



Nord Anglia
International School

🇬🇧 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Barsha
Type of school	Private
Opening year of school	2014
Website	www.nasdubai.ae
Telephone	971 4-2-1999913__
Address	Hessa Street, Al Barsha South, Dubai
Principal	Matthew Farthing
Language of instruction	English
Inspection dates	6 to 9 February 2017

Teachers / Support staff

Number of teachers	130
Largest nationality group of teachers	British
Number of teaching assistants	77
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	9%

Students

Gender of students	Boys and girls
Age range	3-17
Grades or year groups	FS1-Year 11
Number of students on roll	1365
Number of children in pre-kindergarten	NA
Number of Emirati students	6
Number of students with SEND	81
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE
Accreditation	NA
National Agenda benchmark tests	GL, CAT 4



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.

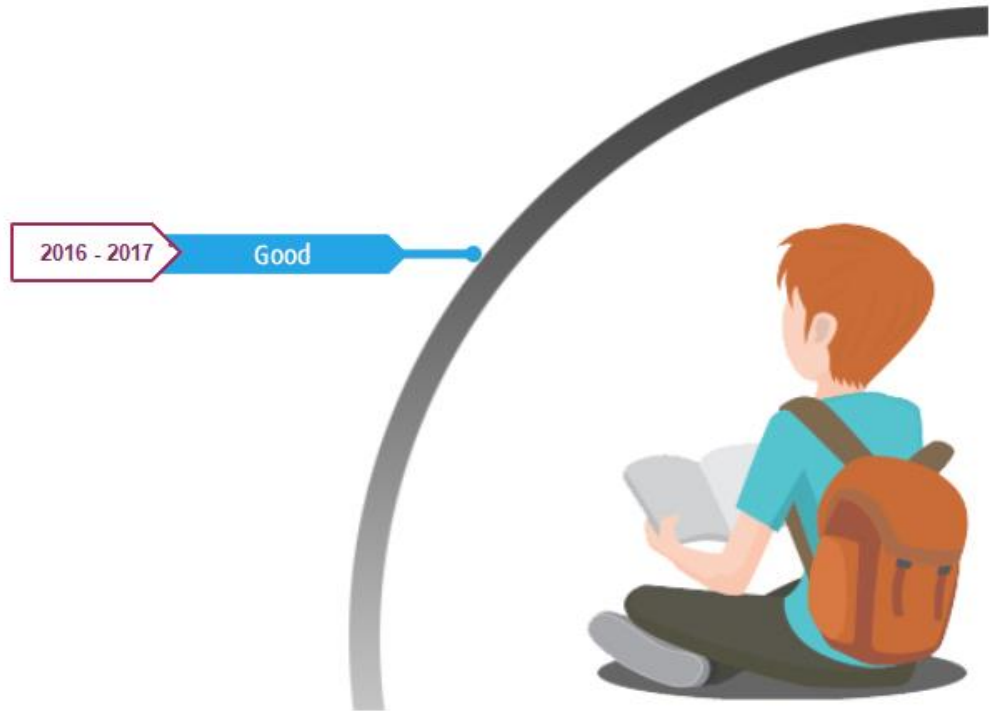
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Nord Anglia International School



- The school opened in 2014 with 743 students. The number of students increased to 1198 in 2015. Currently, there are 1380 students aged three to 16 years, on roll. The current principal took up post in August 2016. There are 130 teachers, mostly British, with 27 percent new to the school this year.

Summary of inspection findings 2016-2017



Nord Anglia International School was inspected by DSIB from 6 to 9 February 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In the Foundation Stage (FS), children's learning skills and their attainment and progress are outstanding. In Islamic education, students' attainment and progress are acceptable. They are acceptable in Arabic, except for Arabic as a first language where attainment is weak in the secondary phase. Students' attainment and progress in English, mathematics and science is good or better. Students' learning skills are good in the primary and secondary phases.
- Students' personal and social development are very good. In the FS, children's behaviour and their attitudes to learning are outstanding. Across the school, students' understanding of Islamic values and their awareness of Emirati and other world cultures are very good. Students work hard, make a positive contribution to their communities, and care very much for the local and global environment.
- The quality of teaching and the assessment systems in the FS are outstanding. In other phases, teaching is good overall, although there are some very effective teachers in all phases, particularly in the specialist subjects.
- In the FS, the curriculum is very well matched and adapted to the needs of young children. The subjects offered in the primary and secondary phases are also suited to the ages and stages of learning. However, they are not always modified to meet the full range of students' abilities in primary and secondary phases.
- The attention given to health, safety and security is very good. The quality of care, guidance and support is outstanding for children in the FS and good for other students across the school.
- The leadership and governance of the school are good and set a clear strategic direction and promote a vision for inclusion. Although the processes for self-evaluation are acceptable, school leaders are aware of what is needed to bring about further improvement. Partnership with parents are highly effective. The use of premises, facilities and resources, including deployment of staffing, have a very positive impact on learning.

What the school does best

- The outstanding provision and children's outcomes in the FS.
- Students' attainment and progress in English, mathematics and science in the secondary phase.
- Students' personal and social development, their appreciation of Islamic values, their awareness of the heritage and culture of the UAE, their contribution to the community and their care for the environment.
- The breadth of the curriculum, the range of languages on offer and the commitment to innovation and to the teaching of technology.

Recommendations

- Improve students' attainment and progress in Arabic by:
 - modifying the Arabic as a first language curriculum to ensure it effectively addresses the gaps in students' language skills
 - providing lessons that focus on language skills development
 - ensuring assessment information consistently informs lesson and curriculum planning
- Improve students' attainment and progress in Islamic education by providing both challenging and interesting lessons.
- Increase the proportion of good or better teaching in the primary and secondary phases through the sharing of good practice, modifying the curriculum and raising expectations for all students.
- Develop consistency in the monitoring of classroom practice and use of assessment data in order to inform accurate self-evaluation and improvement 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 their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Students' attainment based on the National Agenda Parameter benchmarks meets expectations in English, mathematics and science.
- The school has analysed and is extensively using the outcomes of the GL Progress Tests and cognitive ability test data. Leaders use these data for cohort and subject improvement planning. The National Agenda (NA) required actions are contained within school improvement plans, as the school very much views N.A. developments as integral to its improvement. School leaders recognise the unique opportunities offered by the UAE context.
- The school has undertaken some investigation into skills requirements, leading to subject-specific analyses. For example, science leaders have carried out a gap analysis to identify areas required for TIMMS and PISA and have made some modifications to the curriculum. The English National Curriculum (ENC) has been cross-referenced to the PISA/TIMMS requirements.
- The school's application for International Baccalaureate (IB) accreditation demands that research and experiential learning opportunities are increasingly provided for students, strengthening these skill domains. All lessons are now planned to include learning outcomes that are not only linked to content, but also to critical thinking and problem solving skills.
- Parents and students receive test information individually and at parent evenings and events. All older students are well aware of their cognitive ability test predictions and the grade at which they are currently working. Students are encouraged to bring their own devices to research topics although much of this research and inquiry is done through home learning assignments.

Overall, the school's improvement towards achieving its National Agenda targets meets expectation.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- School leaders are committed to innovation. They identify opportunities within and beyond the school to enhance students' learning. The IB learner profile is increasingly evident in many lessons and is being used to track innovative ideas. Teachers use effective questioning to develop students' critical and innovative thinking in many lessons. The school offers four modern foreign languages and has links with a range of international organisations, such as the Massachusetts Institute of Technology. This contributes to the promotion of a culture of innovation.

Overall school performance

Good

1 Students' achievement

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

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Good	Good	Not applicable

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Very good	Very good	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Not applicable
Social responsibility and innovation skills	Very good	Very good	Very good	Not applicable

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Good	Good	Not applicable
Assessment	Outstanding	Good	Good	Not applicable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good	Not applicable
Curriculum adaptation	Outstanding	Good	Good	Not applicable

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Not applicable
Care and support	Outstanding	Good	Good	Not applicable


6. Leadership and management

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

Main inspection report



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Children make outstanding progress, particularly in speaking, listening and early reading skills. Reading is developing well as a result of the opportunities children have to discover print and books. Children's outstanding speaking and listening skills support their ability to develop critical thinking and collaboration. Consequently, in FS1, children can narrate and present simple stories, discussing characters and plot. Children in FS2 are developing writing using their phonics skills. The higher attaining children in FS2 can write sentences to form a story or letter.
- Open-ended, active learning opportunities, both indoors and outdoors, enable children to make outstanding progress in mathematical development. In FS1, almost all children demonstrate better than expected progress in number, shape and space related to curriculum standards for their age. They are aware that numbers can increase or decrease depending on the type of calculations used. The more able children can solve simple problems. Children practise using money in role play and can create, record and describe patterns, linking their learning to real life experience.
- Children observe, explore and investigate their environment and make predictions about why things happen and how things work. They understand that living things grow and know what plants need to thrive. In personalised learning activities, children are developing an understanding of the world around them including properties of materials and living things. Science is developed within the integrated free flow curriculum, and as a result children's application of observation and enquiry have a positive impact on all areas of their learning.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students achieve levels that are in line with MoE standards. Internal assessments indicate similar levels in most Islamic concepts. In lessons, students demonstrate appropriate knowledge of Seerah. In their recent work, most students show gains in knowledge and understanding of the Holy Qur'an and Islamic concepts and principles. Students are making better progress in learning about the life of the Prophet (PBUH) and make connections to their personal experience. Although most groups of students make steady progress in Qur'an recitation, their memorisation of the Holy Qur'an is under-developed.
- In Arabic as a first language, the attainment of most students is broadly in line with the MoE curriculum standards. Students' skills in listening are acceptable and their speaking is slightly below the expected levels. Students' reading and writing skills are variable from year to year. In lessons, students make adequate progress in acquiring knowledge of grammar, reading comprehension and writing. Students' progress overtime is slightly better in upper primary.
- In Arabic as an additional language, the attainment of most students is in line with the expectations for learning an additional language. Their listening skills, vocabulary and basic expressions are acceptable. Students' writing skills are less well-developed. In lessons, students make adequate progress in learning. For example, they are able to discuss issues with their teachers using a few short sentences. Over time, they are making sufficient progress in learning to decode and read basic familiar text. Their progress in understanding what they read or write is slower.
- In English, the majority of students attain levels above curriculum standards in listening, speaking, reading and writing. Students make rapid progress in speaking as there are frequent opportunities for them to take part in purposeful discussions. Students make good progress in reading comprehension through regular practice and access to good quality books in the school library. Progress in writing is more variable. By the end of the primary phase, students write at greater length and with more confidence. They use more complex sentences and imaginative vocabulary. They do not routinely edit their work or check their spelling.
- In external benchmark tests in mathematics, a large majority of students attain above age expected levels. Their attainment in lessons and in students' books is also above curriculum standards. In internal assessments, a majority of students show an understanding of numeracy that is in line with curriculum standards. Year 6 students, have the most difficulty with the curriculum content of measurement and with mathematical reasoning and problem solving. They have strong skills in algebra and statistics. Students with SEND make good progress, in line with their peers.

- A majority of students make better than expected progress and develop knowledge and understanding of science that are above curriculum expectations. In the early primary years they use skills of observation and enquiry well. In the upper primary phase, they understand the need to control all but one variable in order to carry out a fair test. They are less skilled at using their knowledge to explain why they have made predictions.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Weak	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Very good	Very good
Mathematics	Very good	Good
Science	Very good	Very good

- In Islamic education, most students' achievement is in line with MoE standards. Internal assessments do not reflect students' attainment in lessons and in their recent work, where they demonstrate only an adequate knowledge of Islamic morals and beliefs and understanding of the Qur'an. Although students' recitation and memorisation of the Holy Qur'an are underdeveloped, they make expected progress in understanding the rules of Tajweed and the Pillars of Islam. Better progress is made in developing understanding Seerah of the Prophet (PBUH).
- In Arabic as a first language, the attainment of a majority of students is below the MoE curriculum standards. Although students' listening skills are adequate, their speaking, reading and writing skills are significantly below the expected levels. Students find it difficult to communicate their thoughts in appropriate language and their use of relevant vocabulary is limited. Overall, in lessons and over time, given their starting points in learning, most students are making the expected progress in reading and writing.
- In Arabic as an additional language, the attainment levels of most students are in line with the expectations for learning an additional language. Students' listening skills are secure and they can use basic sentences to talk about themselves. In lessons, students make acceptable progress in acquiring vocabulary and phrases. They make slower progress in applying their knowledge of vocabulary and expressions to unfamiliar contexts and when writing independently. Their reading skills are developing at an adequate rate.
- In English, internal data, evidence from lessons and students' work indicate that the large majority of students attain levels that are above curriculum standards. They make very good progress. Most students have well developed speaking skills and express their opinions clearly and confidently. They make very good progress in reading increasingly complex material and develop higher order skills to critically evaluate texts. In their writing, students express complex ideas clearly and use grammar and vocabulary accurately and effectively. Editing skills to refine writing are not as developed.
- Almost all students in Year 9 attained above age related levels in external benchmark tests held in summer 2016. A large majority attain above curriculum standards in internal assessments, in lessons and in their workbooks. Rates of student progress fluctuate across year groups but in general, a majority of students make better than predicted progress from high starting points. Students find the study of probability more difficult. They excel in statistics and have comprehensive knowledge of facts and procedures.

- A large majority of students make better than expected progress and develop knowledge and understanding of science that are above curriculum expectations. Both genders make similar progress across biology, physics and chemistry. By Year 11, students can manipulate data and interpret tables. They use their understanding of concepts to suggest explanations for unfamiliar phenomena. For example, they can use collision theory to predict and explain the effect of the changing key variables on rates of reaction. They develop very good research skills and can competently plan, execute and evaluate laboratory investigations.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Good	Good	Not applicable

- Children in the FS actively engage in the wide range of activities. Children demonstrate independence and require minimal direction from teachers. They sustain interest and enjoy developing their skills through independent learning and group activity. In other phases, most students enjoy learning and work purposefully with enthusiasm on set tasks. They generally understand their strengths and weaknesses and make efforts to improve.
- In most lessons students enjoy group work and collaborate effectively. They are confident to ask for clarification and can explain their learning in a highly articulate manner. For example; Year 9 students can plan and deliver lessons to younger students. Children in FS interact confidently and creatively with each other. They investigate and explore together, sharing and taking turns.
- When given the opportunity, students make meaningful connections between areas of learning and apply their knowledge to real life situations. For example, Year 2 students suggest the adaptations needed by animals to live in cold environments. Children in FS consistently make connections between their learning and their own lives and relate these to their understanding of the world.
- Most students have good Information Communication Technology (ICT) skills and routinely do basic research using technology under the direction of the teacher. In science and mathematics there are opportunities for investigation and problem solving. And students routinely use critical thinking to answer questions. However, students have too few opportunities to plan and execute extended independent research. By contrast, children in FS have many opportunities for autonomy in their learning.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Very good	Very good	Not applicable

- Students in all phases demonstrate positive and responsible attitudes towards school. Children in FS, are highly motivated, confident and happy and enjoy their learning. Their attitudes, dispositions and behaviour are exceptional. The large majority of students participate in the extensive, varied and exciting opportunities that the school offers. Students are proactive and resilient and their positive attitudes have a positive impact on their learning.

- The large majority of students across the phases demonstrate exemplary behaviour. The few incidents of inappropriate behaviour are quickly resolved. Students feel valued and as a result they demonstrate self-confidence, are respectful and take pride in all they do.
- Relationships amongst staff and students are very positive and caring. Students are respectful, relaxed and confident in interacting with their teachers and visitors to the school. In the primary phase, students develop personal and social skills in a nurturing atmosphere. Secondary school students have confidence in their relationships with adults and the friendships they form with their peers.
- Students are well-informed and make sensible choices about staying safe, active and healthy. They participate in activities that promote safe and healthy lifestyles including the wide range of sports and exercise programmes the school offers.
- The large majority of students maintain a consistently high level of attendance and arrive at lessons on time. Younger students especially respond very positively to the school's focus on celebrating attendance and punctuality.

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

- Students across all phases have a very good understanding and appreciation of the values of Islam. They show a very good awareness of how these values influence modern UAE. They are knowledgeable about important Islamic concepts and practices such as Ramadan, Hajj and Eid and how they are connected with Islamic history. Children in the FS know how to greet people and can describe Muslim dress.
- Emirati culture is celebrated with students' displays across the school. Students show respect for the National Anthem. They demonstrate a well-developed knowledge and understanding of the history and traditions of the UAE. They participate in celebrating National Day and Flag Day and broaden their understanding through visits to cultural centres.
- Students have a strong awareness of their own cultures. They describe with pride various aspects such as food, clothing and festivals. They speak highly of their contribution to Languages Day Celebration and their experience in meeting students from other Nord Anglia schools.

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

- Students in all phases participate in a range of activities in the school. Some students are also involved in voluntary activities outside of school such as the “Global Campus” and “World Scholar Club”. Students make valuable contributions to the wider community. For example, they not only collect donations for the Dubai Cares, but also raise awareness of its significance.
- Students’ very positive work ethic is evident in classes and around the school. Some students initiate and develop very innovative projects. For example, one student developed a diabetes monitoring application in collaboration with Microsoft and other sponsors.
- Students take very good care of their school and its environment. Their understanding of sustainability and conservation is developing well. Members of the Eco Club make a positive contribution to raising students’ awareness of environmental issues. Students’ initiatives to make contributions to improve the environment in the wider community is emerging.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Good	Good	Not applicable

- Most teachers have strong subject knowledge and apply it consistently. A few teachers in the primary phase are less secure in some subject areas. Across the school most teachers have a very good understanding of how students learn. In the FS this is excellent and is applied with great expertise.
- Lesson planning in FS is imaginative and makes excellent use of the rich learning environment to ensure all groups of children learn very successfully. In other phases, thorough planning provides for purposeful lessons, although occasionally it is not used to best effect. In Islamic education teachers do not sufficiently adjust their plans to ensure the pace and challenge meet all students’ needs.
- Across the school, mutual respect leads to high quality interaction between teachers and students. Most teachers use effective questioning to make students think, leading to meaningful discussions, although sometimes insufficient time is allowed for reflection. In the FS, adults very effectively work alongside children and interact and participate in their play to develop speaking and listening skills.
- Children in the FS are very well-supported to promote shared and sustained thinking, particularly in exploring living things and natural materials through active learning. In other phases teachers know the ability of their students and usually provide appropriate levels of support. In a minority of lessons the work is not always sufficiently challenging to stretch more able students.

- Questions to develop critical thinking are systematically used in most lessons. However, the skills of analysis, evaluation, making judgements, suggesting improvements and problem-solving are not consistently promoted. There are insufficient opportunities for extended independent learning except in the FS, where effective continuous provision offers children the freedom to explore and become independent in making choices.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good	Good	Not applicable

- In the FS, assessment information provides highly valid, reliable and comprehensive measures of children's academic, personal and social development. Secondary school assessment systems are mainly coherent and consistent. There is a schedule of both formative and summative assessments linked to curriculum standards. Primary school data are less reliable.
- The school has invested in GLPT international benchmarking and CAT4. Some tests have been analysed with resultant changes to the curriculum and lesson planning. There is no regularised external benchmarking in some core subjects or in the FS. Not all teachers are yet aware of the results of these benchmarking tests or their implications.
- Assessment data are not analysed well enough. Although training has been provided. Information about student progress as individuals and groups is less reliable in the primary phase. Both teachers and leaders undertake student tracking at regular intervals. Further development in the use of external data is planned, to identify more accurately students' progress rates across year groups and subjects.
- Assessment information is used effectively in most areas of the school to review the curriculum. Subject leaders are developing strategies to ensure teaching meets the needs of all groups of students and optimises their progress. Sharing of good practice and collaboration is encouraged. Data are used to set targets for students and there are systems to inform students of their progress against these.
- Teachers in the FS have in-depth knowledge of the strengths and weaknesses of individual children. Teacher assessment, students' self-evaluation and diagnostic marking have recently been reviewed to ensure their fitness for purpose. The quality of marking and follow-up action is not yet consistent. As a result, students' ability to critically assess their performance and contribute to setting their own targets is inconsistent.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good	Not applicable

- The curriculum is distinctive and closely reflects the school's vision and innovative approach to curriculum design. It is particularly successful in motivating students and promoting interest and enjoyment in all phases. Modern foreign languages, global citizenship and UAE social studies are strong features of the curriculum. However, the timetable for Islamic studies is not conducive to effective learning.
- The curriculum is very well planned. In FS, there is a strong emphasis on the development of skills through a stimulating and varied activity-based curriculum. Continuity and progression between phases is developing well. Curriculum implementation through setting is very effective in ensuring that programmes are tailored to the specific needs of students. Older students are very well prepared for the next stage of their education.
- There are excellent opportunities for child-initiated learning and making choices in the FS. These contribute significantly to children's confidence as learners and the development of a broad range of skills. Opportunities for making choices in the primary phase are developing. A wide range of subject options is provided in the secondary phase and the school is increasing the range of subject options further as the school expands.
- Topics studied in the FS connect children's learning exceptionally well. In the primary phase, the curriculum is planned very well so that students' skills across subjects are developed in meaningful and interesting contexts. Cross-curricular links between English and UAE social studies are very strong. Mathematical investigation provides good links with learning in other subjects.
- The school shows a strong commitment to the continuous development of the curriculum to meet the needs of all students. Regular reviews ensure the curriculum reflects the international context and the UAE's national priorities. Leaders are reviewing the Arabic curriculum to improve provision. It is too early to judge its impact on students' progress.
- UAE social studies is taught from the FS to Year 10. It is integrated into other subjects and taught as a discrete subject where appropriate. Teachers plan stimulating activities that interest and motivate students, for example sampling regional foods and writing about their experience in Year 1. Students are keen to learn about UAE culture and heritage and Expo 2020, and most have a strong knowledge for their age. Participation in national celebrations and visits to cultural centres further enhance their appreciation and understanding of the society in which they live.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Good	Good	Not applicable

- Careful guidance is provided for teachers to help them modify the curriculum in class and in special sessions for students requiring additional support with their learning, but this is not consistently followed, especially in Arabic as a first language. In the FS, teachers respond quickly to children's developing interests and reshape the curriculum on a regular basis to meet their needs.
- The curriculum provides an increasing range of opportunities for students in all phases to explore their personal interests and extend their academic understanding and skills in a range of subjects, especially through the rich, varied extra-curricular programme. Learning is enhanced well by regular well-planned visits, some linked to community initiatives.
- The many opportunities that students have to extend their understanding of UAE culture and society are a strength of the school. Visits to heritage sites in Dubai and Abu Dhabi, and to exhibitions and cultural events, promote pride and respect in children and students for the multi-cultural society in which they live.

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

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

- The school places great emphasis on students' care, welfare and safeguarding. Comprehensive policies and procedures are in place and all staff are regularly trained. The school has taken necessary steps to raise awareness about, and protect students against, bullying and cyber bullying.
- There are clear procedures to ensure students are safe and secure. The school building is guarded to prevent unauthorised visitors. Safety and risk analyses are conducted for internal facilities and when planning for school trips. Outdoor areas are shaded and the supervision of students is highly effective. The school meets all regulatory requirements and takes its responsibility for keeping students safe very seriously.
- The school building and equipment are maintained to a high standard. Regular checks are conducted and all incidents are recorded. Fire drills are carried out regularly and evaluated for their effectiveness. The school clinic is of a very high standard.

- The school premises are fitted with ramps and lifts to ensure all students, including those with disabilities, have access to all areas in school. However, some of the furniture in the learning support room is not appropriate for older students.
- Safe and healthy living is an integral part of the school curriculum through PSHE lessons and across other subjects. A comprehensive system is in place to monitor students' Body Mass Index. The school has recently changed the caterer to ensure provision of more balanced and healthy meals. Students across all phases have access to a wide range of fitness and physical education.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Good	Good	Not applicable

- Relationships at all levels in the school are very positive, particularly in Foundation Stage. There are many sources of pastoral care and in this supportive environment students know they can confide their problems in the adults who care for them. The school's behaviour policy is shared with all students and any issues of unacceptable behaviour are dealt with quickly and sensitively.
- Absences from school are monitored daily by class teachers with emails to home where the reason for an absence is unknown. Patterns of poor attendance and punctuality are monitored carefully. Efficient systems effectively promote prompt and regular attendance at school.
- The school has improving systems for the identification of students with special educational needs and disabilities (SEND). Students' needs, whether newly identified or already diagnosed elsewhere, are quickly assessed by the SEND staff and a personalised support plan (PEP) is activated to guide their care and academic support. The identification of gifted and talented students is improving.
- Detailed and helpful PEPs provide clear guidance for teachers to support students in class, but are not used consistently across subjects and year groups. The monitoring of the use of PEPs in class by SEND staff is in its early stages. Students and their parents are involved in setting targets which are regularly reviewed. Support for students with special gifts and talents is developing.
- The pastoral and academic guidance of all students is given a high priority. Academic and pastoral staff are available to advise and guide students and their families to ensure the smooth transition of students between phases of the school and when subject choices are made. Students' personal development is monitored well, particularly in Foundation Stage, and effective counselling and support arrangements are made when needed.

Inclusion

Provision and outcomes for students with SEND

Good

- The SENCo and specialist staff provide a good level of care and support for students with SEND. The role and status of the SEND leader as an established member of the senior staff requires clarification to allow more autonomy in the operation of her duties.

- A range of moderate learning needs are identified quickly by teaching staff and, following professional assessment, effective, well-planned support is initiated. Personal education plans (PEPs) are prepared efficiently for students to promote their progress.
- Parents are well supported by the school and have received some training to help them support their children at home. They make a good contribution to the formation of their children's PEP, including helping to identify appropriate targets for their development.
- Modification of work in the classroom to meet the needs of students with SEND is improving but is variable across subjects and phases. Regular rigorous monitoring of in-class support by SEND staff is not fully in place to identify where improvement is needed.
- The progress made by students is monitored well and most students make good progress from their different starting points, including how well they have met their individual PEP targets.

6. Leadership and management

The effectiveness of leadership

Good

- The new principal has a clear vision for the next stage of the school's development. Senior leaders share the vision and are building on the innovative approach to curriculum design. Senior leaders are aware of the challenges that the growth in student numbers will provide and are implementing plans to ensure consistency in the quality of teaching and across all phases and subjects.
- Leaders demonstrate a thorough knowledge of the curriculum. The learning culture throughout the school is positive, purposeful and prioritises students' personal development and academic achievement. Most leaders also understand what constitutes best practice in teaching, learning and assessment. They model best practice for teachers who are less secure.
- Relationships at all levels in the school are very positive and professional. Leadership roles are delegated appropriately across phases and departments. A significant number of leaders are new to the role and are still developing their skills in relation to subject leadership and holding teachers to account for their work. Science leaders are particularly effective, even though they are new to the role. Morale is high.
- Leaders at all levels have access to a wealth of assessment data and are increasingly effective in analysing it to evaluate the school's performance and to identify priorities for the next phases of the school's development. Consequently, the school's capacity for further improvement is good.
- Leaders have been successful in establishing and developing key aspects of the school, not least the curriculum and the provision for students' personal and social development and their well-being. They have been particularly effective in the FS and in some subjects in the secondary phase.

School self-evaluation and improvement planning

Acceptable

- Self-evaluation includes the use of internal and external data and is increasingly used in school improvement, but is not wholly consistent in practice. However, school leaders are aware of the school's strengths and what is needed to bring about further improvement.
- Leaders at all levels are involved in monitoring teaching and giving constructive feedback to teachers about their effectiveness in engaging and motivating students. This tends to focus mainly on teachers' actions, with insufficient attention given to students' progress.
- The school improvement plan outlines appropriate actions to be taken to ensure high achievement for all students. The impact is evident in a significant number of lessons, for example in students' self- and peer assessment and teachers' questioning skills. However, there are inconsistencies, not least of all because of the significant increase in the number of teachers and students who are new to the school.
- Over the two years since it opened, the school has been very effective in providing for students' personal development and well-being and in ensuring the increasing number of students settle in well and enjoy learning. The provision and outcomes in the FS are excellent and there are significant strengths in the secondary phase, in the curriculum design and in the arrangements for ensuring students' health and safety.

Partnerships with parents and the community

Very good

- The school effectively involves parents in their children's learning and in the life of the school in a variety of ways. The new 'Town Hall' meetings, held to discuss any issues and seek parents' views, are highly valued. Parents feel that the school listens to them. Parents actively participate in shaping initiatives and supporting the continuous development of the school.
- Communication between the school and parents is highly effective and parents are very well-informed about their children's development and the progress their children make in learning. The parent portal and student learning platforms give information about how well students are doing and targets for future improvement. The school keeps rigorous and comprehensive records of parents' complaints and concerns.
- Parents receive regular and detailed reports on their children's progress and attainment, and are well informed about their children's next steps in learning. Parents agree that the reports they receive are detailed and helpful, informing them of their children's achievements. Parent-teacher conferences provide effective opportunities to build partnerships that have a positive impact on students' learning.
- The school is developing further opportunities for the students to become involved in some community and country wide initiatives such as the Year of Giving and Dubai Cares. The school partnership with international communities enhances and widens learning experiences for students, such as the visit to Tanzania. Parents feel that the school offers students very good opportunities to participate with other schools in sporting, cultural and artistic events.

Governance

Good

- The governing board consists of representatives from the corporate Nord Anglia organisation. It seeks the views of parents and students through consultation. The recently established Advisory Board, which is made up of a cross section of parents, is not sufficiently influential in determining the direction of the school.
- The governing board holds the school to account for the implementation of its policies, systems and structures, which are common to all Nord Anglia schools. It allows discretion for curriculum development under the leadership of the individual schools and according to local regulations and requirements. For example, it is clearly aware of, and supportive of the UAE's National Agenda requirements.
- The governing board exerts a positive influence on the school's direction, for example through the appointment of an experienced principal to take the school through its next phase of development. It provides the facilities, staffing and resources for continuous improvement. It reviews policies, such as the Admissions Policy, to ensure statutory requirements are met.

Management, staffing, facilities and resources




Very good

- The school day runs smoothly in almost all respects. Staff and students are clear about their responsibilities and timetables, and very little time is lost moving around the school between lessons. However, the timetable for Islamic education is not conducive to effective learning.
- The school is generously staffed with suitably qualified teachers and support assistants. This allows for a generous student/teacher ratio and increasingly effective personalised learning. Staff welcome and benefit from the continuing professional development programme.
- The state of the art premises allow access for all. They are spacious, bright and attractively designed so that students want to come to school and are inspired and motivated to learn. The learning support base is designed and furnished with primary students in mind and is an appropriate setting for older students.
- The school has a wealth of high quality resources, matched to the breadth of the curriculum. These very effectively enhance and extend students' learning. This includes, as an example, the innovative use of the global campus and library, and the 'See-Saw' application for accessing and sharing resources and information within and beyond the school.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	265
	2015-2016	2
 Teachers	96	
 Students	189	

*The number of responses from parents is based on the number of families.

- Parents who responded to the survey are overwhelmingly positive about almost all aspects of the school. A few thought that students with SEND are not made welcome and they have concerns about the accuracy of identification and the quality of support for students with SEND.
- Teachers who responded to the survey are overwhelmingly positive about the school.
- Students who responded are also positive about the school.

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