DUBAI Knowledge المعرفة

CAMBRIDGE INTERNATIONAL SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
VERY GOOD	VERY GOOD	GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

📍	Location	Al Twar
📅	Opening year of school	1983
🌐	Website	www.gemscis-dubai.com
📞	Telephone	97142824646
👤	Principal	Stephen Brecken
📇	Principal - date appointed	01/08/2022
💬	Language of instruction	English
🔍	Inspection dates	23 to 27 October 2023

STUDENTS

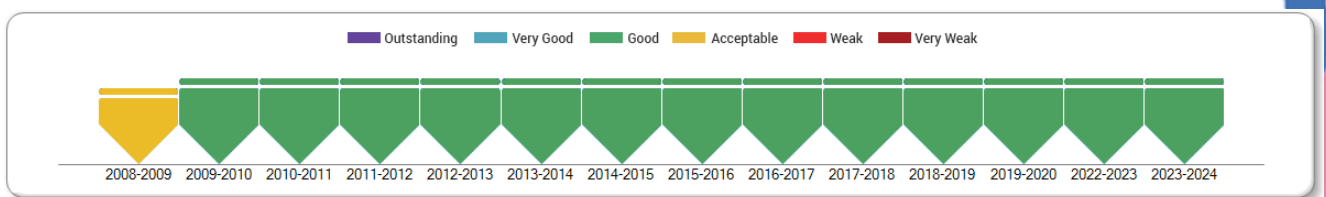|		
👥	Gender of students	Boys and girls
🔄	Age range	3 to 18
👨‍🎓	Grades or year groups	Years 1 to 13
🧑	Number of students on roll	2813
👟	Number of Emirati students	33
🧩	Number of students of determination	98
🌍	Largest nationality group of students	Indian

TEACHERS

🧑‍🏫	Number of teachers	157
🌐	Largest nationality group of teachers	Indian
🤲	Number of teaching assistants	35
📇	Number of guidance counsellors	1

CURRICULUM

📄	curriculum	UK
📋	External Curriculum Examinations	IGCSE, A Level, BTEC, ASDAN
🏅	Accreditation	BSO

School Journey for CAMBRIDGE INTERNATIONAL SCHOOL

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023	2023-2024
Acceptable	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good

SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Achievement in English and in mathematics is consistently high in the secondary and post-16 phases. Students' achievement in Islamic Education shows continued improvement. In the Foundation Stage (FS), children are highly independent and take on responsibility to direct their own learning, which leads to consistent achievement levels in English, mathematics and science.
- All students have a strong sense of wellbeing. They are aware of the importance of healthy lifestyles. Strong relationships between students and teachers help students to develop confidence and maturity. In their life in Dubai, students understand and appreciate values such as modesty, honesty and tolerance. They are also very proud of their own cultures. They appreciate the other cultures which exist in their community.

Provision For learners

- Most teachers have secure subject knowledge and understand how students learn. In the post-16 phase, teaching is characterised by high expectations of what students can achieve. Teachers generally plan lessons with clear learning objectives and appropriate success criteria. A considerable amount of information and data on students is collected and skilfully analysed. Teachers receive detailed information about their students' strengths and areas for improvement in their learning.
- In the senior phases, the curriculum gives an extensive choice of both academic and non-academic subjects to suit the needs of all students. In FS and in Primary, a topic and theme-based approach ensures appropriateness for younger children. The curriculum is broad and offers a range of experiences to all. Students have extensive opportunities for innovation, creativity and enterprise both in school and in the wider community.
- Safeguarding procedures are highly effective. Buildings and facilities are accessible and maintained to a very high standard. Personal care and wellbeing are high priorities, with effective support for students from the counsellor, inclusion team, fellow students, school leaders and teaching staff. Successful curricular transition arrangements are provided for older students, as well as high-quality advice for career options.

Leadership and management

- The principal, together with senior and middle leaders, effectively supports teaching, learning and wellbeing in the school. The governing body is representative and active. Most aspects of the day-to-day management of the school are very efficiently organised. Parents are highly supportive of the school and of the caring and safe learning environment which it provides for their children.

Highlights of the school:

- The very good start which children make to their school life in FS.
- The school's strong commitment to inclusivity, promoting high-quality wellbeing, care, support and safety for all.
- The school's strong partnerships with parents.
- Students' highly developed social skills and their awareness of Islamic values.
- The very efficient collection of assessment data.

Key recommendations:

- Develop effective teaching strategies to provide appropriate challenge for students, particularly in Islamic Education and Arabic.
- Ensure that the high-quality student data and information which the school has assembled are used effectively in all lessons.
- Review the various curricular strands and initiatives.
- Develop a digital learning vision, strategy and plan for the whole school.

OVERALL SCHOOL PERFORMANCE

Good

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	Good	Good
Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English	Attainment	Very good	Very good ⬆	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
Mathematics	Attainment	Very good	Good	Very good	Very good
	Progress	Very good	Good	Very good	Very good
Science	Attainment	Very good	Very good	Good	Good
	Progress	Very good	Very good	Good	Very good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Very good

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

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

04 Curriculum

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

06 Leadership and management

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

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.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good

A large majority of students across the school make better than expected progress against the National Agenda Parameter tests. Emirati students' progress is in the expected range. In the Progress in International Reading Literacy Study (PIRLS) test, a large majority of students, including Emirati students, make better than expected progress in English, mathematics and science.

C. Leadership: International and Emirati Achievement	Very good

Leaders' action plans are informed by relevant priorities and are based on the detailed analysis of assessment data from international benchmark tests. Leaders carry out useful checks to evaluate the impact of these actions on students' learning. Their monitoring does not focus enough on subject-specific concepts and skills to promote the best possible progress.

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

Reading has a central place in the provision of learning for all students. Assessment information is analysed and gaps in the skills of reading are shared. Teachers know the needs and reading abilities of their students. Emirati students achieve similarly to others. Leaders have developed a strong culture of reading. Students have opportunities to read various types of text so that they can use reading to extend their understanding of their own lives and their world.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Extend the development of reading skills by helping more pupils to become excellent readers.
- Refine monitoring across the curriculum by increasing the checks on the development of subject-specific knowledge, understanding and skills.

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 students' wellbeing, and 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.

- The school prioritises wellbeing, which is very well embedded in this highly inclusive school. Governors and senior leaders ensure that resources are available to support programmes. Information on adults' wellbeing is collected through surveys, and for that of students by a daily census. Course and career guidance effectively enables students to select their personal pathways through the school and beyond. Carefully planned transition arrangements are made between the phases and for the many students new to the school.
- All students have direct access to a number of adults, including the school counsellor. They have a wide range of opportunities to take responsibility. Students' opinions shape wellbeing provision. Older students are trained to support the social and emotional needs of their fellows. Regular professional training and personal welfare support for all members of staff are consistently provided. As a result, morale is high. Parents are very close partners and receive regular communications about their children's academic and personal progress.
- Most students independently take responsibility for their own wellbeing. They adhere very well to the school's behaviour policies. They benefit from effective classroom management and very positive relationships with members of staff. They know how to keep safe when using the internet and when engaging with the world beyond the school. Students are very aware of healthy lifestyles. Medical personnel regularly monitor their physical wellbeing. Students say that their teachers care about them. They feel valued and happy in school.

For Development:

- Review initiatives which support wellbeing in order to maximise their impact.

UAE social studies and Moral Education

- UAE social studies and moral education is taught as a dedicated subject in Years 1 to 13 and is allocated two lessons of 50 minutes each week. The UAE framework is fully embedded. The subject meets the requirements of Ministry of Education (MoE) guidance. Students have opportunities to apply their moral, social and cultural learning across the curriculum.
- Teaching and learning encourage the adoption of high personal and moral values. Lessons are well planned and structured effectively to build on students' previous learning. They incorporate interesting discussions on moral and ethical issues. Appropriate assessment strategies are used across the phases. Adaptation of the curriculum to provide individual challenge for different groups of students is now becoming a feature.

Arabic in Early Years

- Children learn Arabic in FS1 and FS2. The subject is taught by two teachers with Arabic backgrounds, using the MoE curriculum, for 40 minutes each week. In lessons, children learn about the alphabet, numbers, fruits, animals and colours during a range of class activities. Assessment strategies include whole-class questioning, worksheets and practical activities. Teachers use a range of learning resources, supported by the availability of outdoor learning spaces. However, learning through play and making personal choices are not always part of lessons. Transition to Year 1 is not smooth enough.

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

- In lessons and in recent work, the majority of students in Primary and Post-16 demonstrate knowledge and understanding that are above MoE curriculum standards. However, attainment in Secondary remains acceptable. Progress in all phases is above the expected level.
- Students in the post-16 phase effectively discuss contemporary issues such as poverty and separation of spouses, from an Islamic perspective. Students in the secondary phase have adequate levels of understanding of Islamic concepts and of the principles of worship.
- Recitation of the Holy Qur'an has improved, but not consistently in all phases. Most students are improving their understanding of Islamic values. Non-Arab students often achieve better than Arab students.

For Development:

- Improve attainment in the secondary phase.
- Improve students' memorisation and recitation of the Holy Qur'an following Tajweed rules.

ARABIC AS A FIRST LANGUAGE

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

- Students' attainment in reading comprehension is above curriculum expectations in all phases. Improvements to teaching and assessment have sustained progress. The achievement of boys and girls is similar. Emirati students' progress is above curriculum expectations.
- Students' reading skills are developing appropriately. They speak with confidence. They can use a wide range of vocabulary and grammar to analyse narratives and literature. Accuracy and structure in writing are insecure in Secondary and Post-16.
- Students in all phases are extending their learning by reading Arabic stories and poetry in class and through online reading platforms. The level of challenge in higher grades is not yet consistent.

For Development:

- Provide more challenge in Secondary and Post-16.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Attainment is above curriculum standards in reading comprehension in Primary and in Secondary. Achievement levels between boys and girls are similar. Improvements in teaching are strengthening students' progress.
- Speaking skills are well developed. The majority of students can talk about their family and about Dubai, using a good range of vocabulary. Listening comprehension is developing appropriately. Writing lacks accuracy and structure in both phases and is not well developed in Secondary.
- Reading activities are well chosen to encourage interest and facility in reading. Students extend their speaking skills in familiar contexts, using standard Arabic. They do not have enough opportunities to explore imaginative scenarios or to speak at length.

For Development:

- Provide more opportunities for students to use their language skills in different contexts.

ENGLISH

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

- Children in FS make rapid progress in developing pre-reading and communication skills. Across all phases, speaking and listening skills develop progressively. In Secondary and Post-16, students produce extended pieces of writing. Their well-developed language and literacy skills lead to high achievement in external examinations.
- In all phases, students express their viewpoints clearly and confidently. They use an extensive vocabulary in discussions. They analyse a good range of texts, which develops their comprehension and inferential skills.
- Strategies to improve students' skills in applying correct grammar and spelling in writing result in some improvements across most phases. In lower Primary, students do not have sufficient opportunities to write for specific purposes in lessons.

For Development:

- Provide more opportunities for purposeful writing in the primary phase.
- Encourage students to plan, draft and edit their own writing, particularly in relation to spelling, punctuation and grammar.

MATHEMATICS

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

- Assessment information indicates that students' achievement is strong in most phases. Achievement in lessons broadly matches this performance, although in Primary, achievement levels are less consistent.
- In FS, children develop a clear concept of number through structured play in rich mathematical environments. Across all phases, students focus on mathematical thinking and on the accurate application of formulae and problem-solving strategies. In some lessons, opportunities to link learning to practical problems are missed.
- The school has focused successfully on improving fluency in mental mathematics through the effective use of targeted lessons and online resources. More able students are usually challenged in lessons, but the use and exploration of practical mathematical investigations in Primary is restricted.

For Development:

- Embed the use of practical activities in Primary to establish and consolidate mathematical concepts.
- Link complex mathematical problems to contemporary situations in Secondary and Post-16.

SCIENCE

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

- Practical science contributes to strong learning across the school. It supports progress particularly well in FS, where it stimulates curiosity and excites children when learning about the world. Students in Post-16 carry out complex science investigations to deepen their understanding.
- Students in the primary and secondary phases also carry out useful practical activities in science. These investigations are sometimes not extended enough to ensure detailed understanding or precise communication of the scientific knowledge that students are acquiring.
- The science curriculum now contains more opportunities for practical work and investigations. Combined with a stronger focus on reading, students are developing inquiry skills. Sometimes, and particularly in Primary, the design of these activities does not always support progress.

For Development:

- Extend the scope of investigations, particularly in Primary.
- Encourage students to be more precise and detailed in their oral and written communication about science, and help students to engage in extended discussions and explanations.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Very good

- In all phases, students have very positive attitudes to school and are keen to learn. More mature students in Secondary and Post-16 take greater responsibility for their learning. They generally use digital technologies well to support their learning.
- In all subjects, students collaborate effectively in a range of learning situations. Students are adept at sharing their thoughts about their learning with clarity. They are increasingly able to make meaningful connections and to relate them to their understanding of the world.

- Students in Primary and Secondary occasionally conduct independent research to support their learning. They progressively develop their critical thinking and problem-solving skills, particularly in language classes. The development of innovatory and entrepreneurial skills is an emerging feature in all phases.

For Development:

- Develop students' use of digital technologies to support independent research in all subjects.
- Develop students' skills of investigation, innovation and enterprise in all lessons.

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

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

- Students demonstrate positive and responsible attitudes. They enjoy being self-reliant. Incidents of bullying are very rare. All have a good sense of wellbeing. Strong relationships with teachers help students to develop confidence. Students enjoy the support of their classmates in all phases.
- Children and students show very positive behaviour. Students in Post-16 often mentor the younger. Levels of attendance are very good. Almost all students arrive on time in the morning. However, they arrive late to lessons in some subjects.
- Students are aware of the importance of healthy lifestyles. They participate enthusiastically in health-themed competitions. They consistently make healthy eating choices. In FS, children show an excellent understanding of safe and healthy living and of how to keep themselves safe.

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

- Students have an excellent understanding of Islamic values and of how they impact on modern Emirati society. Children in FS are developing their understanding in appropriate ways. Students understand and appreciate values such as modesty, honesty and tolerance.
- Students are very knowledgeable about the different aspects of heritage, culture and history that underpin life in the UAE. Most can speak in detail about cultural activities in the country. They can explain how Dubai has been transformed to become a very important tourist and business destination.
- Students are very proud of their own cultures. They demonstrate an awareness of and appreciation for other cultures around them. They show respect for other nationalities, languages and religions.

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

- Students in all phases actively contribute to the life of the school. They initiate charitable events to support those in need. Throughout the school, they show care and respect for others, especially for students of determination.
- Students' approach to work is exemplary. Members of the student council are resourceful and creative. Student leadership permeates the school. Students show confidence in initiating and hosting socially responsible projects, such as the Model United Nations conference.

- Sustainability and conservation are at the heart of the school's ethos. The youngest children understand the importance of caring for the planet. All students are eager to participate in sustainable projects, which include initiatives to decrease food waste and to stop coral reefs from eroding.

For Development:

- Ensure that effective routines and monitoring are in place when students move between lessons.

03 TEACHING AND ASSESSMENT

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

- Most teachers have secure subject knowledge and understand how students learn. Teaching is more effective in FS and in Post-16. In FS, teachers understand and apply the benefits of active learning. Teaching in Post-16 is characterised by high expectations of what students can achieve.
- Teachers generally plan lessons which contain clear learning objectives and appropriate success criteria. In the best lessons, teachers interact very well with students, ask questions which require critical thinking and use a range of resources. A minority of lessons are predominantly led by teachers.
- Assessment data are collected, analysed and used to identify students' needs. The translation of this information into appropriate, high-quality differentiation is not always seen in lessons.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Good	Good	Very good

- Senior leaders collect and comprehensively analyse data to support learning. They share these analyses with middle leaders and classroom teachers, so that teachers can more closely meet their students' learning needs. This process is stronger in FS and in Post-16.
- Some teachers use assessment information more skilfully to help students make the best possible progress. For others, particularly in some primary lessons, the effective use of assessment information is still developing.
- Teachers receive increasingly detailed and diverse information about their students' strengths and weaknesses in learning. Evaluation of the impact of how well the data are being used to improve progress is not yet rigorous enough.

For Development:

- Ensure that data analysis about students' learning profiles is more consistently and effectively used in lessons.
- Evaluate the use of assessment data.

04 CURRICULUM

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

- In Secondary and Post-16, the curriculum has been extended to give an extensive choice of both academic and non-academic subjects to support the needs of senior students. In FS and Primary, a topic- and theme-based approach ensures that the curriculum is appropriate for lower phases.
- Mapping of the curriculum is well established. This ensures that continuity and progression are well structured and seamless, with learning gaps filled when identified. Curriculum review is rigorous as the school strives to offer very good provision for all students.
- A wide range of meaningful cross-curricular links has been devised in conjunction with the subject departments. However, while these links are indicated in lesson plans, they are not always put into practice in lessons.

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

- Across all phases, leaders successfully make significant modifications to the curriculum to meet the needs of diverse groups of students, including a large group of new students in Post-16. Extensive modifications and enhancements to the curriculum have yet to be reviewed to ensure ongoing effectiveness.
- The curriculum is very rich. All students can access an imaginative range of experiences with extensive opportunities for innovation, creativity and enterprise, both in the school and in the wider community.
- Leaders have made significant progress in ensuring effective challenge for students of determination and for those who are more able. Innovative and coherent learning experiences help students to develop an excellent understanding of the culture and society of the UAE.

For Development:

- Ensure that planned cross-curricular links are implemented in lessons.
- Review the modifications made to the curriculum in order to ensure maximum impact on teaching and learning.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Safeguarding procedures are highly effective. Training is provided to all members of staff, parent volunteers and outside agencies. Robust recruitment checks are in place. Induction procedures are comprehensive. The FS learning area is very safe and secure.
- School buildings are accessible and maintained to a very high standard. Cleaning systems are effective. Extensive security measures ensure that students remain safe on school transport and at vehicle drop-off areas.
- Medical care for students is comprehensive. The wellbeing of the whole school community is prioritised. The clinic is very well staffed. Medicines are securely stored. Records of incidents are monitored, and safety checks are frequent and thorough. Medical staff regularly promote healthy living.

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

- Members of staff know the needs of students very well. Mutual respect and trusting relationships ensure a very positive atmosphere. Most students meet the school's expectations of behaviour. Procedures for monitoring attendance and for promoting punctuality are generally effective.

- Students of determination and those with a range of differing needs are accurately identified. Overall, they receive very good support. In a few lessons, their needs are not fully met.

- Personal care and wellbeing are high priorities. Students receive support from the counsellor and the inclusion team, who have to cope with an increasing student population. Students' academic progress is closely tracked by subject leaders. Older students benefit from successful transition arrangements and high-quality advice for career options.

For Development:

- Increase the level of staffing available to support counselling services.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good

- The principal and governing board successfully foster an inclusive ethos. They ensure high-quality provision and access for students of determination. They have established appropriate monitoring and review procedures. Most of the recommendations from the previous report have been met.
- Accurate identification of barriers to learning ensures that tasks are usually well matched to students' personal learning needs. Outside specialists support the inclusion team's judgements. More students have been recognised as having gifts and talents, but they do always receive sufficient challenge.
- Parents are very positive about the support which their children receive. They appreciate the open access to teachers and the regular communications. They are involved as close partners in supporting their children.
- Individual education plans (IEPs) identify the prime needs of students very well and give clear direction for learning goals. The inclusion leaders provide continuous well-judged training to the many learning support assistants.
- Students overall make very good progress. Most meet their individual goals. Many make significant gains towards overcoming their barriers to learning as the result of courses which meet their personal needs. Progress is consistently high when students receive support from the inclusion team staff.

For Development:

- Ensure that personal goals are consistently considered when planning tasks for individual learning needs.

06 LEADERSHIP AND MANAGEMENT

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

- The principal, senior and middle leaders effectively support teaching, learning and wellbeing. They have established an inclusive school and have created a positive and welcoming atmosphere for students, teachers and the school community. Communication with stakeholders is very effective. Morale throughout the school is high. The wellbeing of students, members of staff and families underpins all decisions made by the principal and the senior leadership team.

- The school has a number of systems to collect and analyse a wide range of internal and external data, as part of the self-evaluation process. Senior leaders and governors make informed decisions about the school and its development. They have identified the school's strengths and some areas for improvement. School improvement planning procedures are comprehensive but are not sharply focused, nor is their impact adequately considered. Leaders have made progress in addressing the recommendations of the previous inspection report.

- Parents, through the very active parents association, are extremely supportive of the school and the caring and safe learning environment which it provides for their children. The communication channels which exist between parents and the school are very effective. Parents greatly value access to school leaders and teachers. The parents association has a permanent seat on the local advisory board. The school has developed strong community, national and some international partnerships.

- The governing body follows the GEMS format and includes representation from almost all stakeholders in the school. The local advisory board is a constructive critical friend for the school. Governors hold leaders accountable for the quality of the school's performance. Their role in the school's development planning does not sufficiently focus on the impact of achievement targets as part of the overall performance management process.

- Most aspects of the day-to-day management of the school are very efficiently organised, which helps to create a positive, student-friendly atmosphere for learning. Almost all members of staff are suitably qualified. They have regular and targeted professional training opportunities. Library services are constrained by the space available in the school and are underused. A range of digital teaching and learning resources is available. Their impact on learning is not consistent across the phases.

For Development:

- Develop the role of the school library as a reading hub for the whole school.
- Ensure that school leaders and governors identify key school improvement targets and carefully consider their impact on students' progress.
- Incorporate digital resources into teaching in all phases.

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