



دبي
Knowledge المعرفة



DUBAI ENGLISH SPEAKING SCHOOL

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER



OUTSTANDING

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SCHOOL INFORMATION



GENERAL INFORMATION

| | | |
|--|----------------------------|------------------------|
| | Location | Umm Hurair |
| | Opening year of school | 2005 |
| | Website | www.dessc.sch.ae |
| | Telephone | 97143371457 |
| | Principal | Catherine Dando |
| | Principal - date appointed | 1/9/2015 |
| | Language of instruction | English |
| | Inspection dates | 13 to 17 November 2023 |



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 | 1017 |
| | Number of Emirati students | 21 |
| | Number of students of determination | 64 |
| | Largest nationality group of students | UK |



TEACHERS

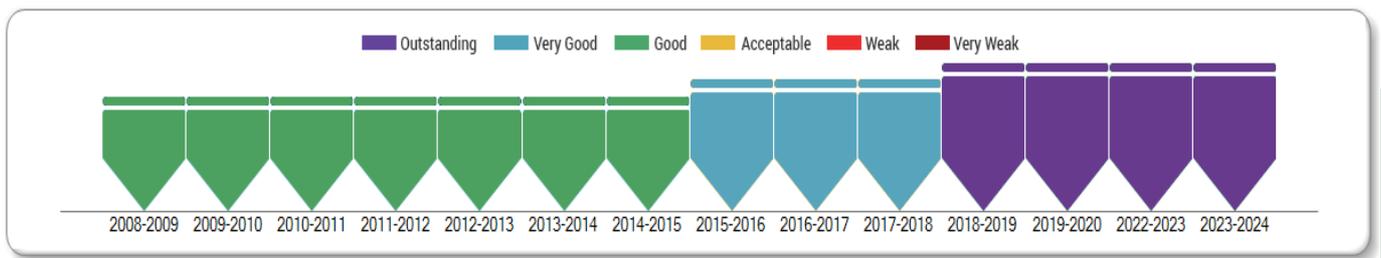
| | | |
|--|---------------------------------------|---------|
| | Number of teachers | 69 |
| | Largest nationality group of teachers | British |
| | Number of teaching assistants | 52 |
| | Number of guidance counsellors | 0 |



CURRICULUM

| | | |
|--|----------------------------------|-----|
| | Curriculum | UK |
| | External Curriculum Examinations | NA |
| | Accreditation | BSO |

School Journey for DUBAI ENGLISH SPEAKING SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- In the Foundation Stage (FS), assessment information indicates that most children make better than expected progress. In the primary phase, students' achievements in English, mathematics and science are outstanding. Their achievements in Islamic Education are good. Students have acceptable attainment and make good progress in Arabic as a first language. Their attainment and progress have slightly reduced in Arabic as an additional language.
- Students behave very well. They have exceptionally positive attitudes to learning. They are courteous to adults and to one another. They collaborate enthusiastically. Many contribute very successfully to school activities. In FS, sensitive support and care for personal development results in happy, settled and resilient children who are well prepared for learning. Relationships between students and with adults are extremely positive.

Provision for learners

- In FS, teachers plan interesting and creative activities based on children's needs and interests. Teachers share a common understanding of what characterises very good teaching. This leads to strong and consistent practice in most subjects. Teachers are skilled at building on what students already know. They create many opportunities for students to work purposefully in groups, and encourage them to share their ideas with the class.
- The well-designed and ambitious curriculum enables students to achieve highly. It is enriched by the 'Inspire, Explore and Invent' curriculum which provides a wide range of opportunities for students to choose and plan their learning experiences. Provision for students of determination is very strong. Transition from one year to the next is smooth, because the expectations and routines are consistent.
- Highly positive relationships are at the core of the school's work. Members of staff know their students very well. Interactions are based on mutual respect. The systems for managing behaviour and promoting attendance and punctuality are highly effective. The wellbeing and personal development of all students are high priorities.

Leadership and management

- Senior leaders form a strong and cohesive team. Their high expectations are reflected throughout the school. Relationships at all levels are highly professional and very supportive. There is a shared understanding of what constitutes high-quality teaching, learning, curriculum and assessments. However, inconsistencies remain in the Arabic department. Leaders review all aspects of their work thoroughly. They ensure that students' wellbeing and academic achievement are at the heart of the school.

Highlights of the school:

- The clear vision of senior leaders.
- The very high quality of care and support.
- Students' outstanding attainment and progress in English, mathematics and science.
- The health and safety procedures.
- The innovative curriculum, which inspires and enthuses students to lead change.

Key recommendations:

- Improve the quality of teaching and learning in Arabic.
- Strengthen the procedures to establish children's starting points in FS, to enable accurate monitoring of their progress.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

| | | Foundation Stage | Primary |
|---|------------|------------------|----------------|
|  Islamic Education | Attainment | Not applicable | Good |
| | Progress | Not applicable | Good |
|  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 ↓ |
|  Language of instruction | Attainment | Not applicable | Not applicable |
| | Progress | Not applicable | Not applicable |
|  English | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |
|  Mathematics | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |
|  Science | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |
| | | Foundation Stage | Primary |
| Learning skills | | Outstanding | Outstanding |

02 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 |

03 TEACHING AND ASSESSMENT

| | Foundation Stage | Primary |
|---------------------------------|------------------|-------------|
| Teaching for effective learning | Outstanding | Outstanding |
| Assessment | Very good ↓ | Outstanding |

04 CURRICULUM

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

05 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 |

06 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](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



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

- The school missed its target in the Progress in International Reading Literacy Study (PIRLS) by two points. Over time, the school has maintained a score in excess of 600 points, and can be judged as outstanding. There were no Emirati students in this assessment. Benchmark assessments have been outstanding over two years, although the results for Year 4 have been very good rather than outstanding. The school has recognised and addressed this successfully. The most recent assessments in 2022-23 show Emirati students to have attained very good overall.

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

- There are separate plans for each benchmark assessment. Leaders use benchmark reports alongside internal assessments to identify gaps in learning for all students, including Emirati students. Adaptations are made to the curriculum and to teaching to address these gaps.

| | | |
|---|---------------------|-----------------------|
| | Whole school | Emirati cohort |
| D. Teaching and Learning: Improving reading literacy | Outstanding | Outstanding |

- Overall, students' reading skills are very good. Teachers are skilled at teaching students to be efficient readers. Retrieval and comprehension have been identified as skills for development. More opportunities have been incorporated into the wider curriculum to improve these skills. Appropriate interventions are available to address gaps in learning. New resources have been purchased to ensure that children in FS have a strong start in learning to read. Emirati students benefit from regular individual reading sessions, which are at least weekly, and may be daily.

Overall, the school's achievement of the standards in the National Agenda Parameter are outstanding.

For Development:

- Work with Emirati parents to support their children and improve their progress.

Wellbeing



The KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at an outstanding level.

- Wellbeing lies at the centre of the school's vision for students, parents and members of staff. A highly qualified and insightful wellbeing team ensures outstanding provision across all phases. Comprehensive data, including internal and external surveys, facilitate the monitoring of the wellbeing of individual students, and inform continuous improvement across the school community. Trustees, leaders and students at all levels have a deep understanding of wellbeing needs. They are highly effective at implementing and sustaining improvements.
- Student wellbeing leaders create, promote and implement initiatives in all phases. Parents report a thorough understanding of wellbeing. They are kept informed through talks in school and information which is sent home. Students can approach the wellbeing team easily. They readily engage with the comprehensive services which are available. Members of staff report high levels of support for their own wellbeing. New appointees are given personalised induction courses, including self-care.
- Well-developed emotional regulation zones and a programme to develop strength of character are fully established. Each class begins the day with a mindfulness focus. Students are developing a sound understanding of their emotions. They use appropriate strategies to regulate their own emotions when needed, or to seek help promptly. The school environment generally promotes a nurturing learning experience. Students report that they belong in the school.

For Development:

- Continue to refine wellbeing provision.
- Ensure that all teachers are consistent in establishing wellbeing across all phases.

UAE social studies and Moral Education

- To support the UAE social studies curriculum, external speakers from the Museum of the Future and specialists from community health and other local organisations speak to students. Moral education is based on the development of skills. The content is delivered through discussions and role-plays. A local diving company supports students to design and make a coral reef to place in the sea at Fujairah as part of their sustainability project. The focus of moral education is to discuss ethical dilemmas, to which students provide solutions.
- Moral education and UAE social studies are incorporated into the provision for children in FS and Year 1. They are taught as discrete subjects from Year 2 to Year 6. The Ministry of Education (MoE) texts are used in planning and enhanced with other resources. The syllabus and assessment information are shared with parents, who also contribute local knowledge to many of the specialist weeks and celebrations. Theatrical workshops and productions enhance both subjects.

Arabic in Early Years

- Arabic is introduced in FS through one weekly lesson of 30 minutes, taught by a team of three teachers. In Year 1 the curriculum incorporates reading and writing activities to enhance children's reading comprehension and writing skills. Regular assessments are conducted mid-term to gauge children's levels of attainment and to track their progress. Ongoing assessments allow teachers to monitor achievements continuously.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

| | Foundation Stage | Primary |
|-------------------|------------------|---------|
| Attainment | Not applicable | Good |
| Progress | Not applicable | Good |

- Students' progress in lessons varies significantly. When English is the medium of instruction, students engage effectively and articulate their thoughts concerning Islamic beliefs. They adeptly connect the acquired knowledge to everyday contexts, underpinned by substantial religious evidence.
- Proficiency in recitation and memorisation of the Holy Qur'an varies across different year groups. Knowledge of religious concepts and analytical skills progressively develop, particularly among students in Year 5. Students demonstrate good understanding through their written assignments.
- Linking learning to life beyond school and the practical application of skills enhance students' attainment. This approach strengthens students' understanding of Islamic concepts and emphasises the practical relevance of these teachings in their daily lives. Opportunities to make connections with other subjects are usually taken.

For Development:

- Develop all students' independent critical thinking skills within an Islamic context.
- Enhance cross-curricular connections of topics.

ARABIC AS A FIRST LANGUAGE

| | Foundation Stage | Primary |
|-------------------|------------------|------------|
| Attainment | Not applicable | Acceptable |
| Progress | Not applicable | Good |

- Students' progress reflects the development of their language abilities from their different starting points. Some students throughout the primary phase can use language with fluency in various contexts and show understanding of basic grammar.
- Students can convey their intended meanings and express ideas when speaking. Reading comprehension skills allow some students to analyse texts and also reflect good linguistic outcomes. Extended writing skills show less development, with a few students producing adequate work.
- Grouping students contributes to an increase in their linguistic proficiency. However, this grouping lacks some accuracy in curriculum modification for the less advanced students.

For Development:

- Improve differentiated lesson planning to enhance linguistic proficiency, especially for extended writing.
- Develop guided reading practice for all students.

ARABIC AS AN ADDITIONAL LANGUAGE

| | Foundation Stage | Primary |
|-------------------|------------------|--------------|
| Attainment | Not applicable | Acceptable ↓ |
| Progress | Not applicable | Acceptable ↓ |

- Students' progress fluctuates throughout the primary phase. This is because teachers' expectations are too low. Some do not take full account of the information from assessments when planning lessons that develop students' language skills.
- Students' speaking skills are below curriculum requirements. Students can understand only a few concepts, due to the partial development of their listening skills. Sentence construction for speaking or writing is still evolving for most. A minority of students in the lower primary phase demonstrate good progress.
- Grouping students into three levels has increased the ease of monitoring their progress. However, this grouping is inaccurately linked to curriculum modification and differentiation in lesson planning. Arabic is inconsistently used in a few lessons.

For Development:

- Enhance the use of Arabic in all activities during lessons.
- Monitor students' progress in all skills using accurate data, especially their speaking.
- Plan lessons with differentiated activities.

ENGLISH

| | Foundation Stage | Primary |
|-------------------|------------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- Children leave FS with literacy skills above expected levels, especially in reading. In the primary phase, students can plan, organise and punctuate their writing very well. By Year 6, most students read accurately and write at length using sophisticated vocabulary.
- The quality of students' writing is exceptional. Writing is systematically taught so that students understand and replicate a range of styles that they read. Their extensive vocabulary is evident in independent work from FS to Year 6.
- A new phonics scheme, parents' workshops and a well-stocked library make significant contributions to the love of reading evident throughout the school. The focus on oral skills has ensured that students have frequent opportunities to discuss and consolidate their ideas.

For Development:

- Embed the reading programme so that all students read with accuracy.

MATHEMATICS

| | Foundation Stage | Primary |
|-------------------|------------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- Excellent internal and external assessment results, work seen during lessons and in students' books all confirm that most students achieve above curriculum expectations. There is some exceptional achievement in the upper primary years.
- The application of numbers is strong across the school. Children in FS confidently add and take away one from numbers up to 20. By Year 6, most students can effectively use their number skills to enhance learning in other aspects of mathematics. For example, they can find the size of missing angles.
- The requirement for students to explain their reasoning when completing word problems deepens their understanding of abstract mathematical concepts. Students do not refer to the very good mathematical displays frequently enough to reinforce attainment.

For Development:

- Enhance students' use of mathematical displays to support learning.

SCIENCE

| | Foundation Stage | Primary |
|-------------------|------------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- The focus on scientific enquiry is embedded practice. In FS, children predict what will float and sink and independently test their predictions. In Year 6, students pose scientific questions and plan investigations. They use control variables, take measurements, record outcomes and draw conclusions.
- Interesting, engaging and challenging activities generally meet students' needs. These activities are less extensive in the lower primary phase.
- All students accurately use scientific vocabulary to explain scientific concepts. In Year 6, students correctly use terms such as atoms, electrons and neutrons. They can explain their purposes in relation to batteries and circuits.

For Development:

- Ensure that students in the lower primary phase have opportunities to conduct investigative activities.
- Encourage students to create their own tables and grids and record results.

LEARNING SKILLS

| | Foundation Stage | Primary |
|------------------------|------------------|-------------|
| Learning skills | Outstanding | Outstanding |

- In FS, children make meaningful connections and find things out for themselves. Students in the primary years interact and collaborate exceptionally well. They are innovative and apply their thinking to complete the tasks which are set.
- Almost all students are reflective learners and able to evaluate their work. They select the best solutions to solve problems. They share ideas and value the opinions of others. All students use time effectively and persevere to complete tasks.
- Students' competence in using technology improves their independence in learning. Almost all have strong investigative and research skills. They use books and technology equally effectively. Regular opportunities for students to evaluate their work provide insight into personal strengths and weaknesses.

For Development:

- Enhance students' investigative skills, using technology as appropriate.

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

| | Foundation Stage | Primary |
|-----------------------------|------------------|-------------|
| Personal development | Outstanding | Outstanding |

- Students have responsible attitudes. They demonstrate self-control, behave well and respond positively to others. They are increasingly confident and self-reliant as they grow older. They participate well in lessons and in extra-curricular activities. They help one another, with students from the primary years often supporting younger children.
- Students' enthusiasm for learning contributes to their excellent progress. They are reflective, inquisitive and mature. They often ask pertinent and challenging questions. In lessons they concentrate and persevere well.
- Students are respectful of others' views, beliefs and feelings. Their relationships with adults and classmates are very positive. Students enjoy school. Their punctuality and rates of attendance are very good.

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

- In both phases students display very good understanding of Islamic values. They recognise their significance in daily life in the UAE. They are also aware of the harmonious alignment between these values and the Emirati principles of tolerance, coexistence and security.
- School activities and lessons consistently uphold Islamic values and foster respect for the culture and heritage of the UAE. Special attention is given to the celebration of national and Islamic occasions during assemblies. Older students play prominent roles in their organisation.
- Students display notable respect and appreciation for other cultures. They can describe the positive effects that the appreciation of diverse cultures has on their personal development and awareness.

| | Foundation Stage | Primary |
|--|------------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding |

- Students are committed to the school. They volunteer to serve on the School Council and take other leadership roles. They value the opportunities offered by the 'Inspire, Explore and Invent' curriculum. Teachers encourage them to develop their innovative and creative skills.
- Children demonstrate a very positive work ethic in FS. In the primary phase, students undertake entrepreneurial activities that have significant social benefits, such as fund-raising appeals for survivors of natural disasters and giving campaigns during Ramadan.
- Students have a strong environmental and ecological awareness. They participate in recycling and sustainability initiatives. They know about the importance of forests and green spaces. They support mangrove conservation and participate in the Emirates environmental group.

For Development:

- Extend the involvement of children in FS in social appeals.

03 TEACHING AND ASSESSMENT

| | Foundation Stage | Primary |
|--|------------------|-------------|
| Teaching for effective learning | Outstanding | Outstanding |

- Teachers have excellent subject knowledge, which they use to plan effective lessons. Learning objectives and success criteria are made clear so that students understand what they are learning. Teachers' explanations clarify any misconceptions and so time is used purposefully.
- Questioning by teachers challenges students' thinking and prepares them for insightful discussions. Activities are planned with care. Teachers use results from assessments to personalise learning for groups and individuals.
- Additional adults and the use of spaces beyond the classrooms support learning by individuals and groups of students. Teachers make very good use of resources that challenge and support all learners. They encourage children and students to be ambitious and to respond to the school's high expectations.

| | Foundation Stage | Primary |
|-------------------|------------------|-------------|
| Assessment | Very good ↓ | Outstanding |

- Internal assessment procedures are consistent and coherent across the primary phase. Assessments are linked to the curriculum standards. In FS, baseline assessments do not fully assist leaders in determining children's starting points. This makes it difficult to determine the progress of all groups of children.
- Leaders benchmark the school's assessment results against national and international standards. The progress of individuals, groups and cohorts is rigorously tracked. Gaps are identified and comprehensively addressed through curriculum adaptations and interventions.
- Teachers use assessment information consistently and effectively to inform planning. However, this practice is underdeveloped in Islamic Education and Arabic. The marking and feedback policy is applied by teachers in most subjects, but less effectively also in Islamic Education and Arabic.

For Development:

- Ensure that students are grouped accurately in all subjects.

04 CURRICULUM

| | Foundation Stage | Primary |
|---|------------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding |

- The broad and balanced curriculum aligns with the National Curriculum of England (NCfE), the statutory framework for Early Years Foundation Stage (EYFS) and complies with the MoE requirements.
- Continuity of learning is strongly developed. Skills, knowledge and understanding are consolidated and effectively extended throughout the school. Students are very well prepared for the next stages of their education. Preparation for secondary school starts in Year 4.
- The innovative curriculum provides a wealth of opportunities for students to choose and plan their learning experiences. For example, in Year 1 students are building a house suitable for a mouse, because they were inspired by the book which they are reading in their English lessons.

| | Foundation Stage | Primary |
|------------------------------|------------------|-------------|
| Curriculum adaptation | Outstanding | Outstanding |

- Links with Emirati society are promoted in social studies lessons. Students carefully consider the changes that have taken place in Dubai over the years. The links are clearest between the core subjects in the FS.
- The curriculum is enhanced by an extensive range of activities. There are many opportunities for innovation and enterprise. For example, students in Year 6 designed a solar driven machine to clean the oceans. Students create products to sell at Christmas fairs.
- Adaptations are successfully integrated into the curriculum. A recently introduced emphasis on subject-specific vocabulary and reading time in every lesson are enhancing the development of students' reading skills.

For Development:

- Develop the links to UAE society.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Very good practices, comprehensive documents and rigorous policies and procedures are in place. All members of staff are trained. They take collective responsibility for providing a safe, secure and healthy environment. Teachers ensure that students have the necessary knowledge and skills to keep themselves safe.
- The school premises are meticulously maintained. Security and supervision arrangements are highly effective. School buses are very carefully organised and supervised. Regular fire and safety drills and rigorous risk assessments ensure the safety and security of all.
- Leaders effectively promote students' physical, emotional and mental health. Children and students are very aware of the importance of keeping themselves safe in the sun. They are extremely diligent about wearing sun hats and drinking water regularly.

| | Foundation Stage | Primary |
|-------------------------|------------------|-------------|
| Care and support | Outstanding | Outstanding |

- There are highly positive relationships between students and members of staff, who know their students very well. Interactions are based on mutual respect. The systems for managing behaviour and promoting attendance and punctuality are highly effective.
- Rigorous assessments on admission lead to the accurate identification of students of determination. This enables the prompt development of individual education plans (IEPs) and informs classroom support. The identification of students with gifts and talents is mostly accurate and provision is almost always effective.
- The wellbeing and personal development of all students is a high priority. From Year 4 onwards, there are cross-curricular initiatives to partner with secondary schools.

For Development:

- Ensure that the levels of challenge offered to students with gifts and talents are appropriate.

INCLUSION OF STUDENTS OF DETERMINATION
Provision and outcomes for students of determination

Outstanding

- Trustees and school leaders promote and have very strong commitments to an inclusive ethos. All students are welcomed in the school. Resources are well designed to meet the needs of students of determination, and generally so for those with gifts and talents.
- The highly qualified inclusion team assesses students using comprehensive screening to plan appropriate support. Teachers have a well-developed understanding of their students and their needs. Interventions are generic and lack specific targets in a few cases.
- Parents are highly positive about the school. They are well informed at all stages of their children’s progress. They are valued and involved in all aspects of their children’s learning. The school sees parents as an integral part of the review process.
- Collaboration and engagement in classrooms are key features. Learning plans usually align with the objectives generated by the inclusion team. Very effective assistants offer personalised support. Most students make sustained progress. Additional life skills classes support those with more complex needs.
- Student’s progress is effectively monitored both formally and informally. Assessments are regular and inform the setting of new goals. This is less effectively done for students with gifts and talents.

For Development:

- Ensure that learning plans with measurable goals are personalised and included in all lesson plans.

06 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 and the senior leadership team provide a very clear vision for the future direction of the school, despite the recent changes in leadership responsibilities. Together they ensure that students' wellbeing and academic achievement are at the heart of the school's work. There is a shared understanding of what constitutes high-quality teaching, learning and assessments. Inconsistencies remain in the Arabic department. Relationships at all levels are highly professional and very supportive.
- Teachers' performances are carefully monitored. Leaders use rigorous procedures and provide appropriate feedback. Highly structured learning walks complement the programme of classroom monitoring. The school improvement plan is ambitious. It focuses directly on increasing the performances of both students and teachers. The areas for improvement are realistic and accurately reflect the school's needs. A comprehensive self-evaluation process involves members of staff, parents and trustees. The resulting documents are detailed but have insufficient evaluative commentary about the effects on students' achievements.
- Parents are highly engaged. They fully support the caring, inclusive ethos of the school. They are appreciative of the very high achievements and their children's exceptional personal and social development. Communication between the school and parents is excellent. Leaders very successfully consider parents' views when shaping the school's future. Parents appreciate the accessibility of all members of staff. They recognise the school's commitment to ensuring that their children are safe, valued as individuals, happy and achieving highly.
- Trustees offer both support and challenge. They include experienced, well-informed specialists who frequently visit the school. They have worked very effectively to build a capable team of leaders and teachers. They ensure that parents are informed about developments in the school and that high-quality resources are available. They demonstrate strong commitment to the academic and personal development of all students.
- The daily operation of the school is highly efficient. The safety and security of students are high priorities. Great care is taken over staff recruitment. All leaders, teachers and support staff benefit from a personalised approach to professional training. All specialist subject areas are extremely well resourced and of excellent quality. The environment is very well tended and well presented. The school is accessible to all and is highly conducive to learning.

For Development:

- Monitor the effects of the changes to the senior leadership team to ensure that provision and students' achievements continue to be outstanding.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from the DSIB;
- areas identified by the school as requiring improvement.
- other external reports or sources of information that comment on the work of the school; and
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority



If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae