STAR INTERNATIONAL SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION

GOOD

WELLBEING

GOOD

NATIONAL AGENDA PARAMETER

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

📍	Location	Al Twar
🗓	Opening year of school	2000
🌐	Website	www.starintlschoolaltwar.com
📞	Telephone	97142638999
👤	Principal	Durriya Gorawal
📅	Principal - date appointed	7/3/2007
💬	Language of instruction	English
🔍	Inspection dates	27 to 01 December 2023

STUDENTS

👫	Gender of students	Boys and girls
🔄	Age range	3 to 18
👥	Grades or year groups	KG1 to Year 13
🧑	Number of students on roll	646
✋	Number of Emirati students	72
🧩	Number of students of determination	101
🌍	Largest nationality group of students	Arabic

TEACHERS

🧑‍🏫	Number of teachers	57
🌐	Largest nationality group of teachers	British
🤲	Number of teaching assistants	15
🧑‍💼	Number of guidance counsellors	1
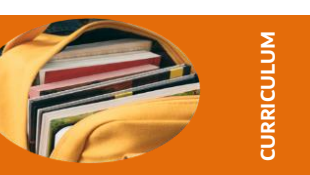
CURRICULUM

📋	Curriculum	UK
📝	External Curriculum Examinations	GCSE, A Level
🏅	Accreditation	UK

School Journey for STAR INTERNATIONAL SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023	2023-2024
Weak	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good	Good	Acceptable	Acceptable	Good	Good	Good
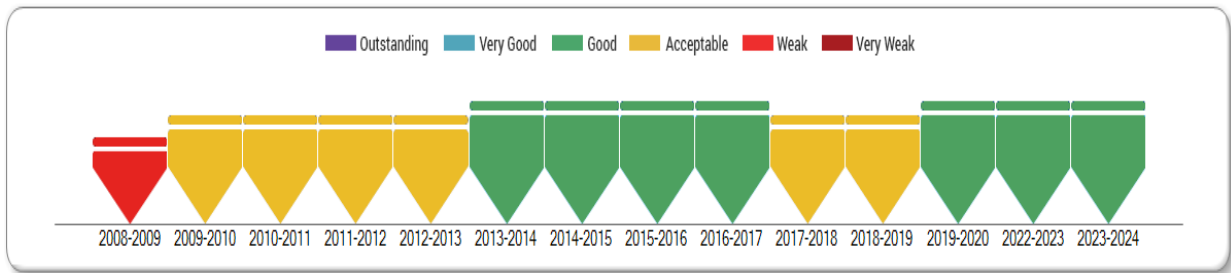
SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' progress in the Foundation Stage (FS) and in English, mathematics and science in Secondary is very good. Progress is also generally good in Primary and Post-16. It is acceptable in Arabic as a first language. Attainment is good in English, mathematics and science, and very good in English in the secondary phase. Attainment in Islamic Education and Arabic is acceptable. Students' learning skills are generally very strong.

- Personal and social development is of a high standard in all phases. Students make healthy lifestyle choices. Excellent attendance and punctuality contribute to improvements in achievement. Most students understand the importance of Islamic values in the UAE. They willingly participate in a variety of voluntary activities and show a strong work ethic and awareness of environmental issues. However, entrepreneurial skills and independent initiatives are less well developed.

Provision For learners

- The quality of teaching is good in FS, Primary and Post-16. Teaching is most effective in Secondary where students have more opportunities to learn independently. Assessment is used well in Secondary, but not enough use is made of assessment in the other phases. Teachers' marking of students' work, although regular, does not always give clear guidance on how to improve,

- The curriculum provides continuity and progression in students' learning. The range of choices in Years 9 and 10 includes a limited number in the creative arts and humanities. Cross-curricular links and connections to Emirati culture are inconsistent, as are opportunities for innovation and entrepreneurship. Curriculum modifications to meet the differing needs of students are not always effective.

- Child protection and safeguarding are given a high priority. Well-documented policies are communicated effectively. The premises are well maintained to ensure safety, and there are regular evacuation drills. Members of staff promote healthy lifestyles within a caring and supporting environment. However, support for gifted and talented students is variable. High-quality advice and guidance is available, particularly in the upper year groups.

Leadership and management

- Leaders are strongly committed to inclusion and to the UAE priorities. School self-evaluation procedures identify appropriate improvement priorities but do not focus enough on the impact of teaching on learning, Not all middle leaders have the necessary monitoring skills. Although governors are supportive, they lack formal roles. The school facilities and resources enhance teaching and learning.

Highlights of the school:

- The very good progress in English, mathematics and science in FS and Secondary.
- Students' personal and social development.
- The high-quality health and safety, and pastoral care.
- Strong partnerships with parents.
- Outstanding facilities in Secondary.

Key recommendations:

- Raise achievement in Islamic Education and Arabic to at least match that in other subjects.
- Ensure greater consistency in the quality of teaching and the use of assessment to inform lesson planning in FS, Primary and Post-16.
- Improve the effectiveness of middle leaders by ensuring that they have the skills needed to drive improvement in their areas of responsibility.
- Ensure that appropriate support is provided for gifted and talented students, and for others with particular learning needs,

OVERALL SCHOOL PERFORMANCE

Good

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	Acceptable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Good	Good	Very good ⬆	Not applicable
	Progress	Very good	Good	Very good	Not applicable
Mathematics	Attainment	Good	Good ⬆	Good	Good
	Progress	Very good ⬆	Good	Very good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Very good	Good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ⬆	Good	Very good	Very good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

A. Registration Requirements	Met Fully	

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Acceptable

- In the recent Progress in International Reading Literacy Study (PIRLS) test, the school exceeded its target of 570 by 12 points, with boys performing better than girls. There were no Emirati students in the cohort who took the test. Over a two-year period, progress in the National Agenda benchmark tests was acceptable in English and mathematics and good in science. The progress of Emirati students was acceptable.

C. Leadership: International and Emirati Achievement	Good

- The National Agenda leadership team fully understands the implications of the benchmark test results. They rigorously interpret the data and identify any areas of underperformance. Adaptations and modifications are then made to the curriculum to address any gaps in students' knowledge or skills. Emirati students' achievement has been a focus of development, with adaptions made to enhance their learning opportunities.

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

- Leaders administer the New Group Reading Test (NGRT) in Years 2 to 10. The results show that a majority of students' reading skills are in line with age-related expectations. All teachers are aware of students' reading levels and take them into account in lesson planning. The reading skills of most students in the upper year groups are above expectations. They are able to apply critical thinking skills to solve problems.

  Overall school standards in the National Agenda Parameter are good.

For Development:

- Refine and enhance core subject strategies and curriculum adaptations for Emirati students to close achievement 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 outcome is at a good level.

- Leaders ensure that a consistent positive approach to wellbeing is embedded across the school. The school has a happy, vibrant atmosphere. Staff and students have strong relationships. Leaders collect information about students to shape their wellbeing plans. Wellbeing spaces have been developed across both sites. For example, a student-designed post-16 common room and quiet areas in classrooms across Primary enhance provision. Leaders are developing wellbeing but acknowledge that this is a work in progress.

- Students have been proactive in raising awareness of wellbeing. They have written a wellbeing vision and are keen to run their own initiatives. Aspects of wellbeing are delivered through assemblies and in subjects across the curriculum. Currently, there is no structured approach to ensure that important messages about wellbeing are taught and evaluated. Students access some extra-curricular wellbeing activities.

- Leaders provide thoughtful, considerate induction for members of staff, who feel valued and respected. They know that they can always talk to leaders about their workloads and their work-life balance. Teachers are very caring towards students, providing high-quality academic and pastoral support. The school counsellor offers individual sessions for students who may require additional support. Classes have behaviour charts that link to reward points and award ceremonies. Students' achievements are routinely celebrated.

For Development:

- Enhance opportunities for students to take ownership of wellbeing projects and initiatives.

- Provide students with more extra-curricular wellbeing activities.

UAE Social Studies and Moral Education

- The school teaches the UAE Moral Social and Cultural Studies (MSCS) framework, using the Ministry of Education (MoE) textbook as the core of the curriculum. Students from Years 1 to 13 have two 50 minute periods in which social and cultural studies are combined. Moral education is separate. Lesson are taught by humanities and physical education teachers in Secondary and Post-16, and by form tutors in Primary.

- Coverage of UAE social and moral values is enhanced through assemblies, the celebration of cultural events including National Day and Martyrs' Day and extension activities within the UAE. These have included field trips, museum visits and liaison with COP28. Assessment is carried out through ongoing and final tests based on guidelines created by MSCS leaders. Teachers record students' progress in notebooks and maintain termly assessment data.

Arabic in Early Years

- In the FS and Year 1, the MoE Arabic language curriculum is used. In FS, children are taught for two 30 minute sessions per week. The main focus is on the development of listening and speaking skills. In Year 1, students are taught letters and sounds, leading to the learning of words and speaking in short sentences. Assessment strategies focus mainly on speaking, in addition to matching pictures with words or letters,

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.

- Across all phases, the majority of students demonstrate a secure understanding of Islamic values and principles aligned with the curriculum standards. Internal assessments indicate higher levels of attainment than those observed during lessons and in students' work, with a majority of students above the curriculum standards.

- In lessons and in work, students in Primary exhibit enthusiasm for memorising the Holy Qur'an and practising Islamic etiquette. In Secondary and Post-16, students understand and analyse verses of the Holy Qur'an and Hadith. Proficiency in understanding Islamic law, faith and contemporary issues is less robust.

- Teachers enhance students' understanding of the Holy Qur'an and Hadith through allocated lessons and participation in competitions. These support the development of students' memorisation and recitation skills. Students' ability to link verses of the Hadith with their daily lives is less secure.

For Development:

- Enhance students' ability to link Islamic concepts to the appropriate verses of the Hadith and their daily lives.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessment data show high attainment. However, in lessons and in recent work, most students demonstrate knowledge and skills that are more in line with curriculum standards rather than above. Students make acceptable progress in their speaking and reading skills.

- Most students in Primary have strong listening and responding skills. In Secondary and Post-16, students read with understanding and recognise different types of literary texts. However, their independent creative writing is limited.

- Teachers have begun to implement comprehensive plans to improve the four language skills. However, the impact of these plans is yet to be seen on students' knowledge and understanding. Extended writing is the weakest area of learning.

For Development:
- Improve students' language skills, particularly their independent creative writing.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The high results of internal examinations are not reflected in the standards demonstrated in students' work, in their books or in lessons. The attainment of most students is in line with curriculum standards. A majority of students make good progress as measured against the learning objectives.

- Students' listening skills are strong in all phases. Speaking is limited to short conversations, mainly because of the lack of opportunities. Reading skills are adequate. Writing skills are underdeveloped, largely because of low expectations and a lack of challenge.

- There has been improvement in students' listening and responding, especially in the secondary phase. However, this improvement is inconsistent due to variations in the progress that students make across the year groups.

For Development:
- Ensure that teachers' expectations of what students can achieve are high enough, and that lesson objectives are appropriately challenging.
- Improve students' vocabulary and their speaking and writing skills, in line with their years of study of Arabic.

ENGLISH

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

- Older primary students make good progress in reading and writing, and their improving trend of attainment is reflected in the benchmark test and external examination results. Secondary students' very strong achievement is also evident in the very high standard of writing in their notebooks.

- In FS, children develop secure listening and speaking skills. Reading progress is rapid as they increase their understanding of letters and sounds. Reading is a priority. Students are appropriately challenged by studying increasingly complex literary texts. Primary students' reading and comprehension improve over time.

- Improvements in students' extended writing are particularly evident in Secondary, where students critically analyse texts and write thoughtful responses, demonstrating very good retrieval and interpretation skills. Although in Year 1 students' writing skills develop very well, this development is not maintained consistently in subsequent years.

For Development:

- Ensure that the rapid progress made by Year 1 students in writing is maintained throughout. Primary.

MATHEMATICS

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

- The external and internal assessment results, coupled with evidence from lessons, show that mathematical skills and knowledge are developing well, particularly in the secondary phase.

- In FS, children develop number skills confidently through play and games. Primary students demonstrate strong problem-solving skills. Secondary students make sustained progress in algebra and enjoy applying this to problems that involve calculations. Post-16 students have a well-developed understanding of trigonometric functions.

- Extra intervention classes have recently been introduced before and after school to support underachieving students, particularly Emirati students. This initiative is having a positive impact on narrowing achievement gaps.

For Development:

- Ensure that the learning outcomes of Emirati students align more closely with those of other students.

SCIENCE

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

- In FS, children show interest and curiosity in science exploration. displaying knowledge and curiosity. Assessment shows attainment in the upper year groups to be above that observed in lessons and in students' recent work. In GCSE, students perform better in chemistry than in biology and physics.

- Primary students are introduced to taxonomy principles, while in Secondary they consider more advanced physical science concepts, such as reaction speed, through experimental investigations. In Post-16, they broaden their knowledge through topics like the discovery of antibiotics and cardiovascular health.

- In Primary, lessons now emphasise practical work, which is helping students to develop investigative skills. In Secondary, regular laboratory work and experimentation enrich students' scientific thinking and enhance their practical skills. However, across the school, students' skills in scientific research are generally insecure.

For Development:

- Enhance the integration of practical work in Primary to consolidate students' scientific thinking and investigative skills.
- Improve students' scientific research skills.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ⬆	Good	Very good	Very good

- In FS, children are motivated, enthusiastic and fully engaged in learning. As students progress through the school, they demonstrate a keenness to learn, a growing sense of responsibility and independent learning skills.

- Students communicate and collaborate well in pairs and in small groups. They interact positively with one another and with teachers. Secondary and post-16 students communicate effectively, but they do not always connect their learning to the wider world.

- The use of digital technology to support students' learning is inconsistent across the school. While a there is a strong emphasis on nurturing critical thinking and problem-solving in many lessons, the development of students' research and innovation skills is insecure

For Development:

- Provide more opportunities for students to develop and apply their research and innovation skills.

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

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

- Students behave very well in lessons and as they move around the school. They show respect for their teachers and for one another They exhibit exceptional self-discipline. Students demonstrate responsible attitudes to school and their learning.

- Students are aware of the importance of following a safe and healthy lifestyle. They make healthy eating choices. They appreciate the benefits of regular exercise and participate enthusiastically in physical activities.

- Attendance is very good in all phases. Students are punctual. They are fully aware of the importance of arriving at lessons on time to improve achievement. They welcome the strong support provided by the counsellors and medical teams.

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

- Students have a secure appreciation and understanding of how Islamic values influence life in the UAE. They are able to give examples from their own experiences. They involve themselves fully in Islamic celebrations in the school.

- Students are knowledgeable about and respectful of the heritage and culture of the UAE. They participate in a diverse range of cultural activities, including National Day, Emirati Children's Day and Emirati Women's Day. These activities enhance students' and understanding of Emirati culture and traditions.

- Students show a deep understanding of and affinity for their own home cultures. They appreciate and support cultural diversity. Their understanding of a range of other world cultures is less well developed.

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

- Students, especially in Secondary and Post 16, engage in a variety of voluntary activities both inside and outside the school. They are keen to take ownership of their ideas and bring many to fruition. In FS and Primary, children and students are eager to participate in charitable fundraising events. However, they do not have enough opportunities to initiate projects.

- Students demonstrate a strong work ethic. They are resilient when completing their activities. They are open to feedback to improve their work and learning. The development and application of entrepreneurial skills are not yet fully embedded.

- Students in the upper year groups are well aware of environmental and conservation issues. They engage in a variety of projects to address sustainability concerns. Younger students eagerly engage in recycling initiatives.

For Development:

- Enhance students' knowledge and understanding of worldwide cultures.

- Provide more opportunities for students in FS and Primary to initiate and implement their own ideas and projects.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate strong subject knowledge and appropriate teaching approaches. The most effective teaching fosters independent learning. In FS, teachers employ child-centred, play-based learning, which enhances children's social development and successfully engages them in the learning process.

- In all phases, most teachers use questioning and dialogue effectively to probe understanding. Secondary teachers are particularly effective in using higher-order questioning techniques to enhance critical thinking and problem-solving skills. These techniques are less evident in Arabic.

- In the best lessons, particularly in Secondary, teachers employ strategies that cater well for the diverse needs of individual students. However, across the school, there is variability in the extent to which teaching meets students' differing learning needs, particularly in Primary.

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

- The school effectively benchmarks students' progress against appropriate external expectations This information is used well, especially in Secondary and Post-16 where assessment techniques are more closely aligned with external requirements.

- Teachers know their students well. Their use of assessment information influences teaching and the curriculum. In the most effective lessons, learning activities are well matched to students' needs. This more consistently seen in the upper two phases.

- The marking of students' work is regular, with oral feedback given. Written feedback indicating strengths and areas for improvement is particularly strong in English. However, it is more variable in other subjects.

For Development:

- Ensure that in all lessons, particularly in Primary, teachers plan learning activities that meet the diverse needs of all students, including students of determination and those of higher ability.

- Ensure that teachers' marking of students' work provides clear guidance on the strengths and areas for improvement.

04 CURRICULUM

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

- The curriculum has a clear rationale leading to smooth progression in learning in most subjects. This is particularly effective between FS and Year 1. Variations in outcomes indicate that progression between phases is not always consistent in mathematics, particularly between Primary and Secondary.

- Curricular choices in Years 9 and 10 include a a range of GCSE subjects and a limited number of options in the creative arts and humanities. Cross-curricular themes are most evident in English and non-core subjects, but less in mathematics and science.

- Moderation processes have led to regular reviews of the curriculum in Primary, resulting in changes in English and mathematics. Leaders have prioritised   a whole-school curriculum review in order to ensure greater breadth, including vocational qualifications in Secondary and Post-16.

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

- Curriculum modifications to meet the differing learning needs of most students are effective in FS and Secondary. In Primary, modifications in English and mathematics are developing well. Adaptations to meet the needs of higher ability, gifted and talented students and students of determination are not yet fully effective.

- Innovation and entrepreneurship within the curriculum are limited to some three-dimensional projects and STEAM (science, technology, engineering, arts and mathematics) lessons, but they are underdeveloped in the wider curriculum. Evidence of enrichment activities are stronger in the secondary curriculum, including school visits to museums, theatres and nature reserves.

- Apart from links in Islamic Education and Arabic, references to the UAE within the core curriculum are inconsistent. Links with UAE culture and Emirati traditions are promoted through a variety of whole-school events. Islamic values are effectively integrated in Islamic Education and Arabic.

For Development:

- Ensure continuity and progression in students' learning between Primary and Secondary, particularly in mathematics.

- Broaden curriculum choices in Secondary and improve the provision of vocational pathways.

- Ensure that curriculum modifications for higher ability students, the gifted and talented and students of determination are monitored for their impact on outcomes.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- High priority is given to the safety and security of all students and staff. All policies and procedures, including safeguarding, child protection and anti-bullying, are well documented and effectively communicated.

- The buildings and outdoor premises on both campuses, including sports areas and playgrounds, are very well maintained. Regular safety checks, including evacuation and lockdown drills, ensure that students are safe throughout the day. Transport arrangements at the start and end of the school day are well managed.

- Throughout the school, members of staff promote healthy lifestyles. Healthy living and students' wellbeing are embedded in the ethos of the school. Health education campaigns, assemblies and lessons raise students' awareness of the importance of good health and physical activity.

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

- Leaders have created a caring and supportive environment for students. Provision in the inclusion room, where students receive individual support, has been enhanced. Students are supported by well-trained learning support assistants, particularly in Primary.

- Leaders prioritise students' wellbeing and personal development. Students access high-quality advice from the school counsellor. They have trusted adults to whom they can speak. Students' progress is carefully monitored and there are effective links with parents.

- The needs of students of determination are accurately identified. A range of assessment information is used to identify gifted and talented students. However, teachers do not use this information well enough to provide support in lessons for more able students.

For Development:
- Use assessment information more precisely to provide an appropriate level of support for more able students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good

- In most lessons, students of determination progress well. Many students have low level needs, as the school currently does not have a significant number of students with more complex challenges. All members of staff receive ongoing training on special educational needs.

- Leaders have strong, collaborative relationships with parents, who have online access to their children's progress. This ensures that parents are kept fully informed and are also able to contribute to their individual educational plans (IEPs). Parents speak highly of the support that they receive.

- Teachers use assessment data to plan lessons to match students' needs. They use students' IEPs to implement support strategies. Students work well with their classmates. Learning support assistants provide effective academic and pastoral support.

- Students of determination with IEPs make strong progress towards their targets. Members of staff carefully monitor achievement through observations and the use of tests. In Secondary, students of determination access a broad curriculum and benefit from alternative pathways.

- The inclusion team works in partnership with teachers and parents. Although the IEPs identify key targets, they are not always sufficiently precise. Teachers adapt the curriculum where required, but this is not consistent across the school.

For Development:

- Ensure that targets in students' IEPs are precise and measurable, to allow for the effective tracking of progress over time.

- Ensure that curriculum modifications meet the needs of all students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders prioritise the UAE National Agenda and Emirates' priorities, emphasising care, wellbeing and inclusion. Effective communication and relationships boost staff morale. Leadership is delegated effectively to individuals and teams, but they are not held accountable for ensuring measurable improvements. While many middle leaders demonstrate secure knowledge of curriculum and teaching practices, not all have the necessary skills to identify and address areas where improvement is required, especially in the MoE subjects and in Primary.

- Leaders' commitment to systematic self-evaluation, using both internal and external data, is particularly evident in Secondary and Post-16. While key priorities are accurately identified, in the monitoring of lessons there is insufficient emphasis on the impact of teaching on learning. Improvement plans do not provide detailed actions, quantifiable goals or interim targets for regular review. Leaders have sustained improvements in most key areas over time and have made progress in addressing the recommendations made in the previous inspection report.

- Parents are successfully engaged in their children's education. Through the parent and teacher association, parents contribute to the shaping of priorities and personalised programmes, especially for students of determination. Effective communication ensures that parents are fully informed. Regular mid-term and year-end reports, along with discussions on strengths and next steps, enable parents to support their children's progress. The school has a limited range of local and wider partnerships.

- Governance includes a diverse range of stakeholders. However, governors lack formalised roles linked to the school's performance. They have a detailed knowledge of the school. They ensure accountability by accessing independent information and through scrutiny and external reviews. They secure an appropriate level of staffing and resources. Governors are insufficiently involved in the self-evaluation and improvement planning procedures to fulfil their roles as critical friends.

- The principal and leadership team effectively oversee the school's daily operations. All teachers benefit from ongoing coaching and professional training that is linked to their individual aspirations and school improvement needs. Secondary school facilities support teaching and learning particularly well. The premises are well maintained and updated to align with evolving curriculum requirements, enhancing the overall teaching and learning experience.

For Development:

- Strengthen middle leaders' capacity to identify and address areas in need of improvement.

- Enhance the monitoring of teaching, with a stronger emphasis on the impact on students' learning and progress.

- Clearly outline the roles and responsibilities of the governors, ensuring that they function as critical friends to enhance the overall performance of the school.

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