

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Nord Anglia
International
School

Celebrating
10 years of
inspections

NORD ANGLIA INTERNATIONAL SCHOOL

UK CURRICULUM

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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 4-2-19999__
Address	Hessa Street, Al Barsha South, Dubai
Principal	Matthew Farthing
Principal - Date appointed	8/1/2016
Language of instruction	English
Inspection dates	08 to 11 January 2018

Teachers / Support staff

Number of teachers	140
Largest nationality group of teachers	British
Number of teaching assistants	70
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	7%

Students

Gender of students	Boys and girls
Age range	3-17
Grades or year groups	Year 1-Year 12
Number of students on roll	1524
Number of children in pre-kindergarten	0
Number of Emirati students	17
Number of students with SEND	114
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK, IBDP
External tests and examinations	IGCSE; GCSE; NAP; GL; NGRT
Accreditation	BSO
National Agenda benchmark tests	GL

School Journey for Nord Anglia International School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2016-2017



2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

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

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Nord Anglia International School was inspected by DSIB from 08 to 11 January 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

A clear and challenging vision is enthusiastically promoted by the principal and is well-supported by a dedicated and energetic senior and middle leadership team, focused on driving up standards. School leaders and governance ensure rigorous self-evaluation processes and accountability is embedded in the everyday life in the school. Parents value the high-quality communications they share with the school and are actively engaged in their children's education.

Students' achievement

In the Foundation Stage (FS), children demonstrate excellent attainment and progress in all key subjects. Throughout the other phases, students demonstrate improved achievement in most subjects. Students are highly motivated and engaged in their own learning. A concentrated development strategy has led to improvements in students' progress in Islamic education, and in Arabic as an additional language in the secondary phase, which is now good.

Students' personal and social development, and their innovation skills

Children and students are cheerful, positive, and confident and take pride in being active members of the school community. They enjoy positive relationships with each other and adults and display splendid self-discipline. Their behaviour in class and around school is excellent. Emirati traditions and cultural heritage are well known and understood by students; they are enthusiastic to develop their understanding of Islamic values.

Teaching and assessment

Teaching and assessment have improved in the primary and secondary phases; teaching in the FS is consistently strong. Almost all teachers create an imaginative learning environment of excitement and interest. Interactions with the students are excellent throughout the school. The availability of extensive assessment data ensures well-planned tasks and activities meet the needs of almost all students and promote critical thinking and problem-solving skills.

Curriculum

Personalisation and students' choice in learning are pervasive at this highly inclusive school. The curriculum is outstanding and teachers devise adaptations to meet the needs of almost all groups of students. Opportunities for students' innovation skills are actively promoted; they experience creative, physical and practical activities that promote inquiry-based learning. Students and parents value the excellent range of quality extra-curricular activities.

The protection, care, guidance and support of students

The school has rigorous safeguarding measures. Procedures are systematically monitored and reviewed to ensure the safety and security of the school community. Healthy lifestyles, are demonstrated by almost all students across the school. Teachers and assistants know their students well and relationships between staff and students are exemplary. The arrangements for the management of student attendance and punctuality are highly successful.

What the school does best

- Visionary leaders, supported by the dedicated team-work of staff, and their commitment to continued school improvement and the achievement of National Agenda targets
- The excellent attitudes to learning, the harmonious climate in the school and the mutual respect evident amongst all the students, staff and parents
- The outstanding provision in the Foundation Stage and the use of the outdoor areas to support learning
- Excellent parental engagement and extra-curricular activities that enrich an outstanding curriculum provision
- The strong emphasis on students making healthy lifestyle choices, their access to a range of physical activities, and the excellent arrangements for safeguarding children.

Key recommendations

- Raise students' attainment and accelerate progress in Arabic by:
 - ensuring teachers emulate the best practice evident within the school; consistently planning and delivering lessons that engage, enthuse and challenge students of all abilities
 - providing students with opportunities to use their research skills in writing projects about topics of their own choice
 - promoting students' use of their high-quality, independent learning skills to acquire language skills in innovative ways.
- Improve the quality of teaching and develop learning skills across all phases by:
 - ensuring the most able students are always sufficiently challenged
 - providing more opportunities for students to develop their enquiry and critical thinking skills in all phases
 - ensuring consistent and purposeful use of the school's technological resources to enrich students' learning across the curriculum.
- Embed the advisory board's role in reflecting and responding to the views of all stakeholders.

Overall School Performance

Very good ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	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	Good ↑	Not applicable
 English	Attainment	Outstanding	Very good ↑	Very good	Very good
	Progress	Outstanding	Very good ↑	Very good	Very good
 Mathematics	Attainment	Outstanding	Very good ↑	Outstanding ↑	Very good
	Progress	Outstanding	Very good ↑	Very good ↑	Very good
 Science	Attainment	Outstanding	Very good ↑	Outstanding ↑	Very good
	Progress	Outstanding	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	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021,

it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Student attainment as indicated by the N.A.P is above expectations in English, mathematics, and science.
- Leaders at all levels are strongly committed to the National Agenda. The school's National Agenda action plan is exemplary and addresses all key strategies.
- The school's analyses of external data from benchmark tests are highly detailed, accurate, and understood by all relevant stakeholders.
- The curriculum is effectively aligned with the new TIMSS and PISA requirements in content and skills. The N.A.P data analyses directly influence relevant and effective curricular adaptation.
- Analyses of Cognitive Ability Tests (CAT4) and N.A.P data are provided for teachers. This is having a positive impact on teaching strategies.
- Students are familiar with their CAT4 results. They are aware of the significance of the results and that their teachers are using this information to improve teaching and learning.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the

curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The achievement and progress of Emirati students is amongst the school's key priorities. As with all students, the advisory board and senior staff ensure that the performance of these students is carefully monitored. Teachers are aware of the individual needs of Emirati students and, where necessary, they plan interventions to help accelerate progress and raise standards.
- Most Emirati students have positive attitudes to learning and willingly take responsibility for their own learning. All available data is robustly analysed by the school and is used to write highly personalised plans when required. The progress of Emirati students is closely monitored to help them achieve their best possible outcomes. This is having a positive impact on their achievements.
- Regular assessments, including CAT4 and N.A.P benchmark tests, help the school to identify areas of learning requiring development. The school identified the need to focus more sharply on the development of verbal reasoning skills. As a result of such interventions, most students are making good or better progress and any gaps in achievement levels are closing.

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

Moral Education

- The provision for moral education is effectively planned. Sessions are currently delivered regularly, mainly during registration periods. Due regard is given to topics that reflect the principles of the curriculum.
- Experienced staff with specific expertise have been selected and trained to deliver the programme effectively. Sessions are planned to maximise discussion on relevant topics.
- Students have a genuine interest and appreciation of the significance of their learning. They are aware of this in empathising with others in sensitive and contentious situations.
- Assessment is through feedback on work covered, and also through opportunities for students to reflect on their learning.

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

Social Studies

- The curriculum incorporates progression very well. From Year 1, for example, students learn about comparisons with other countries and the foundation of the UAE.
- Teaching is dynamic, focused and very effective, with a high degree of flexibility for staff to use their talents to make creative, relevant links.
- Students are enthusiastic, interested and attentive; they have a thirst for learning and a desire to discover the background and history of the UAE.
- Assessment rubrics give clear descriptors of what students achieve. Students' work is marked regularly with informative feedback.

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

Innovation in Education

- Students in primary lessons, use the interactive white board to manipulate shapes, display their answers and solve problems. Secondary and post-16 students use scientific calculators to help them solve complex problems. In almost all lessons in mathematics, students use and develop their independent and critical thinking skills. Students occasionally get opportunities to research, plans and deliver 'flipped' lessons.
- Students can use technology well for research, work independently in groups and think critically. Communication skills are purposefully developed, particularly in text-analysis and interpretation lessons, and independent learning is a strength of the whole English department.
- The school encourages students to suggest ideas for social and sustainability initiatives, both within the school and beyond, providing significant social benefits to many individuals and groups.
- In most lessons, especially in English, mathematics and science, teachers offer students opportunities to develop critical thinking and independent learning skills.
- The curriculum is systematically adapted to promote innovation. Opportunities to use advanced learning technologies are provided in most subject areas. Many projects are initiated and expertly led by students.
- Leaders and governors demonstrate a strong commitment to innovation, evidence in the additional leadership roles and enhanced resources that have been provided.

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

Main inspection report

1. Students' achievements

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

- Students across the primary and secondary phases demonstrate age-appropriate levels of knowledge and understanding in most Islamic education areas. Students' progress in both phases has improved, in particular when compared to their starting points. However, students' progress in the lower primary phase is less evident.
- Students across both phases make strong progress in Islamic morals and values. Students in upper primary and in secondary phases are beginning to use evidence from The Holy Qur'an and Hadeeth in their class work. Non-Arab students make better progress than Arabic-speaking students.
- Students' memorisation and recitation skills are slowly improving as a result of home learning, after school club and a particular focus on memorisation. This is more evident in the primary than the secondary phase.

For development

- Ensure Arabic-speaking students are sufficiently challenged.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students in the primary phase attain skills that are in line with curriculum standards; secondary students demonstrate weaker skills. Students' progress in the lower primary is slower than in other year groups.
- Listening skills are strong across both phases. Students' knowledge of grammar is a weakness across the two phases. Writing is variable with inconsistent outcomes.

- Differentiation in the upper primary years is promoting improving achievement for the majority of students. However, support for students with SEND across the two phases, is variable.

For development

- Provide consistent opportunities for students to develop their writing skills.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good ↑	Not applicable

- Most students in the primary and secondary phases, attain skills that are in line with curriculum standards. Internal school data is reliable and matches the inspection findings. Better progress in the secondary phase is due to better teaching pedagogy.
- Students' listening skills are slightly better developed compared to other skills. Students can read simple sentences, although their use of the language in different contexts is still underdeveloped. Writing is within expectations across the two phases.
- The setting of students according to ability does not have a consistently positive impact on their attainment because of the variability in the quality of teaching.

For development

- Improve the effectiveness of planning based on students' abilities.

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

- In the primary, secondary and post-16 phases, the large majority of students' attain above the curriculum standards. In the FS, most children's knowledge, skills and understanding are well above curriculum standards.
- In lessons and in their written work, most students demonstrate very good levels of competency in listening, speaking, reading and writing. Writing and reading skills are particularly strong as a result of the emphasis given to these across all year groups.
- The increased use of external assessment data to inform teaching and learning has led to improvements in students' attainment and progress. Independent learning and problem-solving tasks are now evident in most English lessons across all phases.

For development

- Ensure all students have equal opportunities to use a wide range of technological devices to support learning and innovation across all phases.

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

- Most children throughout the FS, use secure age-related knowledge of number and shape and space to solve simple problems accurately. International benchmarking and curriculum-related external assessments indicate that a large majority of primary and post-16 students, and most secondary students are working above age-related expectations.
- Throughout the school, most students have secure numeracy, data-handling and geometry skills and use mathematical vocabulary accurately. They develop strong problem-solving skills and apply their knowledge to model real-life situations in a large majority of lessons.
- Children's level of attainment remains high in the FS. Attainment and progress have improved in the primary and secondary phases. Students following International Baccalaureate (IB) courses in post-16 are currently on track to achieve very well in the first year of the course.

For development

- Ask more questions that probe students' thinking and enable them to answer in depth.

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

- FS teachers make highly effective, planned use of the outdoor space, and build on the natural curiosity of children. In other phases, underpinned by very strong leadership and consistently effective teaching, achievement is securely very good, with outstanding attainment in the secondary phase.
- The acquisition of knowledge and scientific skills is consistently strong across all the science disciplines of biology, chemistry and physics.
- Post-16 students have got off to an excellent start, building on the outstanding iGCSE attainment last year. The current Year 11 are on course to attain similar outcomes which, from a relatively high starting point represents very good progress.

For development

- Build on the current, effective use of all assessment data, so that a higher proportion of students make outstanding progress, going on to achieve their CAT4 aspirational target grades.

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

- FS children are curious and inquisitive and are developing prediction skills well. Learning skills are developed very well in English, mathematics and science and are improving in Islamic education and Arabic as an additional language.
- Students are highly motivated and interested learners. They are extremely willing to take responsibility for their own learning, collaborate and contribute their own ideas in most subjects.
- Learning skills remain very strong in the FS. They have improved in other phases a result of the school's clear commitment to develop students' critical thinking and independent learning skills; opportunities to use them to enhance students' learning is not consistent across the curriculum.

For development

- Provide more opportunities for students to develop independent enquiry and critical thinking skills across all phases and subjects.

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

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

- Children and students in all phases are cheerful, positive, and confident and take pride in being active members of the school community. They are enthusiastic about learning and respond well to imaginative and challenging tasks.
- Behaviour is exemplary during lessons and at breaks. Students readily help each other to overcome difficulties, challenges or disappointments, reflecting positive and caring attitudes. There are excellent relationships between students; the school is an international community where students accept and value people from other cultures.
- Students' motivation to learn and contribute to school life is reflected in high attendance. Students undertake a wide range of important responsibilities in the school and provide excellent role models. All students have a well-developed awareness of the essential elements of a healthy life style.

	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

- There is little variation between phases in students' awareness and respect for the Emirati culture and heritage. Students' knowledge, understanding and appreciation of Islamic values is stronger in the FS and secondary phase. Primary phase students are beginning to develop better knowledge and understanding of Islamic practices.
- Students' understanding of their own culture is excellent across all phases. They use this knowledge very well in lessons and when contributing to cultural events. Students show deeper awareness of other cultures and current issues related to the UAE and Islam.
- Leaders have been instrumental in initiating and organising various cultural events, including international and UAE national celebrations. Leaders are active in promoting Islamic awareness by organising and contributing to Islamic Expo and Ramadan celebration.

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

- Students' social responsibility and the development of their leadership skills are equally strong and excellent across all phases. They initiate a broad range of age-appropriate, local, national and international activities within the social, enterprise and sustainability domains.
- Students demonstrate their initiative through programmes that have a positive impact on the lives of others - both in school, across Dubai, online and internationally, for example, in Tanzania and Sri Lanka.
- The school's focus on developing student leaders in all phases results in significant and authentic improvements in the development of innovation skills, this is clearly at the very heart of the mission for this school.

For development

- Promote a greater consistency of student understanding of Islamic values across all phases.
- Ensure students develop their economic awareness and entrepreneurial flair.

3. Teaching and assessment

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

- In the FS, teaching is characterised by the excellent knowledge the staff have of the way in which young children learn. Lesson planning is detailed and specific about learning intentions, phonic sessions are differentiated to meet a range of needs and children have ample opportunity to explore and investigate. The pace of learning does not slow because of the high focus on child-initiated and centred learning.
- Across the remaining phases, teachers have a secure command of their subjects. They plan thoroughly to meet the needs of different groups and across all subjects have a wide range of strategies to use in lessons, providing interesting and interactive tasks for students.
- Teaching is improving in Islamic education and Arabic, as a result of the continuous professional development and developing links with the language department.

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

- Assessment is strongest in the FS, where teachers use the excellent knowledge and understanding they have of children's strengths and weaknesses to routinely personalise provision. Elsewhere, assessment procedures are coherent and consistent as well as being tightly linked to the relevant curriculum standards.
- Curriculum adaptations based on analyses of assessment data, have a positive impact on planning teaching, learning skills and achievement. However, the most able students are not always sufficiently challenged to develop their skills of enquiry and critical thinking. Feedback to students, both oral and written is also a strong feature in most core subjects.
- The excellent leadership and management of the assessment processes and the subsequent highly reliable analyses of a broad range of assessment data provide detailed, valid and useful information. This is subsequently adopted and effectively used by middle leaders and teachers to improve learning provision for students as individuals.

For development

- Ensure the most able students are always sufficiently and consistently challenged to develop their skills of enquiry and critical thinking.

4. Curriculum

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

- The school fulfils the requirements of the National Curriculum of England and the national statutory curriculum. These are further enhanced by a number of extensive programmes, such as, the Juilliard program. At all levels, the curriculum is based on a clear rationale that is aligned to the UAE and its educational visions.
- The school offers an excellent range of curricular options and outstanding opportunities for independent learning and research. Staff continuously reflect on the quality and impact of the curriculum on students' academic outcomes and personal development.
- Compliance issues have been addressed effectively and rapidly, and the time allocated for Islamic education and Arabic meets MoE requirements. A whole-school focus on planning to exceed curricular expectations has led to improved outcomes in core subjects and other areas of learning and teaching.

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

- The school is very successful in ensuring that teachers modify the curriculum to address the needs of almost all groups of students, particularly in the FS. Opportunities to extend students' aspirations and experiences are routinely build into the curriculum.
- The curriculum provides a wide range of opportunities for innovative projects, enterprise and independent learning. The curriculum for Arabic is not sufficiently modified to meet the needs of all groups of students. The Islamic education programme does not adequately meet the needs of first language Arabic speakers.
- The school's increased use of standardised tests has led to improvements in identifying students' performance and supporting individual learning needs at both school and classroom level. Post-16 students' curricular choices in the IBDP are fully accommodated and provided for.
- Children in the FS, have three 30 minute lessons per week of Arabic lessons.

For development

- Ensure the curriculum is appropriately modified for students in the Arabic language programme, and for Arabic first language speakers in the Islamic education programme.

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

- Students' welfare, health and safety are at the heart of the school. The school's very rigorous child protection procedures are applied by all adults in the school. The Health and Safety committee is rigorous in ensuring that all aspects of health and safety are checked regularly.
- The school premises and all equipment are maintained in excellent condition and any issues are dealt with promptly. Fire and evacuation procedures are robust. The canteens are hygienic and the school promotes students' knowledge of safe and healthy living very well.
- All issues regarding health and safety identified during the previous inspection have been addressed. Through continuous dialogue and liaison with all the relevant authorities, the arrangements to ensure the safety of students, staff and parents on entry and exit are excellent.

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

- The school's care and support system is very effective and ensures all students have an assigned member of staff with whom they can discuss any concerns. In the FS, outstanding relationships are established between staff and children.
- The school is very successful in promoting very good attendance and punctuality, and absences are followed up very efficiently. Systems and procedures for managing students' behaviour are comprehensive and effective.
- The processes in place to support and identify students with SEND have improved. Students who are gifted and talented are identified well, but are not consistently challenged in class. Senior students are provided with increasingly effective academic and careers guidance.

For development

- Ensure teachers consistently and appropriately challenge and support gifted and talented students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- The school is inclusive and provides a very good level of care and support for students with a diverse range of educational needs. A capable special needs coordinator and small team of skilled professionals have successfully raised the quality of the provision since the last inspection. There is good capacity to improve.
- The personalised learning team works with parents and external professionals to identify students with special educational needs appropriately. Students' needs are identified at the point of admission or at a later date through school assessments and effective referral processes. Using all available information, high-quality personalised education programmes are designed for individual students.
- Parents are supported well by the school and are very appreciative of the provision that their children receive. Communication systems are open and staff are approachable over any matter that may be of concern. Parents are encouraged to work in partnership with the school and to take full advantage of training sessions to help their children reach their personalised targets.
- Most lessons are skilfully adjusted to meet students' individual needs. As a result, of the improved consistency and quality in modified learning, students with SEND are increasingly well supported and appropriately challenged. However, the level of challenge for gifted and talented students is too variable.
- Most students make good progress from their varied starting points. The analyses of students' progress data to identify trends and patterns, and to inform self-evaluation and improvement planning, lack precision.

For development

- Analyse students' progress data more precisely to inform self-evaluation, strengthen improvement planning and raise the quality of reporting.
- Engage parents as partners consistently in order to help their children achieve individual targets more rapidly.

6. Leadership and management

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

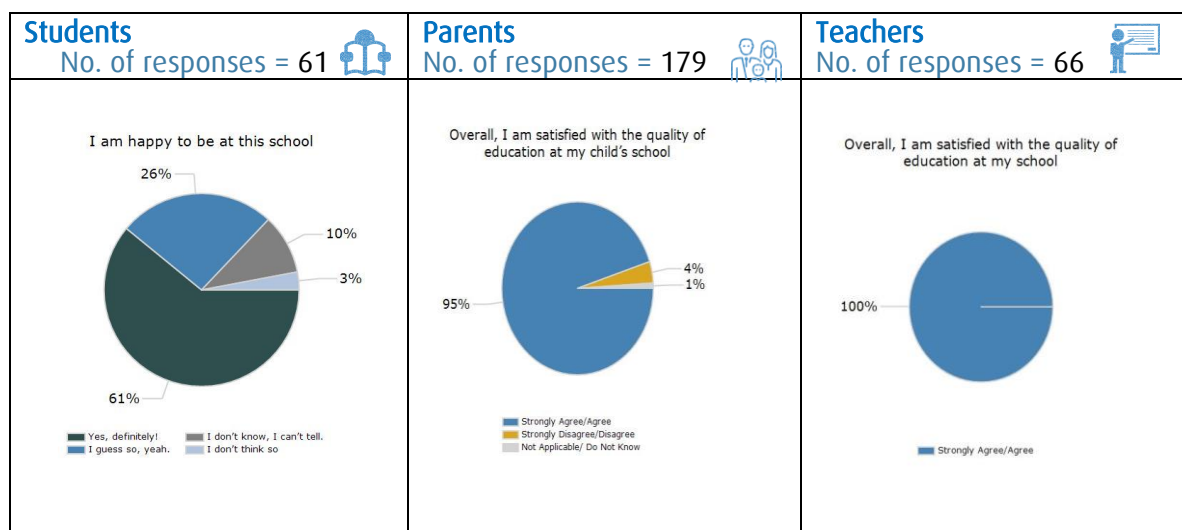
- The principal enthusiastically promotes and epitomises a clear and challenging vision for the school. It is shared with the whole school community with the help of all senior and middle leaders. They model expected practice. Very good relationships exist between all leaders and the entire learning community. There is a robust drive for improvement giving the school a strong capacity to develop further.
- Rigorous self-evaluation enables the leadership team to identify areas for development and establish priorities. These are integrated in the school improvement plan and longer term strategic plans. All staff are committed to their parts in achieving the school's vision. There has been a very good response to the previous inspection by addressing all recommendations.
- Parents comment that suggestions and concerns are taken seriously and responded to swiftly; the ready access to administrative and academic staff is highly valued. Frequent high-quality communications and reports ensure parents are kept very well informed. Parents regularly gather at the vibrant "Chatterbox Café"; this reinforces parental engagement at the heart of the school community.
- Governors at all levels hold the professional leadership of the school to account for its performance. The combination of the advisory board and corporate support ensures governance is representative of all relevant stakeholders. Members of the advisory board undertake areas of responsibility, for example developments in Arabic language provision. Governance adopts a robust focus on students' personal and academic development.
- The school community benefits from the excellent administration and upkeep of the school and its exciting range of facilities. Limited teaching staff turnover ensures that well-qualified professionals work together productively. Students enjoy access to a large number of resources to enhance their learning, including an expanding range of digital technology equipment. Staff benefit from the high-quality professional development programmes available to them.

For development

- Promote the advisory board's role in supporting the systems of quality assurance in the school in order to raise standards further.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



Students	Students who returned the survey, express their love for the school and their adherence to the principles. They are fully satisfied with the levels of education offered by the school and the systematic activities. This is consistent with the inspection findings.
Parents	Parents who responded to the survey, are very impressed with the levels of teaching and learning and the level of support that is provided to their children. Parents acknowledge the positive and effective role played by the school leadership team at all levels. There are some individual comments from a few parents about buses and parking, and the breadth of reading resources available in the main school library.
Teachers	Teachers who returned the survey, feel they benefit greatly from the school's training, systems and services on offer. There are a few comments about the lack of resources in the school, which were not evident during the inspection week.

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