



المعرفة Knowledge



KINGS SCHOOL DUBAI L.L.C

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER
























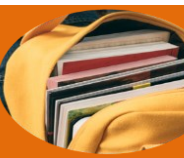



OUTSTANDING

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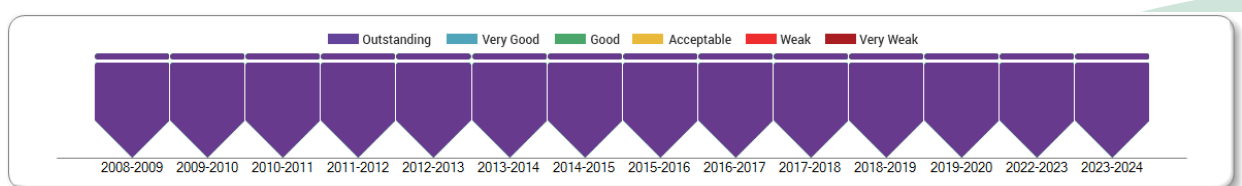
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Umm Suqeim
	 Opening year of school	2004
	 Website	http://kings-edu.com/dubai/
	 Telephone	97143483939
	 Principal	Bede Patrick Higgins
	 Principal - date appointed	9/1/2016
	 Language of instruction	English
	 Inspection dates	23 to 27 October 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	1131
	 Number of Emirati students	54
	 Number of students of determination	92
 <p>TEACHERS</p>	 Number of teachers	86
	 Largest nationality group of teachers	British
	 Number of teaching assistants	49
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	EYFS / National Curriculum for England
	 Accreditation	BSO/BSME

School Journey for KINGS SCHOOL DUBAI 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

- Students' achievements in English, mathematics and science across the school are outstanding. Students have good attainment and make very good progress in Islamic Education and Arabic as an additional language. In Arabic as a first language, students' attainment and progress are good. Students' learning skills are outstanding.
- Students' attitudes toward learning and their respectful attitudes toward each other and adults are exemplary. Students demonstrate extremely high levels of responsibility. They are polite, enthusiastic and move around school without the need for any significant adult intervention. They value their education highly. They are ambitious. Their confidence and security of understanding of the key skills prepare them exceptionally well for secondary school.

Provision For learners

- Provision in the Early Years Foundation Stage (FS) is extremely responsive to children's needs. Staff members work together closely to track children's progress. The children are highly engaged and motivated and can concentrate for extended periods of time. Teachers quickly gain appreciation of students' understanding; they expertly intervene to support learning. Such high-quality support ensures that students with more complex needs flourish at the school.
- The curriculum provides rich opportunities for high quality learning. It has very positive effects on students' behaviour and safety. It contributes to students' academic achievements and their personal, social and cultural development. Extremely effective specialist teaching, and a wealth of extra-curricular activities means that students benefit from high quality and diverse opportunities.
- Staff members interact with students respectfully and take their responsibilities as role models very seriously. As a result, relationships around the school are exemplary. The school has excellent systems to identify students of determination swiftly and accurately, as well as those who are gifted or talented. Accurate identification of needs leads to highly appropriate interventions. Excellent support enables almost all students to make their best personal and academic progress.

Leadership and management

- The Principal's determination, clear leadership and thorough understanding of the school's priorities have led to a robust and purposeful approach to school improvement. Leaders at all levels are highly effective, skilful and share common goals. This ensures that their high expectations pervade all aspects of the school's work. The procedures for holding leaders to account for the school's performance are yet to ensure that the school community develops deep understanding of the UAE's heritage and culture.

Highlights of the school:

- Students' excellent achievement in almost all subjects.
- The strong vision and exemplary leadership of the principal and leaders at all levels.
- The high levels of challenge in the learning activities provided for children in FS.
- Students' excellent attitudes toward learning, their keenness to improve and their strong social responsibility.
- The high level of personalisation informed by assessment outcomes in almost all subjects.

Key recommendations:








- Develop further a thorough appreciation and understanding of the UAE's heritage and culture.
- Improve students' progress in Arabic as a first language.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

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

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

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

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	Very good

- In the 2021 Progress in International Reading Literacy Study (PIRLS) assessment the school scored 631, which was 22 above the set target. This was an exceptionally good result. The school did not have Emirati students entered for PIRLS in 2021.

C. Leadership: International and Emirati Achievement	Outstanding
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- Leaders ensure that international assessments are undertaken and that the analysis of outcomes is shared with stakeholders to inform teaching, learning and curriculum provision. They act on any gaps identified by the benchmark assessment reports. This promotes improvement in the learning outcomes, including those of Emirati students. The National Agenda and reading literacy action plans clearly identify the next steps students should take.

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

- The school makes effective use of New Group Reading Tests (NGRT) to track the development of students' reading skills. Benchmark assessment outcomes indicate that actions to improve students' reading are having positive effects. The school provides training for teachers to ensure they can understand, interpret and use information from the NGRT assessments. As a result, the reading assessment data are fully understood and acted upon. Emirati students are making very good progress in the development of their reading literacy skills.

Overall, the school's achievements in the National Agenda Parameter are outstanding.

For Development:

- Use information from the outcomes of benchmark tests to improve the progress of Emirati students, particularly in mathematics.
- Use information from reading literacy tests to further improve students' reading skills, especially those of 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 well-being 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 mission and is integrated into its ethos and culture. Policies are comprehensive and support effective provision and outcomes. Governors are partially involved in the self-review processes, limiting their contributions to strategic planning and the evaluation of results. Informal methods of information gathering consistently deepen leaders' understanding of the wellbeing of the students and staff. Formal assessment systems have recently been set up to enable more precise evaluation of the effects of wellbeing initiatives.
- Staff members and governors are highly committed to pursuing the wellbeing vision. Students increasingly support wellbeing projects through their many leadership roles. Parents benefit from highly responsive and continuous communication, receiving expert guidance and support. Rigorous monitoring ensures swift identification of wellbeing concerns. Students have access to highly effective support. Students' wellbeing concerns are managed by skilled and trusted adults. Comprehensive induction and personalised guidance for the staff support high levels of retention.
- Curricular programmes thoughtfully promote wellbeing development. Teachers successfully create positive classroom cultures, enabling students to flourish academically and personally. The quality of Positive Education lessons varies. Students have growing understanding of their own wellbeing and that of others. Students understand and follow online safety protocols and consistently demonstrate responsible online behaviour. Across all phases students express high levels of positivity.

For Development:

- Ensure consistency in the quality of Positive Education lessons.
- Analyse data to evaluate the results of wellbeing initiatives and use the analysis to support self-evaluation and planning decisions.

UAE social studies and Moral Education

- Moral and social education lessons follow the UAE Ministry of Education (MoE) guidelines. The school teaches moral social and cultural education (MSCS) in English. It is timetabled as a discrete 90 minute lesson per week. Teachers use a variety of resources, including the Salma series, for reference. They make adaptations within their own innovative curriculum framework.
- Teaching is imaginative and of high quality. Lessons are creatively planned and engaging. Most students across the school are actively engaged and clearly enjoy learning. Assessments of learning are rigorous, with accurate tracking and reporting of students' progress.

Arabic in Early Years

- Arabic as an additional language is taught in the Foundation Stage for 20 minutes per week. Arabic as a first language is taught in four 45 minute lessons per week in Year 1. The school follows a modified curriculum that is tailored to the needs of all children. There are two specialised teachers who teach Arabic through play-based activities, developing children's listening, speaking and awareness of letters and sounds. Teachers rely on observations to assess children's progress. They prepare them for the transition to Year 1 through joint planning with the primary teachers.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good

- Students can express their understanding of Islamic frameworks by linking them to the wider world and the knowledge they have acquired over years of study. Students who are learning the subject in English can express and explain concepts better than others.
- Most students' Holy Qur'an recitation skills have developed well, although some students studying in English find difficulty with pronunciation and Tajweed rules. However, their knowledge related to simplified Fiqh, Tajweed and the characteristics associated with belief are strong.
- Activities that enrich students' knowledge have contributed to improving their ability to connect beliefs. Nevertheless, the development of critical thinking derived from understanding the principles of Islamic legislation and systems is less secure.

For Development:

- Improve students' critical thinking skills and their understanding of the underlying principles of Islamic laws.
- Reduce the learning gaps between the Arabic and English language groups.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- At least the majority of students’ attainment is above the curriculum standards. Their ability to use the language fluently and express themselves meets the curriculum standards. The younger primary phase students make faster progress than students in Years 5 and 6.
- The use of standard Arabic is consistent among most student groups, but their levels of proficiency vary. Their reading for comprehension has improved. The quality and content of their writing and their communication of ideas are inconsistent.
- The introduction of varied teaching methods for improving students’ reading and speaking has had positive effects upon the development of students’ language skills across all year groups.

For Development:

- Improve students’ speaking and writing to match their other language skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good ↑

- Students typically make significant progress in acquiring Arabic language skills and can use them in ways that reflect their understanding of its structural components. In lessons, extended vocabularies are used for effective communication.
- Students’ listening skills have improved. Their vocabularies are rich, and they can express themselves clearly in most contexts. Students can read and understand short texts and their extended writing skills are improving.
- Raised expectations and more effective teaching strategies have enhanced students’ language skills. Consequently, their progress is accelerating during lessons and in their written work. However, the progress in students’ writing skills is not monitored as closely as the other language skills.

For Development:

- Monitor the progress of students' writing skills in parallel with their speaking skills.

ENGLISH

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children leave FS with strong language skills. They use particularly ambitious vocabulary when speaking. This builds firm foundations for Primary, where they become very confident speakers. They can present and discuss their ideas with fluency and justify their opinions with confidence.
- Students extended written work is impressive. Most students can craft different styles of writing with care and precision. Students understand form and use an ambitious array of linguistic and literary techniques for effect. Their creative writing is sophisticated and compelling.
- Most students are fluent readers who use pace and intonation when reading aloud. They can deconstruct a range of different texts and respond with maturity to concepts and ideas. Effective interventions are ensuring that the gap in progress between Emirati and non-Emirati students is narrowing.

For Development:

- Create more opportunities for students to use the UAE context in developing their writing skills.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Through self-initiated play and learning, children in FS quickly grasp basic numbers, directional language and dimensions. The exceptional achievements in FS are built upon very effectively the primary phase. Emirati students show good progress in their benchmark assessment results.
- Lessons are personalised to suit the interests, needs and abilities of students, resulting in outstanding levels of achievement. By the end of the primary phase students are able to substitute algebraic symbols for numbers and order fractions, decimals and percentages.
- A recent focus on problem solving and investigation, as well as a more consistent calculation policy is proving to be very effective. An 'Enterprise Week' has helped students to link their learning in mathematics to everyday situations.

For Development:

- Ensure accuracy in the spelling of mathematical vocabulary, particularly in relation to measurements.

SCIENCE

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students' understanding and application of scientific skills are better than expected across both phases. The curriculum systematically promotes scientific methods so that by Year 6 students are able to plan complex investigations.
- Students use key vocabulary to develop predictions, understanding of variables and fair testing. They can evaluate experiments and increasingly complex data. Expectations are high and the youngest students ask questions and are able to make and test simple predictions.
- Practical work within everyday contexts links different scientific concepts. Students are encouraged to be curious and to relate new learning to the concepts already taught. Teachers routinely adapt their lessons to meet the differing needs of students.

For Development:

- Integrate Emirati contributions to science into the curriculum to provide a local context.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Most students clearly enjoy learning, which is supported by a strong environment, particularly in FS. Students are enthusiastic and actively engaged in lessons. Students of all ages take responsibility for learning and older students can justify their opinions when challenged.
- Most students across both phases collaborate effectively in pairs or small groups. Their speaking skills are strong, and they can present their findings and discuss their ideas confidently. Students routinely respond to feedback to improve their work.
- Students are adept at making meaningful connections between areas of study. Their innovation, enterprise, critical thinking and problem-solving skills are highly developed and demonstrated in most lessons. Students use learning technologies effectively, especially twenty-first century technologies such as Artificial Intelligence.

For Development:

- Develop students' understanding of the risks as well as the benefits of Artificial Intelligence.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students contribute much to the positive ethos of the school. They demonstrate a strong sense of belonging to the school community. They proactively exhibit self-assurance and deep personal commitment to their responsibilities. In FS children very effectively engage in well-structured roles.
- Students exemplify self-regulation across a range of activities, taking initiative and providing support for others when necessary. Their mutually respectful relationships cultivate a harmonious school environment. In lessons students thrive on the giving and receiving of constructive criticism.
- Students enthusiastically embrace a culture of making wise dietary choices, capitalising on initiatives designed to promote physical fitness. They are in regular attendance and punctual.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Across the school students express secure understanding of Islamic values and how these relate to the culture of the UAE. They demonstrate respect for these values and participate in a variety of related activities, such as group Iftar dinners during Ramadan and charitable fund raising.
- Students are knowledgeable of the culture of the UAE. They sing the national anthem with enthusiasm. They participate in events to commemorate Emirati heritage by, for example, celebrating the National Day and Flag Day.
- Students have strong understanding and appreciation of their own and other world cultures. They confidently discuss traditional dress and food from different parts of the world.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students hold an exceptionally wide range of leadership positions and are part of a thriving community. They are eager to take on these roles and contribute to the wider community through, for example, charitable events.
- Throughout the school students have an exceptional work ethic. They are focused, innovative and creative. A highlight of the school calendar is Enterprise Week, when students work together to produce, advertise and sell different products.
- Students demonstrate care for the school and local environments. They are working on reducing their use of plastic and have taken part in recycling initiatives. Students are developing their understanding of sustainability and how environmental behaviours need to change.

For Development:

- Enhance students' knowledge and understanding of the need for environmental sustainability.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers have excellent subject knowledge and teaching skills. Their planning is imaginative and meticulous, with clear lesson objectives and high expectations. Time and resources, including learning technologies, are used skilfully to ensure strong learning outcomes.
- Teachers create very interesting and positive learning environments. They are extremely skilled in their questioning of students, probing to check that they have understood new concepts and encouraging them to think deeply. Learning activities provide support and challenge, often personalised to maximise students' progress.
- Teachers expect their students to take responsibility for learning and promote collaborative and independent learning. well. They integrate opportunities for developing the skills of critical thinking, problem solving and innovation into learning, through a wide range of practical activities.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Assessment policies and procedures are fully coherent and consistent. Information from assessments is used skilfully and effectively to ensure a smooth transition from FS to Primary. This information is used to plan the curriculum throughout the school, so as to meet students' differing needs.
- Teachers' thorough knowledge of the strengths and weaknesses of their students is used effectively to personalise teaching and learning. They sometimes invite students to assess their work or the work of their classmates without any guidance.
- Teachers follow the school's feedback policy in response to students' written work. In FS, regular feedback is given to parents. In the primary years teacher's feedback is comprehensive and often provides constructive guidance to students to help them improve their work.

For Development:

- Provide more guidance when students assess their own work and that of their classmates.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is compliant and meets the requirements of the National Curriculum for England and the UAE. The broad and balanced ‘concept curriculum’ drives the school’s vision of ‘best by every child.’ Books are central to each concept, which provide links to other areas of the curriculum.
- The curriculum is highly inspiring and creative. The child-centred curriculum in FS provides children with an exceptional start and supports the transition between phases. Specialist teachers enhance provision across a wide range of subjects.
- The curriculum is refreshed each term and constantly reviewed and modified to ensure that learning gaps are identified and closed. These reviews underpin students’ academic achievements and their development of learning skills very effectively.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is adapted to provide interesting learning opportunities for most groups of students. Information from assessments is used well to adapt the curriculum to meet the needs of students, including students of determination.
- Artificial Intelligence is integrated into the ‘concept curriculum’ across all phases and is increasingly used in lessons to enhance 21st century learning skills and digital technology. This extends into the extra-curricular programme, which supports the developmental needs of most students.
- The curriculum promotes enterprise and includes relevant opportunities to develop students’ knowledge of the heritage of the UAE. Opportunities to strengthen students’ learning experiences across all curriculum areas and to deepen their understanding of the heritage of the UAE are many.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Students are safe because the school has highly effective arrangements to protect them from all forms of abuse and bullying. All staff members receive annual safeguarding and child protection training. Policies and procedures ensure that students are kept safe in school.
- The school environment and facilities are welcoming, clean, hygienic and very well maintained. They meet the needs of all. Systematic checks of the facilities are in place. Comprehensive medical files and incident records are kept and securely stored.
- Healthy living is given high priority. It is highlighted in assemblies and lessons and supported by the spacious playgrounds, high-quality sports facilities and a motivated medical team. Security measures and supervision throughout the school are very effective.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- With 'the best by every child' a school aim, care and support are key features. Exemplary relationships enable students to take risks when learning. Evolving procedures for managing students' behaviour are effective and the benefits of regular attendance emphasised.
- Excellent systems swiftly and accurately identify students of determination and those who are gifted and talented. Efficient referral procedures are in place to ensure rapid responses to students' needs. High quality support enables students to make their best personal and academic progress.
- The wellbeing of students is closely monitored, and the information is used to provide effective individual guidance and support. Carefully considered transitions ensure that students joining the school settle quickly and those moving to other schools are appropriately supported.

For Development:

- Further improve the very positive rates of attendance.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- The principal and the governing board ensure that a highly inclusive ethos is established across the school. The Head of Inclusion leads a very capable team, including learning support assistants and specialist teachers. Together they ensure exceptional learning and developmental opportunities for students.
- Assessment procedures upon entry ensure that barriers to learning are identified. External specialists enhance the identification procedures. Expertly delivered interventions significantly improve students' learning outcomes. Across both phases students who have the most significant needs are exceptionally well supported, through the skilful implementation of individual education plans.
- Communication between the school and parents is positive, contributing to students' progress. Parents are fully informed of their children's progress through formal and informal reporting methods. These include accurate attainment and progress assessments and updates on progress made against students' individual learning goals.
- The excellent learning environment in classrooms positively supports learning. High quality lesson planning is personalised and expertly delivered, ensuring that almost all students of determination are motivated and actively engaged at levels of challenge that match their needs.
- Robust assessment systems identify students' starting points, setting achievable, but ambitious learning goals. The systems for monitoring progress provide precise and detailed information about individual students' achievements. Over time, almost all students, including those with complex needs, make better than expected progress.

For Development:

- Analyse all the available data from assessments and monitoring to guide planning at all levels.

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

- The foundation of the school's success is a collective sense of ambition for all students. The principal's determination, clear leadership and thorough understanding of the school's priorities have led to a robust and purposeful approach to school improvement. Leaders at all levels are highly effective, skilful and share a common vision. This ensures that their high expectations pervade all aspects of the school's work.
- The school's improvement plan has appropriate priorities and is underpinned by the analysis of assessment information and monitoring of the school's work. The plan includes a clear and specific timetable of actions to address the areas for development. Leaders ensure that the school's work is constantly evaluated and improved. Clear guidance leads to the ongoing 'fine tuning' of teaching practices.
- Parents hold the school in exceedingly high regard. They have great praise for the teaching staff and their inspirational approach. Parents report that communication is strong and effective because there are well-developed and embedded systems in place. They say that the school is always responsive to any questions or concerns they may have. Communication on students' progress is regular and informative.
- Members of the governing board are selected on the basis of their skills and knowledge. They seek the school community's views informally and through meetings. The board achieves a very good balance between challenging and supporting leaders. The procedures for holding all leaders to account are not precise enough to ensure that students develop deep understanding of the UAE's heritage and culture.
- The school has a wide range of policies and efficient procedures to ensure very effective daily operations. There is a commitment to the continual improvement of facilities, resources, staffing and professional training. All teachers are highly qualified, and their specialisms contribute much towards fulfilling the school's vision.

For Development:

- Include better understanding of the culture and heritage of the UAE in improvement plans for leaders across the school.



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