



RAFFLES
Knowledge المعرفة



RAFFLES INTERNATIONAL SCHOOL L.L.C (UMM SUQEIM)

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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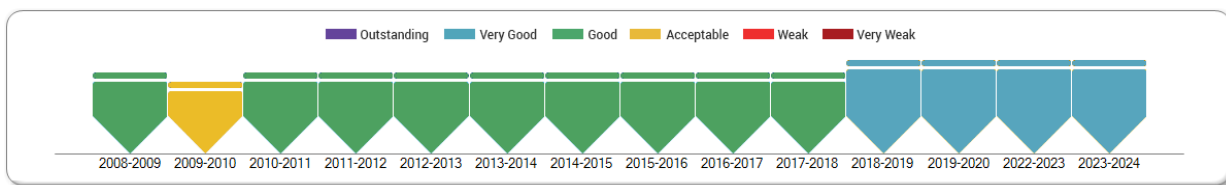
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Umm Suqeim
	 Opening year of school	2008
	 Website	www.rafflesis.com
	 Telephone	97144271200
	 Principal	Steven Llewellyn Giles
	 Principal - date appointed	8/17/2022
	 Language of instruction	English
	 Inspection dates	27 to 01 December 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1343
	 Number of Emirati students	114
	 Number of students of determination	147
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	119
	 Largest nationality group of teachers	British
	 Number of teaching assistants	41
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GCSE, IGCSE, A Level, GL, IBT
	 Accreditation	BSO

School Journey for RAFFLES INTERNATIONAL SCHOOL L.L.C (UMM SUQEIM SOUTH BR)



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

- Attainment in Islamic Education is acceptable in all phases. Progress is good in Post-16 but has declined in Secondary. Arabic is a strong feature in the school where all progress is good, and attainment has improved in Primary and Secondary. In all phases, progress is very good in English, mathematics and science. Students know their own strengths and work purposefully to address any areas requiring improvement.
- Students are enthusiastic learners who enjoy school. They are self-disciplined and strive to reach their full potential. Students demonstrate a clear understanding of the culture and heritage of the UAE. They appreciate the rapid urban and technological development in the country. Across the school students are caring and considerate of others. They take on roles of leadership and are actively involved in community initiatives, fundraising, and humanitarian relief.

Provision For learners

- Teachers' secure subject knowledge enables accurate and confident teaching. Most have high expectations, plan engaging lessons, and provide motivating learning environments, especially in the Foundation Stage (FS). The school analyses assessment data and uses the information to identify gaps in learning and to support teaching strategies for learning. Teachers consistently encourage students to engage in self-and-peer-assessment in lessons to good effect.
- The curriculum is planned to ensure students are well prepared for their next stage of learning. It provides students with opportunities to link learning across a range of subjects, especially in Arabic, English, and science. Students have opportunities to enhance their skills in a very extensive range of extra-curricular activities. The curriculum also enables students to acquire a broad understanding of the UAE's culture, society, and values.
- Students' safety and welfare is a key priority of the school, and all staff receive regular training in child protection. Medical staff provide high quality care and advice on healthy lifestyles. Students' exemplary behaviour across all phases is reinforced and rewarded. Students know who to turn to if they are worried or upset. Senior students access timely and relevant advice and guidance on their next steps beyond school.

Leadership and management

- The principal and senior leaders are highly committed to inclusion. Very effective self-evaluation processes have led to improved outcomes in Arabic. Senior leaders ensure that all communication with parents is understandable, timely and consistent. A fully representative Local Advisory Council takes into consideration the voice of parents. Resources and facilities are extensive, of very high quality and matched to student needs,

Highlights of the school:

- Improved student achievement in Arabic, as a first and additional language in Primary and Secondary
- Students' excellent work ethic, behaviour and their understanding of the significance of protecting the environment
- The outstanding assessment processes in Secondary and at Post-16
- The safe and secure environment which supports the wellbeing of students, staff and parents
- The involvement and commitment of parents in governance and the role they play in supporting school improvement

Key recommendations:








- Improve students' outcomes in Islamic Education by raising the expectations of what students know, understand and can do.
- Improve attainment in Arabic, as an additional language, in Primary and Arabic, as a first language in Secondary and Post-16.
- Ensure leaders take students' progress into consideration when monitoring teaching and learning.



OVERALL, SCHOOL PERFORMANCE

Very good

01 Students' Achievement

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

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

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	Very good	Very good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Acceptable

- In the Progress in International Reading Literacy Standards (PIRLS) 2021, students improved their scores and exceeded the targets set for the school. Scores for Emirati students however, declined between 2016 and 2021. On the General Learning (GL), assessments students improved their scores in English and mathematics and maintained very good outcomes in science. Emirati students' GL scores although lower than those of other students, improved over a year.

C. Leadership: International and Emirati Achievement	Very good
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- The school's National Agenda action plan sets out clear areas for improvement in provision and student outcomes in the key subjects. The reading literacy action plan focuses on improving students' reading skills across the curriculum. In practice, assessment data are used reliably in lessons to provide extra challenge for the higher achievers and, appropriate support for the lower achieving students and students of determination.

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

- The New Group Reading Test (NGRT) data show that students' reading literacy levels are in line with expectations across the school. Emirati students' reading levels are lower than those of other students in few year groups. The school is using an online accelerated reader programme to enhance students' reading skills and providing dedicated additional time for reading. Students with the lowest reading scores receive three additional English as an additional language (EAL) lessons each week. The NGRT data show that these and other interventions are having a positive impact on students' reading levels.

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

For Development:

- Ensure that all students, especially Emirati students, are provided with even more opportunities to develop their reading literacy 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.

- Senior leaders aspire to place wellbeing for all at the heart of school life. Policies supporting wellbeing provision clearly state the roles and responsibilities of staff and students, in supporting their own and each other's wellbeing. School self-evaluation includes wellbeing indicators in lesson observations. School leaders carefully analyse surveys and other stakeholder views. Their findings inform relevant improvement priorities for wellbeing provision and outcomes and offer opportunities to define further the school's wellbeing vision.
- School leaders respond to student suggestions, revising aspects of school provision and its daily routines. Parents value the school's prompt, purposeful and non-judgemental support of student and family wellbeing. Staff appreciate leaders' commitment to ensuring a sustainable work-life balance. The school's emphasis on its 'High 5' wellbeing indicators, and related staff training, has yet to inform a more secure definition of wellbeing for all in the school community, in ways already evident in FS.
- A range of relevant courses meets the needs of secondary and post-16 students well. In FS and Primary 'circle time' afford well-understood contexts for students to share feelings and opinions. Dedicated periods of Secondary and Post-16 timetables provide time for age-specific support of students' wellbeing needs. Across the school students act knowledgably in support of their own and others' wellbeing. Very positive classroom climates contribute significantly to students' wellbeing experiences.

For Development:

- Provide even more opportunities for students' leadership of wellbeing activities as part of wider student wellbeing provision.

UAE social studies and Moral Education

- The school closely follows the UAE Moral, Social and Cultural Studies framework (MSCS). The subject is taught in English as both stand-alone and integrated lessons from Years 1 to 10 and as a stand-alone lesson from Years 10 to 13. All students learn about the cultures and traditions of the UAE. For older students there are opportunities to discuss social and moral issues, and civic responsibility at the local, national, and global level.
- The recently reviewed curriculum is being taught effectively. Cross-curricular links continue to be added to strengthen the curriculum. High quality teaching stimulates and engages students who make effective use of their critical thinking skills as they build their knowledge and understanding. Students are assessed regularly through quizzes, end of unit assessments and formal tests.

Arabic in Early Years

- Arabic is taught in FS for 50 minutes a week for all children. The Arabic language curriculum provides a robust foundation for children's language development. The modified curriculum focuses on interactive activities such as, storytelling, songs, and games to enhance children's language skills. Assessments occur within lessons, evaluating skills through questioning, observation, and written work. End of the phase assessments include tests that reflect expectations aligned to the Ministry of Education (MoE) requirements. Lessons include first and additional language learners and are taught by qualified teachers. Learning resources include colourful books, flashcards, and digital tools.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Although internal data indicate students' achievement is above curriculum standards, lesson observations and scrutiny of students' work show achievement is at curriculum levels in all phases. Most students in Primary and Secondary make expected progress while a majority in Post-16, are making more rapid levels of progress.
- Primary students demonstrate a sound knowledge of Islamic principles, values, and aspects of Seerah. Secondary students are developing a secure understanding of the application of Islamic rules to everyday life. Lower expectations by some teachers, and limited challenge in lessons, is slowing the progress for some students.
- Post-16 students develop a sound understanding of Islamic legislation and their impact on society. However, their ability to debate world issues in relation to the Holy Qur'an and Sunnah is underdeveloped. Primary students' recitation skills are improving faster than elsewhere in the school.

For Development:

- Provide more opportunities for discussions and dialogue with reference to the Holy Qur'an and Sunnah.

ARABIC AS A FIRST LANGUAGE

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

- Initiatives focusing on improving students' foundational skills by incorporating resources, and improving strategies for in dictation, reading comprehension, and speaking skills, are significantly boosting students' attainment in Primary. Progress exceeds expectations across all phases for the majority of groups.
- In Primary, students analyse elements of a story and display personalised reflections by suggesting alternative endings. Their expressive reading and well-structured grammatically secure writing, highlight their substantial progress. In Secondary and Post-16, students' reading comprehension skills align with the curriculum.
- The depth and quality of students' written work is less secure as demonstrated in their notebooks. Attainment and progress are more accurately reflected in digital samples for both girls and boys.

For Development:

- Bridge knowledge gaps in Secondary and Post-16 by strengthening language foundations and broadening students' speaking and writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- A system for grouping students and more effective teaching methodology are contributing to improved Arabic language acquisition for a majority of students. Students' attainment in Secondary now exceeds expectations, while in both phases, students are making consistent levels of progress.
- In many lessons, students actively engage in group work and apply prior knowledge to enhance their speaking and writing skills. Proficiency in listening and reading comprehension is secure, with a focus on vocabulary and use of standard Arabic, although occasionally students' answers are too short.
- Beginners and those with fewer years of studying Arabic are now achieving in line with their peers. However, learning objectives and assessment are not aligned closely enough to enhance learning further. Printed and digital work samples surpass expected levels for a majority of groups in both phases.

For Development:

- Ensure that learning objectives are tailored to meet the needs of students based on their years of studying Arabic.
- Provide more opportunities for students to improve their speaking and writing skills.

ENGLISH

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

- In all phases, attainment and progress are above the curriculum expectations. External and internal assessment results are also mostly above expectations. Trends over time fluctuate, partly due to small groups. Internal and external assessment results are not always in alignment.
- Most students are effective and confident communicators, expressing themselves clearly with an increasing range of vocabulary. Phonics in FS and Primary is having a positive impact. The writing skills of Post-16 students are developing effectively but the quality of spelling, punctuation and grammar remain variable.
- Students' reading scores in Primary and lower secondary are broadly in line with expectations. A reading literacy programme has been introduced in Primary which is gathering momentum and starting to help to improve students' reading skills.

For Development:

- Accelerate reading progress in Primary and lower secondary.

MATHEMATICS

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

- Children in FS are achieving above the curriculum expectations. Students' achievement in external benchmark tests and A-Level examinations are secure but IGCSE results are not as strong. Internal assessment data and work in lessons do not always reflect these outcomes especially at Post-16.
- Primary students have secure knowledge of number. Secondary students can apply the sine rule and standard circle theorems. Post-16 students have strong knowledge of integration.
- Most students acquire and use strategies to solve increasingly complex problems. Higher attaining students do not always move on to harder work as quickly as they should. The use of appropriate manipulatives in Primary has improved.

For Development:

- Ensure that students, especially the higher attaining, students move on to solve more complex problems as soon as they are ready to do so.

SCIENCE

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

- Secondary and Post-16 students consistently learn new concepts and develop scientific skills through hands-on work that engages them in independent learning. As such, students engage in experiments that challenge them to think like scientists. For example, in Year 13, students experimentally determine the specific heat capacity of a metal.
- Students' assessment data points to very high levels of achievement. In most lessons, students are provided with numerous opportunities to develop their investigative skills related to the scientific method and in formulating hypotheses and evaluating them.
- The science department has increased opportunities for scientific enquiry in lower primary and opportunities for practical work in the upper two phases, which is having a positive impact on students' attitudes towards learning science. It is also ensuring that students' knowledge, understanding and skills are also improving.

For Development:

- Provide students in the lower two phases with even more opportunities to complete investigative work independently.

LEARNING SKILLS

- Most students are keen to learn, with children in FS especially enthusiastic when engaging in a

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

wide range of learning activities. Across all phases, students know their own strengths and work purposefully to address any areas requiring improvement.

- Students use an increasing range of resources and learning technologies to support their learning effectively. They make connections to prior learning and between different subjects. Most students apply their knowledge and skills confidently to new learning and wider-world contexts. Inquiry and research skills are less systematically developed.
- From an early age students demonstrate their ability to work independently and by taking increasing responsibility for their own learning. Students interact well with each other but there are limited opportunities for them to work together on group tasks.

For Development:

- Increase opportunities for students to work collaboratively.

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

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

- Students are enthusiastic learners who enjoy school. They exhibit positive outlooks and attitudes in the classroom. Students are self-disciplined and strive to reach their full potential. In FS children have positive attitudes to learning and take responsibility for initiating their engagement in activities.
- Students cooperate well with their teachers and each other. They share ideas with their one another and teachers confidently and appreciate the views of others. Students are courteous and respectful in the classroom. They take responsibility for their learning and respond appropriately when corrected.
- Students make healthy lifestyle choices, including consuming healthier food options. They participate well in an extensive range of sports and physical activities. Students' attendance and their punctuality to lessons is very good.

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

- Students demonstrate a secure understanding of Islamic values and how they are reflected in society in the UAE. Most students appreciate and show values such as, kindness and respect. For instance, students respect Islamic practices such as, fasting during Ramadan and celebrating the Prophet's (PBUH) birthday.
- Students demonstrate a clear understanding of the culture and heritage of the UAE. They appreciate the rapid technological developments in the country and the opportunities it offers to its citizens. Children in FS are aware of features of Emirati culture and can name prominent landmarks in the UAE.
- Students are proud of their own cultures and heritages and benefit from the school's diversity to learn about other cultures. This is celebrated during lessons and through events, exhibitions, and National and International Day activities.

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

- Students across the school are caring and considerate of others and have a strong sense of personal responsibility. They take on leadership roles and are actively involved in school and community initiatives, fundraising, and humanitarian relief.
- Students appreciate opportunities to engage in initiatives that promote innovation and teamwork including inter-school and other competitions such as, the First Lego League for primary students, and school events such as, Cultural Day celebrations led by senior students.
- Students participate in projects that promote awareness of recycling and environmental issues including growing their own plants and learning about climate issues and sustainability. Children in FS readily care for their learning environments.

For Development:

- Deepen secondary and post-16 students understanding of the influence of Islamic values on everyday life in the UAE.

03 TEACHING AND ASSESSMENT

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

- Teachers' secure subject knowledge enables accurate and confident teaching in lessons. Most have high expectations, plan engaging lessons, and provide motivating learning environments. Time and resources are used skilfully to support students' progress.
- Teachers' interactions with students ensure learners are engaged. High quality questioning skills promote critical thinking and thoughtful discussions, especially in Secondary and Post-16. In FS, the use of questioning and dialogue to foster deep thinking is variable.
- Across the school most teachers are providing more demanding learning tasks. Nevertheless, the level of challenge for higher attaining students could be extended even further. Although most teachers skilfully develop students' independent and critical thinking, inquiry and investigation are seen less consistently in lessons.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Very good	Outstanding ↑	Outstanding ↑

- The school extensively benchmarks students' outcomes against international standards in most subjects. The school's internal assessments are strongly linked to curriculum standards and produce reliable and valid measures of students' achievement levels. This is especially true in the upper two phases.
- The school analyses different types of assessment data and uses the information to identify gaps in learning and to inform teaching practices. Teachers consistently encourage students to engage in self-and-peer-assessment in lessons. Students receive regular feedback from their teachers that is often useful to them in improving the quality of their work.
- The monitoring of students' progress is a strength. The school has recently adjusted the number of assessment points to increase students' depth of learning and to improve their learning outcomes.

For Development:

- Ensure higher achieving students are provided with sufficiently challenge learning activities.
- Extend the best practices in assessment to all phases of the school.

04 CURRICULUM

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

- In all phases and subjects, the curriculum is fully compliant with the licensed curricula requirements. The FS curriculum provides opportunities for children to learn through imaginative, play-based tasks linked to everyday life. The curriculum is planned to ensure students are well prepared for their next stage of learning.
- The curriculum provides students with opportunities to link learning across a range of subjects, especially in Arabic, English, and science. Curriculum mapping identifies continuity and clear progression. Regular reviews of the curriculum by leaders and teachers identifies gaps in students' knowledge and key skills and provision is amended accordingly.
- In Post-16, the school has further extended the range of vocational courses. This is helping to prepare students for their future choices in education and work as well as reflecting their skills and interests.

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

- The school successfully adapts the curriculum to match the varied needs of most students, including students of determination. Students in Year 10 have opportunities to sit early GCSE examinations in English and mathematics, preparing them for the challenge of Post-16 courses.
- A variety of charitable activities and competitions provide secondary and post-16 students with opportunities to apply entrepreneurial skills. An extensive range of extra-curricular activities provide high numbers of students with opportunities to develop innovative skills. However, these are less evident in Primary.
- The curriculum enables students to acquire a broad understanding of the UAE culture, society, and values, especially through projects, moral and social education and Arabic lessons. Appropriate modifications are made for students who are at an early stage of learning English.

For Development:

- Provide more opportunities for Primary students to develop enterprise, innovation and entrepreneurship skills.

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

- Students' safety and welfare are key school priorities, and all staff receive regular training in safeguarding and child protection. Security and safety measures are rigorous, very well resourced, and regularly reviewed. Evacuation drills are systematically rehearsed.
- Buildings are diligently maintained, and issues are quickly responded to as they arise. The supervision of students on arrival and departure is carefully managed, and very efficient arrangements for school and private transportation are in place.
- The promotion of safe and healthy lifestyles and student wellbeing is a high priority and well understood across the school. The medical staff provide high quality care and advice on healthy lifestyles, and a fitness centre is now being upgraded.

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

- Students' exemplary behaviour across all phases is reinforced by reward strategies leading to mutually respectful relationships. The school's revised attendance policy alerts parents more promptly to absence, and students' punctuality to lessons is now habitual.
- Accurate procedures identify students' barriers to learning, their gifts and talents, and English language proficiency. Diverse groups of students' learning needs are well-met, overall. However, higher attainers and the gifted and talented, are not always provided with appropriate support.
- In FS, comprehensive wellbeing support ensures a nurturing and caring environment. Students across the school know who to turn to if worried or upset. Senior students access timely and relevant advice and guidance on their next steps beyond school.

For Development:

- Ensure that in lessons the higher attaining students and those with gifts and talents are provided with an appropriate level of support.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Senior leaders and governors ensure that the school provides an inclusive education. The well-qualified inclusion lead directs the work of the department and this includes training to support staff who are supporting the work for students of determination.
- Highly effective identification procedures use a suitable range of diagnostic assessments and support referrals to external specialists where appropriate. All teaching adapts learning effectively, using advice in students' individual education plans (IEPs). Individual and small group tuition supports learners well.
- The school engages parents well as partners in their children's education. Most parents value the school's inclusive ethos, and leaders' prompt responsiveness. The school does not yet involve all parents in sufficiently early partnership, for example in the compilation of their children's IEPs.
- Positive classroom cultures engage and motivate all learners. Learning support Assistants (LSAs) support students very effectively to develop increasing independence and resilience. Senior phase alternative education pathways are now providing suitable choice and progression for students.
- Refined progress tracking systems enable students' progress to be checked regularly, which in turn is helping them to make even faster progress in lessons. Engaging learning experiences and highly effective curricular adaptations are enabling most students to make better than expected progress in their learning and personal development.

For Development:

- Ensure that training promotes more skilful questioning in lessons to support students of determination.
- Improve the partnership with parents through their earlier involvement in planning provision to meet their children's needs.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders are highly committed to inclusive provision, the UAE national and Emirati priorities. The wellbeing of students and staff underpins the school's vision documents and strategic planning. The school's leadership very effectively addresses any barriers to sustained improvement, with student progress being a high priority. Leaders have a thorough knowledge of the curriculum and best practices in assessment. Across the school, leaders provide a purposeful learning culture focusing on high standards of students' outcomes and personal development.
- Highly effective self-evaluation processes have led to improved outcomes in Arabic. The school knows its strengths and areas for improvement and has developed a five-year strategic plan to sustain and build upon its success. In FS and Post-16, the school's self-evaluation processes, and improvement plans are not sufficiently based on assessment data. In-depth monitoring of teaching and learning is undertaken but does not always focus on prioritising students' progress in lessons.
- Parents report very high levels of satisfaction with the quality of education and the provision for students of determination. Senior leaders, especially the principal, ensure all communication with parents is transparent, timely and consistent. School reports are made available to parents regularly and include progress reports focusing on their children's achievement. The school frequently hosts local authors and external agencies including counselling, wellbeing, and curriculum specialists.
- Governance is provided by the owners and an Advisory Council who continually promote the values and vision of the school. A fully representative Advisory Council ensures that the school is well-resourced and considers the voice of parents. The council meets with school leaders, parents, and students to shape the direction of the school. Governors are developing alumni links to share advice and guidance about career and university choices. Governors have yet to hold all leaders to account for providing a more accurate picture of students' progress over time.
- The senior leadership team ensure that the day-to-day operation of the school is secure and efficient. Recruiting and retaining highly qualified teachers guarantees that subject expertise is deployed to meet the high expectations of the school. Learning resources and facilities are extensive and high quality, matched to most students' needs, including specialist classrooms for science, design technology, library, sport and outdoor learning.

For Development:

- Ensure that when monitoring teaching and learning, leaders focus more closely on students' progress across all subjects and phases.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement.
- other external reports or sources of information that comment on the work of the school.
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae