



المعرفة Knowledge



NORD ANGLIA INTERNATIONAL SCHOOL L.L.C

UK/IB CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA PARAMETER




























OUTSTANDING

CONTENTS

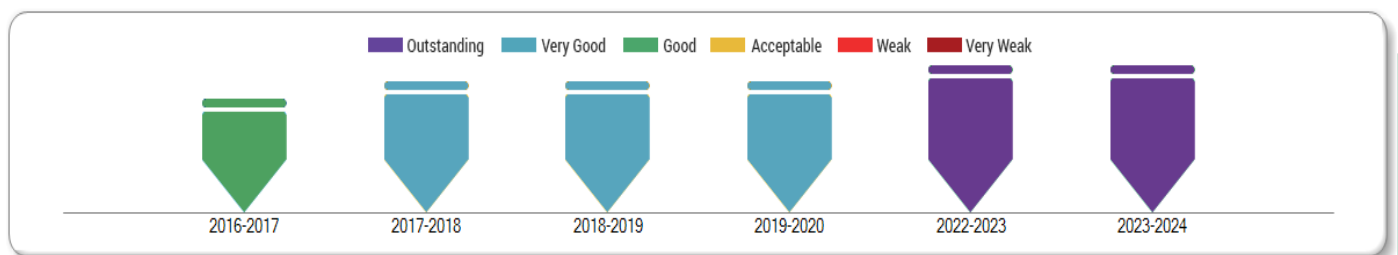
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha
	 Opening year of school	2014
	 Website	www.nasdubai.ae
	 Telephone	+9714219999
	 Principal	Matthew Benjamin Farthing
	 Principal - date appointed	1/9/2016
	 Language of instruction	English
	 Inspection dates	08 to 12 January 2024
 <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	2882
	 Number of Emirati students	25
	 Number of students of determination	320
 <p>TEACHERS</p>	 Number of teachers	250
	 Largest nationality group of teachers	British
	 Number of teaching assistants	131
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK/IB
	 External Curriculum Examinations	IGCSE, AS Level, A Level, IB Diploma
	 Accreditation	NEASC, BSME, BSO

School Journey for NORD ANGLIA INTERNATIONAL SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students’ Outcomes

- From the Foundation Stage (FS) onwards, students achieve exceptionally well in English, mathematics and science. Students’ progress is good in Islamic Education and attainment is acceptable. In Arabic as a first language, students’ progress is good and attainment acceptable in Primary and Post-16. In Secondary, progress and attainment are acceptable. Students’ achievement in Arabic as an additional language is good in Primary and acceptable in Secondary. Students’ learning skills are very strong across the school.
- Students’ considerate and respectful behaviour make a significant contribution to the school’s positive and purposeful learning atmosphere. Their responsible attitudes and desire to learn contribute to their excellent personal development. Students appreciate and respect Islamic values and have a good understanding of the culture and traditions of the UAE. Students are very keen to take on leadership roles. They are innovative and enterprising.

Provision For learners

- In all phases, much high-quality teaching successfully engages students’ attention and their interest. Teaching in FS is exceptionally responsive to the needs of children, and this quality of teaching is seen in all phases. Effective use is made of accurate assessment information to plan lessons in which work is carefully matched to students’ learning needs. High-quality support ensures that students of determination flourish in the school.
- The curriculum is creative and provides extensive opportunities for high-quality learning. It has a very positive effect on students’ engagement in lessons, and supports their academic achievements and their personal, social and cultural development. Students benefit from a wealth of extra-curricular activities and diverse learning opportunities. The current range of curriculum pathways is not yet entirely suitable for students of all abilities.
- Students’ welfare and their wellbeing are seen as a high priority. Safeguarding procedures are thorough and supported by clear policies and appropriate staff training. The supervision of students is unobtrusive but very effective. Students are kept safe at all times. Healthy living is promoted effectively throughout school life. Care and support are of high quality, with excellent support for students of determination

Leadership and management

- Senior leaders provide a very clear vision for the future direction of the school. They have successfully managed significant growth while ensuring continuity in the high quality of provision. Effective self-evaluation procedures guide all improvement planning. Parents are highly supportive of the school. Governors and advisory council members contribute much to the school’s direction and performance. The premises, staffing and resources are all of high quality.

Highlights of the school:

- The clarity of vision and expert leadership which ensure that excellent support for students' wellbeing and strong partnerships with parents, are at the heart of this inclusive school.
- The high quality of teaching that inspires and engages students in their learning.
- The welcoming and vibrant environment provided for children in FS that promotes rapid progress in all areas of learning.
- The creatively designed curriculum and extensive range of extra-curricular activities that underpin students' impressive academic achievement and high-quality performances in the arts and sport.
- The strong support provided by the corporate board and the advisory council, and the excellent facilities and resources to support learning.

Key recommendations:








- Explore opportunities for extending students' knowledge and understanding of Emirati culture, heritage and traditions through the core subjects.
- Broaden the range of alternative curriculum pathways to cater for a wider range of students' interests and needs.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	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	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		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 LEADERSHIP AND MANAGMENT

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	Good

- With an average score of 616 (High International Benchmark), the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) by 14 points. In English, mathematics and science, students sustained an outstanding judgement over two years. Emirati students sustained a good judgement in English and mathematics over the same period.

C. Leadership: International and Emirati Achievement	Outstanding	
	Whole school	Emirati cohort

- Almost all senior and middle leaders possess a clear understanding of the content and subject skills associated with the proficiency levels in international benchmark tests. They diligently address any identified gaps in students' knowledge and skills, particularly in reading, and effectively monitor the effect of any curriculum adaptations made to address these gaps. The National Agenda action plan strategically outlines measures to bolster international assessments and enhance reading literacy across the school. Consequently, students' performance in international assessments and benchmark reports is strong, with Emirati students also performing well.

D. Teaching and Learning: Improving reading literacy	Outstanding	Good
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- The school places a strong emphasis on the development of reading literacy from FS onwards. There are numerous programmes and activities to promote students' reading skills and to develop their interest in reading for pleasure. The success of these initiatives enables students to score highly on standardised reading assessments. Emirati students' reading proficiency has significantly improved and is now aligning more closely with other student groups.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Build on the improvements made by Emirati students in reading and benchmark assessments to close any performance gaps with other students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders and 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 an outstanding level.

- The governing board, principal and senior staff demonstrate inspirational leadership and high levels of commitment to wellbeing in the school. The importance of wellbeing is signalled through the high levels of investment in support for staff and students. Staff are encouraged to be innovative and advance the learning opportunities which they provide. A wealth of data is studied so that leaders can identify ways to improve and embed wellbeing for all in the school community
- The wellbeing leaders, staff and counsellors make up a strong and approachable team who are available to assist any member of the school community who may need personal support. Student wellbeing champions are influential in enhancing wellbeing provision as well as mentoring younger students. New teachers are fully supported as they start their careers. The school ethos encourages students to be positive, respectful, reflective and kind. All staff describe their strong sense of belonging to the school.
- The lively wellbeing curriculum permeates the school. An innovative programme is exceptionally well planned. Teaching teams effectively create inspiring classroom climates where active learning thrives, and wellbeing is nurtured. Students, in turn, demonstrate high levels of engagement, resilience and character development. Post-16 students and wellbeing ambassadors serve as important role models. The very broad range of additional activities help to develop teamwork through shared challenges. Students feel safe and valued at school and they clearly understand the importance of digital safety.

For Development:

- Further extend opportunities for student wellbeing committee members to play an even greater role in the development of student-led wellbeing initiatives

UAE Social Studies and Moral Education

- The school implements the UAE Social, Moral and Cultural Studies (SMCS) framework through English. In Primary, moral and social education are integrated and taught through a topic-based approach, while the subjects are taught separately in Secondary. The time allocations in both Primary and Secondary are appropriate. The school has developed a wide range of high-quality digital and illustrative resources to support the teaching of SMSC.
- SMCS teachers, who are mainly drawn from the humanities subjects, have excellent subject knowledge. The SMCS coordinator works with the subject champions to review the teaching and development of the various themes and topics. Students are keenly interested in the subjects and demonstrate high levels of knowledge and understanding. Assessment is carried out three times per year and parents are provided with termly reports.

Arabic in Early Years

- Arabic is taught in FS and Year 1 by three teachers in two 30-minute lessons per week. The school follows an adapted curriculum that is tailored to the needs of the children. Arabic is taught through play-based activities, using images, songs and interactive games, to develop children's listening, speaking and awareness of letters and sounds. Curriculum planning meetings ensure smooth transition across phases. The ongoing assessments of children's progress are shared with parents in regular meetings and through twice-yearly written reports.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' recitation of the Holy Qur'an and their knowledge of Islamic values and principles are improving. Memorisation and recitation skills are stronger among Arab students. Non-Arab students have better knowledge of the Seerah and communicate their learning more effectively.
- Students' knowledge of Islamic ethics and etiquette is strong, and most are able to demonstrate adequate knowledge of Islamic faith. Most students are developing their critical thinking skills and Post-16 students are stronger in applying what they have learned to everyday situations.
- Students' participation in extra-curricular Holy Qur'anic club and competitions is beginning to have a positive impact on improving their recitation skills. However, students do not always use evidence from the Holy Qur'an and Hadith to support their points of view.

For Development:

- Improve students' ability to support their answers and findings with evidence from the Holy Qur'an and Hadith.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessment indicates that most students across the phases are achieving in line with the curriculum standards. Across the school, students' listening, and comprehension skills are secure, and reading skills are improving. Speaking and writing skills are progressing at a faster pace in Primary and Post-16.
- Students make effective use of standard Arabic during class discussions. In Primary, students analyse short stories and can describe the main characters. Students in Secondary progress steadily and benefit from intervention programmes to support their learning. Post-16 students are developing their independent writing and research skills well.
- Improved fluency in writing and more correct use of grammar are evident in students' notebooks. In Secondary and Post-16, boys show increasing confidence in debating. Progress is most evident when students are provided with appropriate linguistic models to support their understanding.

For Development:

- Ensure that students are provided with appropriate linguistic models to support the development of their speaking and writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students demonstrate secure listening and reading comprehension skills in each phase. Most are able to use their prior knowledge of Arabic vocabulary to enhance their speaking and writing skills. Frequent translations are required in Secondary to achieve the same linguistic success.
- Secondary students' conversation skills develop well in relation to their years of study. Notable progress occurs when learning goals are aligned with the appropriate curriculum levels, especially for beginners. In Primary, students are able to use adjectives and adverbs with confidence.
- The system of grouping students according to their years of studying Arabic is supporting the good progress of students in Primary.

For Development:

- Continue to ensure that learning objectives are linked to the curriculum expectations related to students' years of studying Arabic.
- Reduce the use of English in lessons in Secondary.

ENGLISH

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

- The rapid development of high-quality language, literacy and writing skills from FS onwards leads to excellent achievement across all phases. This is confirmed by inspection evidence and internal and external assessment data. Most students are demonstrating increasing confidence and competence in the use and application of English.
- Reading, literacy and language skills become highly developed because of the consistent focus on these skills throughout all phases. Students become more articulate and confident in expressing themselves both orally and in writing as they progress through the school. They do not often share their successes.
- Secondary students have very well-developed vocabulary and grammar. They understand literary techniques and have sophisticated skills in the analyses of plays and other types of literature. Students are particularly skilful in engaging in high-quality extended writing in Secondary and at Post-16.

For Development:

- Provide more opportunities for students to share their work through class displays.

MATHEMATICS

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

- Internal and external benchmark data show high levels of attainment and progress across the phases. Number skills rapidly develop in FS and are consolidated in Primary. Secondary and Post-16 students develop strong skills in algebra, geometry and trigonometry.
- In FS, children recognise and explore number patterns. In Year 6, students are able to add mixed fractions in more than one way. By the end of Secondary, students can interpret transformations of trigonometric functions. Post-16 students competently apply advanced algebraic methods.
- Mathematical skills are becoming stronger because of the engagement, in Primary and Secondary, of students in problem-solving at the start of lessons. The focus on mathematical literacy enables students to solve word-problems with confidence. The marking of students' work does not always help them to understand how to improve.

For Development:

- Ensure that students understand and respond to the marking of their work.

SCIENCE

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

- In FS, children develop observation, prediction and exploration skills, which progress rapidly through challenging, practical, enquiry-based activities as they progress through the school. Together with the acquisition of secure scientific knowledge, this leads to high students’ outcomes across the school.
- Most students demonstrate a deep understanding of scientific concepts and thinking. They make predictions, explain their reasoning and communicating their ideas with confidence. Students’ critical thinking and problem-solving skills are very strong, reflecting their firm grasp of scientific concepts and application.
- An increase in opportunities for students to participate in activities linked to computing and technology is rapidly building students’ higher-order research and enquiry skills. However, opportunities are sometimes missed to link learning with other subjects within the context of the UAE.

For Development:

- Consolidate links in science with other subjects and the related developments within the UAE.

LEARNING SKILLS

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

- Across all phases, students are active, enthusiastic and highly motivated learners. Children in FS are encouraged to develop their independent learning skills from the start. Students in all phases collaborate exceptionally well and demonstrate a very strong work ethic.
- Most students are adept in using a wide range of digital technology to support their learning. In Secondary and Post-16, high-quality interactions and discussions between students and their teachers are features of learning. Across the school, students work well independently and in small collaborative groups.
- Children in FS display considerable enthusiasm for learning through discovery and particularly through self-initiated play. Their engagement in these activities leads to the accelerated development of language and communication skills. The activities are now being extended into Year 1. In all phases, students demonstrate excellent critical thinking skills.

For Development:

- Consolidate the self-initiated learning approaches into Year 1.

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

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

- Across the school, students' attitudes towards the school and to others result in excellent standards of behaviour. Students are sensitive to the needs and wellbeing of others. They develop well as confident, sociable and mature members of the school community.
- Students enjoy excellent relationships with staff. They feel safe, valued and supported, which makes a significant contribution to the school's calm and purposeful learning atmosphere. Students are self-disciplined and punctual. They work well together to resolve any differences that they may have.
- Students respond very well to one another and to adults. Their understanding of the value of healthy eating and of maintaining an active lifestyle is reinforced by their participation in a wide range of sporting and other physical activities. Attendance was at least very good during the inspection.

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

- Older students have a clear understanding of Islamic values, awareness of Emirati culture and how this influences life in the UAE. They are considerate when putting into practice values such as tolerance and giving.
- Students are very respectful of the Emirati culture. They have a very good awareness of the main features of Dubai, and they can discuss the heritage, food and customs of the UAE. Emirati students play a key role in inspiring other students to learn more about the culture of the UAE.
- Students demonstrate an excellent awareness and appreciation of their own cultures, which they present in a variety of international celebrations in the school. They are interested in learning about other cultures and benefit from opportunities to interact with students from different backgrounds.

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

- Students have a very strong sense of responsibility and show consideration for others. They feel that their opinions are valued and help to influence developments within the school. In all phases, students display an excellent work ethic, are creative and have well-developed innovation skills.
- Students are responsible members of the school community. They contribute actively to the daily life of the school and the wider community through volunteering activities both locally and internationally. Students have a strong sense of empathy and are keen to help others.
- Most students show an insightful understanding of environmental sustainability, actively seeking ways to care for and improve the school environment. They initiate and take part in schemes to support conservation in the local and wider communities.

For Development:

- Improve younger students' appreciation and understanding of the role and values of Islam within the UAE.
- Explore further opportunities for extending students' innovative and entrepreneurial skills through links with the business community.

03 TEACHING AND ASSESSMENT

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

- Teachers have a thorough knowledge of their subjects and of how students learn. They plan purposeful, innovative and challenging lessons. Across all phases, effective questioning strategies enable teachers to check on students' understanding and promote deeper thinking.
- Most teachers successfully encourage collaborative and self-directed learning. They are very skilful in planning activities which necessitate the use of technology to carry out research or engage in problem-solving. Most provide regular opportunities for in-depth reflection and critical thinking.
- Across the school, teaching is nearly always of a consistently high quality. In the few instances where teaching drops below this level, lessons are overly directed by teachers and students do not have enough opportunity for independent learning. Mutual respect is a feature of the positive classroom climates.

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

- Assessment procedures are consistent and coherent across the school. They offer dependable evaluations of students' academic and personal progress, enabling learning activities to be closely matched to individual needs and capabilities.
- The school's approach to assessment is notable for the careful gathering and thorough cross-referencing of both internal and external assessment data. This information is used well to modify teaching and personalise learning.
- Across the school, teachers know their students well. In FS, children's progress is carefully monitored with regular feedback given to parents. In most, but not all, subjects, teachers' feedback is comprehensive and often provides constructive guidance to students to help them improve their work.

For Development:

- Ensure that, in all lessons, teachers provide students with regular opportunities for independent learning.

04 CURRICULUM

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

- The curriculum is rich and varied and meets all statutory requirements. It provides an appropriate level of challenge for students of all abilities. The range of curriculum choices, particularly in world languages, caters for the needs and interests of almost all students.
- Transitions between phases are expertly prepared and managed. Meaningful cross-curricular links are made in all phases. In Primary and Secondary, these are significantly enhanced through DICE (design, innovation, computing and enterprise) and STEAM approaches (science, technology, engineering, the arts and mathematics).
- The curriculum is reviewed whenever new information becomes available. Leaders closely monitor the impact of any curriculum alterations. The curriculum meets the needs of the vast majority of students, including students of determination and higher achievers.

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

- The curriculum is adapted to provide interesting learning opportunities for almost all groups of students. Information from assessments is used well to modify the curriculum to ensure that the specific needs of students are addressed. The school closely monitors the effectiveness of these modifications.
- A varied extra-curricular programme, that supports both academic studies and personal interests, significantly enhances the curriculum. Numerous local and overseas visits provide students with new perspectives and experiences. The expanding DICE programme is creatively developing students' innovation skills as well as offering many opportunities for enterprise.
- Most students develop an appreciation of Emirati culture and UAE society through Arabic, Islamic Education and the MSCS programme, as well as through assemblies and classroom activities. Their knowledge and understanding of these areas are not so effectively developed through the other core subjects.

For Development:

- Enhance students' appreciation of the Emirati culture and UAE society through all core subject areas.

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

- The school has rigorous procedures and policies to ensure students' safety and security. They are well known and understood by all members of staff. The school meets all statutory requirements, including emergency evacuation procedures. Transport arrangements are very well supervised and managed.
- Staff are well trained in child protection and safeguarding and know the appropriate procedures to follow if an issue were to arise. Students are confident that they can report any concerns to an adult in school. They have a strong sense of how to keep themselves safe when online.
- The school's very successful promotion of safe and healthy living is supported with regular health checks by the medical staff. Thorough checks and rigorous risk assessments ensure that the premises are hygienic and well maintained. Any issues are dealt with promptly.

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

- Staff establish highly positive relationships with all students. The management of behaviour is unobtrusive yet highly effective. Attendance is monitored rigorously with the promotion of good levels of punctuality. There is little delay to learning during lesson transitions.
- The school has very secure systems to identify students of determination. Personal plans are created to establish support systems and to modify the curriculum to promote maximum academic and personal progress. Students' learning targets are appropriate, short-term and measured at regular intervals.
- Thorough assessment processes enable staff to identify and enhance provision for students with gifts and talents. The wellbeing and personal development of all students is closely monitored, and the school provides highly effective guidance towards making informed career choices.

For Development:

- Remain vigilant to ensure all health and safety procedures in relation to the extension of the school building and the increased student numbers.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Governors and leaders have a captivating vision for inclusion in their school. They are focused upon ensuring that very high-quality resources, facilities and teaching lead to improvements in students' personal and academic outcomes. The improvement plan provides strategic direction to the department's work.
- Identification processes are rigorous. The school makes a coordinated use of a range of assessment tools and external support. Being clear on barriers to students' learning is central to the school's understanding, ensuring that learning interventions are meaningful, relevant and supportive.
- Partnerships between parents and staff are highly positive. Through trusting relationships, school leaders ensure that channels of communication are open and that parents are fully updated on their children's progress. This strengthens parents' ability to support their children at home.
- Observations confirm that classroom cultures are highly supportive, engaging and enable students to thrive. Students' individual education plans (IEPs) include specific goals and agreed strategies. Effective teaching, including very skilled learning support, allows most students to build independence, collaboration and persistence.
- Leaders' monitoring of students' IEP targets, teaching and support provides the department with secure information of how well students of determination acquire knowledge and skills over time. The school has convincing evidence that almost all students make more than expected levels of progress.

For Development:

- Ensure that all learning modifications are implemented to maximise the progress for all students of determination.

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

- Senior leaders share a deep knowledge of the school community and a thorough knowledge of the best curriculum practices. They provide a very clear vision for the future direction of the school. Leaders have successfully managed significant growth while ensuring that students' academic achievement and their all-round personal development remain at the heart of this inclusive school. Most, but not all, subject leaders capitalise on teachers' skills in developing teaching and learning.
- Thorough self-evaluation procedures provide a detailed and accurate picture of the school's performance. Staff, governors, parents and students all contribute to the process of self-evaluation. The information gathered, together with the systematic analysis of assessment information, ensures that improvement planning is focused on appropriate development priorities. The recommendations from the previous inspection report are being tackled successfully, particularly in Arabic.
- Parents are highly supportive of the school. They feel that the school has a strong community atmosphere in which their children are exceptionally well supported, both academically and personally. Parents value the accessibility of staff and the regular reports that they receive on their children's learning and progress. Through many active parent groups, they make meaningful contributions to the quality of education that the school provides.
- Through regular visits, review meetings and reports, corporate board members are kept well-informed of the school's performance. They use this knowledge to provide an appropriate level of support and challenge. Members of the Advisory Council are effective representatives of parents and the community. They are extremely active and bring a wealth of experience in education, health and business. Through links with specific areas, they contribute significantly to the quality of education that the school provides. They are involved in school self-evaluation and a wide variety of school programmes.
- The school runs smoothly on a day-to-day basis. The staff are well qualified and effectively deployed. All staff benefit from a wide range of high-quality professional training opportunities, which are focused on both individual and whole-school improvement targets. The school premises are well maintained and provide a highly attractive environment for teaching and learning. There are excellent facilities for physical education and sport. The attractive FS department provides children with an exciting introduction to their education.

For Development:

- Ensure that, in all subjects, leaders make the best use of the potential of teachers to advance teaching and learning.



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