

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

Repton School

11 YEARS OF INSPECTIONS

Outstanding





Curriculum
UK/IB
















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School Information

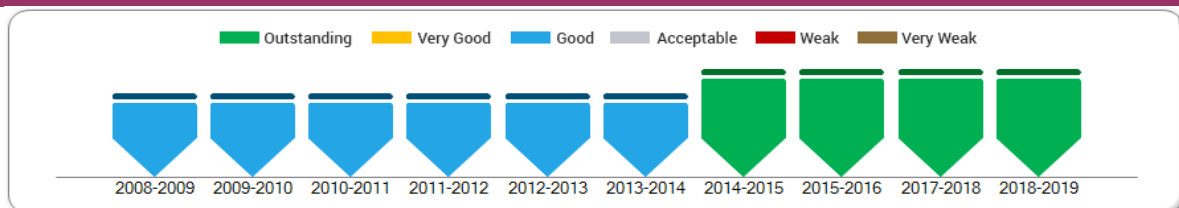
General Information	 Location	Nad Al Sheba
	 Opening year of School	2007
	 Website	www.reptondubai.org
	 Telephone	0097144269319
	 Principal	David Cook
	 Principal - Date appointed	1/8/ 2017
	 Language of Instruction	English
	 Inspection Dates:	25 to 28 February 2019

Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1 - Year 13
	 Number of students on roll	1767
	 Number of Emirati students	350
	 Number of students of determination	71
	 Largest nationality group of students	UK

Teachers	 Number of teachers	165
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	50
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	18%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK/IB
	 External Tests and Examinations	GL, IGCSE, IBDP, IBCP, BTEC
	 Accreditation	COBIS
	 National Agenda Benchmark Tests	GL

School Journey for Repton School



Summary of Inspection Findings 2018-2019

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

- Children make rapid progress in the Foundation Stage (FS) and this pace of learning continues in English, mathematics and science as students move through the school. Students also excel in subjects such as, art and design and technology. They acquire excellent learning skills. However, this is not so evident in Islamic education and Arabic beyond the primary phase, where progress tends to be broadly acceptable.
- Students have exemplary behaviour and highly positive attitudes to their learning and to school. They reflect maturely on their own progress and make insightful comments when evaluating the work of their peers. Students gain a deep appreciation of Islamic values and celebrate cultural differences with respect. They delight in using their well-honed entrepreneurial and innovation skills in a wide variety of challenging contexts.

Provision for learners

- Teaching, for the most part, is skilful, imaginative and engaging, and motivates students to work hard. Teachers typically use assessment information effectively to match work at the right level for different groups of students. Across the school, students have very secure learning skills. They are confident in expressing their individual views, in collaborating and in researching, all of which contribute significantly to their rapid progress in most subjects.
- Students benefit greatly from the imaginative and engaging curriculum. An emphasis on practical experience brings learning to life. Interesting and challenging themes in the FS and primary phase help students to see links across subjects. The wealth of extra-curricular activities adds a significant dimension to their academic and personal development. Skilful adaptations to the curriculum ensures that the varying needs and aptitudes of students are well met.
- High priority is given to students' safety, health and welfare. Parents entrust the school with their children, in the knowledge that staff will take care of them. The safeguarding teams use effective systems to monitor students' welfare. Support for students of determination is very good. Students are appreciative of the guidance provided about their choice of courses for higher education and careers.

Leadership and management

- The principal, effectively supported by governors, plays a pivotal role in ensuring that the school's inclusive vision is fulfilled. The well-being, personal development and achievement of all students are central to the core values shared by leaders at all levels. Parents value their close partnership with staff. They are very supportive and hold the school in high regard.

What the School does Best:

- Children thrive in the Foundation Stage (FS) and make swift progress in developing key language, number and early scientific skills
- Students in the primary, secondary and post-16 phases make rapid progress in English, mathematics and science, typically reaching high standards
- Students' outstanding behaviour, their appreciation of Islamic values and strong sense of responsibility, underpin the harmonious and purposeful atmosphere across the school
- The meticulous attention to health and safety, and high-quality care and support, are much appreciated by parents
- Leaders and governors are successful in promoting the school's ambition to provide a first-class learning environment, where, in partnership with parents, students can achieve well whatever their aptitudes, needs or talents







Key Recommendations:

- Improve students' achievement in Islamic education by:
 - monitoring progress in lessons and in their written work to ensure appropriate challenge in all areas of the curriculum
 - developing a valid and reliable assessment system that closely matches those used in other subjects
 - improving the quality of teaching and learning by ensuring that lessons are conducted at an appropriate pace and tasks are set according to students' different needs.
- Improve students' achievement in Arabic by putting more emphasis on their speaking and writing skills, to ensure more consistent opportunities for oral dialogue and purposeful writing.

Overall School Performance

Outstanding

1. Students' Achievement

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

2. 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

3. Teaching and assessment

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

4. Curriculum

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

5. 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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the N.A.P. targets:

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

are above expectations

- Students achieve very well in the TIMSS and PISA assessments. Test scores have improved in each assessment over time and the school has exceeded its most recent targets. Progression in benchmark assessments is also improving. When students' potential, as assessed by cognitive ability tests is compared to benchmark assessments, outcomes in English, mathematics and science exceed expectations.

Impact of Leadership

are above expectations

- Leaders of key subjects are proactive in supporting students to maximise their potential. The support is well informed by cohesive subject development plans, based on precise interpretation and use of assessment data. The identification and addressing of gaps in students' learning is part of this, and contributes to the high levels of achievement by students.

Impact of Learning

are above expectations

- Critical thinking is very well embedded in most key subjects. Students respond positively to challenging questions and tasks. They routinely reflect on their own learning and discuss their work collaboratively with their peers. However, their ability to link their studies to life outside school is more variable.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Capitalise on students' drive for learning by providing more opportunities for them to reflect on the relevance of their studies to real life.

Reading Across the Curriculum

- Reading in English continues to improve at a rapid pace. Arabic reading has further improved, due to a strong emphasis on developing key skills in reading.
- Students use a range of strategies confidently to interpret, analyse and research new material. Techniques such as skimming, and scanning are regular features in many lessons.
- The libraries are highly effective in promoting a culture of reading and in motivating students. The extensive resources are valued and cherished by the whole school community.
- Leaders are highly committed to developing the ability of all readers across the curriculum. Excellent resources are available to support reading in Arabic and English.

The school's implementation of reading across the curriculum is well developed.

For Development:

- Ensure that leaders in Arabic and English share successful strategies in promoting high levels of reading across the curriculum.

UAE Social Studies

- The UAE social studies is a discrete subject taught from Year 2 to Year 7. Provision in Year 8 to Year 10 is based on relevant themes each term, and integrated with subjects such as geography and history
- Students can work independently. They show understanding, make connections between areas of learning and interact positively to share their learning. Critical thinking and problem-solving skills are developing features in these lessons.
- Assessment data, lesson observations and the quality and range of students' work demonstrate that they acquire knowledge, skills and understanding at least in line with the curriculum standards.
- Students typically make the expected progress in relation to their individual starting points.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- Students increasingly use modern technology to support learning. They routinely use the internet for research, seeking information from a range of sources.
- Students are acquiring excellent skills in innovation. The art and design and technology departments play a key role in promoting creative ideas, as evident in students' imaginative and superbly crafted products.
- Innovative approaches are an intrinsic feature of teaching during lessons and other activities. They make a valuable contribution to preparing students for a rapidly changing work-place environment.
- The nurturing of innovation starts in the early years and is strengthened as students develop a wider range of a higher-order thinking skills as they move through the school.
- Innovation is an integral part of leaders' vision. They successfully encourage staff and students to look for alternative solutions to problems and explore new ways of achieving.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' skills in memorisation, interpretation and citing of The Holy Qur'an are strongest in the primary phase, especially in the older years. Progress in the primary and post-16 phases is more rapid because teachers match tasks to their different needs and abilities of their students.
- Primary students have a clear understanding of Seerah and the basic tenets of the Islamic faith. In the secondary and post-16 phases, they have a secure understanding of permissible and forbidden behaviours and foods, as well as marriage and divorce.
- Despite leaders' efforts, the progress of students in the secondary phase has declined due to the slow pace of some lessons and the lack of challenge. Teachers' use of assessment information to set work at an appropriate level for all students is still inconsistently applied.

For Development:

- Improve students' skills, but especially students in the senior phases, in memorisation, interpretation and in quoting from The Holy Quran and Hadeeth.
- Improve teachers' skills in planning lessons that motivate, engage students and enable them to make more rapid progress.

Arabic as a First Language

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

- Across the school, most students demonstrate language skills that meet the curriculum standards, though these are not as well established in the secondary phase. Students' reading and comprehension skills are more secure than their speaking and writing skills.
- Most students read with understanding. However, their speaking skills are less effective, particularly when they make lengthy presentations as seen in the secondary phase and at post-16. When topics are appealing and appropriate for their age, students are more confident in expressing their opinions using grammatically correct Arabic.
- The new initiatives, such as developments in the quality of teaching and the Reading Challenge and an annual book projects and exhibition, are beginning to support improvements in students' learning and progress.

For Development:

- Provide more opportunities for students to practice and extend their speaking and writing skills.
- Monitor more closely how successful students are in following up on the feedback which they receive about their oral and written work.

Arabic as an Additional Language

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

- Primary students are more secure in their speaking and reading skills than those in the secondary phase. They exchange greetings confidently and read with understanding. Writing skills are the weakest aspect of the subject in both phases.
- Students' speaking skills are improving. Most primary students are able to form short sentences that consist of common words that they know. They are beginning to follow instructions in Arabic, given by their teachers, but too often with the extensive use of English.
- The use of technology and improved strategies in the quality of teaching and learning, are beginning to enthuse students. They are contributing to improvements in students' acquisition of language skills.

For Development:

- Improve students' speaking skills so that they are able to converse more confidently using Arabic in real-life contexts.

English

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

- Listening and speaking skills develop rapidly in the FS because teachers provide excellent linguistic models. Children's increasing understanding of letters and sounds underpins the development of reading and writing. The systematic development of these skills leads to high attainment at the end of Years 11 and 13.
- An emphasis on writing at length for different purposes and audiences is a feature of students' written work as they move through the school. Alongside this, they become competent readers, able to read aloud with fluency and confidence.
- The development of critical thinking and analytical skills is embedded in most lessons. As a result, skills of literary analysis are particularly strong. The current emphasis in embedding a systematic approach to the teaching of phonics, and in developing students' interest in reading for pleasure, is working very well indeed.

For Development:

- Maintain the existing high standards.

Mathematics

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

- Students reach a very high level of attainment against curriculum and external standards, especially at the end of each of the key stages. They also make sustained and sometimes rapid progress over time in all aspects of the subject.
- The level of understanding of key mathematical concepts is high. This embedded knowledge is evident as students respond to challenging questions and tackle complex problems that are dependent on a very secure grasp of mathematical principles.
- Overall achievement is stronger when children and students link their learning to real aspects of their lives. For example, children in the FS are very confident in simple addition and subtraction when using shopping as a topic for their work.

For Development:

- Encourage students to take a leading role in researching the relevance of key mathematics topics to real life.

Science

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

- Students generally have extensive knowledge and understanding relative to their ages, although this falls a little at the post-16 phase. Inquiry skills are extremely well developed in all phases. Children in the FS have an excellent understanding of the properties of simple materials.
- Primary and secondary students, and many post-16 students, have an exceptional understanding of complex concepts in all three sciences. They explain what they know extremely well orally and in writing. Their ability to analyse, question, and interpret information is impressive.
- Students' progress has been maintained and is so effective because teaching is almost always challenging. The use of technology continues to improve, and where questioning, discussion and research are used skilfully to aid learning, students' progress is rapid.

For Development:

- Maintain the existing high standards.

Learning Skills

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

- Learning skills develop rapidly in the FS, promoted by a wide range of exciting and challenging activities. In all phases, students collaborate extremely well. They discuss their understanding, listen to and challenge one another's views, as well as negotiate ideas which they want to put forward.
- Students willingly take responsibility for their own learning. They often assess their own progress and strive to improve their work. They write and speak well, use their mathematical skills effectively, and relate their learning to life in the UAE.
- The use of technology is expanding, and students increasingly use computers to carry out research, to record work and to support learning. Investigative skills are widespread, and increasing, as teachers gain confidence in encouraging students to work independently.

For Development:

- Maintain the existing high standards.

2. Students' personal and social development, and their innovation skills

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

- Students' behaviour is exemplary and their attitudes are very positive. Children in the FS soon become self-reliant and quickly learn how they are expected to behave. Students are fully engaged in their learning during lessons and willingly receive and respond to feedback from their teachers and peers. Students' attitudes towards one another and to adults are always respectful.
- Students' positive attitudes and their willingness to help one another contribute to a harmonious atmosphere within the school community. As proud ambassadors of their school, students take their roles and responsibilities very seriously.
- Students display a very high commitment to safe and healthy living. They eagerly participate in various sports to support healthy life-style choices.

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

- Students across all phases develop an excellent understanding and awareness of Islamic values. They are fully committed to tolerance and diversity. For example, students in the upper phases contribute to hosting a Ramadan Iftar for the school community
- Students demonstrate an excellent knowledge and understanding of UAE culture and heritage. They participate in various Emirati celebrations and assemblies. Field trips to museums, and national monuments, strengthen their perspective of modern and traditional local culture.
- Students demonstrate an excellent understanding of their own culture. Primary students have a particularly deep understanding of modern and ancient cultures. Some students experience different world cultures through international travel. During International Day activities, they immerse themselves in many of the world cultures represented in the school.

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

- Students are highly involved in the life of the school and the wider community. They show care and consideration for those who are less fortunate than themselves. For example, they raise substantial amounts of money to build schools in Thailand and Senegal.
- Students have an excellent work ethic and demonstrate a high commitment to success. Their innovative thinking is evident in lessons across the curriculum. Older students hone their enterprise skills of marketing, budgeting, and seeking sponsors, when promoting school events.
- Students care for their school and the environment very well indeed. They have a strong knowledge and understanding of sustainability and conservation. They initiated placing recycling bins inside classrooms and led a campaign to ensure that lights are switched off on leaving classes.

For Development:

- Maintain the existing high standards

3. Teaching and assessment

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

- Teachers’ subject knowledge and understanding of how students learn is extensive. They contribute to the challenging work with searching questioning which probes students’ understanding, and which helps them to explain what they know accurately. Teachers use a wide range of resources to make learning fascinating.
- The focus on teaching skills, especially the use of subject terminology, accurate writing and speech, and the careful development of reading, ensures that students learn effectively. Most teachers ensure that activities are relevant to real life, especially life in the UAE.
- Teachers plan lessons well, matching activities to students’ learning needs and providing challenge in most lessons. However, in Islamic education and Arabic, this approach is not a routine feature, and students have insufficient opportunities for collaborative learning and are not adequately challenged.

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

- The analysis of assessment data is very strong. Benchmark and cognitive ability assessments are used effectively to refine the curriculum and to adapt teaching strategies, which contribute significantly to the progress made by students in most subjects.
- Effective systems to track students' progress inform teachers of the needs of students as individuals and groups. The wealth of valid information is skilfully used by teachers in meeting the needs of students in lessons and over time.
- Teachers know their students well. In turn, students are increasingly aware of their targets through a well-developed system of end-of-term assessments linked to robust day-to-day assessment practices. Assessment information is used to provide detailed feedback to students and comprehensive reports for parents.

For Development:

- Strengthen assessment in Islamic education and Arabic by adapting the high-quality monitoring of students' work and the analysis of assessment information seen in most other subjects.

4. Curriculum

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

- The curriculum is fully aligned with the school's values and vision. It provides students with a rich variety of learning experiences and promotes achievement exceptionally well. The curriculum in the FS provides children with a firm base for their future academic and social development.
- The curriculum is regularly reviewed and modified by leaders and subject teachers. Careful planning ensures that students are provided with numerous opportunities to develop their creative talents and reach high standards in, for example, art, music, design and sport.
- The range of IGCSE subjects and IB courses is augmented by a number of BTEC options. These cater well for students' academic and career aspirations. Leaders are rightly focused on the development of reading in the primary phase and in extending the range of options available in Year 10.
- Curriculum provision for UAE moral education meets statutory requirements.

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

- The curriculum in all phases is refined and modified to provide stimulating and interesting learning opportunities for all groups of students. Assessment data are used expertly to target interventions and to provide support for students of determination and those with gifts or talents.
- Older students have many opportunities to engage in enterprise and innovation, and to contribute to wider community activities. Technology is widely used in lessons to support and enrich students' learning and independence. The excellent range of extra-curricular activities, which include sports, debating, music and drama, are well attended.
- The UAE social studies programme enhances students' understanding of Emirati culture and history. Assemblies promote and celebrate the importance of Islamic values and traditions. Leaders organise several events which celebrate cultural awareness and diversity.
- Arabic is taught in the FS for one hour each week.

For Development:

- Maintain the existing high standards.

5. 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

- Leaders hold regular health and safety meetings to ensure that all policies and procedures are rigorously implemented. A child-protection team monitors the training of all staff in safeguarding procedures. Cyber-safety and the practical steps required to ensure students' well-being are given high priority.
- Comprehensive records are maintained and regularly updated on fire drills and evacuation procedures. Medical personnel are particularly vigilant in their care of all students. Relevant information on health and welfare is shared, with the permission of parents, where appropriate.
- The excellent school premises and learning environment provide a safe, secure and inclusive environment for all students. Healthy living and physical exercise are fully embedded in the school curriculum. School assemblies, supported by the medical personnel, promote social and emotional well-being.

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

- The support provided for students of determination is carefully managed and coordinated, but there are some inconsistencies. It is less developed in the secondary phase where there are fewer specialist staff and teachers' approach to support is more variable.
- Positive relationships at all levels are a feature of the school. Senior students are excellent role models. Less positive, and a concern to the school, is the lack of importance assigned by a few families to their children's regular attendance.
- The school's inclusive ethos has been a focus that has strengthened the caring community spirit. Students of determination, and those with gifts and talents, are quickly and accurately identified and their development closely monitored.
- The provision for boarders and their care and support was not part of this inspection.

For Development:

- Review the provision and deployment of specialist support staff, especially in secondary phase.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders and managers at all levels are dedicated to the fully inclusive ethos of the school. They lead a close and committed team which provides high quality support in and out of class for individual students or small groups.
- Students learning needs, and the skills and talents of gifted students, are carefully identified following a well-structured review process. Information gained is used very effectively to plan secure systems of support or challenge for these students.
- Parents value the very regular information which they receive about their children's progress and development, and the guidance to support their children at home. A range of helpful workshops on relevant topics also provides parents with valuable background information.
- The quality of support in lessons is increasingly well monitored to identify where support strategies are effective or may be refined. Lesson observations are carried out, but not sufficiently regularly to assist sharper identification of the professional development needs for staff.
- The progress of students of determination is very good overall, but variable across classes. Progress is better where specialist staff are deployed or where the high-quality planned support for students is effectively implemented.

For Development:

- Improve the rigour and regularity of lesson monitoring to ensure a consistently high-quality level of support for students of determination, and work that closely matches their needs.

6. Leadership and management

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

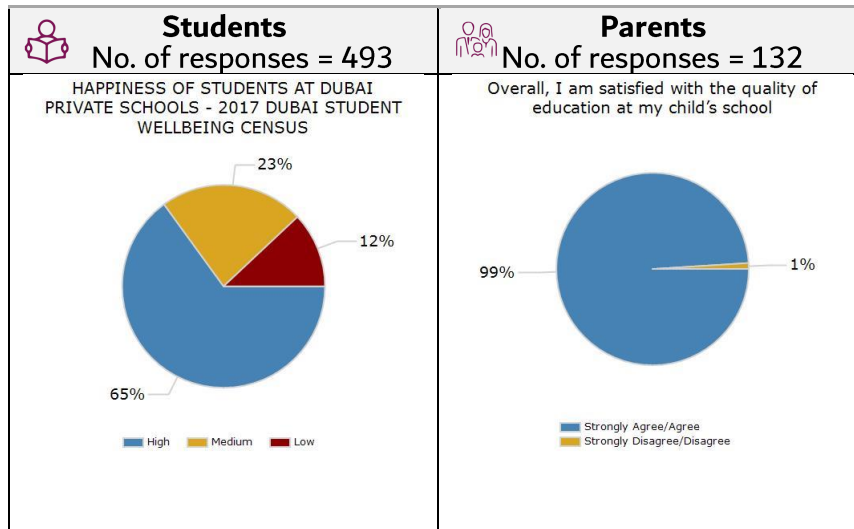
- The principal plays a pivotal role in sustaining a vibrant learning culture where students thrive. Leaders at all levels share a commitment to inclusion, and to ensuring that all students do as well as they can. Their ambition, to sustain a beacon of excellence where people matter, is reflected in the day-to-day life of the school. Parents value the emphasis on high standards and the equal attention given to the promotion of strong moral values and students’ personal development.
- Leaders have a very accurate picture of the school’s strengths and what needs to improve. They carefully analyse assessment information to identify and address gaps in students’ achievement. Leaders are vigilant in monitoring the quality of teaching. Effective methods are shared, and support and further training is provided when necessary. The results of self-review feed directly into the sharply focused development plans. Leaders’ efforts to increase students’ performance in Arabic are leading to some improvement.
- Parents are very positive about the school, the breadth of the curriculum, extra-curricular opportunities, and the care and support for their children. They have many opportunities to be involved in events and to contribute to decisions. Effective communication and reporting methods, along with teachers’ availability, ensure that parents are well informed about the school and their children’s learning. There are strong local and international links with other schools and organisations, including significant development projects in Senegal and Thailand.
- Governors are very effective in holding leaders to account and are fully dedicated to inclusion. A strong commitment to the Emirati community is evident, not least, in increasing the proportion of Emirati students. Governors value and respond to parents’ and students’ ideas and requests. Good progress has been made in completing the performing arts centre but, although they appreciate the innovative alternative arrangements, students, parents and staff remain concerned that it is not yet in use.
- The daily management of the school ensures very efficient operation. Students and teachers benefit from a varied and inspiring weekly, monthly and annual calendar of activities and events. Teachers have a wide range of training opportunities, including individually targeted programmes, on the school’s online platforms. The imaginatively designed campus provides extensive learning and recreational facilities. The excellent libraries, science laboratories, design and art workshops, and sports areas, are highly conducive to successful learning.



For Development:

- Ensure that the performing arts centre is completed and operational at the earliest opportunity.
- Continue with the recent developments to improve the standards of achievement in Arabic.

The View of parents and senior students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> Almost all students who responded to the survey expressed positive views about most aspects of the school. They are very appreciative of the quality of teaching. They feel valued and safe. Students appreciate the support and individual feedback about their academic progress and personal development which teachers provide. The inspection findings concurred with these positive views.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents are extremely positive about the quality of teaching and how their children develop confidence, independence and strong moral values. They are overwhelmingly pleased with their children's progress and the variety of experiences on offer. Parents are very pleased with the leadership, and value the regularity and quality of communication. They appreciate the way in which leaders take their views seriously.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 inspection@khda.gov.ae