

INSPECTION REPORT

2022-2023



RAFFLES INTERNATIONAL SCHOOL L.L.C (UMM SUQEIM

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

 Location	Umm Suqeim
 Opening year of School	2011
 Website	www.rafflesis.com
 Telephone	97144271200
 Principal	Steven Llewellyn Giles
 Principal - Date appointed	8/17/2022
 Language of Instruction	English
 Inspection Dates	05 to 09 December 2022

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	1155
 Number of Emirati students	114
 Number of students of determination	139
 Largest nationality group of students	UK

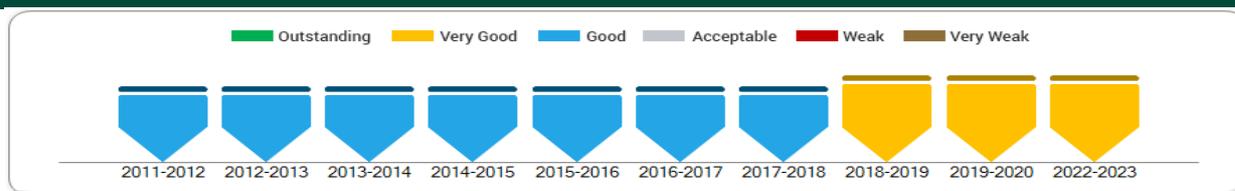
TEACHERS

 Number of teachers	121
 Largest nationality group of teachers	British
 Number of teaching assistants	4
 Teacher-student ratio	1:10
 Number of guidance counsellors	2
 Teacher turnover	24%

CURRICULUM

 Educational Permit/ License	UK
 Main Curriculum	UK
 External Tests and Examinations	IGCSE, A Level,
 Accreditation	BSO

School Journey for RAFFLES INTERNATIONAL SCHOOL L.L.C (UMM SUQEIM SOUTH BR)



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

- From Foundation Stage (FS) onwards, students' attainment in English, mathematics and science is mostly very good. Students make good progress in Islamic Education and Arabic, and attainment is acceptable. Achievement is very good across a wide range of other subjects. Students of determination make better than expected progress towards their learning goals. Students' learning skills are strong across the school.
- The behaviour of children and students and their attitudes to learning are exemplary. They appreciate and have a very good understanding of Islamic values, and of the culture and heritage of the UAE. Relationships within the school and with the wider community are excellent. Students are engaged in a wide range of charitable and enterprise initiatives.

PROVISION FOR LEARNERS

- Students' very good progress in lessons is the result of very effective teaching and the use of assessment information in all phases. Teachers plan engaging learning experiences which meet the individual needs of most students. They use effective questioning strategies to assess students' levels of understanding and to encourage them to think more deeply about their learning.
- The curriculum is well planned to ensure progression in learning. The curriculum in FS provides children with the basic skills that underpin students' achievement in the later years. The curriculum is adapted well to meet the needs of students, particularly those of determination. A wide range of options enhances the curriculum in the secondary and post-16 phases. The elements of the Islamic Education curriculum are not well integrated.
- Students' welfare and wellbeing receive the highest priority. All members of staff are given training in safeguarding and child protection. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living and active lifestyles are promoted throughout the school. Students of determination receive very good support.

LEADERSHIP AND MANAGEMENT

- Very effective senior leadership ensures that students' wellbeing and academic achievement are at the heart of the school. Self-evaluation procedures provide a mostly accurate picture of the school's performance. Parents are highly supportive and fully engaged in their children's learning. Governors provide the school with considerable educational and financial expertise. The school runs smoothly on a day-to-day basis.

The best features of the school:

- The environment for learning in FS, which supports children's outstanding personal development
- The clarity of vision of the principal and senior leaders, and the promotion of students' wellbeing and academic achievement
- The inclusive ethos and the effective care and support that encourage a strong sense of social responsibility
- The strong partnerships with parents and the excellent arrangements for keeping students safe and for promoting healthy lifestyles
- The strong support provided by the governors, and the excellent facilities and resources to support learning

Key Recommendations:

- Raise attainment in Islamic Education by ensuring that students have an integrated understanding of all elements of the subject.
- Raise attainment in Arabic by improving students' conversational skills.

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	Acceptable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Very good	Good	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	Good	Very good	Very good ↑	Very good ↑
	Progress	Very good	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	Outstanding	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	Very good	Very good	Very good	Very good ↑
Assessment	Very good	Very good	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
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

	Foundation Stage	Primary	Secondary	Post-16
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

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 assessment	is above expectations	is above expectations

- The school successfully sustained its very good judgement against the National Agenda Parameter benchmark tests. It exceeded its targets in TIMSS and PISA. In PIRLS, the school achieved a high international benchmark average score. The school's GL assessments in the key subjects were also very strong.

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

- Leaders have a comprehensive understanding of the importance of data analysis to identify any gaps in learning or underperformance. Teachers very skilfully adapt their teaching strategies or modify the curriculum to develop and enhance any skills in need of improvement.

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

- The school has several programmes in place to promote students' reading literacy skills. A standardised reading test and other checks on students' progress provide all-round assessments of each individual student. The information is used to ensure that work matches students' reading levels.

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

For Development:

- Provide guidance for parents to help them to support their children in developing their reading.
- Monitor and record the progress of Emirati students.
- Use consistent approaches in the development of critical thinking skills.

Wellbeing

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

- The school has a clear vision for wellbeing, which is prioritised in the school improvement plan and in a policy that influences practice and provision. A culture of wellbeing is being strongly established within the school community. Leaders understand that reliable information and assessment data enable them to design purposeful provision for wellbeing. The school's evaluation, monitoring and review systems guide the improvement of wellbeing. Increasingly, the wellbeing needs of students are taken into consideration when planning daily routines and activities, and when selecting resources.
- Care, guidance and support are provided by trusted adults and a trained school counsellor. This arrangement ensures that students are safe and have access to wellbeing support. Leaders are responsive to staff suggestions and to individual needs and circumstances. They regularly show their appreciation to all members of staff. Feedback from all stakeholders influences wellbeing provision. Active student and parent councils provide a means for sharing the views and ideas of members of the school community. Informal feedback is welcomed from all stakeholders.
- The secondary wellbeing curriculum was launched this academic year. Wellbeing is increasingly being woven into pertinent aspects of the primary curriculum. Students make age-appropriate decisions about their own safety, and demonstrate some healthy choices. Eating a healthy breakfast and getting enough sleep continue to be promoted. Students are beginning to initiate changes in school for improved wellbeing. Their growing awareness about how to boost their mental health is at an early stage. Generally, students feel that they experience an absence of bullying and ample opportunities for physical activity.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural education framework very closely. The subject is taught in discrete lessons by humanities teachers, for all year groups. Older students learn about contemporary social and global issues. All students learn about the culture and traditions of the UAE, as well as personal health, hygiene and environmental issues.
- The teaching is very effective, with many opportunities for students to use their research skills to demonstrate critical thinking as they build their opinions based on evaluations of available information. A range of assessments is used to measure students' knowledge and understanding and to provide guidance on what they need to do next.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across the school, most students' attainment is in line with curriculum standards. Students have adequate knowledge and understanding of Islamic rulings, values, worship, belief and the life of the Prophet (PBUH). However, they are not confident in applying the Tajweed rules.
- Secondary and post-16 students have strong knowledge and understanding of Islamic values and rules. They can link their learning about etiquette in Islam to everyday life. Most in the primary phase have adequate levels of understanding of Islamic concepts and of the principles of worship.
- Students' memorisation and recitation of verses from the Holy Qur'an have improved. However, their ability to express deeper understanding and to cite references from the Holy Qur'an and Hadeeth is underdeveloped.

For Development:

- Extend students' understanding of the divine revelation.
- Develop students' recitation skills of the Holy Qur'an, applying Tajweed rules.

Arabic as a First Language

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

- Most students' language skills are improving because they have more frequent opportunities to practice modern standard Arabic, particularly in Secondary and Post-16. However, only a few have the linguistic skills necessary to explain, debate and express their ideas in writing.
- Students' listening skills are the most secure in all year groups. They achieve higher standards in reading than in writing, particularly when they read for specific information. However, their restricted vocabularies prevent them from making connections between words in different contexts.
- Students frequently express themselves using simple, short words. Many lack the confidence to initiate discussions, to form phrases or to ask simple questions. As a result of the recently established reading programmes, and the effective use of technology, students' comprehension skills are improving. The progress and attainment of Emirati students are in line with those of other students.

For Development:

- Develop students' conversational skills through role play, storytelling and informal discussions.

Arabic as an Additional Language

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

- Students' Arabic language skills are broadly in line with curriculum expectations. Although they make good progress in both phases; progress is particularly strong in Primary. Effective support for newly enrolled students ensures that they also make good progress.
- Most students are able to read and understand brief, familiar texts, especially those students in Year 5 and Year 6. However, only a few demonstrate awareness of word intonation, can speak with confidence or engage in conversations.
- Students make good progress because teachers use enjoyable learning approaches in lessons. Although the ability to express their ideas in unscripted conversation is limited, the use of short plays enables students to develop their language in a rehearsed context.

For Development:

- Extend students' oral communication skills.
- Develop students' creative and independent writing skills, particularly in the upper secondary year groups.

English

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

- In FS, children's language skills develop rapidly. Students continue to make rapid progress as they move through the school. Results in external tests and examinations are consistent with the school's own assessments. Most post-16 students have a very good command of English.
- Children make a good start in FS, where the rapid learning of letters and sounds supports the acquisition of early reading and writing. Children are particularly good listeners and eager speakers. Initiatives, including guided reading, effectively promote reading skills through the primary phase and beyond.
- A focus on writing, including handwriting, has a positive impact in the primary phase. Through the secondary and post-16 phases, students express themselves with increasing precision and creativity, both orally and in writing. Sometimes there are slips in basic skills, including spelling, grammar and punctuation.

For Development:

- Develop a strategy to improve spelling, punctuation and grammar, particularly in the post-16 phase.

Mathematics

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

- Children in FS achieve extremely well due to effective teaching and their access to high quality learning resources. Attainment in the primary and post-16 phases has improved. Teachers use assessment data effectively and provide appropriately challenging work for all groups, especially the higher attainers.
- The large majority of students in the primary phase can apply their knowledge to solve extended two-step word problems linked to everyday contexts. Students in the secondary and post-16 phases can solve algebraic problems when they use systematic approaches to finding solutions.
- In Primary, students find concepts such as the reflection of more complex shapes, or the division of whole numbers, challenging. Teachers do not always provide sufficient manipulatives to help them to solve problems in a practical way.

For Development:

- Increase the use of manipulatives in the primary phase and in the lower secondary year groups to help students to visualise key concepts.

Science

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

- Children in FS successfully identify the main parts of a plant and their functions. In Secondary and Post-16, attainment has improved because of a continuing focus on the development of students' scientific thinking and on applications in everyday contexts.
- In most lessons, teachers provide opportunities for students to discuss and carry out investigations. Students hypothesise and predict what will happen, evaluate results and produce relevant conclusions. Overall, students are developing strong investigative skills.
- Teachers provide more challenging and demanding work in the upper primary, secondary and post-16 phases. As a result, students' critical thinking and problem-solving skills are improving relatively quickly. Students use digital technology very well to complement their learning.

For Development:

- Improve children's attainment in FS.

Learning Skills

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

- Throughout the school and especially in FS, students are keen to learn. In all phases, they display a very strong work ethic. Most are self-motivated and able to take responsibility for their own learning. They are aware of their strengths and know how to improve.
- In all phases, collaboration is a strength as students take on challenges in cooperation with others. In a few lessons, teachers do not make the best use of these skills. Generally, students make connections between areas of learning and explore learning in everyday contexts.
- Students use learning technologies effectively for research. Critical thinking is a feature of many lessons, particularly in mathematics and science. Students' investigative skills are improving in primary science because of more laboratory work.

For Development:

- Increase the use of students' well-developed independent learning skills.

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

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

- Throughout the school, students' attitudes and behaviour are exemplary. They show strong self-reliance and take responsibility for their actions. They have genuine concern for others and make a significant contribution to the school and to the wider community.
- Students have a strong understanding of the importance of maintaining a healthy lifestyle. They continuously make informed choices regarding their own health and safety. They know how to keep fit and enjoy participating in a wide range of sporting activities.
- Most students attend school regularly. They appreciate the importance of good attendance and understand the link between attendance and achievement. Students are punctual in arriving at school, but not always to lessons.

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

- Students have a clear understanding and appreciation of their own and other cultures. They can give details about the traditional food, dress and tourist attractions in a variety of countries. Cultural diversity is celebrated through the International Day celebrations and other activities
- Students have a strong understanding of Emirati culture and heritage. They celebrate National Day. They are knowledgeable about the heritage of the UAE and the most important historical sites, but are less secure in their understanding of more recent achievements.
- Most students have a clear appreciation of how Islamic values, such as tolerance and diversity, influence life in the UAE. They are involved in many charitable initiatives during Ramadan, and celebrate a variety of Islamic events.

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

- Students demonstrate a mature understanding of social and community responsibility. They are aware of, and sympathetic to, the needs of others. An increased range of activities involving the whole school community is being re-established following the recent pandemic.
- Older students demonstrate leadership skills in a variety of fund-raising projects. Opportunities to display their skills of innovation and entrepreneurship are improving. Students have a very positive work ethic when engaged in meaningful social events.
- Students have a well-developed understanding of conservation and sustainability issues. They actively care for their own school environment and participate in a variety of conservation and environmental projects.

For Development:

- Improve students' punctuality at the start of lessons.
- Extend students' awareness of the UAE as a modern technological society.

3. Teaching and assessment

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

- Most teachers have good knowledge of the subjects that they teach, particularly in the post-16 phase. They apply this knowledge well to structure lessons that enable students to learn successfully. Very positive relationships foster students' keenness to learn.
- Lessons are generally very well planned to promote conceptual understanding. In the most effective lessons, teachers provide opportunities for students to learn independently. In a few lessons, however, teachers do not promote independent learning.
- Most teachers make good use of a range of questioning techniques to probe and assess students' understanding. Such questioning supports the development of critical thinking and independent learning skills. This practice is more variable in Islamic Education classes.

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

- The school checks students' attainment against national and international benchmarks. Assessment results of individual subjects are analysed in great detail to identify different levels of performance in knowledge and skills.
- Analyses of assessment data to check students' progress are carried out very effectively. They help teachers to ensure that they are meeting students' learning needs. Assessments in Islamic Education are not reliable.
- Across the school, teachers use assessment information to adapt the curriculum and their teaching in order to improve students' progress. They provide helpful feedback to students and indicate next steps in their learning. Students regularly and successfully assess their own learning.

For Development:

- Provide a consistent level of challenge in lessons.
- Increase accuracy in the assessment of students' attainment and progress in Islamic Education.

4. Curriculum

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

- The curriculum is aligned to the National Curriculum for England (NCfE) and that of the MoE. In the primary and secondary phases, adjustments have been made in the programmes of study to prepare students for external benchmark assessments.
- The curriculum is effectively planned to facilitate smooth transition and academic progression between phases. Transition activities ensure that the wellbeing needs of almost all students are met, so that they are well-prepared for the next stage of their education.
- The secondary and post-16 curricular options have been broadened. This is helping to cater for a wider range of students' interests and needs, more opportunities for the study of practical subjects and of the creative arts.

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

- Following curriculum reviews, modifications to the programmes of study are made to ensure that the curriculum provides an appropriate level of challenge. Modifications also ensure that students are well prepared for external examinations and assessments.
- The curriculum is enriched with a wide range of extra-curricular activities. Students enjoy an extended choice in sports, drama and the performing arts. Opportunities are open to students of all ages, including the youngest, in the junior life-skills programme.
- Adaptations to the curriculum within subjects have improved support in lessons for all students, including those of determination. Class teachers and teaching assistants ensure that learning activities closely match the needs of all groups of students.
- In FS, children are taught Arabic for 60 minutes each week.

For Development:

- Embed opportunities for students to extend their skills in 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

- Provision for health and safety, including arrangements for safeguarding, is exemplary. Members of staff receive extensive training in child protection. Procedures are fully understood by staff, students and parents. All necessary steps are taken to protect students from any form of abuse.
- Rigorous checks ensure that the premises and facilities are safe and in excellent condition to support learning. Students are carefully supervised when using school transport. Medical staff provide very effective care. All records are stored securely.
- Students' understanding of healthy living and of the benefits of physical activity is developed systematically through lessons and extra-curricular activities. Students' physical health benefits from an extensive range of sporting facilities.

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

- Relationships between teachers and students are very positive. Procedures for managing behaviour are highly effective. Policies and systems for promoting attendance and punctuality are in place. However, not all students arrive to lessons on time and attendance occasionally does not reach the school's expectations.
- Effective procedures ensure the accurate and rapid identification of students of determination and those who are gifted and talented. Appropriate interventions to support and challenge students enable most to make the best personal and academic progress.
- The care and wellbeing of all students are carefully monitored. Arrangements for careers advice and guidance have been improved. Personalised support effectively guides students through the university application process and provides advice on life choices and careers.

For Development:

- Improve students' punctuality to lessons and their attendance.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders, including the inclusion governor and champion for inclusion, share a clear vision and commitment to offering high-quality provision for students of determination. An inclusive education improvement plan is in place. A well-qualified and experienced team supports students' needs.
- Effective procedures on entry ensure the accurate identification of students' needs. The school has a clear understanding of the range of barriers to learning which students may experience. Interventions are well matched to the type and level of need.
- The school involves parents when producing individual education plans (IEPs) for their children. Parents are informed regularly about their children's progress. They are appreciative of all that the school provides for their children. They would welcome more workshops and information sessions.
- Personal support for students of determination is skilled and well-targeted. Students' use of resources and technology is consistently well matched to their needs. Thereby, they become actively engaged and increasingly independent. Suitably trained learning support assistants promote independent learning.
- Samples of work and assessment data show that most students of determination acquire appropriate knowledge, skills and understanding. The majority makes better than expected progress. Students are well prepared for the next stage of their education.

For Development:

- Give parents more information to assist them in supporting their children's learning.

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 principal and other senior leaders work together as an effective and cohesive team. They are clear about the school's vision and are highly committed to its success. With the full support of all other leaders and members of staff, they ensure that students' wellbeing and academic achievement are at the heart of the school. The wide distribution of leadership roles contributes to an ethos of collective responsibility and gives a strong sense of purpose throughout the school.
- Comprehensive self-evaluation procedures provide school leaders with a generally accurate picture of the school's performance. This information, together with systematic analyses of assessment information, ensures that all planning is focused on the appropriate areas for improvement. In a few instances, the school has an overoptimistic view of the rate of improvement in relation to curriculum standards. Progress in the implementation of all school and subject improvement plans is reviewed regularly and adjusted as necessary.
- Highly supportive parents appreciate the accessibility of senior leaders and members of staff. They value the excellent levels of communication. They are generally well informed about the academic achievement and personal development of their children. Parents appreciate the caring and inclusive nature of the school. They feel that their children are safe and valued as individuals. They say that they are listened to and able to make a positive contribution to the school's continuing success.
- In close collaboration with the board of directors, members of the academic council fulfil their roles as critical friends. The council is fully representative of the school community and provides the school with high levels of educational and business expertise. Through a range of formal and informal procedures, members monitor the work of the school and hold senior leaders to account for the school's performance. The council is very influential in shaping the school's future development.
- The day-to-day management of the school is highly efficient and contributes to the calm and purposeful learning atmosphere. Members of staff are well qualified and deployed effectively to meet the needs of the curriculum. They benefit from a wide range of training opportunities, which are focused on individual and whole-school development needs. The school premises are well maintained. Facilities include two well-stocked libraries, a new drama studio and excellent provision for physical education and sport.

For Development:

- Improve the accuracy of assessments of attainment and progress in those subjects where there are shortcomings.

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