

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



Inspection Report 2018-2019

Kings School Dubai

11 YEARS OF INSPECTIONS

Outstanding



























Curriculum
UK



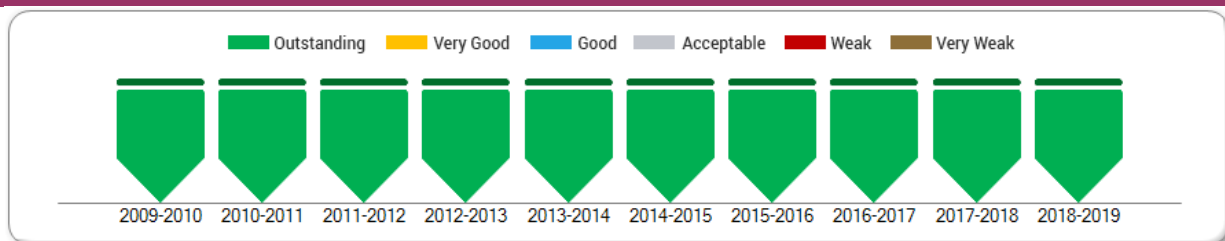
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School Information

General Information	 Location	Umm Suqeim
	 Opening year of School	2004
	 Website	www.kingsdubai.com
	 Telephone	04-3483939
	 Principal	Bede Higgins
	 Principal - Date appointed	1/8/2016
	 Language of Instruction	English
	 Inspection Dates:	19 to 21 November 2018
Students	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	939
	 Number of Emirati students	49
	 Number of students of determination	27
	 Largest nationality group of students	UK
Teachers	 Number of teachers	75
	 Largest nationality group of teachers	British
	 Number of teaching assistants	40
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	English National Curriculum assessments
	 Accreditation	British Schools Overseas
	 National Agenda Benchmark Tests	GL

School Journey for Kings School Dubai



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 develop excellent learning skills and achieve extremely well in most subjects. They make rapid progress in the Foundation Stage (FS), and this pace of learning is mostly sustained. By Year 6, attainment in English, mathematics and science is well above expectations. Standards are good in Islamic education and Arabic as an additional language, although the attainment of first language Arabic speakers is not as strong.
- Students' positive attitudes and exemplary behaviour are a credit to the school and their families. They are proud of their school and ever-willing to contribute to school life. Students develop a strong sense of justice and environmental responsibility. They are creative and relish taking responsibility for their own learning. They are keen to use their entrepreneurial skills.

Provision for learners

- Teachers skilfully use the wealth of assessment information to pitch work at the right level of challenge for all groups of students. Teaching across the school is of high quality and frequently exemplary. Teachers' imaginative, engaging and innovative strategies draw a positive response from students. Learning is typically brought to life through teachers' contagious enthusiasm.
- The curriculum is designed to appeal to students' curiosity and their thirst for learning. Typically, a unit of study starts with a thought-provoking question which promotes students' research, critical thinking, debating, and presentation skills. Learning is enriched through extensive cultural and sporting activities. Adaptations to the curriculum ensure the needs of all groups of students are met.
- The highest priority is given to students' welfare and well-being. Parents value the way their children are known as individuals to teachers and leaders, and that they are kept safe. Support for students of determination is very effective. Transition from FS to Year 1 and from Year 6 to secondary education is made as smooth as possible.

Leadership and management

- Leaders, inspired by the highly effective principal, are very successful in ensuring that students enjoy learning in a purposeful, friendly and challenging environment. They encourage both students and staff to be aspirational and to fulfil their ambitions. Students' well-being, personal development and achievement are at the heart of this inclusive, innovative and highly-successful school.

What the School does Best:

- The principal and senior leaders sustain a culture of inclusion and innovation that permeates the school and reflects an unswerving commitment to the UAE National Agenda.
- Highly-skilful teaching, underpinned by the effective use of assessment, enables students to develop impressive learning skills, make rapid progress and reach high attainment levels in most subjects.
- Students' attitudes, behaviour and moral values are admirable. They are self-assured, flexible and resilient learners who are respectful and compassionate.
- The vibrant curriculum is adapted successfully according to students' needs, talents and ambitions, providing opportunities for every student to excel.
- The school's attention to the safety and well-being of students and staff is exceptionally strong. Healthy life-styles are successfully encouraged and are evident in students' keen participation and prowess in physical activities.







Key Recommendations:

- Embed the recently-introduced practical learning approaches in Arabic to accelerate progress and raise attainment levels, particularly in:
 - the writing skills of students who are studying Arabic as a first language, including Emirati students
 - the oral communication skills of students studying Arabic as an additional language.

Overall School Performance

Outstanding

1. Students' Achievement

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

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

5. The protection, care, guidance and support of students

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	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 for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- Progression towards National Agenda targets, as measured in the TIMSS 2015 assessments in Year 5 science and mathematics, is good. The English, mathematics and science results on the National Agenda Parameter tests have significantly improved from last year. Students' achievement in relation to their individual measured potential is extremely high in English and is showing large improvements in mathematics and science. The analysis of test results has led to curriculum modifications in all three subjects, which are having positive impact on student performance.

Impact of Leadership

is above expectations

- Leaders are fully committed to achieving the school's National Agenda targets. Comprehensive action plans are being implemented to improve students' performance at the individual, group and grade levels. Data from both external and internal assessments is effectively analysed to make curriculum modifications and to inform teaching in the classrooms.

Impact of Learning

is above expectations

- Students have opportunities to build on their well-developed learning skills in most subjects. Most notably, improvements relate to reasoning, through the Mathematics Mastery programme, inferential understanding in reading, through the Closer Reading initiative and enquiry in science, through additional emphasis on this skill. Students' use of technology to support learning is less developed.

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

For Development:

- Provide more opportunities for students to improve their learning through on-line collaboration and communication with others.

Reading Across the Curriculum

- Reading across the curriculum is well-developed in mathematics and science, and particularly in English, as evident in internal and external assessment data.
- Students demonstrate considerable skill, confidence and understanding in their application of reading strategies, such as using phonics in FS and analysing text and making predictions in the older classes.
- The school library provides students with access to a wide variety of reading material, motivates a love of reading and supports the development of independent, confident readers.
- School leaders are committed to developing students' analytical reading skills to allow them to become highly-motivated, articulate adults who have the capacity to critically evaluate and synthesise information.

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

For Development:

- Enhance the libraries so they become vibrant, attractive learning spaces that are central to the promotion of reading across the curriculum.

UAE Social Studies

- The UAE social studies programme is integrated very effectively across the curriculum to meet the needs of all students. A wide range of relevant resources are used.
- Students use enquiry and research skills very effectively while exploring the themes embedded across the curriculum. Critical thinking and problem-solving skills are key features of learning.
- A large majority of students demonstrate levels of knowledge, skills and understanding in their lessons and recent work that are above the curriculum standards.
- Internal assessment data and students' work indicate that a very significant number of students make better than expected progress in relation to the curriculum standards.

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

Innovation

- Students are extremely innovative and creative in their learning. For example, they respond highly imaginatively to the whole-school 'enterprise week'.
- Teachers are very successful in promoting critical thinking. In the early years, for example, 'in the moment' learning activities enable children to immediately follow up their own questions.
- Students benefit from extensive opportunities to be innovative. The 'role-model' award in Year 5, for example, enables students to plan and teach lessons that promote a love of reading.
- Leaders, at all levels, successfully promote 'outside the box' thinking and risk-taking among staff and students. This is evident, not least, in the engaging, topical and thought-provoking curriculum themes.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good

- Internal assessments indicate that attainment is above curriculum standards for the majority of students in lower Primary and is better for those in Year 3 and above. In lessons and notebooks, the majority demonstrate levels of knowledge and skills in Faith that are above curriculum standards. The progress of the large majority is above expectations.
- Students in lower Primary have secure knowledge about Seerah events. In Year 4 and above, they can refer to the Holy Qur'an and Hadeeth to support their understanding of Islamic concepts, such as the environment and volunteering. Arab students are stronger in Holy Qur'an recitation, while non-Arab students are stronger in debating skills.
- Due to the increased emphasis on the Holy Qur'an recitation skills since the last inspection, students are making steady improvement in the application of Tajweed rules. In Hadeeth, they understand the general meaning well, but their memorisation skills are not developing at the same rate.

For Development:

- Use the individual tracker system systematically to raise recitation of the Holy Qur'an and Hadeeth to a higher level.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Listening skills are strong across the year groups. In the lower year groups, students are reaching better standards in reading than in writing. The attainment of Emirati students, who constitute a significant proportion of the cohort, is less secure.
- Students are generally developing their comprehension skills well. However, the quality of writing varies. The most able can write a creative introduction to a story, while the less confident students struggle in their basic writing. Students' speaking skills using standard Arabic are insecure.
- Effective teaching is leading to good progress and better levels of attainment in the lower year groups. However, the attainment of a significant number of students, including Emirati students, is improving at a slower rate.

For Development:

- Improve the language skills of Emirati students.
- Improve standards of writing and speaking, using standard Arabic, particularly in the higher year groups.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- There are no major differences between the year groups. Students are developing their basic language skills well. Internal assessment results are at least good across the year groups. Newcomers typically make a good start.
- Students are generally developing their comprehension and structured writing skills well. Most, particularly in the higher ability sets, typically read well. Listening and oral communication skills are not as well-developed, although the most able students can effectively engage in conversations related to personal information.
- Increasing the emphasis on learning through practical and enjoyable activities is engaging students more effectively. The department is successful in aligning its assessment practices with the standards. Students' notebooks now include more self- and peer-assessment, along with teachers' written feedback.

For Development:

- Provide more opportunities for students to develop their listening and speaking skills.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students are increasingly articulate with extended vocabulary and awareness of grammatical terminology. The youngest children are learning to write in a cursive script, with accelerating writing and spelling skills. In the primary phase, students are confident readers who have an understanding of decoding, blending and predicting.
- Older students debate with passion using argument and counter argument. They gain insights into how authors use literary devices. For example, drawing on their wide reading, students write emotional war poems using figurative speech such as oxymorons, similes, personification and irony.
- Students are increasingly exposed to real situations to enhance learning. Students in Year 2, for example, write about pearl divers after exploring listening, feeling, hearing and smelling sensory-related items. An emphasis on purposeful tasks contributes to students' outstanding progress.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Attainment and progress in both phases are equally very high. Results from international tests in the primary phase reflect the same picture as the moderated internal assessments. Children make rapid progress in the early years, and this is sustained throughout the primary phase.
- Specific strengths include all aspects of number and calculations and the mental recall of number facts. Students develop very secure insights into mathematical concepts and confidently apply and explain their reasoning when solving complex problems.
- Mathematical mastery has been a focus for the last two years and, as a result, more students are reaching a greater depth in their work. The current emphasis on students' understanding and when appropriate, using different methods, is having a significant impact on their conceptual awareness.

For Development:

- Ensure that all elements of the curriculum are well-covered and improve students' skills in estimating and predicting.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children in FS soon begin exploring their own ideas and raising questions, and they do so with considerable success. Rapid progress continues in the primary phase, and the high achievement levels evident in students' work are reflected by the school's internal assessments.
- Students' investigative skills develop quickly. They confidently identify their own lines of inquiry. This helps them to acquire detailed scientific knowledge and how it is applied in theory and practice. Students express their understanding clearly, using accurate scientific language.
- Leaders are successful in supporting staff and in their drive to raise achievement levels further. Teachers' questioning is increasingly searching. This frequently prompts students to pursue their own ideas and look for further information. However, students' skills in carrying out investigations independently are not entirely consistent.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students are motivated, confident learners. They collaborate well, rise to challenges and typically have strong investigative skills. They respond positively to problem-solving activities and enjoy independent research. Students are competent in the use of modern technology, after making a particularly good start in FS.
- Students are enthusiastic, thoughtful and critical thinkers who ask meaningful questions. They have enquiring minds and welcome taking the initiative. They can adapt to both collaborative and individual learning and are quick to involve themselves in new tasks and innovative research.
- Purposeful tasks help students link their understanding to practical applications in everyday life. Students use persuasive writing to inform companies of environmental issues. They debate whether recent graffiti is art or vandalism, and they are encouraged to believe they can affect change.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students' highly positive attitudes to learning make substantial contributions to their progress. They have a very strong sense of personal responsibility and a high degree of independence. Students' relationships with adults and peers are outstanding throughout the school.
- Students are extremely well-behaved. They have very positive and responsible attitudes and demonstrate strong self-reliance. They thrive on giving and receiving critical feedback. Students gain a very secure understanding of safe and healthy living.
- Students are self-disciplined and feel safe, valued and supported. They are sensitive and empathetic to the needs and differences of others. Students generally arrive at the school on time and eager to learn. They are punctual for lessons and extra-curricular activities.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students fully appreciate and respect Islamic values and the heritage of the UAE. They are knowledgeable about the UAE leaders and their vision for the future. They are highly involved in celebrating national and international events in the school.
- Students, at an age-appropriate level, have an excellent knowledge of Islamic values and practices, such as honesty, charity and fasting in Ramadan. They know about the pillars of Islam and appreciate the tolerant culture of the UAE.
- Students' understanding and appreciation of world cultures has improved. They have an open-minded approach to embracing and exploring cultural diversity, especially in musical activities. Students' artwork reflects high levels of knowledge about world civilisations.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students, at age-appropriate levels, are innovative and proactive. They benefit from extensive opportunities to be creative and take risks. As a result, they develop excellent work ethics and leadership skills.
- In their roles as student council members and through in-house committees, students initiate a wide range of projects that promote enterprise and sustainability. Students in Year 6 organise book collections, which are sent to schools in Pakistan.
- Students care deeply about the environment. In FS, children know how to water a garden and keep plants alive. Older students donate toys and lead projects, such as 'from plastic waste to product'. They raise money through entrepreneurial activities then donate it to charity.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Throughout the school, teachers have an excellent understanding of how students learn and strive to make sure lessons are always interesting and challenging. They avoid giving students too much information, but they ask questions and provide work that prompts students to initiate their own learning activities.
- Teachers encourage students to question and challenge each other's thinking, find information and carry out their own investigations. They encourage students to evaluate their findings and explain their understanding orally, in writing and through multi-media presentations.
- Assessment information is used exceptionally well to make sure that work matches students' needs and abilities. Teachers guide students on how their work can be improved or extended. Engaging resources are used to support learning through technology.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Throughout FS and the primary phase, teachers use two complementary assessment systems. These provide detailed and accurate information that enable teachers to set work at appropriate levels for all groups of students.
- The school rigorously assesses students using external benchmarking tests. The results of these closely correlate with internal assessments and provide accurate pictures of students' attainment and progress. In most subjects, students' progress is regularly checked and revisions are made to the curriculum, where necessary.
- The increased use of cognitive ability tests (CAT4) is enabling leaders to set appropriate learning targets against students' potential. Their use also enables teachers to discuss with students where they may find work relatively straightforward or where teachers may need to adopt a particular approach.

For Development:

- Improve the use of assessment in Arabic to match work to students' learning needs.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is designed to accommodate students' needs and to reflect the school's vision and values. Careful reviews of the curriculum, in response to changes in the student population, have resulted in increased time allocations for Islamic education and Arabic.
- The rich and engaging curriculum includes creative, physical and practical experiences that contribute much to students' academic and personal development. Smooth transition across phases is achieved through visits by FS staff to nurseries and through visits by Primary staff to the main secondary schools to which older students transfer.
- The more imaginative planning in Arabic, reflecting the approaches in other subjects, is generating an increasingly positive response from students. Far-reaching cross-curricular links and initiatives, such as 'mastery skills', 'green classrooms' and 'closer reading', all work towards improving learning.
- Moral education is taught in specific lessons and is also integrated into curriculum themes, such as forgiveness.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The school is highly successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students. Extensive opportunities for enterprise, innovation, creativity and social contribution are embedded across the school.
- The curriculum is interesting, motivating and diverse. There is considerable flexibility in the planning of the curriculum that allows individual students to learn in their own ways. A wealth of social, cultural, scientific and athletic extra-curricular activities, across all phases, allows students to extend their learning and interests.
- Innovative and coherent learning experiences are embedded through all aspects of the curriculum so that all students develop an excellent understanding of the UAE's culture and society. This includes Emirati traditions, culture and the values which influence the UAE society.
- Weekly provision for Arabic in FS includes two 30-minute lessons for Arabic as a first language and one 30-minute lesson for Arabic as an additional language.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school site is strikingly attractive and beautifully maintained with due regard for students' comfort, education and safety. The school grounds are secure with 24-hour monitoring, and the arrival and departure of students are managed efficiently.
- Child protection procedures are extremely well-managed. All staff are trained, and any issues are dealt with sensitively. Exceptionally-good links are maintained with families and external services.
- The medical team provides a friendly, supportive and professional service for students. Through daily physical exercise, the school actively promotes healthy life-styles. Staff check students' lunch boxes on a regular basis and provide guidance on healthy eating, where necessary.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- The well-being and personal development of all students is closely monitored. Staff provide very effective individual guidance, support and care. Students' questions, needs and concerns are managed sensitively and in confidence.
- Mutual respect and trust characterise interactions between staff and students. Systems and procedures for managing students' behaviour are highly effective. The school's approach to promoting attendance and punctuality is very successful. Prompt and decisive action is taken if levels fall.
- The school's admittance procedures are fully inclusive. There are detailed and informed procedures for identifying students of determination and those with gifts and talents. Support is comprehensive and, as a result, students of determination make the same rate of progress as other students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- All members of the inclusion team, including the designated governor and inclusion champion, promote a fully inclusive ethos, although this is not clearly stated on the school website. The implementation of the inclusion action plan and staff training impact significantly on students' personal and academic progress.
- A range of assessments is used to identify students' learning needs. However, these assessments do not always identify needs that are subtler in nature. External agencies are involved whenever particular expertise is required. Well-constructed individual education plans (IEPs) include precise learning targets.
- The school places parents at the centre of its provision. They are active participants and make a significant contribution to the school's very good provision. They benefit from well-established guidance and support services within school.
- Skilfully planned IEPs match students' specific needs. In lessons, provision is regularly reviewed to check that tasks reflect students' individual targets and to ensure they are able to make the best possible progress.
- In English and mathematics, most students of determination typically match or exceed expectations when measured against their potential. Regular checks are made to ensure teaching is having a positive effect on students' progress in lessons, but the tracking of students' progress over time is inconsistent.

For Development:

- Ensure that the school's commitment to being fully inclusive is clearly stated on the school website and in the prospectus.
- Broaden the range of assessments to ensure greater detail in the identification of needs, particularly for students with less obvious needs who are working close to age-related expectations but need additional focused support.
- Ensure assessment data provides accurate and detailed information about the progress of students of determination over time.

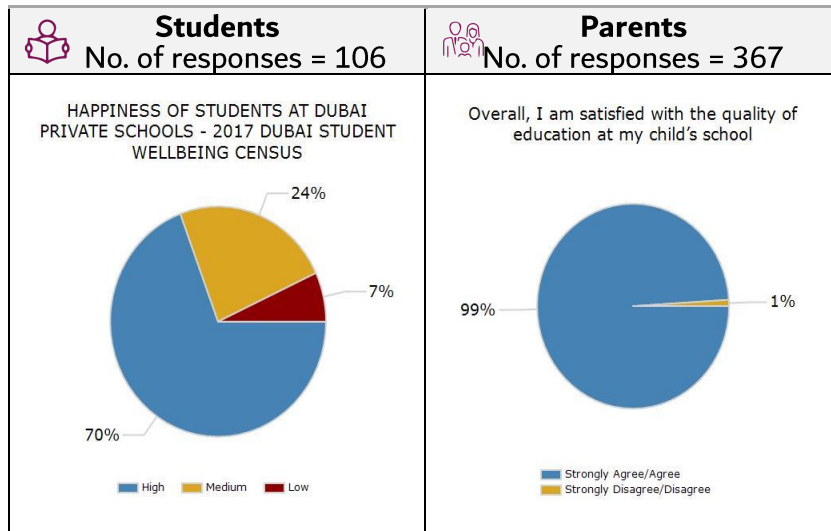
6. Leadership and management



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, supported extremely effectively by leaders at all levels, provides inspirational leadership. A culture of inclusion and innovation permeates the school. There is a relentless pursuit of excellence and high standards of achievement and personal development. Leaders are fully committed to the National Agenda and successfully implement the school's vision to promote life-long learning and a happy, engaging and purposeful environment.
- Leaders rigorously review all aspects of the school's provision and the impact it has on students' achievement. They gain an accurate picture of the school's strengths and identify where further improvement is possible. Leaders, staff, governors, parents and students all play a part in self-evaluation. Well-constructed improvement plans enable leaders to accurately evaluate the success of initiatives. The recommendations of the previous report have been successfully addressed.
- Parents are fulsome in their praise for the school and are successfully engaged as partners in their children's learning. They hold the school in high regard and value the fact that teachers and leaders know their children well and have their best interests at heart. Strong partnerships with other schools are mutually beneficial. Links with the local and wider community contribute significantly to students' learning and personal development.
- Members of the governing body have wide-ranging expertise and carry out their responsibilities extremely effectively. They visit the school regularly and keep up-to-date with students' achievements. Governors are effective in holding leaders to account. They are fully supportive of leaders' relentless drive to improve outcomes in Arabic and are committed to ensuring excellent provision for students of determination.
- Highly effective school routines owe much to the contributions of all staff, including administrators, security and maintenance personnel. Teachers are well-qualified and benefit from professional training and external support that help them extend their teaching skills. The imaginatively-designed premises and excellent specialist facilities provide a superb environment in which students are able to excel in learning and pursue their artistic and sporting interests.

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"> Students have very positive views. Almost all who responded to the survey made positive comments about their high levels of happiness and optimism. They indicate a strong sense of belonging and are almost unanimous in their positive views on the relationships they have with their teachers and other adults in the school. The inspection agrees that these characteristics are evident in the day-to-day life of the school.
 Parents	<ul style="list-style-type: none"> Parents hold the school in high regard and value opportunities to express their views. All parents responding to the survey indicate that they are satisfied overall with the school. They are pleased with the information they receive about their children's learning and personal development. Parents feel that their views are taken seriously. They are confident that their children are well-cared for and kept safe. The inspection agrees that these views are an accurate reflection of the school's excellent partnership with parents.

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