

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



INSPECTION REPORT

2017-2018



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School information

General information

Location	Nad Al Sheba
Type of school	Private
Opening year of school	2014
Website	http://www.kingsdubai.com/Kings-School-Nad-Al-Sheba
Telephone	0097143271841
Address	Nad Al Sheba
Principal	Darren Gale
Principal - Date appointed	1/9/2016
Language of instruction	English
Inspection dates	22 to 24 January 2018

Teachers / Support staff

Number of teachers	38
Largest nationality group of teachers	British
Number of teaching assistants	21
Teacher-student ratio	1:9
Number of guidance counsellors	0
Teacher turnover	10%

Students

Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	350
Number of children in pre-kindergarten	0
Number of Emirati students	53
Number of students with SEND	29
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GL, CAT4
Accreditation	None
National Agenda benchmark tests	GL

School Journey for Kings' School Nad Al Sheba

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2016-2017



2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Kings' School Nad Al Sheba was inspected by DSIB from 22 to 24 January 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal, other senior leaders and middle leaders provide very strong leadership for the school. Together they have made rapid improvements since the previous inspection in all areas except in Islamic education and Arabic. Parents are very pleased with the school and the progress their children are making. The governing body funds, supports and challenges the school very well.

Students' achievement

Students' progress has improved in English, mathematics and science throughout the school and it is now very good. Attainment has improved in each core subject in the Foundation Stage (FS) and it remains good in primary, except in Arabic and Islamic education where it is acceptable. Students' learning skills are very good in the Foundation Stage and good in the primary phase.

Students' personal and social development, and their innovation skills

Students' personal and social development is a very strong feature across the school. Students are well-motivated and keen to learn. In both phases, they demonstrate a good awareness of Islamic values and its impact on life in Dubai and the UAE. Students have a good understanding of Emirati, their own and other cultures. Their creativity and innovation skills have improved.

Teaching and assessment

Teaching is effective in the primary phase and very effective in the Foundation Stage. There is an emphasis on the development of learning skills, in a few cases to the detriment of deepening subject knowledge and understanding. Teachers skillfully interpret and use assessment data to track students' progress. Sometimes this data is not used effectively to meet individual students' learning needs.

Curriculum

The curriculum is well designed, especially in FS. It is aligned to the English national curriculum and the Ministry of Education (MoE) requirements. It emphasises the development of learning skills. The curriculum enhances students' research and critical thinking skills. Recent additions in creative and performing arts and the use of advanced digital technologies enrich students' learning experiences.

The protection, care, guidance and support of students

The school provides a very safe, secure and caring environment for children to flourish. There are rigorous procedures for safeguarding and child protection, and strong systems for monitoring the well-being and personal development of students. The provision for identifying, supporting and challenging students with special education needs and disabilities (SEND), and those who are gifted and talented are very good.

What the school does best

- The principal provides very effective leadership to the whole school community. He empowers staff and enables the school to make rapid progress.
- The very good curriculum and very effective teaching in the Foundation Stage, enables children to make very good progress in the core subjects and develop very effective learning skills.
- The very good provision for students with SEND enables them to make at least good progress and develop effective social skills.
- Teachers provide many opportunities across the curriculum for all students to develop the skills of enterprise, creativity and innovation.
- Staff instil strong values in students, which helps them to develop into well-rounded, confident and caring individuals, in a safe and secure environment.







Key recommendations

- Improve progress in Islamic education by ensuring that the curriculum is more coherent and progressive, and teaching is planned and delivered more effectively to meet students' learning needs.
- Improve progress in Arabic as an additional language by drawing on the good practice in the department and taking account of effective modern language teaching techniques.
- Improve assessment procedures in all subjects, especially in the primary phase, to
 - help leaders and teachers to identify gaps in the curriculum in each key subject and ensure teachers deliver more focused and effective learning strategies;
 - enable teachers to plan for, and meet more effectively, the learning needs of lower and higher attaining students.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
English 	Attainment	Good ↑	Good
	Progress	Very good ↑	Very good ↑
Mathematics 	Attainment	Very good ↑	Good
	Progress	Very good ↑	Very good ↑
Science 	Attainment	Very good ↑	Good
	Progress	Very good ↑	Very good ↑
		Foundation Stage	Primary
Learning skills		Very good ↑	Good

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

	Foundation Stage	Primary
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Social responsibility and innovation skills	Very good ↑	Very good ↑

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good ↑	Good
Assessment	Good	Good

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good ↑	Good
Curriculum adaptation	Very good ↑	Very good ↑

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good
Care and support	Very good ↑	Very good ↑

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment in N.A.P. tests meets expectations in English and mathematics and exceeds expectations in science.
- All leaders understand the importance of data analyses under the N.A.P. Teachers have had appropriate training. Governors ensure that the data is used to improve students' achievement.
- Cognitive Ability Test (CAT4) data are analysed well and used to identify students' learning profiles and future attainment targets. Teachers are improving their use of assessment data.
- Teachers are improving the curriculum in key subjects by taking account of the gaps in content and cognitive skills identified in benchmarking assessments.
- Teaching strategies provide a strong emphasis on the development of students' learning skills.
- Most students are aware of their learning strengths and CAT4 scores. Most students' critical thinking skills, enquiry and research skills are developing well.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders, including governors are aware of the achievements of Emirati students. Systematic processes are in place to monitor students' progress towards achieving individual learning goals. Most students know their targets which are appropriately challenging. Parents value feedback on the progress their children. However, they would like to see an increased focus on Emirati culture and history within the curriculum.
- The school's use of CAT4 and internal assessments to assess the potential of Emirati students helps them to make progress. Most students are aware of their achievement level and a few know what they need to do to improve in the core subjects. Students are increasingly encouraged to take responsibility for their learning and work independently.
- Curriculum personalisation is developing well. SEND staff provide training and support strategies for students who may experience language difficulties. While teachers' planning takes account of Emirati students who may experience difficulties with language, they do not consistently implement these in practice.

The schools provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The curriculum for moral education is well-planned to ensure progression for students. Parents are engaged through workshops and communications but community involvement is still developing.
- Class teachers deliver the subject weekly and in assemblies and other subjects. Teachers engage students well.
- Students are active participants in lessons. They can apply concepts to their own lives more easily than to global contexts.
- Assessment is based on students' participation, their written work and teachers' observations. There are no formal assessments. Comments are included in reports to parents.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies programme is planned and taught through specific lessons at each stage. The required time is achieved through assemblies and other subjects.
- Teachers use questioning well to engage students in effective dialogue and to develop their higher order thinking skills. Limited use is made of UAE textbooks.
- Students consistently share their prior learning and are willing participants. They use technology adeptly to research and work independently. Critical thinking skills are well-developed.
- Teacher and self-assessment are used to measure students' progress with the emphasis on the development of skills rather than the acquisition of knowledge. Results are reported to parents.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Independent learning skills are developing well. Students make connections in learning and apply critical thinking and analytical skills, particularly in the Foundation Stage and in English.
- Students demonstrate skills of innovation, creativity and research. They use learning technologies well and actively participate in project work in the Imagine, Create and Explore (ICE) room.
- Teachers are becoming skilled in promoting students' ideas and investigation opportunities. Sometimes they do not prepare students sufficiently before they progress to the next activity.
- The curriculum provides opportunities for students to take risks, to be creative and to develop their higher order and critical thinking skills.
- Senior leaders encourage teachers to take risks and innovate. Additional resources and curriculum time have been provided to stimulate innovation and creativity across the school.

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

Main inspection report


1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Although internal assessment data indicates high levels of attainment, students' recent work and their work in class confirms that their knowledge and understanding are in line with the curriculum standards and their progress is adequate.
- Students can memorise the short surahs of the Holy Qur'an. They have a sound knowledge and understanding of the prophets' stories, Hadeeth and most Islamic principles. They are developing their understanding of Islamic concepts in line with expectations.
- Students' progress is limited by the planning of some elements of the curriculum. The lesson plans do not sufficiently identify individual students' learning needs. The progress of different groups of students is inconsistent.

For development


- Accelerate students' progress by providing more student-centred approaches and raising the level of challenge and expectations in lessons.

		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- Most students reach attainment levels that are within the expectations for their age groups. Progress in lessons, tests results and written work is good across the school. Most students are engaged in learning because tasks are appropriate to their ages.
- Students have age-appropriate reading skills. Their speaking skills are underdeveloped. Younger students are better at applying their language learning skills.
- The weekly reading projects, which take place in the library, are having a positive impact on students' reading comprehension skills. The recent review of the curriculum and consequent use of topics on UAE culture are supporting improved students' achievement.

For development

- Increase the focus on students' speaking and writing skills.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Students make adequate progress from their starting points. They are generally motivated and show interest in learning even when the tasks are not appropriate. Internal assessments, work in lessons and written work reflect an acceptable level of attainment.
- Students' ability to speak in full sentences using correct grammar is limited. They can use common words and short sentences to talk about their preferences. Their reading and listening skills are better. Students rely extensively on English to help them understand.
- The use of technology is motivating students and is having a positive impact on their learning.

For development


- Increase the opportunities in all lessons for students to write and speak Arabic extensively.

		Foundation Stage	Primary
English 	Attainment	Good ↑	Good
	Progress	Very good ↑	Very good ↑


- Across the school, a majority of students attain levels that are above expectations for their age. Both internal and external benchmark tests show that a large majority make better than expected progress. This is most evident in their speaking and listening skills.
- Students' reading skills are being enhanced through opportunities to read, discuss and evaluate appropriate texts. While many primary students write at length and with appropriate use of grammar, the quality is variable.
- Students increasingly apply their critical thinking and research skills by using learning technologies. Similarly, the provision of more appropriately challenging learning activities, particularly in reading, is increasing understanding of complex ideas and developing their analytical and expressive skills.

For development

- Improve the quality and consistency of writing in all year groups.

		Foundation Stage	Primary
Mathematics 	Attainment	Very good ↑	Good
	Progress	Very good ↑	Very good ↑

- Progress has improved significantly across the school and attainment has improved in the Foundation Stage. Internal tests and external benchmark assessments show improving outcomes over time. Overall progress is accelerating and exceeds expectations. Knowledge, understanding and skills are well-developed.
- Foundation Stage 1 children use numbers well when finding the cost of products. Foundation Stage 2 children are skilled at identify and describing the properties of 2D and 3D shapes. Primary students are confident when applying fractions to solve practical problems.
- Students demonstrate particularly good skills in interpreting and solving word problems. They can clearly explain how they arrive at answers which is contributing to improved achievement.

		Foundation Stage	Primary
Science 	Attainment	Very good ↑	Good
	Progress	Very good ↑	Very good ↑

- Students' attainment is consistently above national and international standards. They are highly motivated by the teaching approaches adopted for science. Their problem-solving skills and ability to work independently are developing well. They are adept at using technology.
- Foundation Stage children use scientific language well. They have a very good knowledge of current topics. Primary students have a sound knowledge of science, but it is not sufficiently secure to provide a basis for investigative work.
- In both phases, students enjoy working scientifically. They are good at discussing their findings and relating their learning in science to other subjects and everyday life.

For development

- Ensure that students are able to develop sufficient understanding of the topics to support investigations.

	Foundation Stage	Primary
Learning Skills	Very good ↑	Good

- Students are highly motivated and take increasing responsibility for their own learning. They persevere without seeking adult help particularly in the Foundation Stage and in English lessons. In Islamic education, learning skills are underdeveloped as a result of limited opportunities to apply them.
- Students interact very well and collaborate in class activities. They willingly demonstrate their learning, often through highly developed oral English language skills. These opportunities are not always evident in Arabic as an additional language and in Islamic education.
- Students in most classes make connections in their learning through critical thinking, application of research skills and increasing use of technologies. Problem-solving skills are developed well in practical activities in mathematics and science.

For development

- Increase the opportunities for students to develop their learning skills consistently across the curriculum but particularly in Islamic education.

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

	Foundation Stage	Primary
Personal development	Very good	Very good

- Students' personal development is a very strong feature across both school phases. They enjoy school life and feel happy. They demonstrate very good attitudes to learning and have positive relationships with adults and each other.
- Almost all aspects of their personal development are very strong. Students are generally sensible and deal with their peers and teachers in a respectful manner. They are well-behaved and self-reliant.
- Students have a good understanding of the benefits of adopting healthy lifestyles. Their attendance is very good in primary. In a minority of lessons, students arrive to their classes late.

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

- Students in both phases demonstrate a good awareness of Islamic values and their impact on life in Dubai and the UAE. Primary students can explain how these values influence people's lives.
- Students show a deep respect for Emirati culture and have an appropriate knowledge of Emirati heritage and traditions. They can talk about some of the national celebrations in the UAE.
- Students know some features of most cultures represented within the school. They are talking positively about their own culture and traditions. However, their knowledge of other cultures within the region is less secure.

	Foundation Stage	Primary
Social responsibility and innovation skills	Very good ↑	Very good ↑

- Students are responsible and contribute actively to school life including volunteer activities, such as raising funds for charity. Most students show others consideration in lessons and at other times. Older students willingly and enthusiastically help younger ones in their learning.
- Students have a very good work ethic. They are resilient and show tenacity when completing tasks and demonstrate high levels of care towards each other. They are keen to look for ways to improve the school's environment through recycling and planting.
- The student council initiates projects on the school environment. Students participate in many effective and creative team projects using digital technologies.

For development

- Increase the depth of students' understanding of all cultures within the region.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good ↑	Good

- Teachers have very good subject knowledge and a good understanding of how students learn. This is very strong practice in the Foundation Stage. Teachers plan lessons well and, with teaching assistants, provide interesting learning activities that put problem solving and critical thinking at the centre of learning.
- Teachers use a range of teaching styles and strategies to meet the differing learning needs of students. On occasion, teachers do not extend students' understanding and thinking sufficiently.
- A minority of teachers spend too long directing students on how to learn rather than allowing them time to investigate and find out for themselves. This restricts the development of students' problem solving and critical thinking skills.

	Foundation Stage	Primary
Assessment	Good	Good

- As a result of further training, teachers have a better understanding of assessment data and how to use it. They make good use of internal assessment data and external benchmarking data.
- The use of data for tracking students' progress over time is well-developed in most classes. Teachers have a good awareness of the strengths and areas for development of students. This information is shared well with students.
- The use of data to inform targeted intervention is improving and when it is used well, there is significant improvement in progress and attainment.

For development

- Ensure teachers consistently match activities to the needs of all students, make better use of time and deepen students' understanding.
- Use data to inform targeted interventions in all lessons.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good ↑	Good

- The curriculum's is focused on developing students' higher order thinking skills. It is aligned to the National Curriculum for England while meeting MoE requirements for Islamic education and Arabic. It has been adjusted to promote connections between the different areas of learning.
- The Foundation Stage curriculum is particularly well designed. Across the school the curriculum builds effectively on students' prior learning. However, continuity and progression is insufficiently planned in Islamic education. The school is strengthening its transitions across each year group of the school.
- The curriculum is regularly reviewed to ensure it continues to meet the needs of individuals and groups of students. Cross-curricular links are identified in topic related study. The delivery of Islamic education and Arabic as an additional language is inconsistent as are opportunities for practical mathematics and science to develop students' learning.

	Foundation Stage	Primary
Curriculum adaptation	Very good ↑	Very good ↑
<ul style="list-style-type: none"> The curriculum has been adapted and extended very successfully across the school following consultation with students and staff. The modifications are impacting positively as students are increasingly engaged, and challenged by interconnected learning experiences in most core subjects. The curriculum is being adapted to enhance students' research and critical thinking skills. The STEAM, creative and performing arts and ICE initiatives are promoting creativity and the use of technology. Cross-curricular links are supported through well-planned topic-based activities. Foundation Stage and Arabic curricula planning include a focus on UAE culture. The wider curriculum offers a range of opportunities to link learning to the UAE's heritage and culture. However, this aspect of the curriculum is not planned coherently across the school. 		

For development

- Improve the continuity, breadth and progression in Islamic education curriculum.
- Ensure rigorous monitoring of the delivery of the planned curriculum to improve investigations in science and support the development of better links across all subjects with UAE culture and heritage.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good
<ul style="list-style-type: none"> The school has rigorous procedures for the safeguarding of students including child protection. All staff are fully trained. Medical records are completed and up to date. The school promotes healthy lifestyles very well, and healthy food is provided. The school is a hygienic environment for students. There is frequent auditing of systems and supervision of students is highly effective. Very robust systems are in place for students' arrival at, and departure from school by school bus or car. The school premises provide a safe and secure learning environment. There are plenty of space to provide supportive learning or one-to-one tuition which ensures the needs of students with SEND are met. 		

	Foundation Stage	Primary
Care and support	Very good ↑	Very good ↑
<ul style="list-style-type: none"> The positive ethos of the school helps students to focus on their learning. Policies, assessments and processes support the admission of students with SEND. Rigorous systems for monitoring attendance and punctuality have led to improvements over time in attendance. The school has robust systems for identifying students with SEND and those who are gifted and/or talented. Strong partnerships with specialists and parents ensure that SEND staff provide highly effective specialist programmes that support students very well. While specialist staff provide very effective support for students with SEND, not all class teachers consistently support these students well. The school has strong systems for supporting and monitoring the well-being of students. 		
For development	<ul style="list-style-type: none"> Implement strategies in all lessons to support the learning of students with SEND. 	

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- The school places a high priority on inclusion at all levels. Senior leaders and staff responsible for promoting inclusive approaches across the school community are skilled and enthusiastic. They are well supported by a representative from the school's governing board.
- The school's processes for accurately identifying children's needs on entry are robust. These processes have been successfully developed to include children who may be gifted and/or talented. Training, support and opportunities to help staff support these students are frequently provided.
- The school has strong links with parents, who value the work of the school. Parents are fully and actively engaged in contributing to their children's education plans and encouraged to share their concerns with the SENCO and specialist partners.
- Highly effective reviews facilitate and support close collaboration between staff, parents, students and specialist staff. Parents welcome these approaches, which have a positive impact on students' progress and family life. In many classes, teachers modify the curriculum well to take account of the needs of students with SEND.
- Students with SEND in both the Foundation Stage and the primary phase are making good, and sometimes better progress towards appropriately challenging targets identified in their individual learning plans.

For development

- Ensure all teachers differentiate learning tasks effectively to meet the needs of students with SEND.

6. Leadership and management

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




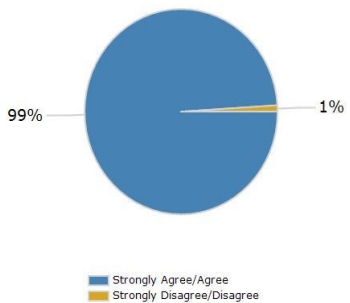
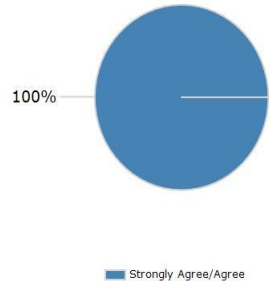
- The principal provides a very strong lead to the whole school community and communicates very well the school's ambitious vision and inclusive ethos. As a result of the drive and focus of the senior and middle leaders and the skills of teachers, the school has made major improvements since the previous inspection. It has the capacity to innovate and continue improving.
- The school has a well-organised and systematic approach to self-evaluation that provides leaders and other teachers with largely accurate information on the school's performance. This information is used well to plan improvements in most areas of the school, particularly in the Foundation Stage. However, only limited improvements have been made in Islamic education and in Arabic.
- Parents are actively involved with their children's education and support the school very well. Communication between the school and parents is very good. Parents are fully informed on forthcoming school events and their children's progress and attainment. The school has very good links with associated schools and is developing productive links with local and international organisations.
- The governing body includes representation from parents. It is very effective at holding the school to account for its performance. Each governor has a specific role that is related to the school's priorities. Through visiting the school, analysing data and talking to staff and students, individual governors evaluate regularly their area of provision. The board resources the school very well.
- The school is managed very efficiently on a day-to-day basis. It is staffed with well-qualified teachers and highly skilled learning assistants. However, subject coordinators have not been appointed for all subjects. Most teachers have a very good knowledge of their subjects and how to teach them. The premises and specialist facilities are outstanding. The advanced technological resources support innovative practice.




For development

- Ensure leaders have an accurate view of teaching and learning in the core subjects and provide training for teachers to ensure that students make better progress and fully develop their potential.

The views of parents, teachers and senior students

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

 Students No. of responses = 0	 Parents No. of responses = 71	 Teachers No. of responses = 25
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>99% — 1%</p> <p> ■ Strongly Agree/Agree ■ Strongly Disagree/Disagree </p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p> ■ Strongly Agree/Agree </p>

 Students	<p>There are no students old enough to participate in the survey.</p>
 Parents	<p>Almost all of parents who responded to the survey are satisfied with the school. They feel that their children are safe in school and enjoy attending the school. All parents say that their children are supported well in their learning. However, parents are less positive about the school's promotion of Arabic.</p>
 Teachers	<p>The majority of teachers who responded to the survey are satisfied with almost all aspects of the school. They are satisfied with the quality of education provided by the school and are happy to work in the school. They consider that students are happy, well behaved and respected. Almost all think the school is well led.</p>

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