INSPECTION REPORT 2023-2024

DUBAI
Knowledge المعرفة

INTERNATIONAL SCHOOL OF CREATIVE SCIENCE NAD ALSHIBA

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION

GOOD

WELLBEING

VERY GOOD

NATIONAL AGENDA PARAMETER

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? 25

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Nad Al Sheba 3
Opening year of school	2016
Website	http://www.iscs.sch.ae/en/nad-al-sheba/
Telephone	97145107000
Principal	Ataullah Parkar
Principal - date appointed	1/1/2020
Language of instruction	English
Inspection dates	15 to 18 January 2024

STUDENTS

Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	1657
Number of Emirati students	693
Number of students of determination	103
Largest nationality group of students	Emirati

TEACHERS

Number of teachers	153
Largest nationality group of teachers	UK
Number of teaching assistants	51
Number of guidance counsellors	1

CURRICULUM

Curriculum	UK
External Curriculum Examinations	IGCSE, A-level, GLPTs
Accreditation	BSO and BSME

School Journey for INTERNATIONAL SCHOOL OF CREATIVE SCIENCE NAD ALSHIBA L.L.C

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

- Students' progress and attainment have improved in various phases in Arabic, as a first language, English, mathematics and science. As a result, attainment and progress in all core subjects are now at a good or better level. Progress and attainment in science at Primary and progress in English at Secondary are now very good. Students' learning skills remain at a good level across the school.
- Students' personal and social skills have improved in Post-16, with the result that personal development is now uniformly very well-developed across the school. Students' understanding of Islamic values and Emirati heritage is similarly well-developed. While their understanding of world cultures is less secure their appreciation of global environmental issues and innovation skills remain good.

Provision For learners

- The quality of teaching remains at good overall across phases. Teachers have the relevant subject knowledge and give clear explanations to students about their learning. Teachers do not always promote critical thinking skills as well as they could. Assessment procedures have improved in the Foundation Stage (FS). Feedback to students and self-and-peer assessment are less well developed than other key elements of the quality and use of assessment.
- The curriculum is very well designed and adapted to meet the needs of students at FS and in the primary and secondary phases. Curriculum provision continues to be improved at Post-16. The curriculum offers a range of opportunities for enterprise, innovation and creativity across all subjects, including an innovation week. However, these activities are not often initiated by the students. Links with the Emirati culture and UAE society are in place.
- The school gives careful and successful attention to the protection, care, guidance and support for students. Procedures for health and safety and child protection are applied rigorously. Supervision of traffic into and out of the school, despite recent roadworks, is a strength. Wellbeing in the school community is a priority, with very well-developed outcomes. A small number of students of determination do not yet have their needs met fully.

Leadership and management

- The principal and senior leadership team benefit from mutual support. They know the school's development needs and are increasingly effecting improvements. The involvement of parents is a notable strength, and partnerships have improved to the highest level. Governors support the school and hold it to account very well indeed. Leaders manage staff, facilities and resources effectively.

Highlights of the school:

- Students' highly developed personal and social skills, and their knowledge, understanding and application of Islamic principles in their daily lives
- Improvements in students' progress and attainment, ensuring that all key subjects these are now good or better
- The very effective implementation of the school's arrangements for the health, safety, care and wellbeing of all
- The self-evaluation procedures involving teamwork between the principal, senior leaders, parents and governors which are leading to improvements in students' outcomes
- The very strong values-based community ethos of the school

Key recommendations:

- Build on the well-established good teaching and recent improvements in students' achievement to ensure that all students consistently achieve the best of which they are capable.
- Broaden students' knowledge, understanding and practical experience of world cultures and their social and environmental awareness.
- Strengthen the design, implementation and adaptation of the curriculum in the growing post-16 phase.
- Provide high-quality provision for students with more complex learning needs and support teachers and assistants to meet the widening range more effectively.

OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

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	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	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**	**Acceptable**

- With an average score of 561, the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 14 points. Emirati students under attained in the benchmark assessments. Over a two-year series of General Learning (GL) tests, most students made better than expected progress in science and a large majority of Emirati students made better than expected progress in English.

C. Leadership: International and Emirati Achievement	**Good**

- Leaders effectively use information from international and subject-specific benchmark reports to identify and implement targets to improve student outcomes. Analyses are thorough and demonstrate the school's commitment to improving the performance of Emirati students through planning to close learning gaps. The impact of strategies used so far are effective.

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

- Most teachers use their understanding of students' reading scores to implement plans improve reading literacy through targeted interventions. These includes structured reading activities, individual reading sessions and weekly visits to the library. However, the strategies used are not as yet showing improvement in Emirati boys' reading proficiency levels.

Overall school standards in the National Agenda Parameter are good

For Development:

- Further analyse the impact of intervention strategies to support Emirati boys' interest and proficiency in reading.
- Promote reading strategies that improve even further students' fluency and their comprehension 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 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

- The high focus on wellbeing is supported by extensive documentation which includes clear objectives, strategies and policies. Surveys of students, staff and parents are carried out regularly and carefully analysed to inform the next steps as well as any concerns or gaps. Governors, leaders and staff are all committed to ensuring a safe, happy, healthy and positive environment where all can thrive. Regular meetings, reviews and modifications are helping to embed and enhance the school's wellbeing agenda.

- The wellbeing vision permeates the school. Acting as wellbeing ambassadors, members of staff and students support one another's welfare, promote a healthy work-life balance and ensure all views are heard. The parent association and governors are actively involved in school events where students work collaboratively to highlight key topics. Support services and interventions provide guidance and specialist help. Counsellors, social workers, medical staff and pastoral teams monitor individual needs.

- Pastoral and moral education lessons incorporate wellbeing themes. Individual subjects, assemblies and the wellbeing calendar also helps to promote related aspects. Students appreciate the emphasis placed on self-care. They know why healthy eating, regular exercise and e-safety are important. The classroom climates provide positive and secure learning environments, within which students and teachers are mutually respectful. Kindness, tolerance and sensitivity are encouraged, and students feel able to express themselves without fear.

For Development:

- Ensure that all groups of students have opportunities to express their own wellbeing in the school.

UAE social studies and Moral Education

- The Ministry of Education (MoE) Moral, Social and Cultural Studies (MSCS) Framework is used from Year 2. In FS, MSCS is integrated into the curriculum. In Years 2 to12, social studies are taught in English, for non-Arabic speakers and in Arabic, for Arabic speakers. Moral Education is taught in English in Primary, and English and Arabic in secondary in standalone lessons.
- Moral education and social studies lessons challenge students to think carefully about a range of contemporary issues. Well qualified teachers enhance provision with a range of additional resources. There are many opportunities for cross-curricular links and visits to enhance learning beyond the classroom. Assessment, tracking, and reporting are thorough.

Arabic in Early Years

- In FS1 and FS2, Arabic and non-Arabic speaking children are taught together for 550 minutes a week. The MoE curriculum, is followed and taught by six teachers who are Early Years practitioners. Teachers create stimulating learning environments that promote curiosity and independence. They utilise a blend of whole-group, small-group, and individual activities to cater for children's diverse learning needs and support collaborative learning. The use of play-based learning integrates both teacher-led and child-initiated learning. Assessment is ongoing and reported regularly to parents.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In Primary and Secondary, students understand and can explain the relevance of the Holy Qur'an and Hadith to their daily lives. In Post-16, students can recite and memorise the Holy Qur'an using the Tajweed rules independently.
- Across the school most students apply their knowledge and skills in their daily lives and positive impact of Islam on the society in which they live. For instance, students are now able to discuss aspects such as, the values of marriage and charity in Islam.
- The Qur'anic programme initiative is supporting the development of students' recitation and memorisation skills using the Tajweed rules. However, students' ability to think critically in relation to Islamic principles is at an early stage of development.

For Development:

- Encourage students' use of critical thinking when applying their knowledge and understanding of Islamic principles

ARABIC AS A FIRST LANGUAGE

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

- In-school and national reading competitions students' display enhanced reading skills across all phases. Levelled reading programmes are contributing to improvements in students' comprehension skills. However, there are still inaccuracies in the writing skills of students in Secondary.
- In Post-16, students exhibit steady progress in their writing skills, particularly in creative writing. Primary students' use of standard Arabic is improving, and they are able to identify and understand certain aspects of literary texts and analyse their elements.
- The school has adopted a structured approach to improving students' speaking and writing skills. However, these improvements are yet to be fully embedded and show an impact on students' achievement. Self-and-peer-assessment strategies are not yet regular features of learning.

For Development:

- Improve students' writing skills in Secondary and Post-16 using modern standard Arabic.
- Provide students with more constructive feedback on their writing and encourage more opportunities for them to assess one another's work.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in Primary and Secondary show secure progress in their conversational skills using standard Arabic. Lesson observations and work scrutiny show differences in achievement between boys and girls. Cross-phase teaching is helping to improve the learning environment and students' reading skills.

- Improved formative assessments are variable in teaching practices. Although tasks vary in class activities, learning materials and assessments are helping to maintain students' skill levels. Feedback to students on their work is helpful but not always acted on.
- Clear success criteria across the phases are helping to improve students' awareness of their linguistic skill levels. However, students' speaking and writing contributions remain confined to familiar contexts.

For Development:

- Ensure students review and improve their written assignments in accordance with their feedback from teachers.
- Extend students' speaking and writing beyond familiar contexts.

ENGLISH

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

- Children make rapid gains in language skills in FS and students in Primary use sentence forms and punctation for effect. By Y6 students are analysing challenging texts with confidence. Secondary students have a strong understanding of the use of language. By Y11, standards are above curriculum expectations.
- Across the school most students can use developed vocabulary for effect. The strategy of 'Talk for Writing' is having positive impact as students are becoming adept at crafting their writing for different purposes.
- Reading intervention programmes are ensuring more rapid progress for lower attaining students. New strategies focusing on challenging texts, such as Hamlet in Year 9, and texts aligned with the profiles of different groups are providing appropriate challenge and progress in reading.

For Development:

- Build on the high expectation teachers have for the development of students' vocabulary and creative writing skills and allow greater autonomy in their work.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good ↑	Good ↑	Good ↑
Progress	Good	Good	Good	Good

- Inspection evidence and external assessments confirm that attainment and progress are above expectations in Primary, Secondary and Post-16. Varied and frequent recall practice in Primary is helping to increase conceptual understanding in Secondary and Post-16.
- In FS, children use counting strategies to complete simple addition facts. In Year 5, students are able to complete algebraic equations and justify a solution. In Y11, students apply formulae to multi-step problems. In Post-16, students have very secure mathematical reasoning skills.
- A sharper focus on problem-solving and critical thinking skills in Primary, Secondary and Post-16 is helping to raise students' attainment. However, Primary student's ability to reason, predict and apply knowledge to everyday contexts is less evident.

For Development:

- Enhance students' use of resources, including technology, to find solutions when reasoning, predicting and applying their mathematical knowledge.
- Improve further students' awareness in understanding, applying, and modifying mathematical concepts into concrete ideas.

SCIENCE

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

- In FS, children use scientific vocabulary and learn about the environment around them, through play and exploration. In Primary, students develop their understanding of scientific concepts using research and practical experiments. The application of scientific knowledge and understanding is stronger in Primary and at Post-16.
- Students' achievement in internal and external assessments are improving across the school. Primary students are adept at investigating the world around them and in building the skills of prediction and recording. Most students continue to improve their scientific skills as a result of well-planned transitions.
- Teachers and students make appropriate use of resources and technology in lessons. However, opportunities for interactive learning are sometimes limited to searching for information or

answering set questions rather than investigation. The integration of critical thinking and problem-solving skills are beginning to enhance learning in lessons.

For Development:

- Allow students to develop a deeper understanding of scientific concepts through independent study and enriched learning experiences.
- Provide even more opportunities, particularly in the examination classes, for open-ended investigative work, to enhance students' higher order thinking skills and creativity.

LEARNING SKILLS

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

- All students actively participate in lessons and clearly enjoy their learning. Children in FS enjoy the environment of independence and responsibility. Students become increasingly self-reliant as they move throughout the school. Student collaboration is effective in all the phases.
- Across the school most students can make connections between concepts they have learned in lessons to their understanding of the world. The use of learning technology is widespread, although there are yet too few opportunities for independent research.
- Student engagement is high across the subjects and phases. Critical thinking and problem-solving are key skills being developed with some success. However, in a few subjects, opportunities to develop these skills and provide challenge for students who are gifted and talented are missed.

For Development:

- Improve opportunities even further to develop students' critical thinking and problem-solving skills particularly in Islamic Education and Arabic.

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

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

- Students report that they enjoy coming to school. In Secondary and Post-16 they are particularly aware of how to adopt a healthy lifestyle. Most students are well behaved and follow the guidance of their teachers on all matters of health and safety.
- In all phases, students show a positive attitude towards learning and to their school. They share a mutual respect to members of all staff and to each other. This leads to the fostering of a friendly, positive and yet respectful learning environment.
- The school has been successful in increasing the rates of students' attendance, resulting in a substantial improvement that is positively influencing achievement and wellbeing. Students are punctual on arrival at school and to their lessons.

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

- Students in FS and Primary show age- appropriate appreciation of Islamic values and its role in their own lives. Students in Secondary and Post-16 demonstrate a deeper understanding and appreciation of the role of Islam and its values in the UAE.
- Across the school students are respectful and appreciative of the Emirati heritage and culture, much of which is shared in displays across the school. Students report that they enjoy eating the different foods associated with the Emirates and participating in various cultural activities.
- The school is working to improve a deeper understanding of a wider range of world cultures and providing students with the skills to investigate and acquire a broader understanding of the world.

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

- Students participate in many projects of benefit to the school and wider communities. Students are keen to take responsibility, volunteering eagerly for the leadership roles available to them through the school council.

- The very positive work ethic seen in students across all phases, starts in FS where children develop a sense of responsibility and make choices about their learning. Older students make valuable social contributions through the Red Crescent and organising fund raising events
- Students are developing an understanding of conservation and sustainability and seek solutions for a variety of environmental and social issues. Students often show creativity and innovation through participation in national art and technology challenges such as, the 'Sustainable Expressions' art competition.

For Development:

- Enhance students' understanding of world cultures and provide them with a more comprehensive global perspective.
- Broaden opportunities for students of all ages to develop their social responsibility and innovation skills through community and sustainability projects.

03 TEACHING AND ASSESSMENT

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

- Teachers possess good subject knowledge and understand how children learn best. Lessons are engaging for all students. Time and resources are used effectively to ensure positive learning outcomes. Teachers actively cultivate positive learning environments grounded in mutual respect.
- Effective use of questioning encourages students' critical thinking skills, although this is still variable across subjects. Teachers encourage students to take responsibility for their own learning, to collaborate and be, innovative and independent learners. In some lessons, overly teacher-led direction restricts active learning.
- Planning is detailed and linked to assessment information to support groups and individuals achieve their learning goals. The use of a common framework for lesson planning ensures continuity and progression. Lesson objectives are clearly defined and contribute to a sense of achievement among learners.

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

- The school effectively benchmarks students' outcomes against national and international test results. In FS, assessment processes are planned and tracked with rigour resulting in detailed profiles of children's progress and development.
- Leaders analyse assessment data effectively in the key subjects through the tracking of students' progress. They use the findings to identify gaps in learning and provide appropriate interventions.. However, there is inconsistency in the use of assessment to support improvement in Islamic Education.
- Most teachers mark students' work regularly and provide feedback on their next steps for improvement. However, this is inconsistent across subjects and teachers. Self-assessment is regularly seen in some subjects enabling students to grow in confidence and recognise their own strengths and areas for improvement.

For Development:

- Ensure that all teachers prepare and follow the school's student-centred approach to learning.
- Provide written feedback and follow up practices to enable students to know precisely what they need do to improve their work.
- Encourage students to engage in self-and-peer assessments all subjects.

04 CURRICULUM

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

- The curriculum has a clear rationale, is broadly balanced in the core subjects, and is relevant to the students' needs across all subjects. There is an increasing vocational offer in the upper schools which gives suitable learning pathways for all students.
- The curriculum is designed to provide challenge for all students and progression is planned systematically to enable smooth transitions. Curricular choices ensure that most students are well prepared for the next phase of their education. Senior students are supported in preparing for their futures.
- The school has a proactive approach to reviewing and evaluating the curriculum which ensures timely and appropriate changes are made to enhance the learning opportunities for all students Some cross-curricular links exist but are not as fully developed as they could be.

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

- The school successfully modifies the curriculum to match the needs of almost all groups of students. It provides stimulating and meaningful learning activities for students to gain a well-rounded education. Students have many opportunities to participate in a wide range of activities.
- A large majority of teachers use assessment data effectively to identify gaps in learning. They modify the curriculum appropriately to meet the needs of most groups of students. Teachers' lesson plans are generally imaginative and challenging.
- The curriculum is rich and offers a range of opportunities for enterprise, innovation and creativity across the curriculum, including an innovation week, although these activities are not often initiated by the students. Links with the Emirati culture and UAE society are in place.

For Development:

- Ensure the curriculum is suitably adapted to meet the needs of all students, including the most able.
- Provide Post-16 students with more curriculum options to support their transition and future destinations.
- Involve more students across all phases in enhancement, innovation and entrepreneurial activities.

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

- Exemplary policies, systems, and practices ensure the safety and protection of students and members of staff. Supervision is highly visible and effective throughout the campus. School transport drop off and pick-up arrangements are safe, closely monitored and extremely well managed.
- The school's premises are of a high standard and very well maintained. The excellent facilities and resources meet the needs of all students, including students of determination. Safety checks, risk assessments and arrangements for fire and evacuation drills are meticulous.
- The school promotes exercise and healthy lifestyles for the students. The student council and wellbeing leaders raise awareness of healthy eating and how to stay safe. The medical team provides a range of health interventions and advice to staff, student and parents on a wide range of issues.

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

- The school prides itself in caring for all those who are a part of the community. There are a wide range of support services covering all ages and needs. Attendance procedures are robust. Relationships are respectful with high behavioural expectations.
- The identification of students of determination, those who are learning English as an additional language, and those with gifts and talents has been strengthened as have the interventions for them. However, there is still a lack of consistency in support particularly for those with more complex learning needs.
- Staff and students are encouraged to seek help when needed. There is a comprehensive multi-agency approach to supporting more vulnerable individuals using a wide range of specialists and monitoring systems. University advice and work placement opportunities are now well- established.

For Development:

- Ensure teachers and learning support assistants (LSA) collaborate effectively in accommodating the needs of all students, particularly those with more complex challenges.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good

- This is a dedicated team lead by a well-qualified inclusion leader and specialist. Policies and the handbook are both informative and welcoming. The school's admissions policy procedure promotes inclusivity although there are very few students with more complex needs in the school.
- The school has clear identification procedures following the KHDA categorisations. Where possible students are placed in mainstream lessons with appropriate interventions. When teachers work collaboratively with LSAs, the students are more engaged. Withdrawal sessions are well planned and reinforce learning.
- Most parents speak positively about the support their children receive. They can see progress in their social skills, self-esteem and academic development. They appreciate the regular communication, their involvement and opportunities to meet their children's teachers. . These builds confidence in parents.
- To ensure greater consistency in delivering support in lessons, teachers receive personalised coaching. Teachers' competence is improving but is not yet fully secure, particularly with regard to students with more complex needs. Individual Education Plans (IEPs) provide specific guidance on strategies to meet students' needs.
- Provision maps, learning journals and IEP reviews have been developed to assist in assessing students' progress over time. Results show that targets are being met, students are following IGCSE courses and alternative pathways and, being entered for external examinations.

For Development:

- Improve further teachers and LSA skills in collaborative support for students of determination

06 LEADERSHIP AND MANAGEMENT

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

- The school's vision is clearly set out and being implemented effectively. It includes an aspirational balance between achieving high-quality academic outcomes and maintaining a strong community ethos. Led by an inspiring principal, the school is succeeding in embracing the UAE National Agenda and improving the attainment of Emirati students. Senior leaders have a well-developed capacity to improve the school, with evidence of several gains in key aspects already. Educational leadership is a strength.
- Senior staff carry out a wide range of useful processes for gathering data and information on the work of the school. Excellent teamwork leads to accurate analysis and identification of the school's strengths and development needs, particularly in relation to the quality of lessons. Staff implement the wide range of improvement plans well, and the impact is increasingly obvious. All key aspects are now at least good and inspection recommendations have been addressed successfully.
- Parents have opportunities to be involved in the school's work at all levels. A strong parent-teacher association (PTA) gathers information on parents' views and conveys it to senior leaders and governors, ensuring that the views of the wider parent body are presented. The school is very responsive to any concerns. Communications are very well organised. Reports on children's progress and attainment have been improved and are now fully informative. The school benefits from partnerships with the community.
- The governing body has representatives from a wide range of backgrounds and includes parents who are fully involved in its deliberations. It exercises accountability in a wide range of ways, for example, by annual reviews and regular audits of key aspects such as, inclusion and safeguarding. The governors have a very good knowledge of the work of the school. Their influence on the school's work is clear and positive.
- Staff manage the day-to-day life of the school very effectively. Almost all teaching staff have appropriate qualifications. The supply of teachers allows for relatively small classes, providing potential for improved student support. The school does not currently have specialist teachers for English as an additional language. The premises are of high quality and ensure a positive

environment for approaches to teaching. Resources are in suitable supply but practical resources in science are not used fully.

For Development:

- Focus clearly, when drawing up and implementing improvement plans, on the key areas for development identified in this report in relation to teaching, assessment and support.
- As part of their general reviews of the school, governors should consider placing a particular emphasis on supporting the school on the inclusion of students of determination.
- Consider improving the staffing for teaching English as an additional language.

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