

INSPECTION REPORT

2022-2023



UPTOWN INTERNATIONAL SCHOOL

IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Mirdiff
	Opening year of School	2005
	Website	www.uptownschoo.ae
	Telephone	+97142515001
	Principal	Robert John Commons
	Principal - Date appointed	8/1/2021
	Language of Instruction	English
	Inspection Dates	20 to 24 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	Infant (6 months) to Grade 12
	Number of students on roll	1280
	Number of Emirati students	465
	Number of students of determination	141
	Largest nationality group of students	Emirati

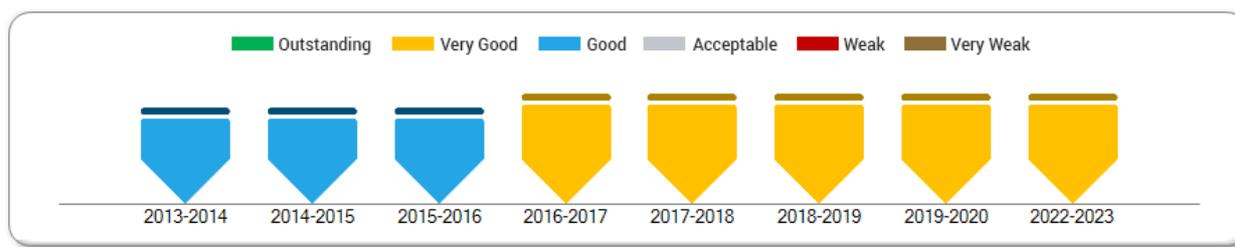
TEACHERS

	Number of teachers	99
	Largest nationality group of teachers	British
	Number of teaching assistants	31
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	38%

CURRICULUM

	Educational Permit/ License	International Baccalaureate (IB)
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	IBO

School Journey for UPTOWN INTERNATIONAL SCHOOL



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 the Kindergarten (KG) onwards, most students acquire strong learning skills and achieve very well in English, mathematics and science. Diploma students' achievement in English is outstanding. Although students' attainment in Islamic education is good, it is behind that in other subjects, as is students' attainment in Arabic. Students of determination make excellent progress towards their learning goals.
- Students' positive attitudes and behaviour make a significant contribution to the school's purposeful learning atmosphere. Most students are highly motivated and fully engaged in their learning. They respect Islamic values and have an excellent understanding of the culture and heritage of the UAE. They willingly accept the many opportunities to take on leadership roles and display well-developed innovation skills.

PROVISION FOR LEARNERS

- The overall quality of teaching is very good with examples of outstanding practice in every phase. Most teachers use their subject knowledge and skills well to plan purposeful and engaging lessons. In most lessons, teachers make very good use of assessment information to match work to students' abilities. However, reading materials are not always suited to students' reading levels.
- The curriculum is exceptionally well designed to develop skills, knowledge and understanding. Imaginative curriculum planning promotes very good achievement in most subjects. Cross-curricular links and connections to everyday life make learning meaningful. The wide range of option choices and extensive enrichment activities increase students' opportunities for achievement. The curriculum is successfully adapted to meet the needs of most groups of students.
- Students' welfare and wellbeing have a high priority. Safeguarding procedures are supported by clear policies and appropriate training for members of staff. Students are effectively supervised and kept safe both within the school and when on school transport. Healthy living is promoted effectively throughout the school. Care and support are of high quality, with excellent support for students of determination.

**LEADERSHIP AND
MANAGEMENT**

- The principal, with the full support of all staff, provides purposeful leadership and a very clear vision for the future of the school. Self-evaluation procedures give an accurate picture of the school's performance. Parents offer strong support. They feel that their children are kept safe and supported well both academically and personally. Governors provide the school with considerable expertise and effectively carry out their roles as critical friends. The school operates smoothly on a day-to-day basis, in high-quality premises.

The best features of the school:

- The very effective school leadership and accurate self-evaluation leading to a high-quality curriculum
- The highly effective teaching and the thoughtful use of assessment information
- The stimulating and engaging environment provided for children in the KG
- The strong partnerships with parents, and the arrangements for keeping students safe and for promoting healthy lifestyles
- The inclusive ethos and the excellent care and support that encourage a strong sense of social responsibility.

Key recommendations:

- Raise attainment in Islamic education and Arabic to at least match that in other subjects.
- Ensure that in all subjects, particularly in the Middle Years Programme (MYP), teachers fully understand the implications of students' reading scores for the reading materials used in lessons.
- Build on the many examples of very effective teaching and ensure that students in MYP, particularly the boys, take greater responsibility for their own learning.

Overall School Performance

Very good

1. Students' Achievement

		KG	PYP	MYP	DP
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↓	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
<p>English</p>	Attainment	Very good ↑	Very good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
<p>Mathematics</p>	Attainment	Very good	Very good	Very good	Very good ↑
	Progress	Very good	Very good	Very good	Very good ↑
<p>Science</p>	Attainment	Very good ↑	Very good ↑	Very good	Very good
	Progress	Very good	Very good	Very good	Very good

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

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

	KG	PYP	MYP	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	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good	Very good	Very good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter (NAP).

	Whole school	Emirati cohort
Progress in international assessment	meets expectations.	meets expectations.

- In 2018, the school missed two of the three PISA targets, but with overall good progression. In 2019, two of the four TIMSS targets were missed, but with overall very good progression. The combined PISA and TIMSS progression is very good. The NAP and GL combined summary for English, mathematics and science indicates overall good progression.

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

- Almost all leaders are familiar with the PISA, TIMSS and GL assessments. They have completed a gap analysis to identify weaknesses in students' knowledge and skills, including weaknesses identified through standardised reading tests. This information is used to modify the curriculum to address the weaknesses and is included in the National Agenda action plan. However, the implementation of these strategies is not consistent across the phases.

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

- Data from a standardised reading test is entered in students' academic records and supplied to teachers. A variety of initiatives are in place to improve reading literacy across the curriculum. Most teachers are aware of students' assessments. However, the information is not always used

to match the reading materials to the reading literacy levels. Research and investigative skills, and the scientific method, are well embedded with regular opportunities for open-ended practical work.

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

For Development:

- Ensure that full use is made of all assessment information to close any learning gaps, particularly in reading.
-

Wellbeing

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

- Members of the governing board and senior leaders place a strong emphasis on wellbeing. Together, they ensure that systems are in place to support the wellbeing of the community as a whole. Information on wellbeing is gathered in many ways through surveys, assessments and feedback from all stakeholders. This information is used to identify where personalised support may be needed.
- The majority of students are fully engaged in lessons and have excellent relationships with classmates and with teachers. Wellness days are scheduled for all staff. Confidential counselling services are available for anyone in need. Through a variety of activities, members of staff are encouraged to share their interests and experiences, and their contributions to the school are recognised and celebrated.
- The school offers a variety of curricular and extra-curricular activities that focus on students' wellbeing. The school has a culture of developing each student to be empathetic, self-aware, resilient and innovative. There is an emphasis on the development of safe and healthy lifestyles. There are high participation rates in sporting activities. Students report that they feel happy, safe and connected to others within the school.

UAE social studies and Moral Education

- UAE social studies and moral education are taught in English as an integrated course using the latest framework. All grades have dedicated lessons that develop sequentially students' knowledge about topics such as the ancient civilisations, society, the economy and environmental issues. The course meets the Ministry of Education (MoE) requirements.
- The course is taught from Grades 1 to 10. It is planned and sequenced using MoE textbooks and enhanced through links with other subjects. These connections are mapped to ensure full coverage of the curriculum. Ongoing assessment takes place throughout the year, and attainment and progress are reported to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good ↑	Good ↑
Progress	Not applicable	Good	Good	Good

- The majority of students in all phases demonstrate levels of knowledge and skills that are above curriculum standards. They have a clear understanding of Islamic concepts, laws and etiquette. However, internal assessments indicate higher levels of attainment than those observed.
- Across all phases, most students make relevant links between Islamic concepts and their everyday lives. Students in MYP and DP extend their learning through deep discussions and critical analyses. They draw on relevant verses from the Holy Qur'an and Hadith to justify their arguments.
- Inquiry, research and classroom discussions have a positive impact on students' progress in all phases. There has been some improvement in students' recitation skills. Students' abilities to memorise and apply the rules of recitation are insecure, particularly in MYP and DP.

For Development:

- Ensure that the assessments of students' attainment are accurate.
- Improve students' memorisation and recitation skills, particularly in MYP and DP.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↓	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- The linguistic skills of most students, across all phases, are in line with curriculum expectations. The majority of students make better than expected progress in Arabic literacy skills from their starting points.
- Students' listening skills are the most developed. Their ability to speak lacks confidence, fluency and accuracy. Independent and creative writing skills are less secure than the other language skills.
- Students' knowledge and use of grammatical and linguistic structures are variable. The better assessment procedures and more reading opportunities are improving students' progress across the phases.

For Development:

- Provide more opportunities for students to engage in discussions in Arabic.
- Provide more opportunities for independent creative writing.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- In lessons and in their recent work, the attainment of the majority of students in PYP is above curriculum expectations. Most students in MYP attain levels that are in line with curriculum expectations. Students' progress is strong in both phases.
- Students have good listening skills. Although they can read familiar texts, their comprehension is insecure. Basic writing skills are improving. Extended writing and speaking skills are less developed, particularly in MYP.
- The teaching of Arabic in KG and the focus on project-based learning, with expectations based on years of study, are contributing to students' attainment in both phases. Students' writing of short simple paragraphs, using key words, has improved. Their extended writing skills are not well developed.

For Development:

- Provide students with more opportunities to improve their independent writing skills.
- Increase opportunities for students to practice their speaking skills in different contexts.

English

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

- A large majority of students achieve highly across all phases. Their impressive progress is sustained from KG through to DP. Students reach very high standards in the diploma examinations. Boys' reading and writing skills fall behind those of girls in MYP.
- Students' reading and writing skills are well developed. They read a wide range of engaging texts. Students make presentations and contribute to group discussions with confidence.

- In the KG, children rapidly develop an understanding of letters and sounds. Older students extend their literary knowledge well. They analyse texts and write for a range of audiences and purposes. However, teachers' marking of students' work does not always provide sufficient guidance on how to improve.

For Development:

- Improve boys' reading and writing skills in MYP.
- Ensure care in the marking of students' work and provide them with guidance on how to improve their work.

Mathematics

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Very good	Very good ↑
Progress	Very good	Very good	Very good	Very good ↑

- The marking and feedback given to students are effective in developing their mathematical knowledge and skills. The monitoring of progress in lessons in PYP and MYP is effective and often used as a means of motivating students.
- Progress in lessons is strong in all phases. The retention of knowledge in middle and lower sets in PYP and MYP is less robust. Students working on the most difficult tasks apply critical thinking skills well. Other students do not have such opportunities, and their skills are not so well developed.
- The recent introduction of new schemes in PYP and MYP has increased the effectiveness of lessons. Students' attainment both in lessons and in final assessments has strengthened. The application of the marking policy and use of feedback vary.

For Development:

- Improve the quality of marking and the usefulness of feedback given to MYP and DP students.
- Provide more opportunities for students, regardless of ability, to engage in critical thinking tasks.

Science

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good ↑	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Children's skills of observation, exploration and investigation develop rapidly in the KG and across all phases. In most lessons, the emphasis is on challenging, practical, enquiry-based activities. As a result, most students' attainment and progress are now above curriculum expectations in all phases.

- Students demonstrate an increasingly thorough understanding of scientific thinking and the application of scientific concepts. They can make predictions, explain their reasoning and communicate their ideas with confidence. The development of critical thinking and problem-solving skills is strong in all phases.
- Increased opportunities to engage in practical work underpin the improvement in students' independent enquiry, research skills and understanding. These, in turn, are raising attainment, particularly in KG and PYP. However, a few students have difficulty in reading scientific texts.

For Development:

- Build on students' practical investigation skills to refine the depth and accuracy of their inquiry-based learning.
- Ensure that students with lower reading skills can fully access the scientific texts.

Learning Skills

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

- Children in the KG are excited about learning. They quickly learn self-discipline and how to work with one another. In all phases, students work well with others. They regularly discuss and debate issues and relate their learning to everyday life.
- Students confidently use their IT skills to carry out research, present their work and share ideas through a range of platforms and applications. Most students work extremely well in groups and independently.
- Most students take responsibility for their learning and take pride in their work. A small minority of boys in MYP do not display strong learning habits in lessons. They require too much attention and do not take enough responsibility for their own learning.

For Development:

- Improve the learning skills of boys in MYP.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Most students have positive attitudes to learning. They are self-reliant and respond positively to their teachers' comments. Most are sensitive to the needs of others. They have a secure understanding of what constitutes a safe and healthy lifestyle.
- In most lessons and around the school, behaviour is excellent. Most students are self-disciplined and courteous towards adults and others. However, in a few lessons in MYP, learning can be slow.
- Many students benefit from the leadership opportunities available. They play a major role in ensuring the school's positive atmosphere. Most attend regularly and are punctual at the start of the day. However, not all in the upper grades are punctual at the start of lessons.

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

- Across all phases, students have a deep understanding of Islamic values and their influence and relevance to life in the UAE. They can provide evidence of the principles of respect and tolerance that contribute to social cohesion in the UAE.
- Students are very knowledgeable about the different aspects of Emirati heritage, culture and history. They demonstrate understanding of, and respect for, different cultures and eagerly engage in global cultural activities.
- Students show a good level of knowledge of the literature and art of different cultures and are proud of their own heritage and culture. They are appreciative of Dubai's multicultural community.

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

- Students across the school take on a wide range of leadership roles, with increasing responsibilities available for older students. They participate in school volunteer programmes that have positive effects both within and beyond the school community.
- Students have a strong work ethic. Some are innovative, and many initiate and manage projects within the school and in competitions. Collaboration and teamwork are strong features. One student has established the school magazine and successfully manages a diverse team of contributors.
- Students are aware of environmental issues and are committed to sustainability and recycling initiatives. Many students from KG2 onwards are involved in ecological projects. Their participation in conservation projects is in the early stages of development and mainly involves litter picking and beach cleaning.

For Development:

- Ensure that all students in the upper grades are punctual at the start of lessons.
- Provide more opportunities for students to be involved in conservation projects.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good

- Teachers have secure knowledge of their subjects and how they are best taught. In most cases, teachers use this knowledge to structure lessons that enable students to learn successfully. In the most successful lessons, teachers use questioning techniques to deepen students' understanding.
- Most teachers make effective use of assessment data to guide planning and teaching strategies. They generally adapt the lesson content to match students' differing attainment levels. However, teachers do not always use resources well enough to match students' abilities in reading.
- Critical thinking and problem-solving skills are promoted well. Most teachers manage behaviour well because they have strong relationships with, and high expectations of, their students. However, the behaviour of a small number of boys in MYP is not good enough.

	KG	PYP	MYP	DP
Assessment	Very good	Very good	Very good	Very good

- Assessment processes are consistent and coherent across the school. They provide reliable measures of students' academic, personal and social development. They enable learning activities to be matched to students' needs and abilities.
- Teachers have comprehensive information on students' progress against curriculum standards and benchmark assessments. They generally use assessment data effectively to adapt learning resources, providing challenge and motivation for students at different stages of learning.
- The school continuously improves systems for the collection and use of assessment information. Teachers have detailed knowledge of students' strengths and areas for improvement. Gaps in learning are identified and addressed, although the adaptations for students with lower reading skills are less secure.

For Development:

- Ensure that, in MYP, teachers’ expectations of the engagement of boys in lessons are consistently high.
- Adapt learning resources to match students’ reading levels.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The effective coordination ensures that students experience smooth transitions between year groups and phases, and that there is a steady progression in students’ learning. Cross-curricular links enhance learning in all phases and across all subjects, but these are best exploited in the KG and in PYP.
- Successful forward planning ensures that the implications of additions or changes to the programmes are accommodated. Leaders act quickly to adjust the curriculum in the light of external assessment data which identify areas or topics that need improvement.
- A motivating curriculum has been enhanced through the addition of new IB courses. The introduction of robotics and Business and Technology Education Council (BTEC) courses in Grades 9 and 10 is a first step to providing alternative pathways for students not suited to the diploma programme.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- From the KG onwards, challenging learning tasks are provided for the high achieving students. Setting from Grade 4 in English and mathematics allows for lessons that accurately match the needs of students. In the other subjects, teachers are skilled at modifying lessons to cater for students’ individual needs.
- Opportunities for social contributions appear in all programmes. There is a wide range of extra-curricular activities, and some of these support academic subjects. Links to Emirati culture and society are made in Islamic education, Arabic, social studies and moral education lessons.
- The school-wide approach to differentiated activities is consistently applied to motivate and meet the needs of almost all students. A special programme addresses the specific requirements of a small group of students.
- Children in the KG have four 40-minute periods of Arabic per week.

For Development:

- Embed curriculum links to Emirati culture and UAE society in all subjects.
- Develop more alternative courses for students for whom the DP is not suitable.

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

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

- Policies for safeguarding students, including child protection, are comprehensive and rigorous. Security and safety measures are very well resourced and regularly reviewed. Risk analyses are thorough and evacuation drills are systematically rehearsed.
- The impressive buildings, outdoor areas and sports facilities are carefully maintained. Any incidents are responded to quickly. Records are very detailed and secure. Students' safety around school buses and private traffic has been improved and is now well managed and supervised.
- The promotion of safe and healthy lifestyles, as well as students' wellbeing, are high priorities throughout the school. Healthy lunchbox certificates are awarded in the KG. Some advice on cyber-safety is provided.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between students and members of staff are generally excellent. Teachers are well aware of students' social and academic needs. Almost all teachers implement behaviour policies wisely and with the full support of parents. Management systems to ensure regular attendance are systematically applied.
- The school has detailed systems to identify students of determination and those with gifts and talents. Well-constructed action plans guide curriculum adaptations and ensure that support is appropriately targeted. Provision for the more able students is well developed with the introduction of advanced learning plans.
- All students have access to personalised support from trusted members of staff and counsellors. The care and wellbeing of students are carefully monitored. Any concerns are

promptly reported to parents. Excellent guidance supports students' university applications and provides advice on life choices and careers.

For Development:

- Ensure that cyber-safety policies are extended to include practices related to cyber-citizenship.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Provision for students of determination is guided by an excellent range of policies and procedures. The school's commitment is reflected in the allocation of defined specialist areas within the school, the purchase of high-quality resources and modern equipment and the employment of specialist staff.
- School leaders make effective use of assessment data to identify, develop and match programmes and services to the needs of students of determination. The inclusion team and governor demonstrate a strong commitment to ensuring that there is a caring ethos throughout the school.
- Parents are kept very well informed about their children's progress. They appreciate the welcome and confidential support they receive. During lessons and extra-curricular activities, the inclusive nature of the school is greatly valued both by students and parents.
- There is a consistent focus on the promotion of independence for all students of determination. Through on-going checks of students' progress, teachers adjust the level of support to ensure that any intervention is appropriate to students' individual needs.
- The outstanding quality of monitoring and reporting on students' progress has been maintained since the previous inspection. Students' progress is carefully tracked. Measures are in place to gather accurate information on their social, emotional and academic progress.

For Development:

- Maintain the high quality of support given to all students of determination.

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, with the full support of other senior leaders and members of staff, provides a clear vision for the future direction of the school. Central to that vision is ensuring that students' wellbeing, high achievement and all-round personal development are at the heart of the school's work. Leadership has been strengthened by the clarification of roles and responsibilities and by the creation a number of cross-phase leadership roles. Middle leaders are improving their skills and their contributions to school improvement.
- Effective self-evaluation procedures provide school leaders with an accurate picture of the school's performance. The views of staff, governors, parents and students all contribute to the process of self-evaluation. The information gathered, together with analyses of internal and external assessments, ensures that improvement planning is focused on appropriate development priorities. The recommendations from the previous inspection report have been tackled successfully.
- Parents are highly supportive of the school and of the school leaders. The views of parents are regularly sought and considered in planning. Communications are frequent and appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to staff. The school has cooperative links with other schools and is developing innovative contacts with national businesses and construction companies.
- The school advisory board offers considerable expertise and support. Members of the governing board understand their responsibilities for holding the school to account. They carry out their roles very effectively. Through regular visits and reports, governors have a clear understanding of the school's performance. They actively support leaders in pursuing the national agenda targets. They ensure that, where necessary, additional resources are made available to improve the quality of education provided.
- Highly effective daily routines owe much to the contributions of all staff, including administrative, security and maintenance personnel. The school is fully staffed with well-qualified and skilled teachers, who benefit from ongoing professional support. The high-quality premises and excellent sporting and other specialist facilities provide an excellent environment for students to realise

their full potential. Children in the KG benefit from an environment that is conducive to active learning, both indoors and outdoors.

For Development:

- Develop the skills of middle leaders so that they can fully support the continuing drive for improvement.
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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