



دبي
Knowledge المعرفة



DUBAI BRITISH SCHOOL

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























OUTSTANDING

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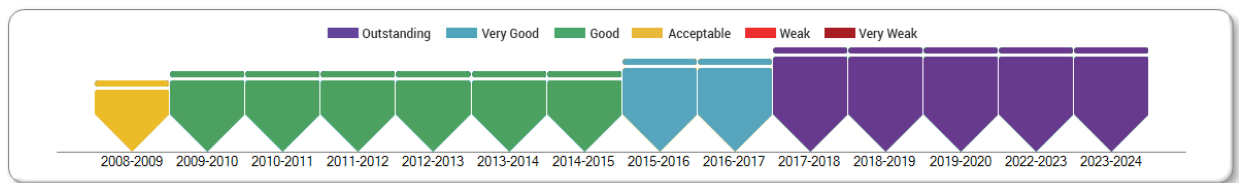
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Emirates Hills
	 Opening year of school	2005
	 Website	www.dubaibritishschool.ae
	 Telephone	97143619361
	 Principal	Sarah Jane Reynolds
	 Principal - date appointed	8/1/2022
	 Language of instruction	English
	 Inspection dates	13 to 17 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	1190
	 Number of Emirati students	2
	 Number of students of determination	110
	 Largest nationality group of students	UK
 <p>TEACHERS</p>	 Number of teachers	96
	 Largest nationality group of teachers	British
	 Number of teaching assistants	32
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	A Level, AS, IGCSE, GCSE
	 Accreditation	BSO

School Journey for DUBAI BRITISH SCHOOL



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 achievement in English, mathematics and science is outstanding in most phases. Achievement in Islamic Education and Arabic as a first and as an additional language, is good in Primary. Progress in Islamic Education and Arabic as a first language is good in Secondary and Post-16, while attainment is acceptable. Students' have outstanding learning skills.
- Students' personal and social development is outstanding across all phases. Leaders and teachers serve as excellent role models for students' exceptional behaviour. Students are self-disciplined and enjoy strong relationships with their teachers and each other. Their knowledge of Emirati culture and understanding of Islamic values have improved and are now outstanding across the school.

Provision For learners

- High quality teaching and the effective use of assessment are two of the principal reasons for students' high achievement. Teachers have strong subject knowledge which they use well in planning lessons that engage and motivate students. Good use is made of assessment information to ensure that learning activities are well-matched to students' abilities.
- The school has a wide range of curriculum pathways that meet the needs of most students. In all phases, students are very well prepared academically and personally for the next stage. Reviews of the Arabic curricula are now better supporting students' progress through these core subjects. An extensive range of extra-curricular activities are available across all phases, to enhance the curriculum and support students' personal development and their wellbeing.
- Safeguarding and child protection are extremely high priorities. Regular and thorough checks of the site ensure the premises are safe and very well-maintained. The school's procedures for managing behaviour are highly effective. The school has robust systems for identifying students of determination and ensuring that they are fully involved in the life of the school. The wellbeing and support of all students is a high priority.

Leadership and management

- Leaders demonstrate a clear understanding of the best educational practices. School self-evaluation procedures are systematic and thorough, and action plans are well-targeted. Parents are highly encouraging and well informed. Governors are supportive and hold leaders to account for the school's performance. School management is highly effective. A rich and extensive range of resources support high quality learning and teaching.

Highlights of the school:

- The high aspirations of all leaders and the full support of governors
- The fully inclusive nature of the school and the excellent support and opportunities provided for all students
- The high quality teaching, use of assessment and curriculum
- The establishment of a vibrant and dynamic learning community.
- Students' outstanding personal and social development

Key recommendations:








- Raise students' attainment in Islamic Education and Arabic to match that in other subjects.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	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	Good	Not applicable
	Progress	Not applicable	Very good	Good	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	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding	Outstanding	Very good
	Progress	Outstanding	Outstanding	Outstanding	Very good

	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	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	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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable
C. Leadership: International and Emirati Achievement	Outstanding	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable

- In the recent Progress in International Reading Literacy Study (PIRLS) assessment the school exceeded its target with an exceptional score of 662. In the National Agenda Parameter (NAP) tests, outcomes in English, mathematics and science, were outstanding in all phases.

- All leaders understand how subject skills and content are aligned to the international benchmark and NAP tests. Leaders' analysis of the outcomes of these tests is extremely thorough. The findings are used to shape the action plans and address any identified gaps in students' learning. The school's reading literacy action plans appropriately highlight the priorities for improvement.

- The school's most recent reading literacy skills profile, as measured by standardised age scores, reveals that a majority of students' reading literacy levels are above age-related expectations. The use of these reading assessments to help identify where interventions need to be made, is highly effective and having a positive impact on students' outcomes. These initiatives lead to most students making at least the expected levels of progress in students' reading proficiency.

Overall school standards in the National Agenda Parameter are: Outstanding

For Development:

- Use the reading literacy profile to identify where further improvements can and should be made.

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 a priority that underpins the school's ethos, climate and culture. Leaders and teachers actively model wellbeing practice, and policies are comprehensive and effectively applied. The principal leads a skilled and experienced team of teachers and counsellors that supports students and adults experiencing wellbeing issues. Data is gathered from surveys, and feedback from staff and students in classrooms, where wellbeing is constantly monitored.
- Students and their parents feel a strong sense of belonging to the school. Special initiatives and extra-curricular activities enable students to recognise their own wellbeing needs, and to help and support one another. Most students display a level of digital diligence and maturity which enables them to exercise vigilance in their online activity.
- Students have a say in the setting of the wellbeing climate in school. Wellbeing and Mental Health Ambassadors watch out for their friends and know how to inform the relevant adults for further support if need be. They organise, stage and present themed assemblies and events leading to specific and measurable improvements in wellbeing outcomes. Staff feel valued and wellbeing initiatives raise morale, which, in turn, benefits students in the classrooms.

For Development:

- Consolidate the school's overall wellbeing objectives in the curriculum.

UAE social studies and Moral Education

- The school integrates the UAE social studies and moral education curricula from Years 2 to 10, following the Ministry of Education (MoE) framework. In Years 2 to 6, students receive one 90-minute lesson each week, while in Years 7 to 10 students have two 50-minute lessons a week. Moral education continues in Years 11 to 13 with one weekly lesson. Social studies and moral education is taught in English.
- Teachers deliver purposeful lessons, combining MoE textbooks with online and other resources. Primary field trips deepen students' understanding of the UAE's heritage and culture. Engaging learning experiences in lessons, stimulate discussions on the history of the UAE. Topics are often linked to current events promoting critical thinking. Students' achievement is evaluated using the school's formats for formative and summative assessment.

Arabic in Early Years

- Children in FS2 have one 50-minute lesson of Arabic per week, while students in Year 1 have three 40 minute lessons. The curriculum is designed to meet the MoE criteria and focuses on enhancing language skills. The curriculum promotes cultural awareness by introducing Arabic traditions, values, and celebrations. Assessment strategies include observations, portfolios, and ongoing formative assessments.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal data indicate that attainment is above curriculum standards in Primary and Secondary. Lesson observations and scrutiny of students' work confirm this attainment level in Primary, but not in Secondary. Non-Arab Muslim students are progressing at a faster rate than Arab Muslim students.
- Primary students demonstrate secure knowledge of Islamic principles, rules of worship and some aspects of Seerah. Secondary students are developing a sound understanding of the application of Islamic rules to everyday life. Low expectations and limited challenge, slow students' progress during some lessons.
- Post-16 students develop a secure understanding of some Islamic laws and legislation. They occasionally link this knowledge to current issues. Their ability to research, or to debate world issues, in relation to the Holy Qur'an and Sunnah is underdeveloped. Students' recitation skills are developing well.

For Development:

- Increase expectations and levels of challenge, in particular, for Arab Muslim students.
- Provide opportunities for students to deepen their understanding of Islamic rules and laws through discussions and debates.

ARABIC AS A FIRST LANGUAGE

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

- Students' ability to comprehend spoken language is strong across all phases. The use of standard Arabic improves as students move throughout the school. Students' language skills in Secondary and Post-16 are developing well.
- Primary students utilise their rich vocabulary to describe artistic features in story writing. In Secondary, students are able to engage in literary analysis, delving into character emotions. Post-16 students can discuss the details of the literary features of texts.
- The implementation of a phonics programme is having a positive impact on reading skills in lower Primary. A range of initiatives contribute to enhanced writing skills. Students in the upper primary years lack fluency in reading and their writing has incorrect sentence structures.

For Development:

- Enhance the vocabulary of secondary and post-16 students.
- Improve the reading fluency in upper Primary.
- Provide students with more opportunities to write on different topics, emphasising accurate sentence structures in their compositions.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' reading, listening and comprehension skills are strong. Most are able to use standard Arabic to express themselves. However, in their written work most students' sentence structures are not strong, with mixed masculine and feminine forms.
- Primary students display the ability to analyse stories, connect new vocabulary to personal experiences, and to justify their responses. In Secondary, students can analyse informational texts and engage in articulate debates to express their perspectives.
- Speaking skills have notably improved. Students, in Primary and Secondary, speak with increased confidence due to the introduction of a ten-minute speaking session in each lesson. A phonic programme, in Years 1 to 3 is supporting the acquisition of oral and written language skills.

For Development:

- Enhance students writing skills, by strengthening the quality of sentence construction and the correct application of Arabic grammar.

ENGLISH

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

- Students excel in all phases. In FS, children get off to a strong start in literacy. They advance to become highly articulate writers and speakers by Year 13. Students perform better in A-Level language than literature. Most primary students read extensively and accurately, with good understanding.
- Students from upper Primary to Post-16 are confident, expressive readers with strong critical analysis skills. As students mature, they develop impressive writing skills. They employ expansive vocabulary and sophisticated syntax across various fiction and non-fiction genre.
- Focused intervention and targeted lessons have enhanced boys' writing skills, narrowing the gap with girls. Students exhibit advanced, inferential reading skills, dissecting texts meticulously, analysing language effects, and discussing underlying meanings.

For Development:

- Improve the literary skills of the few lower attaining students.

MATHEMATICS

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

- Students are performing at very high levels in internal and external benchmarked and authorised assessments. A focus on key mathematical language is supporting students' abilities to share the justifications for their responses.
- A particular strength in mathematics is the way in which conceptual understanding is firmly embedded. This is the rock on which further progression is built. Equipped with these skills, students then confidently apply them in explaining their reasoning and problem-solving.
- Since the last inspection there has been a focus on the clear and consistent setting out of calculations and methodology. Students are now modelling well-established routines and the impact of this is seen in the improved outcomes in Post-16 students' attainment.

For Development:

- Consolidate strategies underpinning Post-16 students' improved attainment

SCIENCE

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

- Attainment and progress in science are very high across all phases. Leaders' action plans focus on improving outcomes at Post-16 through more rigorous use of assessment to inform teaching. The impact of this is not yet reflected in external examination results.
- Scientific methods and literacy develop from FS, where children start observing and investigating. Independent investigative and practical skills, including analysis of data, develop across the phases. In Post-16, students are able to analyse complex data to complete multi-stage calculations and draw informed conclusions.
- Teachers provide students with a broad range of science-based opportunities, and STEAM (science, technology, engineering, art and mathematics) lessons promote curiosity and link learning through creative activities. As a result, students thrive in science lessons and develop a deep appreciation of scientific concepts.

For Development:

- Ensure secondary and post-16 students regularly access activities that develop their higher order thinking skills.

LEARNING SKILLS

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

- Students are enthusiastic learners. They are exceptionally well-focused and demonstrate strong commitment to their studies. Across most subjects, students collaborate effectively and communicate their learning clearly. They make informed choices about their own levels of challenge.
- In the very best lessons, students think critically, reflect on their learning, innovate and work independently for sustained periods of time. Most regularly undertake independent research. These skills are less prominent in Islamic Education and Arabic.
- Across subjects, students make effective use of resources and learning technologies. They are starting to use artificial intelligence in a few subjects. Students' use of resources in Islamic Education and Arabic has increased their engagement and motivation.

For Development:

- Improve further students' independent learning, research and innovation skills in Islamic Education and Arabic.

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

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

- All students demonstrate exemplary behaviour in lessons and around the school. They are enthusiastic and enjoy learning. Students exhibit a positive outlook and attitude during lessons. They are diligent and able to take responsibility for their work.
- Excellent relationships between teachers and students are built on mutual respect. Students cooperate willingly with their teachers and with each other. They conduct themselves with maturity and respond well to critical feedback. Students show a high commitment to their academic studies.
- Almost all students make healthy lifestyle choices, including the selection of healthier food options. They participate well in an extensive range of sports and physical activities. Attendance is outstanding and students make every effort to arrive punctually to 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 society in the UAE. Students appreciate values such as, tolerance, fairness and integrity. They are aware of and respect Islamic practices, such as, fasting in the month of Ramadan.
- Students understand the culture and heritage of the UAE. They appreciate the diversity of the population, the safety and the developed urban infrastructure in the UAE. Children in FS know the reasoning behind the colours of the UAE flag and can name iconic buildings and national animals.
- Students are very aware and proud of their own cultures and heritages. They benefit from the school's diversity and opportunities to learn about other cultures. These are celebrated in lessons, assemblies and through exhibitions and events such as, International Day.

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

- In FS, children care for resources with a maturity beyond their years. Older students have an exemplary sense of community and responsibility. Several charity events are organised by students. There are fewer opportunities for them to volunteer in the wider community.
- Students' excellent work ethic is evident from FS onwards. Children are highly creative and innovative. Older students avidly participate in innovative and entrepreneurial activities such as, designing and selling products from recycled materials.
- Students have a very mature understanding of environmental issues with even the youngest children knowing about ocean pollution. Older students, through the Eco club and various school-wide projects, play a very active and insightful role in encouraging sustainability in the school and beyond.

For Development:

- Provide students with more opportunities to undertake volunteering roles in the wider community.

03 TEACHING AND ASSESSMENT

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

- Teachers demonstrate strong subject knowledge which they expertly apply in most lessons. Lessons are nearly always purposeful, with activities which engage and motivate students exceptionally well. In a few subjects in Primary and Post-16 the quality of teaching is not quite as strong.
- Teachers know their students well. They maintain highly positive interactions with them fostering continuous engagement. Thought-provoking questioning, particularly in English and moral education, stimulates insight and dialogue. The best lessons across all subjects display students' independence, innovation, and their critical thinking skills.
- Collaboration between subjects and professional training have led to improvements in teaching in secondary Arabic and in students' recitation skills in Islamic Education. Innovative approaches in subjects are expanding, as a result of teachers' engagement in research.

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

- The school's assessment procedures are coherent and closely linked to the curriculum standards. These procedures provide a comprehensive overview of the attainment and progress of each individual student.
- The outcomes of the analysis of all data are compared with other information to give teachers a clear indication of where changes and adaptations need to be made. This is enabling teachers to modify lesson planning and ensure that teaching strategies address any areas of under-achievement
- Since the last inspection the school has introduced personal learning logs in Secondary and Post-16. These are assisting students in tracking their own progress and identifying and addressing areas for improvement. This initiative is having a positive impact on students' outcomes

For Development:

- Embed the developing teaching approaches in Islamic Education and Arabic.

04 CURRICULUM

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

- The engaging curriculum develops both knowledge and skills. In FS, the curriculum places emphasis on the development of language, literacy and numeracy. Cross-curricular links are explicit within FS and Primary. Links are identified in Secondary and Post-16 curriculum plans but are not always realised in lessons.
- The curriculum is continually reviewed to ensure smooth and effective transition between phases, promoting progression in students' learning. The extensive range of option choices for secondary and post-16 students, ensure suitable progression routes for all, reflecting the inclusive nature of the school.
- The curriculum in Islamic Education and Arabic has been reviewed to ensure that learning is now building on students' previous achievements, and tasks are meeting their needs. The full impact of these changes is yet to be realised.

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

- In FS, teachers skilfully adapt the curriculum based on the specific needs of individuals and groups. The curriculum in Primary is typically adapted to provide three levels of challenge. In Secondary and Post-16, most teachers modify the curriculum to create individual pathways to meet the needs of students.
- Students value the extensive range of extra-curricular activities. These are reviewed termly to ensure that they support the wider range of students' interests. There are a wide variety of student-led enrichment activities and opportunities for students to be enterprising, innovative and creative.
- Across all phases, students are provided with opportunities to deepen their understanding of the culture and values of the UAE. Through a variety of events and celebrations, and in a number of key subjects, the heritage of the UAE and Emirati national priorities are actively promoted. However, these learning experiences are not yet fully embedded in all curriculum areas.

For Development:

- Fully embed opportunities to explore Emirati heritage and culture in all 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

- Safeguarding and child protection are extremely high priorities in the school. The large safeguarding team ensures that any concerns, identified by staff, students or parents, are dealt with immediately. Students' knowledge of right from wrong helps to ensure bullying, including cyber-bullying, is minimised.
- Regular checks of the fully accessible school site, together with rigorous risk assessments and security checks ensure the premises are safe and very well-maintained. Any issues are dealt with expeditiously. The start and end-of-day transport arrangements are effectively supervised.
- The promotion of healthy physical and mental wellbeing is tangible across the school. Medical staff provide excellent levels of care. They are proactive in promoting awareness of healthy living, working in conjunction with the physical education staff, school counsellors and student wellbeing mentors.

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

- Systems for the management of the school's code of behaviour are very effective. The approach for promoting attendance and punctuality ensures students maximise learning opportunities. Relationships between staff and students are exemplary and mutual trust and confidence is evident in all interactions.
- There are robust systems for identifying students of determination and those who are gifted and talented. The inclusion leadership and teaching staff are committed to early identification and to designing interventions which are appropriately challenging in order to accelerate student progress.
- Secondary students receive support and guidance with subject choice and post-16 students benefit from advice on career pathways. A significant number of students of determination become independent learners and graduate from the school to further education or employment.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Governors and leaders promote inclusivity and ensure that provision for students of determination is of the highest quality across the school. The cohesive approach by the inclusion team is very strong, ensuring consistency of support in all phases.
- Rigorous procedures enable the identification of individual needs at an early stage and in-class support is provided, where necessary. Barriers to learning are identified and interventions are targeted and specific. However, students are not always given precise guidance on how to improve their work.
- The school guarantees effective parental engagement through regular communication, with personalised feedback linked to their children’s individual learning goals. Parents are integral to their children’s support, with regular updates and reviews relating to their starting points, their profiles of needs, and their abilities.
- Curriculum adaptations promote students’ engagement across all subjects. Curriculum modifications develop independence, and interventions foster confidence and resilience. The curriculum motivates and promotes independent learning skills while extra-curricular activities build confidence and personal development.
- External and internal assessments ensure progress is maintained in students’ learning. Students of determination contribute to the design, implementation and review of their own educational programmes. For senior students, this includes the development of transition plans and alternative education pathways.

For Development:

- Ensure that teachers’ marking of students’ workbooks provides guidance on how to improve their work further.

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 school's vision and direction fully encompasses the UAE national priorities. Nearly all leaders demonstrate a clear understanding of the best educational practices, resulting in sustained school performance, at the highest levels. Leaders have established an inclusive school where the needs of all students are identified and met. Relationships are professional and close. Leadership is effectively distributed, and lines of accountability are very clear. Morale is very high. A culture of professional growth ensures the high retention of leaders and continued improvement.
- The process of self-evaluation is systematic and benefits from the analysis of all forms of data and inputs from all stakeholders. As a result, it accurately reflects the school's strengths and areas for improvement. Students' performance is effectively monitored. Well-written improvement plans accurately target the identified priorities. The creation of a senior head of Arabic subjects is beginning to impact on students' performance. All the previous inspection recommendations have been addressed and are beginning to show improvements.
- Parents are fully involved in the life of the school. Communication channels are varied and effective. Parents are regularly informed about the coming week's learning and opportunities are provided to support their children at home, as with the parent Arabic language club. Reports are regular and thorough and cover academic and personal development. Parent meetings are offered online or face-to-face. Parents welcome the, 'Show my Learning' and 'Meet the Teacher' events. A range of local, national and international events includes visits, competitions and charitable projects.
- Governance has wide representation and is in a strong position to seek the views of all stakeholders. Governors have the educational skills and experience to offer guidance and challenge to school leaders. They have a detailed knowledge of the school's performance and are in a very strong position to hold leaders to account and to target support towards the school's current priorities. They make a significant contribution to the overall performance of the school.
- The day-to-day management of the school is excellent and impacts very positively on the school's core purpose of developing students, both academically and socially. The school is staffed by high quality teachers and leaders, and they are sufficient in number to support very high student performance. Professional training is linked to the school's priorities and individual needs. Leaders are innovative in using the existing spaces, such as, the wide corridors, to maximize opportunities for students' learning.

For Development:

- Ensure that all staff with leadership roles have the capacity to fulfil their responsibilities.



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