



المعرفة
Knowledge



GEMS ROYAL DUBAI SCHOOL - DUBAI BRANCH

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

CONTENTS

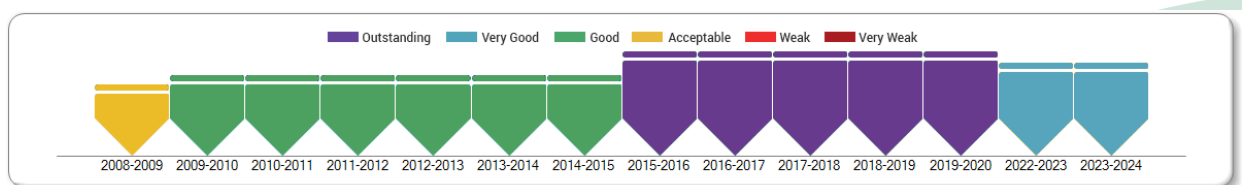
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	12
WHAT HAPPENS NEXT?	23



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Mizhar
	 Opening year of school	2005
	 Website	www.royaldubaischool.com
	 Telephone	97142886499
	 Principal	Jan Steel
	 Principal - date appointed	8/1/2022
	 Language of instruction	English
	 Inspection dates	22 to 26 January 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	846
	 Number of Emirati students	230
	 Number of students of determination	73
	 Largest nationality group of students	Emirati
 <p>TEACHERS</p>	 Number of teachers	56
	 Largest nationality group of teachers	British
	 Number of teaching assistants	37
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GL, ABT
	 Accreditation	BSO, COBIS

School Journey for GEMS ROYAL DUBAI SCHOOL - DUBAI BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Children in the Foundation Stage (FS) make rapid progress and become effective independent learners. In Primary, students generally make very good progress. The large majority of students attain above curriculum standards in English, mathematics and science. Students' progress in Arabic as a first language has improved and is now very good. Attainment in Islamic Education and Arabic is good. Students have very strong learning skills and understand the importance of collaboration, self-reliance, analysis and research.
- Students are self-disciplined and respectful. They respond very well to adults and to the needs of others. They explore, share and celebrate the heritage and culture of the UAE and their home nations. They recognise, and are very keen to celebrate, the diversity of the school community. Almost all students demonstrate a very strong work ethic and display a high level of sensitivity to the needs of the environment.

Provision For learners

- In FS, teachers plan lessons that stimulate children's interests and their desire to explore and investigate. This continues successfully in most lessons in Primary. However, it is a little less consistent, especially in science, where opportunities are occasionally missed to develop scientific skills. In both phases, most teachers use questioning expertly to encourage students to explain their thinking and to assess the level of their understanding.
- The curriculum is designed and adapted exceptionally well to match students' learning needs, including those of students of determination. The strength of cross-curricular links is evident in many subjects and contributes significantly to students' very good achievement in most subjects. The curriculum has been adapted to include a greater focus on reading, writing and sustainability issues.
- Relationships are outstanding in an ethos of mutual respect. The schools' systems for promoting and managing behaviour and attendance are highly successful. All students, including students of determination, receive effective support and guidance to enable them to thrive academically and personally. This contributes to the successful transition from FS to Year 1, and for older students moving on to the next stage of their education.

Leadership and management

- The principal has set a bold vision for improvement which is shared by the whole school community. Leaders ensure that students' wellbeing is at the forefront of school planning within an ethos of inclusion. Self-evaluation processes are improving. Members of staff have a greater understanding of how to monitor the effectiveness of teaching. The school is highly successful in engaging parents as partners. The expertise of the governing board has been developed and has improved the ability of governors to hold leaders to account.

Highlights of the school:

- The outstanding progress made by children in FS in English, mathematics and science.
- Students' enthusiasm and their ability to apply their outstanding learning skills to make meaningful connections and deepen their understanding.
- Students' exemplary behaviour, their respect for the heritage and culture of the UAE and their outstanding commitment to sustainability and conservation.
- The well-planned curriculum which provides very good support and guidance to enhance the learning and wellbeing of all students, especially students of determination.
- The commitment and effectiveness of leaders to working in partnership with parents.

Key recommendations:








- Accelerate students' progress and raise their attainment.
- Improve the consistency of teaching.



OVERALL SCHOOL PERFORMANCE

Very good

01 STUDENTS' ACHIEVEMENT

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

	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	Very good
Assessment	Outstanding	Very good

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 MANAGEMENT AND LEADERSHIP

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

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	Very good	Acceptable

- The school's performance in the Progress in Reading Literacy Study (PIRLS) 2023 exceeded the school's targets and placed the school within the high international benchmark. No Emirati students were entered for the test. In the National Agenda Parameter tests, students' attainment in mathematics improved to very good. Attainment in science remained very good, and in English declined to good. The achievement of the Emirati cohort remained acceptable overall. Leaders have used the benchmark reports to identify areas in need of improvement. These actions are beginning to have a positive impact on students' achievement, including that of Emirati students.

C. Leadership: International and Emirati Achievement	Very good
---	------------------

- Leaders have produced an action plan which addresses all elements of the National Agenda, including the performance of the Emirati cohort. However, the action plan lacks specific timescales and measurable targets which would allow leaders to know when an action has been achieved. National and international benchmark reports have been used to adapt the curriculum and individual lesson plans.

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

- The schools' actions are beginning to yield improvements in the reading outcomes of all students, including the Emirati cohort. Students benefit from daily guided reading sessions, where they access texts of high quality. Regular assessment highlights where there are gaps in students' knowledge and understanding. Students benefit from prompt interventions to address these gaps. There is a positive reading culture within the school, which encourages students to enjoy reading for pleasure and information.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure that the National Agenda action plan has specific, measurable targets, with defined time scales.
- Ensure that the progress of Emirati students is maximised, in all subjects, and particularly in reading.

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 agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- The governing board, principal and senior leaders are highly committed to developing a culture of wellbeing in the school. The entrance area display is inspirational. Members of staff are encouraged to innovate and to improve the learning opportunities which they offer. High-quality wellbeing assessment information informs decisions. Regular self-reviews enable leaders to understand wellbeing needs so that they can identify ways to improve and enhance wellbeing for the school community.
- The wellbeing leaders, staff and the counsellor make up a strong, approachable team. They are available to assist any member of the school community who may need emotional and personal support. Student wellbeing leaders have a very positive role to play. They are increasingly influential in enhancing wellbeing provision. New teachers appreciate the high-quality support that they receive. All teachers describe their sense of belonging. Training for all members of staff is well judged. The school ethos enables students to learn to be positive, respectful, reflective and kind.
- All who are involved value the culture of wellbeing in the school. A comprehensive wellbeing curriculum permeates the school and is exceptionally well planned. Teaching teams generally create classroom climates where active learning thrives, and wellbeing is nurtured. Students demonstrate high levels of commitment, engagement and resilience as they undertake increasingly challenging tasks. Wide-ranging additional activities help to develop teamwork with opportunities for individuals to excel. Students feel safe and valued at school.

For Development:

- Enhance all classroom climates where wellbeing can flourish.
- Extend opportunities for student wellbeing committee members to develop wellbeing initiatives.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education using the Moral, Social and Cultural Studies (MSCS) framework from Year 1 to Year 6. A weekly lesson of 40 minutes combines moral education and wellbeing, and another weekly lesson integrates social and cultural studies with humanities.
- Teachers plan imaginative lessons which capture students' interests. They foster students' analysis of knowledge and connections with the outside world, especially within the Emirati context. Most discuss complex issues with ease and self-assurance. Various assessment strategies help to track students' progress accurately. The curriculum develops smoothly from year to year and encourages students' contributions, critical thinking and self-expression.

Arabic in Early Years

- In FS, the programme in Arabic includes listening, speaking, reading, writing, vocabulary and phonics. Children have one lesson of 40 minutes per week in FS1 and two lessons of 40 minutes in FS2, taught by a team of four teachers. Reading and writing exercises enhance children's Arabic skills. Teachers conduct regular assessments every term to gauge levels of attainment and to track progress. Ongoing assessments allow teachers to monitor achievements continuously. Arab and non-Arab children share the same lessons.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- In Primary, the majority of students make notable gains and have a secure knowledge and understanding of Islamic concepts. They can relate them to the Holy Qur'an, Hadith and Sunnah.
- Students can discuss and justify their opinions with clear links to everyday situations. They can understand, explain and apply recitation rules such as Madd and Qualqala. Recitation and memorisation of the Holy Qur'an are features of the lessons.
- When students have opportunities to think, reflect and discuss using everyday situations, their progress is secure. However, not all lessons are challenging enough to ensure that learning moves to a deeper level of knowledge and understanding of Islam.

For Development:

- Provide consistency in developing the depth of students' Islamic knowledge and understanding.

ARABIC AS A FIRST LANGUAGE

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

- The rate of students' progress has increased since the previous inspection. Students now make very good progress especially in their comprehension skills, fostering a strong foundation for future academic achievement.

- Students have strong language skills. Some use standard Arabic fluently. Their high levels of confidence are evident in effective understanding of texts, which exceeds curriculum expectations. Improved writing, using well-developed techniques, reflects their linguistic capabilities. Their knowledge of grammar and understanding of rhetoric are less well developed.
- Raised expectations and a well-organised learning environment have significantly accelerated students' progress. Nevertheless, there is room for development in enhancing critical thinking.

For Development:

- Strengthen students' use of accurate grammar.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- The majority of students show good language acquisition. They can express themselves confidently, reflecting the number of years spent studying Arabic.
- The majority of students demonstrate a good level of linguistic competence. They have well-developed speaking skills, and use a rich vocabulary to express their thoughts in various contexts. Most can construct complex sentences. They carry out appropriate analyses of texts, reflecting their proficiency in both spoken and written communication.
- The engaging learning environment for students to acquire Arabic as an additional language is a success for the school. However, students who have recently joined the school with no prior knowledge of Arabic are making slower progress, as the curriculum is not always adjusted well enough to meet their needs.

For Development:

- Make appropriate provision for those students who are new to learning Arabic as an additional language.

ENGLISH

	Foundation Stage	Primary
Attainment	Very good	Very good
Progress	Outstanding	Very good

- From their low starting points, children in FS make rapid progress in developing listening and speaking skills. In Primary, students develop fluency in speaking which underpins their very good reading and writing skills.
- In FS, children recall stories and describe characters. They can read simple words. They are beginning to write recognisable letters. In Primary, students develop greater complexity and range, although writing can be inaccurate. By Year 6, students read with understanding. They express opinions fluently and provide evidence to support them.
- Recent school initiatives to increase reading skills in Primary through Accelerated Reader, book clubs and reading competitions are having a positive impact. This focus on reading is not yet embedded in FS. Early reading texts are sometimes not well linked to children’s developing language skills.

For Development:

- Ensure that children’s reading texts are appropriately aligned with their classwork in FS.
- Ensure that students edit and improve their writing in order to accelerate progress.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Outstanding	Very good ↑
Progress	Outstanding	Very good

- Most children in FS make rapid progress in recognising numbers from one to ten. They can use a grid or number line to help them to count. Children new to the school with little or no English struggle with subject specific mathematical language to explain their reasoning.
- Most students have secure numeracy skills. They have a clear understanding of the different strategies for calculating accurate solutions. They work within a broad range of concepts, including geometry and algebra. Mental mathematics skills develop consistently. They are not as strong in lower Primary.
- The introduction of an approach to teaching mathematics that promotes a deep understanding of concepts, rather than memorising specific techniques, is proving to be very successful in developing students' critical thinking and problem-solving skills.

For Development:

- Reinforce the subject-specific language skills of children in FS.
- Extend the mental calculation skills of students in lower Primary.

SCIENCE

	Foundation Stage	Primary
Attainment	Outstanding	Very good
Progress	Outstanding	Very good

- Achievement in FS is outstanding because children independently explore scientific concepts, such as the most suitable material to build a bridge for the Billy Goats Gruff. In lower Primary, students' ability to test their predictions or to make observations is not yet fully developed.
- Students in FS measure the growth of plants and relate growth to nutrients. Older students use correct scientific vocabulary and enquiry skills to plan and execute experiments and investigations. They use their knowledge of fair testing to investigate the conditions needed for mould to grow.
- Progress in the primary phase is impeded because the allocation of curriculum time for science is not uniform. In a number of year groups, particularly Year 3, there is insufficient time for students to plan and execute investigations.

For Development:

- Improve students' skills in scientific enquiry particularly in lower Primary.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- In FS, children are interested in learning and enjoy working things out for themselves. Primary students are engaged learners. They choose the best ways to complete tasks within group and individual settings, and both lead and support their classmates.
- Students at all levels show that they are making important connections between new learning and what they already know. They do not need much guidance from teachers. They use resources, including technology, well to support their learning.
- Students appreciate the value of learning skills and about the importance of collaboration, self-reliance, confidence and taking responsibility for their own learning. They do not always have consistent opportunities to develop the skills of research and critical thinking during lessons.

For Development:

- Increase students' ability to use their research and critical thinking skills, when appropriate, to support their learning.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students demonstrate excellent and responsible attitudes towards school and their learning. They are self-disciplined. They respond very well to adults and to the needs of their classmates. They actively contribute to the life of the school.
- Students relate very positively to others. They have respectful and supportive relationships. They feel safe, valued and well supported.
- Students have a well-developed understanding of the importance of adopting and maintaining healthy lifestyles. They initiate and participate in activities that promote safe and healthy lifestyles. They show a strong commitment to healthy living.

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

- Students show a high appreciation of Islamic values. They know their impact on life in the UAE. They can explain how to apply these values in everyday situations. They apply the principles of honesty, kindness and respect to their own lives.
- Students demonstrate an appreciation of Emirati culture and heritage. They are very knowledgeable about the heritage and culture of the UAE. They show a clear understanding of how the country has developed. They celebrate cultural events such as National Day and Flag Day.
- Students are proud of their own cultures. They explore, share and celebrate the heritage and culture of their home nations, and the diversity of the school community. They value the diversity of cultures in the UAE.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- The Student Council contributes positively to school life. Members initiate, organise and lead many of the school's events and activities. They have been especially successful in raising money for several charitable organisations.
- Students display a high level of sensitivity to the needs of the environment. The school's curriculum holds the United Nations Sustainable Development Goals at its core, thus supporting the students' drive to make the world a better place.
- All students demonstrate a very strong work ethic. Through a wide range of projects and enterprise activities, they develop innovation and entrepreneurial skills. In FS, children make decisions for themselves and make choices about the learning skills that they want to develop.

For Development:

- Support children in FS in making well-considered choices.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good

- In FS, teachers create engaging indoor and outdoor environments for learning. Lessons are carefully adapted to support children’s progress. In Primary, teachers’ subject knowledge and their teaching skills are very secure. They generally make new concepts accessible to students of different abilities.
- Across the school, teachers develop positive relationships, which make students feel that their efforts are worthwhile. In Primary, teachers set clear goals, yet occasionally underestimate students’ capabilities when planning tasks. Subsequently, progress slows.
- Teacher’s questions are generally well focused and individualised for particular students. In the more successful lessons, teachers adjust the pace of learning as a result of students’ responses and include opportunities for critical thinking and creativity.

	Foundation Stage	Primary
Assessment	Outstanding	Very good

- Assessment procedures are stronger in FS than in Primary. In FS, teachers are rigorous in their use of assessment information to inform their planning and ensure that the learning needs of children of different abilities are met.
- Questioning is a strength throughout. Leaders benchmark against national and international assessments, thus providing valid and reliable measures of progress. Feedback, particularly in Primary, does not always result in students taking action to improve their work. Self- and peer-assessments are effective when used.
- New internal assessment procedures have been introduced into Primary. Assessments are now coherent, consistent and linked to curriculum standards. However, teachers’ use of assessment in lessons is not yet consistent.

For Development:

- Ensure that all groups of students are challenged to make the rapid progress of which they are capable.
- Introduce an effective marking and feedback policy and ensure that it is consistently used across the school.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum has a very clear rationale and is well aligned to the National Curriculum for England (NCfE). In Islamic Education and Arabic, the implementation of Ministry of Education (MoE) programmes is comprehensive. The curriculum ensures that transitions between the phases are smooth. Liaison between FS and Year 1 teachers is well developed.
- Strong cross-curricular links are evident in many subjects, including Arabic and science. They are enriched by engaging activities which are linked to the wider world.
- Rigorous reviews evaluate the impact of the curriculum on students' achievement. A range of English and mathematics enrichment programmes has improved students' outcomes. Time allocation for the science curriculum is currently under review.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Leaders plan curriculum adaptations using internal and external data to meet students' different needs. Modifications provide support, where needed, through individualised learning profiles. The FS curriculum particularly caters for children who have additional language needs. Changing profiles of FS intakes lead to ongoing curriculum modifications.
- The curriculum has been adapted to support sustainability and enterprise. It promotes students' engagement in entrepreneurial activities and raises awareness of climate change through presentations and whole school events. The excellent range of extra-curricular activities has been extended. Students' participation remains very high.
- Curricula in Islamic Education and in MSCS have strengthened links to Emirati values. Links with Emirati society are reinforced through stimulating celebrations of UAE heritage and culture.

For Development:

- Ensure that all core subjects have sufficient teaching time to enable all NCfE requirements to be met.
- Keep the FS curriculum under review to ensure that the learning needs of different groups of children are met.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Robust child protection and safeguarding policies are well understood by students, members of staff and parents. A centralised digital system allows for immediate reporting of any safeguarding issues. All members of staff receive ongoing training in safeguarding.
- The school premises are of the highest quality. They are clean and hygienic. Detailed checks are made, and records kept, ensuring that the building and facilities are maintained to a very high standard.
- Teachers promote healthy living through a wide variety of programmes and activities, including sports. Comprehensive medical care prioritises the wellbeing of the whole school community. The health awareness programme is embedded in the curriculum.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Members of staff have very positive relationships with all students. The management of behaviour is highly effective. Attendance is monitored rigorously with secure systems to challenge absence. Punctuality is a strong aspect with little delay to learning during lesson transitions.
- The identification of students' needs is accurate. Teachers create individual education plans (IEPs) to establish support as appropriate. Individual learning targets are systematically checked at regular intervals. Thorough assessment processes enable teachers to identify students with gifts and talents and to enhance provision for them.
- The counsellor offers highly effective guidance for wellbeing and personal development, and provides advice and guidance on making informed choices in the move to secondary education. Pathways for transfer by those students with complex needs are insufficiently developed.

For Development:

- Ensure appropriate care and support for those students due to transfer to secondary school who are faced with increasingly complex personal and academic challenges.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Governors and leaders have an inspirational vision for inclusion. They are focused on ensuring that high-quality teaching and use of resources lead to continuous improvement of students' academic and personal outcomes. The improvement plan provides strategic direction to the department's work.
- Rigorous identification processes are in place. Teachers make very accurate assessments using a range of procedures and external support. Teachers' understanding of barriers to learning ensures that learning interventions are meaningful, relevant, purposeful and supportive.
- Parents consider partnerships with the school to be very positive. Trusting relationships have been established. Leaders ensure that channels of communication are open. Parents' ability to support their children is strengthened by the regular updates which they receive from the school.
- Learning pathways for students with complex learning profiles are effective. They do not always include appropriate personal skills. High-quality teaching and classroom cultures, together with very skilled learning support, allow almost all students to develop the skills of independence, collaboration and persistence.
- Meticulous monitoring of teaching, provision and individual targets provides detailed information of how well students of determination acquire knowledge and skills over time. Teachers have very convincing evidence that almost all students of determination make more than expected levels of progress.

For Development:

- Extend the provision for those students with complex needs so that they acquire the necessary skills for life as they move through the school.

06 LEADERSHIP AND MANAGEMENT

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

- Following the previous inspection, the principal, supported by the senior deputy principal, set out a clear vision for improvement. Swift action has improved the quality of middle leadership. Changes have a positive impact on students' outcomes, and the quality of education provided is steadily improving. Very effective systems of communication and professional relationships are now in place. Staff morale is high. Leaders demonstrate a strong capacity to continue to bring about improvement.
- Leaders effectively analyse internal and external data to support the self-evaluation process. The outcomes of self-evaluation effectively inform the school development plan. Systematic monitoring to evaluate the quality of teaching has improved to include reference to its impact on students' progress. These processes do not always make consistently clear reference to what students are learning, their starting points or their gains in knowledge, understanding or skills.
- Parents are enabled to be true partners in the development of the school and their children's education. They express their confidence that staff will be vigilant in caring for their children. Excellent systems of communication are highly valued. Parents receive detailed formal reports of their children's academic and personal achievements, and regular information about the curriculum. Extensive partnerships with other schools provide students with extended opportunities to develop their talents and interests.
- The governing board includes representation from almost all stakeholders. Changes to board membership since the previous inspection have extended the ability of governors to monitor the work of the school systematically. Governors have strengthened the level of challenge which they provide to leaders, and their suggestions to influence the work of the school. Systems are not yet fully in place to check if these suggestions are having a positive impact on overall performance.
- The management of the day-to-day life of the school is very efficient. Little learning time is lost. Outdoor areas in the FS have been refurbished and ensure that learning can easily transfer from indoors to outdoors. In Primary, all areas are of a very high quality and provide enticing spaces for learning. The libraries are attractive and very well equipped. Staff training is personalised, regular and highly effective.

For Development:

- Enhance the guidance and coherence in educational strategies delivered by middle leadership.
- Further improve the recently revised monitoring procedures by ensuring that clear reference is made to gains in students’ knowledge, understanding and skills when evaluating progress.
- Introduce systems to measure the impact that governors have on the school’s overall performance.



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