



الكلية
Knowledge المعرفة



THE ENGLISH COLLEGE DUBAI L.L.C

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER




























VERY GOOD

CONTENTS

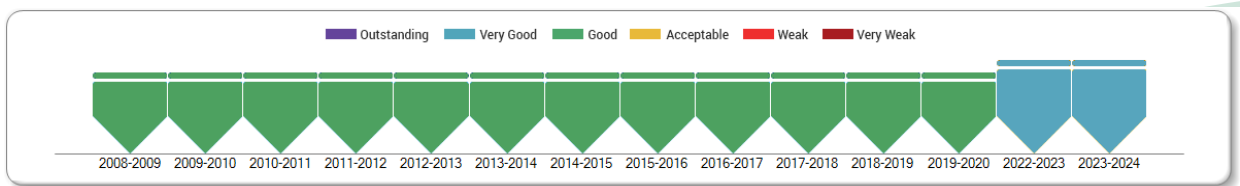
| | |
|--|----|
| SCHOOL INFORMATION | 3 |
| SUMMARY OF INSPECTION FINDINGS 2023-2024 | 4 |
| OVERALL SCHOOL PERFORMANCE | 6 |
| FOCUS AREAS | 8 |
| MAIN INSPECTION REPORT | 12 |
| WHAT HAPPENS NEXT? | 22 |



SCHOOL INFORMATION

| | | |
|---|---|-----------------------------|
|  <p>GENERAL INFORMATION</p> |  Location | Al Safa |
| |  Opening year of school | 1992 |
| |  Website | www.englishcollege.ac.ae |
| |  Telephone | 97143943465 |
| |  Principal | Mark Ford |
| |  Principal - date appointed | 8/15/2019 |
| |  Language of instruction | English |
| |  Inspection dates | 04 to 08 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 | 1331 |
| |  Number of Emirati students | 29 |
| |  Number of students of determination | 86 |
|  <p>TEACHERS</p> |  Number of teachers | 104 |
| |  Largest nationality group of teachers | British |
| |  Number of teaching assistants | 20 |
| |  Number of guidance counsellors | 1 |
|  <p>CURRICULUM</p> |  Curriculum | UK |
| |  External Curriculum Examinations | GCSE, IGCSE, AS and A Level |
| |  Accreditation | BSO |

School Journey for The English College Dubai L.L.C



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

- In the Foundation Stage (FS), children achieve very well indeed in English, mathematics, and science. In the other phases, students' independent learning skills in mathematics, are reflected in outstanding performances in Primary and Post-16. Students' achievement in Islamic Education and science remain strong. In Primary and Secondary students' progress has improved in the Arabic languages although attainment remains acceptable. Students' learning skills are very good across the school.
- In all phases, students demonstrate excellent standards of behaviour. Most are self-disciplined and demonstrate very positive attitudes towards learning. Students are respectful to one another and to their teachers. A significant improvement is evident in students' understanding of the UAE's heritage and culture. This has been enhanced further by school initiatives including, cultural celebrations. Students demonstrate pride in their school and in improving the local and wider environment

Provision For learners

- Teachers demonstrate strong subject knowledge and effective teaching skills. In FS, teachers employ active play-based learning that foster active engagement. Teachers know their students well and often provide them with personalised challenge and support. Internal assessment processes align very well to the curriculum standards across the school. In each year group, the tracking of students' academic progress, personal and social development is informative.
- Students benefit from an extremely well-designed curriculum, especially in FS, Primary and Secondary. Cross-curricular links have been established systematically across a range of subjects. The rich curriculum enables most students to pursue a wide variety of academic, social, sporting, and creative interests. The school offers many opportunities to acquire the skills necessary for students' future careers and personal development.
- The school has rigorous procedures and policies to ensure students' safety and security. Staff, students, and parents are kept fully informed of child protection and reporting procedures. Healthy lifestyles are diligently promoted by the medical and physical education staff. A caring ethos and an atmosphere of mutual trust and respect, permeate all aspects of school-life. Personalised pastoral care ensures that students feel well-cared for and safe.

Leadership and management

- The principal and a very dedicated leadership team have excellent relationships with all stakeholders and are working diligently to improve student outcomes. School improvement planning is underpinned by a commitment to inclusion and wellbeing. Parents are regarded as important partners in their children's education and their influence is deeply appreciated by governors. The premises and learning environment are of the highest quality.

Highlights of the school:

- Students' improved progress in Arabic as a first and additional language
- The excellent and respectful behaviour of students, their innovative and entrepreneurial skills
- The design of the curriculum that inspires students in FS, Primary and Secondary
- The safe and secure learning environment that enhances students' and members of staff wellbeing
- The involvement of parents and the commitment of governors who resource an outstanding school facility.

Key recommendations:








- In Islamic Education, raise the profile of the subject across all phases of the school and align expectations with at least the 'very good' standards in the UAE Inspection Framework.
- Raise achievement in Islamic Education and Arabic to match that in other core subjects.
- Ensure special attention is given to the use of data to enable assessment to become a more informative driving force for further improvement, especially in FS and Post-16.
- Ensure transitions between year groups and phases involves parents of students of determination more in that process.
- Ensure all phase leaders have sufficient time to monitor teaching, learning and progress more rigorously.



OVERALL, SCHOOL PERFORMANCE

Very good

01 Students' Achievement

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

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|-----------|-----------|-----------|
| Learning skills | Very good | 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 | Very good | Very good | Outstanding ↑ | Outstanding |
| Social responsibility and innovation skills | Outstanding | Outstanding | Outstanding | Outstanding |

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

06 LEADERSHIP AND MANAGEMENT

| | |
|---|---------------|
| The effectiveness of leadership | Very good |
| School self-evaluation and improvement planning | Very good |
| 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](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



| | | |
|---|---------------------|-----------------------|
| A. Registration Requirements | Met Fully | |
| | Whole school | Emirati cohort |
| B. International and Benchmark Achievement | Outstanding | Very good |

- In 2021, the school participated in the Progress in International Reading Literacy Study (PIRLS) for the first time and with an average score of 535 reached an Intermediate international benchmark. No Emirati students participated in this assessment. In benchmark assessments over two years, students improved by one level in science and by two levels in English, with mathematics being outstanding. Emirati students improved by one level to good in English and science, and by three levels in mathematics to very good.

| | | |
|---|------------------|--|
| C. Leadership: International and Emirati Achievement | Very good | |
|---|------------------|--|

- Most leaders understand how the subject skills and content align to the proficiency levels of the Programme for International Student Assessment (PISA) and international benchmark levels for Trends in International Mathematics and Science Study (TIMSS) and PIRLS. They implement action plans and reading literacy plans that address the gaps identified in the benchmark assessment reports. Monitoring the impact of the implemented curriculum modifications, on students' progress, is an improving feature at the school.

| | | |
|---|---------------------|-----------------------|
| | Whole school | Emirati cohort |
| D. Teaching and Learning: Improving reading literacy | Very good | Good |

- The school's most recent reading literacy skills assessment reveals that a majority of students' scores are above age-related expectations. Emirati students have scores that are at, or above, age-related expectations. The school implements planned interventions aimed at improving students' reading skills. Results of monitoring the impact of these interventions suggest that most students are making at least the expected levels of progress in their

reading proficiency. The school is engaging with families to foster a strong reading culture in almost all curriculum areas.

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

For Development:

- Ensure that all leaders are knowledgeable about the implications of the international benchmark assessments.
- Improve the level of students' English 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.

- The school has an established culture of high-quality care and support. Leaders show a strong commitment to ensuring the wellbeing of the whole school community. There are many innovative initiatives being implemented with positive outcomes, particularly in empowering students to take responsibility for their own wellbeing and to support others' wellbeing needs. The use of stakeholders' surveys in determining priorities is a strong feature. Leaders are proactive in evaluating the impact of initiatives on student outcomes and revising plans accordingly.
- There are effective systems in place that ensure students feel safe and well-cared for and have access to high quality support if they have any personal concerns. Initiatives integrated into the school's provision are particularly successful in supporting the development of interpersonal and leadership skills. In Primary, students have a strong understanding of the importance of keeping safe and adopting a healthy lifestyle. The school is committed to developing a professionally supportive atmosphere for its staff.
- The implementation of the integrated wellbeing curriculum is developing fittingly across all phases. Student voice is strong and representatives from each year group are proactive in influencing others to take responsibility for their own wellbeing, including taking care of one's mental health. Students enjoy coming to school, have a strong sense of belonging and embrace with enthusiasm all the opportunities provided. Most classrooms provide positive learning environments that enable students to flourish and achieve their best.

For Development:

- Ensure that a nurturing and inspiring classroom climate where students of all abilities can flourish and achieve their best is fully embedded across all subjects.

UAE social studies and Moral Education

- The school has a carefully planned social and moral education programme that enables students to incrementally build their knowledge, skills, and understanding. The programme adheres to the Ministry of Education (MoE) Moral, Social and Cultural Studies (MSCS) framework. Moral education and social studies are taught as separate subjects.
- Students receive separate lessons for moral education in Secondary and Post-16. In Primary, moral education themes are integrated into other subjects. The school uses the MoE standards to assess the attainment of students. Students are assessed using internal procedures and projects, to check their progress.

Arabic in Early Years

- In FS1 children receive a combined curriculum of Arabic language for 30 minutes per week. Children learn through exploration, songs, interactive and educational games, that focus on everyday applications. In FS2, children recognise letters, colours, numbers, their family and animals. There are formative assessments, including questioning, to measure children's progress.

MAIN INSPECTION REPORT



01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In lessons and recent work, a majority of students demonstrate above the expected levels of knowledge of the subject. The school’s internal data is slightly higher than external data and what is seen in lessons and work scrutiny.
- Primary students show a good understanding of the values of cleanliness and cooperation. Secondary students explain the difference between Halal and Haram. Post-16 students explain concepts such as, the rulings related to marriage. Knowledge of Seerah is less secure compared to that of the Holy Qur’an and Hadith.
- Students have improved their memorisation and recitation of the Holy Qur’an. The application of new learning and reflection in all phases is having a very positive impact on students understanding of Islamic values and key concepts of the subject.

For Development:

- Increase students’ understanding of the links between the Holy Qur’an, the Noble Hadith and Seerah.

ARABIC AS A FIRST LANGUAGE

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

- Across all phases, students' listening skills are stronger than the other language skills. Students' reading comprehension skills are better than their abilities to read and speak, using standard Arabic. Improvements in independent writing are emerging.
- Most students recognise elements of a story but with variable success. The application of the rules of grammar are improving. Students in Secondary and Post-16 recognise features of different texts such as, informative, descriptive, and narrative writing. Their ability to analyse texts is still underdeveloped.
- Stronger and more diversified teaching strategies in Primary and Post-16, are leading to stronger students' progress in learning Arabic. The processes of writing, and reinforcement in the use of standard Arabic, is providing more opportunities for students to develop their skills.

For Development:

- Provide students with more opportunities to analyse texts, make everyday connections, and work independently.
- Improve further students' accuracy in spelling and use of grammar across all phases.

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 |

- Internal data from both phases indicate that students' attainment is in line with curriculum expectations. Students' progress is improving as they develop their language skills further across most year groups. However, most students still find it difficult to use these skills independently, in different contexts.
- Students' listening and speaking skills are strong especially when they are using them in familiar contexts and with topics they understand. In Primary, students write simple sentences well using newly introduced vocabulary. In Secondary, students write short, coherent paragraphs with connectives.
- New teaching strategies have been effective in improving students' progress. A reading through pictures strategy is leading to improvements in students' speaking skills. These improvements are leading to students' having more positive attitudes towards learning Arabic.

For Development:

- Provide students with more opportunities to engage in conversations to enhance their speaking skills.
- Provide opportunities for students to practise newly acquired language in a wider range of meaningful and everyday situations.

ENGLISH

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

- Children in FS continue to develop very secure speaking and listening skills. In Primary and Secondary, students’ reading and writing skills develop at an increasingly rapid rate. Currently, the attainment of Post-16 students is lower than it has been in the past.
- Writing skills are well developed across all phases. In FS, some children are not developing their phonics and reading as fast as their writing. Post-16 students are making very strong gains in developing higher order reading and writing skills.
- A focus on fostering an enjoyment of reading and further developing skills, such as, inference and analysis has been successful across the school. There have also been marked improvements in writing in the FS.

For Development:

- Improve the performance of Post-16 students in external examinations.
- Further develop the phonic skills of children in FS.

MATHEMATICS

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

- The attainment of Post-16 students attending advanced classes is very strong. Students’ achievement in international benchmark tests are also very strong in Primary and Secondary.
- Children in FS learn about partition of numbers within 10. Applying numeracy skills in everyday situations is a strength in Primary. Students in Secondary extend their knowledge of mathematical objects to matrices and learn how to multiply them. In Post-16, students apply their skills of differentiation and integration.
- Levels of challenge in the lower groups in Secondary have improved. Developing students’ critical thinking and investigative skills is more evident in Primary. The use and application of technology during lessons remains undeveloped across the school.

For Development:

- Provide more opportunities for the development of critical thinking and investigative skills across all phases.
- Extend students’ use of technology to support learning.

SCIENCE

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

- Children in FS show an interest in exploring science and display knowledge and curiosity. Primary students excel in assessments, exceeding what is observed in lessons. Secondary students' strong external examination results align with their classroom performance. In Post-16, performance in biology is stronger than chemistry and physics.
- In Primary, students study how human actions affect natural habitats and examine the interactions between the environment and behaviour. In Secondary, students experiment with more complex physical science concepts. Post-16, students deepen their knowledge with topics for instance, evolution and genetic engineering.
- There is now more emphasis in Primary on practical work, helping students to develop their investigative skills. In Secondary, regular laboratory visits and experimentation enrich students' scientific thinking and practical skills.

For Development:

- Extend the access of students in Primary to laboratories so that they can improve their scientific and investigative skills.

LEARNING SKILLS

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

- In FS, children exhibit motivation, enthusiasm, and a strong engagement in learning. As students' progress to the higher grades, they demonstrate a growing sense of responsibility and more independent learning skills that align with their teachers' expectations.
- Students collaborate well and have positive interactions with one another and their teachers. They communicate their learning effectively during lessons but with less success in Arabic in Post-16. Across all phases, students make meaningful connections to what they have learned to the wider world.
- There is a greater emphasis on developing students' critical thinking and problem-solving skills. Research skills are improving in science, geography, and business studies, and gaining momentum in other subjects. The use of students' technological skills is not a regular feature of learning.

For Development:

- Promote students' research skills even further through an emphasis on curiosity, inquiry, academic exploration and the use of technology.

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

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

- In all phases, students demonstrate excellent behaviour in classes and during break times. Most are self-disciplined and demonstrate very positive attitudes to learning and their school. Students are respectful to one another and to their teachers. Bullying is very rare.
- A key strength in the school is students' understanding of healthy living. Most eat healthy food which they bring from home or buy at school. Students demonstrate an awareness of the value of exercise for the body. They participate actively in school sports and encourage others to do the same. Attendance rates are very high across the school, reflecting students' strong commitment and responsibility for their education. Students are punctual in arriving to school and to lessons.

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

- Most students demonstrate a deep understanding and appreciation of Islamic values. They recognise their significance and impact on life within the UAE. Students understand and can explain how people living in the UAE feel safe and respected, regardless of their nationality or religion.
- Students are proud of their own cultures. They speak knowingly about many aspects of their cultures including traditions, cuisine, and languages. Senior students compare aspects of their own culture with other world cultures. This is less evident in the lower phases of the school.
- A significant improvement is evident in students' understanding of the UAE's heritage and traditions. This has been recently enhanced by school initiatives including cultural celebrations, assemblies, and the integration of topics in subjects such as, social studies, Islamic Education and Arabic.

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

- Students are active, responsible members of the school community. They make meaningful contributions to the school environment and the wider community. Their opinions are valued and often influence change. Across the phases students actively organise fund-raising activities for local charities.
- Across the school, students show a strong work ethic. They take part in a broad range of innovative and enterprising projects, such as, their work on designing and racing miniature Formula 1 cars. In FS, children are innovative and active learners.
- Students demonstrate pride in their school and enjoy trying to improve the local environment. They initiate and support schemes that have positive environmental benefits through roles such as, 'Eco-Champions' and sponsoring trees which have been planted to create a mangrove forest in Jebel Ali.

For Development:

- Improve students’ awareness of world cultures in the lower phases of the school by providing more intercultural activities.

03 TEACHING AND ASSESSMENT

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

- The large majority of teachers demonstrate strong subject knowledge and effective practices for fostering independent learning. In FS, teachers employ active play-based learning to enrich children's development and promote their active engagement in the learning process.
- In all phases, teachers effectively engage students through questioning and dialogue. Teachers excel in using higher-order questioning techniques which enhance critical thinking and problem-solving skills for most students. These features are not always applied as effectively in FS.
- In the better lessons, teachers employ effective strategies that cater for the diverse learning needs of individual students. However, there is variability in the delivery of lessons to meet the needs of students of determination and those with higher abilities.

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

- Internal assessment processes align well with curriculum standards across the school. In each phase, the tracking of students’ academic progress, including their personal and social development, is informative. However, not enough use is made of data for measuring progress in FS and Post-16.
- External assessments are linked to curriculum expectations. Students participate in a range of tests to benchmark their performance against international standards.
- Teachers have very good knowledge of their students and often provide them with personalised challenge and support. Ensuring greater clarity in written feedback to students remains a work in progress.

For Development:

- Ensure that all lesson planning takes account of the learning needs of all groups of students.
- Ensure that assessment data are used as driving force for further improvement, especially in FS and Post-16.
- Ensure that written feedback to students provides them with information about how they can improve their work further.

04 CURRICULUM

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

- In FS, Primary and Secondary, students benefit from an extremely well-designed curriculum. Knowledge is acquired rapidly because of the very careful sequencing of learning. In Post-16, the curriculum is planned and now being implemented more consistently.
- Well-established cross-curricular links, across a range of subjects, enable students to have a seamless learning experience. Transition between Primary and Secondary has improved because of careful adjustments to the curriculum.
- Across the school, the curriculum is very well managed. Systematic checks on the quality of the curriculum are securing strong improvements. In FS, children’s skill development is secure in almost all areas. The opportunity for older students to choose from vocational courses is increasing.

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

- A range of initiatives are being developed and refined to support senior students in succeeding in their examinations. Across the school, the adjustments made by teachers to the curriculum are meeting the needs of the large majority of students.
- Students benefit from a rich curriculum that enables them to pursue a wide variety of academic, social, sporting, and creative interests. The school offers some unique opportunities for students to acquire the skills necessary for future careers and personal development.
- Leaders have carefully ensured that links with Emirati culture and UAE society are woven throughout most subjects. They have increased the school capacity for raising these links even more.

For Development:

- Ensure that the adjustments made to the curriculum meet the needs of all groups of students.
- Carefully monitor the initiatives to support some older students so that refinements can strengthen their performance in examinations.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has rigorous procedures and policies in place to ensure students' safety and security. Staff, students, and parents are kept fully informed of child protection and reporting procedures. A comprehensive register is maintained of all adults who work in or visit the school.
- The school has very effective systems to ensure a safe, secure, and hygienic environment. It carries out regular safety checks. Identified risks are swiftly addressed. School transport is managed effectively, and all regulatory requirements are met.
- Healthy lifestyles are diligently promoted by the medical and the physical education staff, as part of their support work for students. The school provides education on issues such as, obesity and helps students with a wide range of healthy lifestyle programmes.

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

- A caring ethos and an atmosphere of mutual trust and respect permeate all aspects of school-life. Personalised pastoral care ensures that students feel well-cared for and safe. High expectations of behaviour and interventions when required, ensure that students' behaviour is always exemplary.
- Approaches to maintaining high rates of attendance and punctuality are highly effective. The school provides supportive programmes for most students of determination. Extra-curricular opportunities, and appropriate challenge in most lessons, enable students with gifts and talents to achieve well.
- Students benefit from access to timely and responsive counselling and involvement in wellbeing initiatives that develops positive self-image and resilience. The school provides personalised advice and guidance about higher education pathways and career choices that align well with students' interests and their aspirations.

For Development:

- Consolidate and where possible, extend initiatives to promote healthy lifestyles.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Leaders promote an inclusive and caring ethos that permeates the school. Audits are being used effectively to inform future developments, including increasing specialist staff. Personalised training is yet to be provided for support staff to enable them, to fulfil their roles, more effectively.
- The school uses a range of suitable assessments to identify students’ barriers to learning and specific needs. Targets are now clearer and individualised programmes are planned for most students. Older students are involved in identifying their personal targets and planning support.
- Parents value the welcoming and inclusive ethos in the school. They are highly satisfied with the school’s response to any concerns they might have. Parents report that they would like to be more involved during transition arrangements between year groups and phases.
- In Secondary and Post-16, students benefit from personalised support that enables them to make consistently strong progress toward their targets. Curriculum differentiation and support in Primary are more variable. Interventions for students with behavioural needs are highly effective.
- Tracking students’ progress towards their learning targets is more accurate. Students develop their personal and social skills exceptionally well. Most make consistently strong gains in their learning, particularly when tasks and support are well-matched to their ability. Progress of students in Primary is too variable.

For Development:

- Provide personalised training for support staff to enable them to fulfil their roles more effectively.
- Ensure transitions arrangements involve parents of students of determination.
- Ensure that curriculum differentiation and support build on prior learning, particularly in Primary.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and the leadership team actively embrace and carefully consider ambitious priorities for the school. Leaders have successfully embedded the school’s vision, purpose and values, in a strategic manner. Strong channels of communication help to maintain an ethos of collective responsibility. However, not all leaders have sufficient time to monitor teaching and learning as effectively as they should. Staff morale is a core strength through the school’s focus on student and staff wellbeing and personalised learning and development programmes.
- The content of improvement plans is based on specific needs identified by the middle leadership teams and driven by internal and external data. Recommendations from the previous inspection report have been addressed. Leaders across the school are held to account for the quality of teaching and learning and achievement within their areas of responsibility. However, the self-evaluation of progress outcomes in FS and Post-16, is not analysed in sufficient depth.
- The school actively engages parents as partners in their children’s learning. Innovative use of social media ensures that parents, teachers, and leaders are well informed. Reporting is detailed and comprehensive. Parent workshops provide opportunities to engage in supporting their children’s learning. Following the publication of reports, parents are invited to discuss progress with their children’s teachers and gain a deeper understanding. In Primary, parent volunteers assist in Arabic, art and in reading to students.
- The governing board, including the owners, considers the perspectives of all stakeholders in its strategic and operational improvement planning. The board provides appropriate checks-and-balances for the school’s leadership team and makes an effective contribution to the self-evaluation process. An inclusion governor monitors and advises on appropriate levels of provision for students of determination. The governing board is fully committed to ensuring that the school is effectively resourced.
- The school is very well organised, with clearly communicated and established routines, policies and procedures resulting in high expectations for all. Staffing and recruitment are planned in response to the school’s emerging strategic needs. Ongoing professional training is highly effective and there has been significant investment in leadership training. Learning spaces are of the highest quality, with a recent significant capital investment focused entirely on maximising and improving teaching areas and resources.

For Development:

- Ensure all phase leaders have sufficient time to monitor teaching, learning and progress more rigorously.
- Implement more secure processes and procedures when self-evaluating outcomes and provision in FS and Post-16.



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