

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

**Inspection Report
2018-2019**

Kings School Al Barsha

11 YEARS OF INSPECTIONS

Outstanding









Curriculum
UK
















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School Information

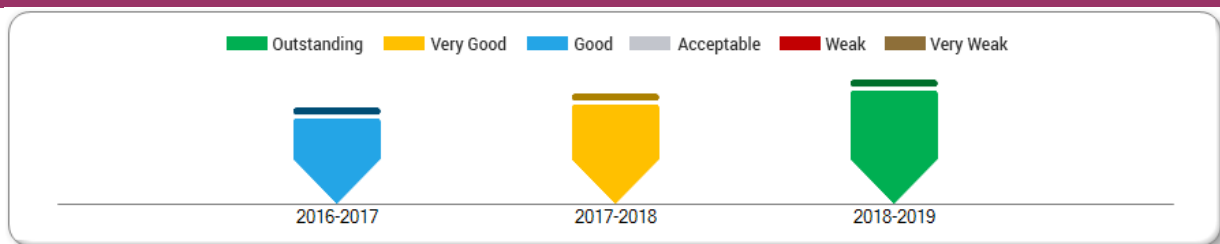
General Information	 Location	Al Barsha
	 Opening year of School	2014
	 Website	http://www.kingsdubai.com/Kings-School-Al-Barsha
	 Telephone	0097143566900
	 Principal	Rebecca Gray
	 Principal - Date appointed	1/2/2018
	 Language of Instruction	English
	 Inspection Dates:	28 to 31 January 2019

Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	1946
	 Number of Emirati students	80
	 Number of students of determination	121
	 Largest nationality group of students	British

Teachers	 Number of teachers	192
	 Largest nationality group of teachers	British
	 Number of teaching assistants	73
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	11%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, GCSE, A-level
	 Accreditation	BSME, COBIS
	 National Agenda Benchmark Tests	GL

School Journey for Kings School Al Barsha



Summary of Inspection Findings 2018-2019

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

Students' outcomes

- Students' attainment and progress are of outstanding quality in most phases in English, mathematics and science. Progress and attainment in Islamic education and Arabic are less strong and vary from good to acceptable. Students can apply almost all general learning skills very effectively. The use of technology to enhance learning is slightly less well developed in mathematics at the primary phase.
- Students' behaviour is beyond reproach. Their attitudes to work and to others are excellent. They show a perceptive understanding of Emirati heritage and global cultures. Knowledge about Islamic values is at a very good level. At all phases, students respond extremely well to opportunities to be innovative, responsible and entrepreneurial. Their environmental understanding is very well developed.

Provision for learners

- Teachers plan their lessons very well, building on their knowledge of students' strengths and developmental needs. They question students to make them think for themselves and promote discussion and critical thinking. Students' progress is tracked well, though some aspects of assessment need to be developed further at the post-16 phase. The use of assessment information to plan interventions and challenge higher-attaining students is a strength.
- The curriculum is broad and allows deep, progressive and continuous learning. It is reviewed and adapted very effectively to meet the learning and developmental needs of all groups of students. An extensive range of interesting and motivating extra-curricular activities complements classroom activities. The curriculum offers great opportunities for innovation, enterprise and exploration. Links to UAE history and culture are embedded well.
- The school's arrangements for promoting health and safety are of the highest quality and are implemented by all staff very effectively. The procedures for care and support of students and their implementation have improved and are now outstanding. Recommendations in relation to supporting all students, and specifically students of determination, have been addressed successfully.

Leadership and management

- The principal and other leaders drive the school forward in an exemplary fashion. They promote very effective self-evaluation and have successfully planned and implemented improvements to many aspects of the school's work. Leadership and self-evaluation have improved and are now at the same outstanding level where partnerships and governance are. All aspects of management continue to be at the highest level.

What the school does best:

- The principal provides inspirational leadership and is exceptionally well supported by all leaders. Together they are very successful in coaching staff in a systematic, collegiate manner to drive for improvement.
- Within a safe, secure and protective learning environment of the highest quality, staff care for and support all students remarkably well and help them to develop excellent personal and social skills.
- The innovative and creative curriculum is designed and adapted to the highest standard at all phases and is taught in a motivational, high-quality style. Extra-curricular activities are a strength.
- The Foundation Stage (FS) is a model of best practice, where teachers successfully encourage children to explore the world around them, take giant steps in communication and develop a strong grounding in numeracy.
- Students engage in learning very effectively, make rapid progress and acquire very good or better understanding and specific skills in English, mathematics and science. They develop high-quality general learning skills.







Key recommendations:

- Build on the good progress in Arabic at the primary phase and in Islamic education across the phases to raise attainment in those subjects.

Overall School Performance

Outstanding ↑

1. Students' Achievement

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

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	Outstanding
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, 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 National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's progression in international assessments

is above expectations.

- The PISA Based Test for Schools (PBTS) of 2017 indicates that student performance levels in reading, mathematics and science compare very well to international norms. Progression in the Trends in International Mathematics and Science Study (TIMSS) is very good in mathematics and science in Year 5 and Year 9, where all targets were exceeded. Progression in the N.A.P. tests is outstanding in mathematics, very good in English and acceptable in science, giving an overall rating of very good. Achievement in relation to potential, as measured by cognitive ability tests (CAT4), is very good in English, mathematics and science.

Impact of leadership

is above expectations.

- Leaders use N.A.P. assessment data very effectively to validate internal data and determine modifications to teaching and the curriculum. The school collects a wide range of quantitative and qualitative data and uses them to plan and implement improvement actions which have the greatest impact upon students' outcomes and wellbeing.

Impact on learning

is above expectations.

- Specialist Leaders in Education (SLE) and subject leaders help teachers to nurture and develop digital skills and implement various innovative projects to improve students' other learning skills. Students are now even more able to carry out independent research as a result of teaching that promotes enquiry-based approaches. Critical thinking and problem-solving skills have also improved.

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

For development:

- Improve the level of challenge and support for students in the subjects and year groups where achievement does not fully match potential.

Reading across the curriculum

- Reading is well developed across the school, with almost all students at or above expected curricular standards. All teachers are aware of the importance of reading. Teachers of Arabic increasingly use effective strategies to accelerate students' progress.
- Students approach reading with enthusiasm and confidence. They acquire effective strategies to comprehend and analyse unfamiliar texts in all subjects.
- The school has superb library facilities with an extensive range of books in English and Arabic. Librarians are dedicated to promoting a lifelong love of reading among students.
- Leaders demonstrate good teamwork in developing reading across the curriculum. They have a very positive impact on raising awareness of the importance of reading in all subjects.

The school's provision, leading to raised outcomes in reading across the curriculum, is well developed.

For development:

- Build on the success of this year's initiatives to further embed the importance of reading in all subjects and raise students' reading levels, where appropriate.

UAE social studies

- The UAE social studies curriculum implemented by the school is well resourced and skilfully planned to develop and deepen all students' understanding of Emirati history and geography, and to extend their awareness of relationships within the society.
- Students are highly engaged, independent learners who display thoughtful approaches to UAE social studies projects. They use information technology very effectively to research topics and to share and discuss their ideas.
- In lessons, and in their recent work, almost all students attain age-appropriate curriculum standards, and a majority attain above those standards.
- Most students make expected or better than expected progress in relation to their individual starting points and the curriculum standards.

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

Innovation

- In lessons and in a range of projects, students at all phases show well developed skills in thinking innovatively.
- Students can initiate their own projects, promoting enterprise and sustainability. They respond very imaginatively to opportunities to be entrepreneurial, such as when given seed-funding in the 'Grow Your Own' project and they try to make a profit.
- Teachers keep up with best practice in innovative use of technology in education. They encourage students to use tools, such as virtual reality kits to help them be creative and to allow them to explore things.
- The curriculum is adapted well to promote innovation, such as through the creative project in which students can initiate enquiries about real-life issues.
- Senior leaders promote a culture of innovation very successfully. Helpful professional development activities for teachers are delivered in a spirit of coaching and collegiality and have positive results.

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	Acceptable	Acceptable	Good ↑
Progress	Not applicable	Good	Good	Good

- In the primary and secondary phases, students make strong progress in most aspects but have not fully secured better attainment. In the post-16 phase, as a result of students' more consistent progress across all aspects, attainment has improved.
- Students make good progress in their understanding of Islamic ethics and morals and in Holy Qur'an recitation. Their knowledge of the rules of Tajweed is limited. Primary students show a well-developed knowledge of Seerah and Aqeedah. In the secondary and post 16 phases, girls outperform boys in most year groups. There is a gap in attainment between Arab and non-Arab students.
- Improvements in students' independent learning and research skills have resulted in gains in their achievement, particularly at the post-16 phase. Students consistently provide appropriate evidence from the Holy Qur'an and Hadeeth in lessons and in their written work.

For development:

- Improve students' knowledge and understanding of the rules of Tajweed.
- Close the gap in attainment and progress between Arab and non-Arab students across all phases.

Arabic as a first language

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

- Most students attain levels in line with Ministry of Education (MoE) curriculum standards. A majority of students in the primary phase make progress above expectations, and students' progress in secondary is steadily improving.
- Primary students' speaking skills are also improving steadily. In the secondary phase, students make significant improvements in writing and reading comprehension. Students are expanding their vocabulary, which is resulting in better writing, especially in regard to length and structure.
- Students in the primary and secondary phases are demonstrating better achievement in listening and reading skills, while their speaking is improving too, though at a slower rate. Their writing is increasingly well-structured but shows gaps in their previous knowledge, especially in grammar and spelling.

For development:

- Provide more opportunities for students to practise speaking.
- Address gaps in students' knowledge of grammar and spelling in order to help them improve their writing.

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

- Most students demonstrate attainment that is in line with their years of study and the curriculum standards in all language skills. Students are maintaining their good progress in the primary phase, while most are making steady progress in the secondary phase.
- Listening is the most secure skill. Reading comprehension is improving steadily, and students are expanding their vocabulary. They are able to add adjectives to improve and expand their writing. Speaking is limited to a few words and short phrases; it is more developed in Primary than in Secondary.
- Children in FS are exposed to the Arabic language, and the positive impact is evident in their speaking at the early years of Primary. Overall though, and partly as a result of the over-use of English language in lessons and worksheets, students' outcomes are not showing clear improvement.

For development:

- Provide more opportunities for students to practise and improve their speaking skills, especially in Secondary.
- Reduce the use of English language in lessons and learning materials.

English

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

- Children make rapid progress and achieve high levels of literacy by the end of FS. Internal assessment data closely match external examination results in Primary and Secondary and indicate very positive attainment. Students' work in Post-16 indicates rapid progress and very good attainment.
- Speaking, listening and literacy skills are strong throughout the school. Students confidently exchange ideas and respond well to one another in discussion. Older students can analyse a range of texts and present carefully-structured pieces of writing containing well-chosen vocabulary.
- A continuing emphasis on spelling and grammar has helped students to improve the quality of their writing. An improved focus on handwriting has been successful, particularly in Primary, where almost all students are developing a fluent, cursive style that is helping them present handwritten work more legibly and neatly.

For development:

- Build on the outstanding progress to improve students' attainment further at the post-16 phase.

Mathematics

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

- Children in FS make significant progress in number and shape, space and measure. Students' achievement in N.A.P. tests, in relation to their CAT4 projections, is above expectations for the large majority, particularly at the primary phase. Students' achievement in the secondary phase in external examinations is very high. Progress in Post-16 is very good overall.
- Primary students are skilled in interpreting tables and graphs. Students make rapid progress through the secondary phase and develop high levels of attainment in numerical and algebraic calculation. At Post-16, their skills in calculus and advanced algebra are very well developed.
- Leaders have invested considerable energy and effort in the development of the revised English National Curriculum programmes, particularly the embedding of a mastery mathematics curriculum in Key Stage 3 to further develop students' problem solving and reasoning skills.

For development:

- Provide focused feedback to those students identified as not meeting their CAT4 projections and create an intervention plan to remedy gaps in their knowledge, understanding and skills.

Science

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

- Students' understanding of concepts and application of skills are at a very high level. There is no external examination data for post-16 students, but internal data and lesson observations suggest that a large majority of them make better than expected progress and that their attainment is ahead of expectations.
- Students carry out investigations very competently. Examples include an investigation on friction in Year 2, an investigation into acids and alkalis in Year 7 and exploration of electrical resistance in Post-16. By Year 6, students have a well-developed understanding of evolution, and by Year 11, they show good understanding of Newton's laws of motion. In Post-16, students have a good comprehension of topics such as spectroscopy and gas laws.
- Working scientifically is promoted exceptionally well across the school, starting in FS. Activities include whole-school science weeks, competitions and visits. These activities enhance understanding and skills, particularly for higher-attaining students.

For development:

- Build on the outstanding progress and attainment in the lower three phases to bring achievement up in Post-16.

Learning skills

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

- Students work well independently, take responsibility for their learning and use technology successfully in the FS and in most subjects. They display these skills less well in mathematics in Primary and in Arabic across the school.
- Students show high levels of critical thinking in their response to teachers' questions, in discussions and in debates. They communicate their learning clearly, justifying their opinions and presenting well-constructed counter-arguments.
- The development of the 'Creative Curriculum' has been successful in enabling students to identify and follow their own lines of enquiry. They gain collaboration skills by planning and developing research and design projects to meet specific needs.

For development:

- Extend students' independent learning skills and use of technology within mathematics in Primary and in Arabic across the school.

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

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

- At all phases, students demonstrate mature and responsible attitudes. They are self-disciplined and courteous towards their peers and adults. They are involved in respectful, friendly and supportive relationships across the school.
- Students' excellent behaviour contributes to a harmonious environment. They enjoy coming to school and feel safe, valued and well supported. They show maturity when collaborating with others during classroom activities. Attendance is good in Post-16 and very good in the other phases. Students are usually punctual to school and to lessons.
- Students' awareness of the importance of leading healthy lifestyles is high. Students consciously make healthy choices when selecting school meals. They actively take part in, and benefit from, regular physical education lessons and a wide range of extra-curricular sports clubs.

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

- FS children are reverent in standing and singing the national anthem in front of the UAE flag. They show Islamic values in their respect, kindness and cooperation with each other. In the other phases, most students can make links between some Islamic values and their school's core values.
- Students initiate and participate in a range of cultural events to celebrate the rich Emirati culture and heritage. They are successful in making connections to the UAE culture in various subjects. Through these events and others, they develop a strong respect and appreciation for UAE culture and heritage.
- Students show pride in their own cultures and demonstrate an excellent understanding of other world cultures. They are fully aware that they are part of the diverse community in school and Dubai and actively participate in several international celebrations.

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

- FS children show an excellent age-related work ethic, as do students at the other phases. Students are successful entrepreneurs and show strong leadership skills and civic responsibility, especially in the students' council or through leadership roles in clubs.
- Students are pioneers in their online publication project, 'Pobble Authors', and they have practical ideas about their future careers. They successfully initiate, manage and lead many big projects that have significant social and financial impact, such as charity and community service activities.
- Students care deeply about the environment. They successfully develop conservation projects to promote awareness of environmental issues and recycling. In FS, children have age-appropriate understanding of the environment. For example, they know how to keep plants alive.

For development:

- Deepen students' understanding of Islamic values.

3. Teaching and assessment

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

- There is an impressive degree of consistency across the phases and almost all subjects in teachers' imaginative lesson planning. All teachers understand how children learn. Most provide high levels of challenge for the different groups, interesting 'hooks' to capture their attention and meaningful contexts to engage them.
- In FS, interactions are very effective in encouraging and supporting children in their learning. In all phases, teachers' questioning encourages students to think critically and is appropriately differentiated.
- Almost all teachers skilfully develop students' general learning skills. Most teachers encourage students to use technologies in meaningful ways, particularly for research and presentation. In a few subjects, teachers do not fully promote students' independence or use of technology.

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

- Internal assessment has improved and now ensures even more valid judgements of students' attainment and progress. Effective management information systems allow leaders to interrogate data and use their analyses to improve teaching and the curriculum.
- FS begins with a thorough baseline assessment of children's starting points. Evidence is built up and is judged using valid criteria to make secure evaluations of progress. Regular assessment points are used to track students' progress at the other phases. Students benefit from helpful feedback and self-assess their understanding well.
- A priority for senior leaders has been to improve teachers' use of assessment data to meet the learning needs of individual students. This is now done consistently well across almost all subjects, particularly from FS to Secondary. Some improvements in assessment are now evident in Islamic education and Arabic.

For development:

- Build on improvements in assessment in Islamic education and Arabic to implement further refinements and support the ongoing development of high-quality teaching in those subjects.
- Ensure that all aspects of assessment in Post-16 are at the same level as in the other phases.

4. Curriculum

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

- The curriculum is creative and innovative. It promotes students' excitement, enthusiasm and commitment to learning. It provides high levels of challenge and a wealth of opportunities to apply learning in real-life situations.
- The FS curriculum gives children a holistic learning experience in which they quickly learn basic literacy and numeracy skills and develop well personally and socially. The curriculum for older students is highly effective in meeting their individual needs.
- The school has increased options for students at GCSE and Post-16. Students are able to develop their individual interests and skills at high levels and are well prepared for their chosen careers. Links between the Arabic and English departments are having a positive impact on progress in Arabic, especially in Primary.
- Moral education is taught in Years 2 to 13. It is taught in English by class teachers, using a range of resources, including UAE text books.

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

- Teachers modify the curriculum very effectively to meet the academic and personal needs of all students. The consistent use of adaptations is bringing about extension for the more able students and accelerated progress for almost all students of determination.
- The curriculum is practical, innovative and adapted to engage all students. In all phases, there are very imaginative work areas to enhance learning. There are well-developed opportunities for enterprise, innovation and creativity, with an outstanding range of extra-curricular activities available to students.
- There are relevant learning experiences to enable all students to develop knowledge and appreciation of the heritage of the UAE. Students' discussions of the Emirati culture are enhanced by the use of a range of artifacts and relevant displays to support learning.
- In FS1, Arabic is taught for 15 minutes every week to all children. In FS2, Arabic is taught for 20 minutes every week, with an additional 20 minutes for learners of Arabic as a first language.

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

- Health and safety are given the highest priority. There are effective systems in place to ensure safety and security, including identification lanyards for access, use of closed-circuit television and careful monitoring of the buildings and facilities. Safeguarding and child protection procedures are rigorous.
- Fire drills, risk-assessments and evacuation procedures are effective and well-recorded. The school regularly reviews its systems for protecting students from all forms of bullying, including cyber-victimisation. The medical team is proactive, ensuring that students drink plenty of water, stay sun-safe and wear their hats when needed.
- Healthy lifestyles and fitness for all are promoted in the extensive programme of extra-curricular activities, in physical education lessons and through healthy eating initiatives. Students are very knowledgeable and aware of the importance of a healthy diet and regular exercise.

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

- Well-being and personal development are given high priority. Relationships between students and teachers and among students are highly positive. Staff monitor attendance closely and successfully promote high levels of punctuality to lessons.
- Procedures for identifying students of determination have improved and are very good. They include the use of a suite of assessments. Targets for improvement are sharp, and modifications and adaptations are well suited to the needs of each student. As a result, students receive outstanding support in almost all subjects.
- Procedures for identifying students with gifts or talents are highly developed. There is a wealth of additional opportunities for students to excel. Guidance on curricular choices is provided from Year 10, and in the post-16 phase, there is helpful advice on university entrance.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- This inclusive school is led energetically by a dedicated team of leaders. Targeted action planning and the restructuring of a skilled team has ensured that all students of determination, including those with the most complex needs, benefit from access to high quality education.
- Identification procedures are increasingly secure. Teachers have gained the skills of accurate identification through very effective professional training. The detailed individual education plans (IEPs) drive the support for each student of determination.
- Almost all parents are very positive about working with the school. They feel consulted and supported in the school's desire to meet their children's needs. Many parents say that they chose the school because they knew it would meet their child's needs.
- Staff utilise a wide variety of modifications and adaptations to the curriculum to match it closely to the needs of each student. The range of specialist support and expertise available provides a growing capacity for the school to meet all needs, including the most complex ones.
- The exceptional levels of care, guidance and support ensure that students of determination make rapid progress in their personal, social and emotional growth. Consequently, they develop the emotional resilience they need to tackle increasing challenges in order to make very good academic progress.

For development:

- Ensure that students with the most complex needs are able to access functional, relevant and meaningful learning experiences throughout all phases of the school.
- Regularly monitor the procedures for identification to avoid missing any needs of any student.

6. Leadership and management

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

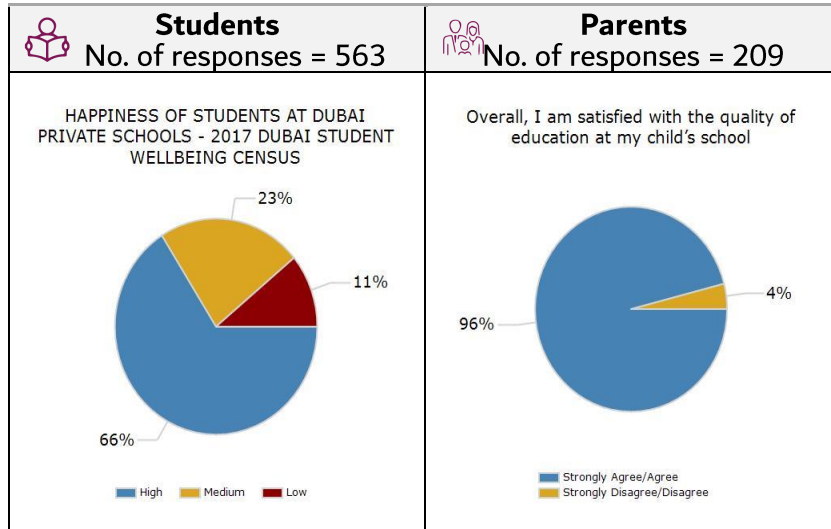
- The principal inspires staff and provides exemplary leadership that helps them to strive for high standards. She is well supported by a very able senior team and leaders at other levels. Together, they work collegiately and have established a strong culture of inclusion, innovation and commitment to the UAE National Agenda. All staff reflect the principal's passion for supporting students to achieve the best they can. As a result, staff have been successful in enhancing many key school processes and student outcomes.
- Senior leaders involve all staff in comprehensive and rigorous monitoring of the quality of the school's work, including surveying the views of all stakeholders. They adopt a successful developmental approach to evaluating the quality of lessons and improving teaching. They monitor the school's progress in implementing a range of improvement plans very systematically. Recommendations and development points from the last inspection report have been addressed with much success.
- Parents are highly engaged and fully involved as partners in their children's learning, and they contribute to the life of the school in a planned and purposeful way. The 'Parents Forum' views are fully considered and are influential in defining priorities for the school. Parents believe the leadership of the school is very effective, and they appreciate the many communication platforms and reporting systems. The school has beneficial and productive links with other schools, businesses and community organisations.
- The governing body is very representative and includes parents, business people and successful educationists from the school's sister establishments. A chief executive officer represents the owners and helps the board to hold the principal and others to account. By receiving reports from the principal and from first-hand observation, governors have a very well-developed knowledge of the school's work. The board has a positive influence on the school by acceding to requests from the principal for additional staffing to improve support for students and coaching for staff.
- Highly efficient and innovative systems ensure that the school runs smoothly and that all processes lead to positive effects on students' academic and personal developments. 'The best by every child' is a school motto, the implementation of which is palpable throughout the school. Evidence of this is evident in the superb facilities and resources and the highly-qualified staff team. All teachers and learning assistants have an outstanding commitment to their own professional development.



For development:

- As part of the ongoing development of the sixth-form provision, further strengthen assessment processes at the post-16 phase.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> The students who completed the survey expressed positive views about the school. Almost all feel that they are safe in the school and that there is a strong climate of welcome and belonging. They appreciate the teachers and the wide range of extra-curricular activities. Almost all state that there is no, or very little social, verbal, physical and cyber-victimisation at school.
 Parents	<ul style="list-style-type: none"> Almost all parents who replied to the survey stated that they are satisfied with the overall quality of education in the school. They feel that senior leaders listen to them and act upon their views. They think that their children are safe at school, and that teachers help their children develop learning skills. A few parents feel that bullying is an issue from time to time.

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