



المعرفة
Knowledge



KINGS SCHOOL AL BARSHA L.L.C

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



OUTSTANDING

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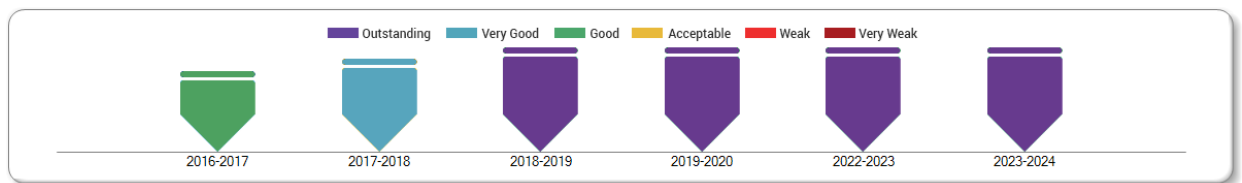
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SCHOOL INFORMATION

<p>GENERAL INFORMATION</p>	Location	Al Barsha
	Opening year of school	2014
	Website	www.kings-edu.com/albarsha
	Telephone	+97143566900
	Principal	Sajid Gulzar
	Principal - date appointed	8/14/2023
	Language of instruction	English
	Inspection dates	20 to 24 November 2023
<p>STUDENTS</p>	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2971
	Number of Emirati students	203
	Number of students of determination	259
<p>TEACHERS</p>	Number of teachers	223
	Largest nationality group of teachers	British
	Number of teaching assistants	93
	Number of guidance counsellors	3
<p>CURRICULUM</p>	Curriculum	UK
	External Curriculum Examinations	GCSE, IGCSE, BTEC, A-Level
	Accreditation	BSO

School Journey for KINGS SCHOOL AL BARSHA L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes

- Attainment and progress are outstanding across the Foundation Stage (FS). Attainment and progress are good in Islamic Education and Arabic in Primary. In English, mathematics and science, students' achievement is outstanding in Primary and Secondary, but variable in Post-16. Students' learning skills are outstanding. Students think critically, solve problems and apply their learning to practical situations.
- Students cooperate well with their teachers and each other. They are courteous, thoughtful and listen attentively to what others say. Students demonstrate a secure understanding of Islamic values and how they are reflected within UAE society. They are very aware and proud of their own cultures and heritage. Students lead and engage actively in initiatives promoting sustainability and conservation. Students' attendance and their punctuality to school are as positive.

Provision For learners

- Teachers exhibit a secure understanding of their subjects. They pose questions that stimulate students' curiosity and promote their critical thinking skills. Teachers encourage collaboration and independent learning. The use of technology to support learning has improved in most subjects. Assessment information is usefully collated to give a complete picture of each student's learning profile, including their reading skills and their sense of wellbeing.
- The curriculum is broad, balanced and purposeful. Regular and rigorous reviews ensure that it is relevant and rich as well as responsive to the needs of all students. The range of subject choices is extensive with a vast assortment of extra-curricular activities to enhance students' learning. The curriculum fosters a deep appreciation of UAE culture, heritage and values. Cross-curricular links, and the transfer of learning, are still being developed.
- The school has exemplary policies, systems and practices supporting safeguarding and child protection. Teachers and students enjoy exemplary relationships. The school offers an exceptionally nurturing and welcoming environment. The school premises and facilities are rigorously maintained. Security and transportation are exceptionally well managed. Systems for promoting attendance and punctuality are not entirely effective.

Leadership and management

- Senior leaders set a clear strategic vision covering relationships, inclusivity, community and professional responsibility. Self-evaluation procedures are embedded but strategic planning is not fully coherent. Parents are keen and enthusiastic advocates of the school. Governors are strongly committed. Staff are well-qualified and effectively deployed. The premises and facilities are of an exceptionally high quality.

Highlights of the school:

- Exceptional student achievement in English, mathematics and science and throughout FS, supported by effective teaching, learning and assessment
- Students' positive attitudes and work ethic, respectful relationships and cultural and social awareness
- The excellent health, care, support and protection and the promotion of students' welfare and wellbeing
- Effective leadership, strong partnerships with parents, supportive governance and exceptional staffing, facilities and resources

Key recommendations:








- Raise attainment and progress in Islamic Education and Arabic.
- Improve attendance and punctuality.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Very good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Very good
	Progress	Outstanding	Outstanding	Outstanding	Very good
 Science	Attainment	Outstanding	Outstanding	Outstanding	Very good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Outstanding	Outstanding	Outstanding

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- In the recent Progress in International Reading Literacy Study (PIRLS) tests the school exceeded its target of 580 by a considerable margin. Similarly, the Emirati cohort of students also exceeded their target of 585. In the National Agenda progress tests, the outcomes of outstanding judgements were sustained in English, mathematics and science. Outcomes for the Emirati group of students indicates that progression is good.

C. Leadership: International and Emirati Achievement	Outstanding	
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- Almost all leaders understand the subject skills and content of the National Agenda tests as well as the levels required by the international benchmark assessments. They address the gaps identified in the benchmark reports and reading tests. Rigorous monitoring ensures that the curriculum is appropriately adapted to close any gaps in students' learning. The success of these actions is seen in students' outcomes.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Very good

- Reading data indicate that a majority of students are reading at above age-related expectations, although only one third of the Emirati students are at this level. Initiatives and intervention strategies to support under-achieving readers are having an impact as most students are making at least the expected progress in their reading proficiency. Figures for the Emirati students indicate that their progress is slightly higher than that of the whole school.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Raise the proportion of students who are reading at above age-related expectations, giving particular attention to Emirati students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- Wellbeing is central to the school's culture and ethos and based on the 'Best for Every Child' vision. The highly ambitious and innovative wellbeing programme is overseen by an experienced leadership team. The analysis of formal and informal data gives leaders comprehensive information about the wellbeing of the school community. They understand the importance of self-review and use it to inform detailed improvement plans and high-quality professional development.
- The commitment to pursuing the vision for wellbeing is demonstrated by the high level of engagement of staff and students. This is evident in the enthusiasm students show towards their many leadership roles. Students support and influence the school's wellbeing provision significantly. Interventions are many and highly successful such as, the student led 'wake and shake' sessions. Staff receive a comprehensive and supportive induction and training programme.
- Curricular and extra-curricular programmes and innovative initiatives promote wellbeing very effectively. For example, the after-school clubs led by older students. Students are very supportive towards each other, thus providing excellent role models. They understand how to take care of their own needs. Students are highly positive about their school experiences. Teachers are successful in creating nurturing classroom environments in which students flourish. A small minority of senior students do not display positive attitudes to attendance and punctuality.

For Development:

- Improve the attitudes of senior students towards attendance and punctuality.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSCS) is a planned programme of learning for students in Years 2 to 13, mapped against the UAE MSCS Framework. It is integrated and embedded in various subjects and supported by assemblies, the pastoral curriculum and whole-school community events.
- The curriculum is purposefully designed to foster students' contributions, critical thinking, and the ability to justify their points of view. Teaching is structured with a focus on student-centred approaches. Students easily connect their learning to the wider world, particularly within the Emirati context, and engage in discussions on complex issues with confidence. Assessment is thorough providing precise reporting and tracking of achievement.

Arabic in Early Years

- The school teaches Arabic for first and additional language learners in FS2 and Year1. All FS2 children learn Arabic for 30 minutes per week in a combined lesson. Arabic children have an additional 30 minutes per week. In Year 1, students are grouped into Arabic A and Arabic B for four forty-minute lessons each week.
- In FS2, children learn to recognise the Arabic sounds and shapes of letters. They are immersed in singing, counting, colours and naming parts of the body. In Year 1, the school follows the Ministry of Education (MoE) curriculum standards for Year 1. A range of assessment methods are used including formative, summative, portfolios and observations.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessment data indicate that attainment is above curriculum standards in Primary and Post-16. Attainment remains at curriculum levels in Secondary. Lesson observations and scrutiny of students' work confirm these levels. A majority of students are making better than expected progress in their learning.
- Primary students demonstrate secure knowledge of Islamic principles, values and some aspects of Seerah. Secondary students are developing a sound understanding of the application of Islamic rules. Limited challenge in some lessons is slowing students' progress. Holy Qur'anic recitation skills are less developed in Secondary among non-Arab Muslims.
- Post-16 students develop a sound understanding of Islamic law and the impact on the society. However, they only occasionally link this knowledge to current issues. Their ability to research and debate world issues in relation to the Holy Qur'an and Sunnah is underdeveloped.

For Development:

- Improve students' recitations skills in Secondary and Post-16.
- Provide more opportunities for students to deepen their understanding of Islamic rules and laws through extended research, discussions and debates.

ARABIC AS A FIRST LANGUAGE

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

- Students in Primary are achieving better than students in Secondary and at Post-16. In lessons, Primary students are given more opportunities to develop their learning skills and engage in a variety of purposeful activities.
- Students in Primary read, understand, and retell short stories. In Secondary and Post-16, they have basic reading comprehension skills and write in response to short stories they have read. Students speaking and presentational skills are not as well developed because they have too few opportunities to improve them.
- Teachers feedback on students' writing leads to noticeable improvements in their final drafts. In Primary, the reading at home programme is a positive strategy but not yet consistently applied.

For Development:

- Provide students with more opportunities to develop their speaking and presentation skills.
- Improve students' language skills in Secondary and at Post-16.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- According to their years of studying Arabic, students' achievement in Primary are much stronger than in Secondary. Primary students interact and collaborate well with each other during lessons. In particular, they demonstrate greater confidence in using Arabic in lessons than students in Secondary.
- Primary students use vocabulary and phrases well to make sentences. Upper Primary students read and understand texts comparing two different countries. In Secondary, students prepare spoken and written sentences about topics of interest. Across the school, students' ability to engage in fluent conversations is variable.
- The planning and delivery of the curriculum in Secondary is underdeveloped and not always implemented according to the years that students have been studying Arabic.

For Development:

- Improve students' conversational skills by developing their ability to seek and provide information on different topics.
- Ensure accurate planning and implementation of the curriculum according to students' years of studying Arabic.

ENGLISH

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

- In FS, children develop excellent early reading and writing skills. As students' progress through the school, they broaden their vocabulary and learn to expand the use of grammar to create extended, engaging pieces of writing. Students' achievement is very strong across most sections of the school.
- Primary phase students display an excellent understanding of literary technique. In Secondary and Post-16, students refine their analytical skills within different genre. Most student demonstrate a capacity to critically evaluate different texts, by identifying and interpreting themes and analysing them.
- The recent focus on the development of students' oracy and reading skills has resulted in students achieving higher levels of spoken proficiency. Most are, eloquent and confident when expressing opinions about complex topics and when reading aloud. These skills are slightly lower for Emirati students.

For Development:

- Raise the level of attainment of Post-16 students in external examinations.

MATHEMATICS

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

- Almost all students in FS, Primary and Secondary are attaining above curriculum expectations and making better than expected progress. In Post-16 this applies to the large majority of students at A-Level.
- In FS, children are skilled in their use of number. By Year 7, students demonstrate a real understanding of the application of percentages which enables them to solve more complex problems related to mathematical and financial issues such as, sales prices and discounts.
- Since the last inspection, the department has been focusing on the development of students' numerical reasoning and problem-solving skills. The impact of this is seen in the way in which students' conceptual understanding is embedded before they progress to reasoning and problem-solving strategically in mathematics.

For Development:

- Improve the students' A-Level examination results.

SCIENCE

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

- Children in FS establish a firm foundation for the development of scientific concepts and skills. In all phases, most students achieve well above curriculum expectations, although slightly less so in Post-16 physics. Scientific thinking, enquiry and investigative skills are well-developed across the school.
- In FS, children develop prediction skills and knowledge of magnets. In Primary they understand electric circuits, and in Secondary, they explore, for example, the biological basis of diabetes. At Post-16 students are engaged in scientific research projects for new treatments for leukaemia.
- Practical science is developed well in FS and provides a rich learning experience for children through comprehensive practical activities. This is a strength and feature of science, leading to Post-16 students capably designing and devising their own practical experiments.

For Development:

- Further improve Post-16 provision so that outcomes align better with other subjects.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- The impressive learning skills demonstrated by students contribute significantly to their high achievement. In FS and Primary, a student-centred approach ensures that students take ownership of their learning. By Post-16, students exhibit maturity and independence in learning.
- Students in all phases embrace collaborative learning enthusiastically, offering support and forming partnerships with their teachers and each other. They engage in discussions to share their understanding, actively listening to, and challenging each other's, perspectives while negotiating ideas.
- Most students are able to think critically, solve problems well and apply their learning successfully to practical situations. However, connections between different subjects are made less frequently. Since the previous inspection, students' use of technology to support learning has improved.

For Development:

- Support students' ability to and where appropriate, to make connections between areas of learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Very good ↓

- Students display an enthusiasm for learning. They exhibit positive mind-sets and attitudes during lessons. Many students take initiatives and strive to maintain active roles in their learning. Children in FS demonstrate excellent self-discipline and respond well to their classmates and adults.
- Students cooperate well with their teachers and each other. They are courteous, thoughtful and listen attentively to the responses of others. Most students have a proactive approach to their own development leading to greater independence and self-regulation.
- Almost all students make healthy lifestyle choices, including taking healthier food options. They participate well in an extensive range of sporting and physical activities. However, students' attendance rates are only acceptable and some students, particularly at Post-16, do not arrive punctually to their lessons.

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

- Students demonstrate a secure understanding of Islamic values and how they are reflected in UAE society. They appreciate and display values such as, tolerance, kindness and respect. They are respectful of the Islamic practices of fasting and giving to others during the month of Ramadan.
- Students demonstrate a clear understanding of the culture and heritage of the UAE. They appreciate how the UAE embraces other cultures while maintaining its own identity and traditions. Children in FS can recognise key landmarks in Dubai and enjoy learning about the history of pearl diving.
- Students are very aware and proud of their own cultures and heritage. They benefit from the school's approach to diversity which enables them to learn about other cultures. This is celebrated during lessons and through exhibitions as well as National Day and International Day activities.

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

- Students are active citizens who benefit the school and wider communities by volunteering for projects such as, book donations competitions and charitable endeavours and, the Red Crescent. Through the student leadership team, students are active participants in school improvement initiatives.

- Innovation is evident in the Active Engineering Society and the Tycoon Club as well as projects developing resistant materials, food technology and graphics. Students design sustainable vacuum and present fast fashion by re-purposing old clothing. They organise concerts showcasing their singing and poetry skills.
- Students lead initiatives to promote conservation such as, gardening, re-wilding and waste reduction. They express a desire for increased efforts to transform the school into a sustainability hub by supporting initiatives that have an environmental impact.

For Development:

- Improve attendance and ensure that students always arrive to their lessons on time especially after breaks.

03 TEACHING AND ASSESSMENT

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

- Teachers in all phases exhibit a confident knowledge of their subjects and most have a secure understanding of the most appropriate learning strategies. They create motivating and inspiring teaching environments where students experience a blend of rigorous learning activities and nurturing of their wellbeing.
- Most teachers demonstrate effective questioning techniques that stimulates students' critical thinking and problem-solving skills. They encourage both collaborative and independent learning and expect students to take responsibility for their own learning.
- Teachers know their students very well and plan lessons that accelerate their progress. They are skilful in challenging students and in supporting them according to their individual needs. Most lessons feature an engaging pace, high expectations and high-quality resources to enhance learning.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, fully coherent assessment processes provide leaders with accurate information about the attainment and progress of individual students. This information is used skilfully and effectively to help leaders and teachers to make decisions about intervention strategies where necessary.
- A strength of assessment is the way in which all strands of data are comprehensively collated to give an all-inclusive picture of each student's needs. This is not limited to academic outcomes as takes account of their sense of wellbeing.
- Since the previous inspection, leaders analyse data to much greater depth. By doing so leaders have a better understanding of the expected levels at certain stages in a student's development. This is allowing leaders to target students requiring additional support more quickly.

For Development:

- Ensure full use is made of assessment data to target reading interventions.

04 CURRICULUM

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

- A balanced, purposeful and effective curriculum is provided for students from FS to Post-16. For all subjects, and aspects of school life, regular and rigorous reviews ensure that it is relevant, and rich in content and learning experiences.
- Transitions between phases, choices of subjects for examination courses, and information and guidance for students preparing to leave the school, are expertly developed. This allows students and parents to make informed decisions about their preparations for the next stage of education or future careers.
- The school provides an extensive range of high-quality curricular options for students entering Secondary and Post-16. This provision is being enhanced with the introduction of vocational courses. Cross-curricular links and the transfer of learning across subjects are unevenly developed.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The school is rigorous and successful in ensuring that the curriculum, planning and teaching are reviewed, modified and adapted to meet the needs of both individuals and groups of students in all phases of the school.
- There are extensive programmes of after school activities which provide rich learning experiences, and many opportunities for students to appreciate the world beyond the classroom. A developing strength of provision is students designing and leading an increasing number of these activities.
- The curriculum fosters a deep appreciation and understanding of the culture and heritage and values of the UAE. There is an emphasis on celebrating outstanding Emirate students' achievements and encouraging Emirati role models to inspire others.

For Development:

- Ensure that cross-curricular links are more meaningful and purposefully planned to enhance students' transfer of learning between subjects.

05 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

- The school has exemplary policies, systems and practices underpinning safeguarding and child protection. Staff receive comprehensive training to support them to recognise any signs of abuse and enabling them to intervene effectively. Open channels of communication with students and their parents ensure a safe school environment.
- The school’s premises and facilities are rigorously maintained, safety-checked and documented. Effective incident management and regular audits support safety measures. All hazardous materials and off-campus activities are risk-assessed and prudently managed. School security and transportation are exceptionally well managed.
- The school prioritises safe and healthy living, providing students with opportunities to participate in a wide range of sporting activities. Active lifestyles are promoted and the school hosts events for students and parents focused on their wellbeing.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers and students enjoy exemplary relationships and show each other care and respect. They have highly positive interactions, both in lessons and around the school. Students know, understand, and follow the school’s very high expectations of their behaviour.
- The school’s systems for promoting attendance and punctuality are not effective enough. Younger students arrive promptly to lessons, but secondary and post-16 students sometimes arrive late. Despite positive relationships with parents, attendance rates are lower than they should be.
- The school is an exceptionally inclusive learning community, providing a nurturing and welcoming environment. Comprehensive systems identify and support students of determination and those who are gifted and talented. The wellbeing of students, staff and parents is given the highest priority.

For Development:

- Improve the school’s systems for promoting attendance and punctuality so that they are more efficient and effective.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
<ul style="list-style-type: none"> The school’s well-qualified inclusion leaders have established inclusivity as a key priority for the school. This ethos is embedded and demonstrated across the school. The premises, facilities and resources, are skilfully adapted to ensure inclusive practice of the highest quality. Using an all-inclusive approach, the school identifies students’ barriers to learning and using specialist advice when needed. Once identified, high-quality provision with well-targeted and personalised support is put in place. Teachers’ careful lesson plans are very well delivered so most students make at least the expected progress towards their targets. The school has excellent communications with parents, placing them at the centre of provision for their children. Parents are well supported enabling them to make significant contributions to their children’s progress. Parents’ report being delighted with the support provided for them. Highly supportive classroom climates, including learning support classes, are consistent features across the school. The school’s alternative pathways for students of determination motivate and engage them even further. Assessment systems help teachers with the setting of ambitious, but achievable, individual targets. Whole school systems to track progress are in place, but information on individuals is not always easily accessible. Overall students of determination make excellent progress both academically and in their personal development. 	<p style="text-align: center; font-weight: bold; color: #00a0a0;">Outstanding</p>
<p>For Development:</p> <ul style="list-style-type: none"> Improve systems for recording students’ achievement even further so that they provide ready access to information on their academic and personal development. 	

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders set a clear strategic vision covering relationships, inclusivity, community and professional responsibility. The recently appointed principal has quickly established himself and is working tirelessly to nurture the expertise and commitment of the senior and middle leaders. Very strong relationships and highly effective systems of communication are evident at all levels. Morale across the school is extremely high and staff feel acknowledged and engaged. Ongoing professional training is having a positive impact on the school's performance.
- Self-evaluation procedures are fully embedded, and actions to bring about further improvement are identified and monitored. The monitoring of teaching is effective. Areas for improvement are identified and rigorously pursued through training and coaching. Whole school and department action plans are extensive but some lack coherence and consistency. Targets for improvement do not yet include enough detail on how they will be measured or met. Key priorities are known but not highlighted. Recommendations from the previous inspection have been successfully pursued.
- Parents are keen and enthusiastic advocates of the school. They say their views are respected and appreciated. Students' academic progress, as well as their personal and social development, are communicated at regular intervals. The school benefits from strong links with other schools in the group. Senior leaders support professional development through partnerships with the University of Birmingham in Dubai. Parents appreciate workshops covering cyber security, examination stress, dealing with teenagers and applying for university.
- The governing board includes representation by the owners as well as parents and educators. Governors regularly visit the school and have a clear oversight and knowledge of the school and its operation. The board holds leaders to account for its performance while celebrating the school's success. Governors have ensured high levels of investment to improve the building and the facilities. They take an active role in ensuring the welfare and wellbeing of leaders and staff.
- The school operates smoothly on a day-to-day basis. Procedures and routines are highly effective. Staff are well qualified and effectively deployed. They benefit from a wide range of training opportunities. Support staff are utilised fully and effectively. The premises and facilities are of an exceptionally high quality. Effective use is made of extensive resources to meet the needs of all students. The FS is exceptionally well-resourced to support the children's independent learning.

For Development:

- Ensure that school and department action plans are coherent and consistent with well-considered success criteria that are linked to students' performance and the school's priorities.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae