highlight students' preferred learning styles.
- Students have an adequate understanding of the N.A.P. reports and what it means for them. There are some inconsistencies in the development and understanding of research skills.

Overall, the school's provision for achieving National Agenda targets meets 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

- School leaders and governors have a clear understanding of Emirati culture and the importance of successful outcomes in their learning. Emirati families are represented on the school's advisory council and support well-informed strategies. Teachers are aware of the achievement targets set for Emirati students as outlined in school planning and assessment documents.
- The profiles based on CAT4 data are shared across all phases and progress is tracked against the targets. The information is used to develop a clear strategy which identifies interventions required to support the potential and capacity of all Emirati students. Learning skills are clearly outlined in "student passports" which are being used by teachers to focus on individual needs.
- The SEND and counselling teams have the understanding of how to adapt or modify programmes to improve verbal reasoning. The interventions that they have designed are being implemented across all phases and have a particular emphasis on providing support for the students in their early years in the school. The strategic use of assessment data is improving and shows increased levels of attainment and progress.

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

Moral Education

- Moral education is integrated into the curriculum in the PYP but is delivered as a stand-alone subject in the secondary and DP.
- Teachers follow unit plans to deliver their lessons, working with coordinators to ensure links to other subjects.
- Although lessons are sometimes too teacher directed, group learning through discussion and sharing of ideas is encouraged.
- Self-assessment approaches are in the early stages of being developed so that all students can evaluate their learning and provide feedback on how they feel, think and act.

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

Social Studies

- For younger students, UAE social studies units are integrated into the PYP curriculum. In secondary, it is a discrete subject, using student-based research projects linked to curriculum units.
- Relevant cross-curricular links are planned in most lessons but not all teachers show secure subject knowledge of the subject. This limits students' understanding.
- Independent and group research are features in many lessons. Students collaborate well but critical thinking skills are under-developed, especially in younger students.
- Assessment is an area for development. Although self-assessment rubrics exist, the language lacks clarity and is difficult for younger learners to understand and use.

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


Innovation in Education

- In lessons, students are encouraged to express their own opinions and choose their own ways of tackling different tasks. There is use of brainstorming to generate new ideas and approaches to problems.
- A culture of innovation and entrepreneurship, supported by the use of technologies in students' learning experiences is becoming embedded, especially for older students, where more extra-curricular activities are available.
- Problem solving is seen across all phases. Critical thinking is inherent in a range of activities, and enables students to be successful in extracting and analysing information.
- The curriculum is adapted to allow for innovation and this is evident in teachers' planning in an increasing number of lessons.
- The leadership team has developed a vibrant vision for promoting a culture of innovation in the school. This permeates all aspects of school life from student action to parent participation in lesson observations.

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

Main inspection report


1. Students' achievements

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

- In all phases, students achieve similar results in terms of acquiring knowledge and understanding of Islamic concepts. The majority of students attain levels that are above curriculum standards. Good progress is evidenced in lessons and in their recent work.
- The ability to discuss Islamic concepts and relate them to their daily lives, and recitation skills are strengths. However, reference to the Holy Qur'an and Hadeeth, as a justification for action, is still underdeveloped for most students
- Critical thinking in lessons is better for non-Arabic speakers, especially in the DP. The differentiation of tasks to support learning is underdeveloped.

For development


- Strengthen the students' knowledge of Islamic concepts by enabling them to conduct research which is related to their daily lives.
- Monitor students' progress more effectively, particularly that of the Arabic students in the PYP.

		KG	PYP	Secondary	DP
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- Attainment and progress in Arabic as a first language are good across all phases. Higher ability students are confident in their reading skills. Writing for all students is not as strongly developed.
- Students' listening and some aspects of their reading and writing are better than their fluency in speaking. Some students revert to colloquial Arabic to express themselves.
- Increased opportunities for independent reading and writing in most lessons, provide students with the necessary time to consolidate their skills and to interact with the language.

For development


- Provide opportunities for all students to improve their speaking and writing skills.

		KG	PYP	Secondary	DP
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable


- Attainment and progress are good across both phases. Improvements in attainment in PYP have been secured by enabling students to extend their speaking skills.
- The majority of students are confident in using familiar vocabulary and demonstrate appropriate writing skills in context. They read familiar texts well. In the PYP, paired conversations work well to consolidate and develop vocabulary and understanding of sentence structures.
- The dedication of time at the beginning of each Arabic lesson to individual or paired reading is increasing students' confidence and fluency.

For development

- Increase opportunities for students to read unfamiliar texts and extend their creative writing skills.

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


- Students make very good progress in the acquisition and development of listening, speaking, reading and writing skills, as they progress through the school. Achievement is consistent and, by end of the secondary phase, students are confident and effective communicators.
- Strengths include the very strong listening and speaking skills of most children in KG, the ability of PYP students to speak fluently about a wide range of topics, the quality written work produced by secondary students and the well-developed presentation skills of students in DP.
- The new reading policy, accompanied by the introduction of a differentiated online reading programme, and increased non-fiction texts in classrooms, is impacting positively on students' reading skills in PYP.

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

- External IBDP examination results are consistent with those in the IGCSE. Connections to real-world learning are strongest in the first three phases. The quality of written mathematics is better in KG and PYP than in other phases.
- Strong number foundations are laid in KG and PYP, and built upon in later grades. Students across the school make better than expected progress from initial starting points. Almost all groups of students demonstrate better than expected development of knowledge, skills and understanding.
- New assessments for the MYP grades, matching IB requirements, have been successfully developed. Critical thinking is becoming a regular feature in lessons but it is not always related to mathematical analysis.

For development

- Implement strategies that enable all students to engage in high order mathematical thinking skills.

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

- A large majority of students make better than expected progress in all phases and attain above curriculum standards in PYP, Secondary and DP. A majority of KG students demonstrate skills and understanding which are above expectations.
- Students routinely make predictions, conduct practical work and explain clearly their findings. From experimenting with colour in KG, through to making circuits in Grade 2, and analysing the properties of lenses in DP Physics, a consistent approach to the scientific method is evident.
- Students' understanding of scientific concepts and principles is further deepened by the many opportunities they have to work together and investigate real-world issues and solve problems.

For development

- Share strategies for explicitly developing high order skills in science and develop a clear, coherent sequence of skill progression across all phases.

	KG	PYP	Secondary	DP
Learning Skills	Very good	Very good ↑	Very good ↑	Very good ↑

- Students demonstrate well-developed learning skills across all phases. In most subjects, students are enthusiastic and able to take responsibility for their own learning, when given the opportunity. They strive hard to improve their skills and the quality of their work.
- Particular strengths in most subjects include students' purposeful collaboration in a variety of situations to achieve common goals. They display a strong ability to relate their work to other subject areas, the real world and to their personal experiences. Additionally, in many lessons, students make effective use of learning technologies.
- The recent introduction of MYP into Grades 6 to 9 is starting to have a positive impact in on students' learning. Students' attention is focussed on the need to be innovative and enterprising, and extend their critical thinking and problem-solving skills in all aspects of their learning. However, this is less evident in Arabic and Islamic education.

For development

- Increase opportunities in Arabic and Islamic education lessons, to enable students to use critical thinking and problem-solving skills.

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

	KG	PYP	Secondary	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The students' personal development is a very strong feature across all four phases. This is supported by the use of the IB Learner Profile which is embedded in the culture of the school. Almost all aspects of students' personal development are exemplary. However, students' attendance at school is not as strong as other aspects of personal development. Students are very committed to following a healthy and safe lifestyle. This is evident in their response to initiatives such as the zero-junk food policy in the KG and in the wide range of sports activities in which students participate. 				
	KG	PYP	Secondary	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> In all phases, students have a deep understanding of the impact of Islamic values on their lives. They are aware of the importance of values such as tolerance and diversity and the impact on their relationships with others. Students' appreciation of the UAE culture and its relationship with the global community is outstanding across all phases. DP students, through their CAS experiences, reflect on and make very strong connections to cultural understanding. Students show exceptional commitment to global issues through the extra-curricular activities designed or supported by the school to meet their needs and deepen their interests. 				
	KG	PYP	Secondary	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Most students display a strong work ethic and eagerly participate in activities such as the eco-club and the development of the eco-garden. Successful projects which relate to water and electricity conservation have led the school to being awarded Green Flag status. Students provide a focused and practical perspective to environmental issues. With keen interest and enthusiasm, students involve themselves in initiatives which have a positive impact within the school community and the wider world. Many students are eager to initiate their own projects related to environmental concerns. They display their awareness of sustainability issues in projects and research work. 				
For development				
<ul style="list-style-type: none"> Broaden the range of activities to enhance students' cultural, entrepreneurial skills. 				

3. Teaching and assessment

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

- Almost all teachers, in most subjects across all phases, have strong subject knowledge and an understanding of how students learn. These are used very well. In Arabic and Islamic education, knowledge about how students learn effectively is not as evident.
- The strengths of teaching in the majority of lessons include the effective use of a wide range of resources which help all groups of students to learn successfully, and the use of questioning techniques that allow time for student reflection before responding.
- The collaborative planning by teams of teachers is having a positive impact. This approach is supported by teachers playing a facilitator role in the classroom, allowing students to be more independent in their learning.

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

- Internal procedures for collecting and using formative assessment data in KG and the DP are well developed, as are the processes by which feedback to students is given. Analyses of external benchmarking data are used well in PYP and Secondary.
- Report period (RP) assessments in Secondary give an incomplete picture as they do not cover all criteria for each course. The use of CAT4 data to establish starting points in learning is a strength. However, feedback provided in students' workbooks and from the outcome of summative assessments is of variable quality.
- Although a consistent approach across the school is making internal assessments more reliable, in the secondary phase, the quality and use of MYP rubrics is underdeveloped. Analyses of assessment information are used to identify gaps in the curriculum and in teaching.

For development

- Implement a consistent approach to the use of assessment rubrics, particularly in the MYP, making the rubrics available to students at the beginning of the units.

4. Curriculum

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

- Curriculum design and implementation is very effective in all phases. A clear school philosophy, aligned to National Agenda and International Baccalaureate requirements, underpins the curriculum and results in an age-appropriate balance of knowledge, skills and understanding.
- There are abundant opportunities for students to have choice in their learning in all phases, such as choice of subjects in the DP, choice of research topics across the school, and choice of how and where to learn in KG classrooms.
- The curriculum is characterised by breadth, balance and rigour in the DP, coherence in PYP and the ability for all students to take action from their learning. With the introduction of the MYP, cross-curricular links to strengthen learning are extending into a school-wide feature.

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

- Teachers regularly modify the curriculum in order to provide an effective range of stimulating challenges for students across all phases. This practice is most evident in lessons where teachers ensure that students with SEND are fully engaged in the learning experience.
- The majority of lessons frequently provide opportunities for students to become involved in activities that encourage creativity and innovation. Projects related to environmental issues are meaningful to students and have a positive effect on their learning.
- The Islamic education curriculum is not as clearly and coherently planned as other subjects. Opportunities to deepen interest in Emirati culture are evident throughout the curriculum.
- Arabic is delivered in KG for four periods per week.

For development

- Ensure consistency of curriculum modifications across all subjects.

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

- Policies and procedures are implemented thoroughly and reviewed and updated regularly. These ensure that health and safety practices, including arrangements for child protection, are outstanding across all phases.
- Rigorous, frequent checks are conducted in all areas of the school. Adult supervision of children is meticulous and is supplemented by CCTV cameras in public areas. Swimming pools are monitored consistently and emergency phones provide instant access to the school clinic.
- Continuous improvement of facilities include the removal of the wall between KG play areas to provide a larger, more inviting and more effectively supervised area.

	KG	PYP	Secondary	DP
Care and support	Very good	Very good	Very good	Very good

- The quality of care and support for students is very good. Student-teacher relationships are confident, respectful and support the very positive school ethos. Policies across the school are sensitively managed and age-appropriate, where necessary.
- The school has very effective behaviour management systems and a parents' portal is in operation to encourage high attendance and punctuality. Attendance patterns vary and current arrangements for monitoring these are being revised to make improvements.
- The identification and support procedures for students with SEND are comprehensive. These are supported by specialist staff and result in highly focused interventions. The counselling and guidance team provides personalised advice on higher education pathways, although the time to provide it is under pressure from changes to the curriculum.

For development

- Ensure the guidance and support system for all students is fully resourced.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- Governors and leaders facilitate a highly inclusive ethos which is reflected in the school's admissions policy. The school recruits expert staff possessing a wide range of insightful and knowledgeable skills. Led by an inspiring and committed SENCO, teachers promote best practice in provision, intervention and support.
- Identification and intervention is based on solid and reliable information. Procedures on entry are supported by expert opinion from the counselling and SEND support team. A holistic intervention plan, based each student's needs is developed.
- Partnerships with parents are highly regarded and an intrinsic feature of the school's provision. The quality of information is accurate and transparent. Parents commented on this positive aspect of policy and practice and appreciate the understanding and care shown by the SEND team.
- Trained learning support assistants support provision and work seamlessly in the class setting. Modifications to the curriculum are made to meet each student's needs. The current focus is to ensure that the modifications are implemented appropriately following the introduction of the MYP.
- Progress is very good overall. The student passport provides a focus on each student's needs and ensures these are met consistently. Progress is measured regularly and most teachers understand what is required to help students with SEND to improve their learning.

For development.

- Ensure that differentiation strategies are consistently implemented in all subjects.

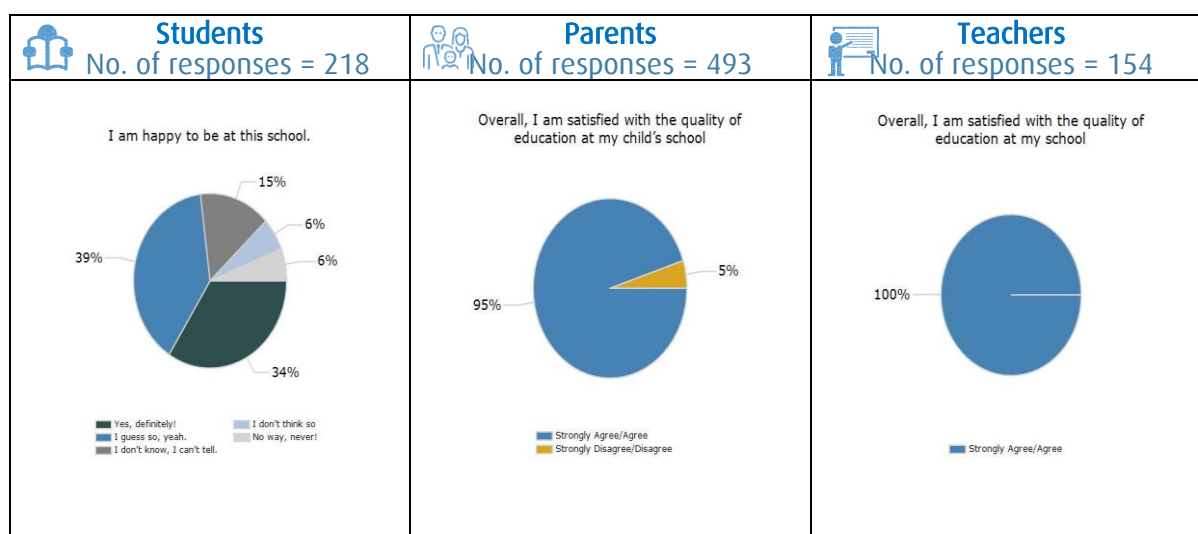
6. Leadership and management




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

- The school leadership team has a clear vision for the school that is closely linked to the UAE national and Emirate Dubai priorities. The leaders promote an inclusive and caring ethos, which is focused on student well-being through developing positive relationships between all stakeholders. The morale throughout the school community is very positive. The processes for driving change have been developed and implemented across the school.
- The school leadership team prioritises areas for further development through the effective self-evaluation process that involves all stakeholders. Action plans aligned to these priorities are developed and implemented, in particular to support and to enhance teaching for effective learning.
- The parents are actively involved in school life and their views are regularly sought. The parent association (PARWA) is having a positive impact through its constructive support. Communication between the school and the parents is highly effective. Parents receive regular reports about their children's achievements and progress. There is significant involvement in the local and wider community.
- The executive board and the advisory council, comprising of most stakeholders including parents, meet regularly. The board exerts a significant and direct impact on school performance. The governing board is knowledgeable and has taken action on the previous inspection report recommendations. Members of the board are demanding in holding the school leaders accountable for the overall performance of the school.
- The day-to-day management of the school is very effective. The school has appropriately qualified staff who are well deployed. There is a range of professional development opportunities for staff aligned with the school's priorities. The school's facilities to support the delivery of the curriculum, and the range of resources is effective in teaching and learning.

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	<p>The most positive responses were in relation to working with students who were different from themselves and their understanding of Islamic values in Dubai. Least positive responses related to teachers not treating students fairly. The positive responses were supported by evidence collected during the inspection.</p>
 Parents	<p>Almost all parents who responded are satisfied with the education the school provides for their children. The areas of concern for a minority of the parents were reading for pleasure at home and literacy and reading in Arabic. The inspection findings support in general the parents' views.</p>
 Teachers	<p>Almost all teachers responded very positively to the survey questions. A few teachers considered that student respect for others could be improved. The inspection findings in general agree with the views of the teachers.</p>

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