

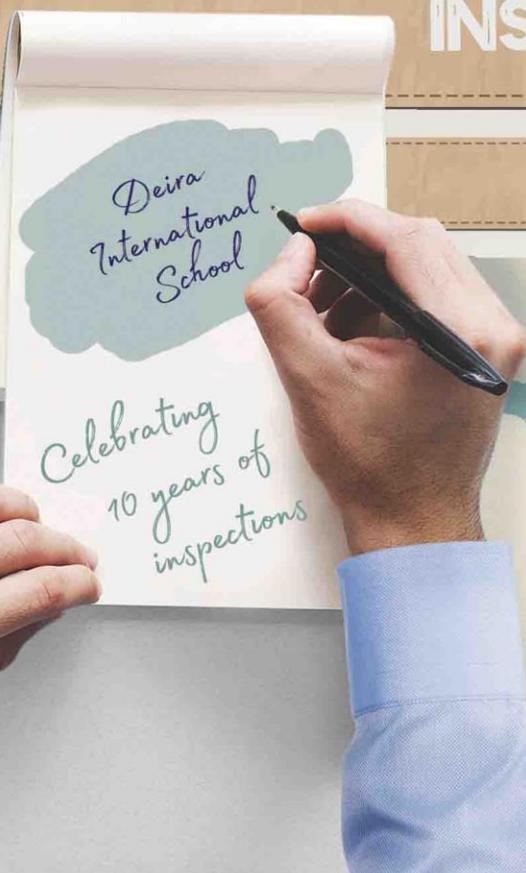
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

VERY GOOD



INSPECTION REPORT

2017-2018



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

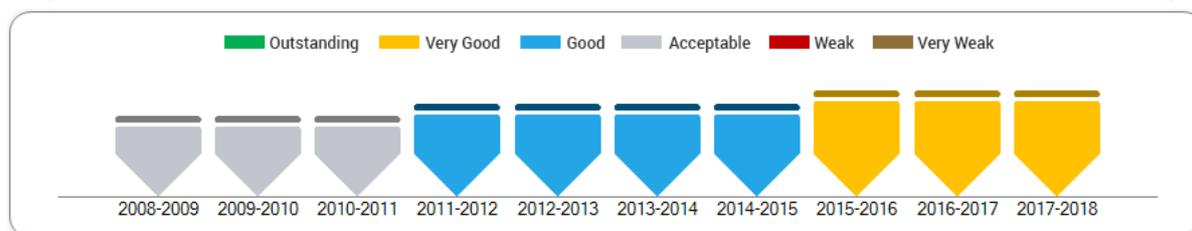
General information	
Location	Ras Al Khor
Type of school	Private
Opening year of school	2005
Website	www.disdubai.ae
Telephone	00971-4-2325552
Address	Dubai Festival City PO BOX 79043
Principal	Jeff Smith
Principal - Date appointed	1/1/2012
Language of instruction	English
Inspection dates	05 to 08 February 2018

Teachers / Support staff	
Number of teachers	182
Largest nationality group of teachers	UK
Number of teaching assistants	47
Teacher-student ratio	1:10
Number of guidance counsellors	3
Teacher turnover	8%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1579
Number of children in pre-kindergarten	0
Number of Emirati students	226
Number of students with SEND	91
Largest nationality group of students	Arab

Curriculum	
Educational permit / License	UK
Main curriculum	UK/IB
External tests and examinations	IGCSE, IBDP, IBCP, GLPT, CAT4
Accreditation	BSO, IB, CIS
National Agenda benchmark tests	GL, CAT4

School Journey for Deira International School



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

Deira International School was inspected by DSIB from 05 to 08 February 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school is highly successful in engaging parents as partners in their children's learning and governors are supportive of the school. School management, the quality of staffing, accommodation and resources support high level learning. Leaders have an impressive grasp of best educational practices. Their understanding of the school's priorities and their roles in school development have resulted in improvements in many areas.

Students' achievement

Well-designed provision in the early years phase continues to result in children's outstanding progress. Improvements to the teaching of Islamic education and science in the upper school and Arabic, as an additional language, are leading to higher standards and better progress. From mixed starting points, student achievement in the core areas in other phases is being sustained at the previous very high levels.

Students' personal and social development, and their innovation skills

Students, in all phases, continue to demonstrate outstanding personal and social development. They have an impressive, age-appropriate understanding of the values, culture and heritage of where they live and an equally remarkable grasp of their own and their peer's cultures. They are fully and innovatively involved in the school and wider communities and demonstrate a care for their environment.

Teaching and assessment

Teachers in the early years show a very strong understanding of how young children learn best. Teaching in other phases is well-developed and, along with students' outstanding learning skills, results in good or better student progress in most curriculum areas. Assessment systems are detailed and produce accurate data on students, at individual, class and phase levels.

Curriculum

The curriculum is broad, balanced and develops well from phase to phase. It is successfully contextualised to the UAE and enhanced through modifications in light of skilful review. The curriculum is systematically linked to teaching, learning and assessment. Outside the classroom, there is an extensive offering of extra-curricular activities and discrete projects.

The protection, care, guidance and support of students

The school is effectively prioritising the health and safety of its students. A wide range of effective policies and procedures are supported by training for all staff. Strong guidance develops students' self-discipline and respect for others, supports their well-being and provides pathways for further education. Attendance and punctuality are well managed.

What the school does best

- Leadership, at all levels, continues to sustain and develop the high standards already in the school. They have ensured that the school's National Agenda provision exceeds expectations.
- Very high quality of teaching, curriculum and assessment supports outstanding progress in English, mathematics and science in the early years phase.
- Outstanding levels of care and guidance contribute to the students' excellent personal and social development.
- Governors are committed to inclusivity and leaders provide excellent support and provision for students with increasingly complex special needs and barriers to learning.
- Leaders are committed to developing staff, through high quality training and regular parental workshops support learning at home.

Key recommendations

Raise students' attainment and progress in all areas of the curriculum by;

- increasing the consistency of teaching to the highest levels
- improving teachers' effective use of data to personalise learning
- developing students' depth of understanding of their own performance and how to improve it further.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic education	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as a first language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Very good	Acceptable	Acceptable
 Arabic as an additional language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good ↑	Good ↑	Not applicable
 English	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Outstanding	Very good	Outstanding	Very good
 Science	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Outstanding ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Very good	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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:

- Attainment based on the National Agenda Parameter (N.A.P.) tests meets expectations in English and is above in mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders are fully committed to the National Agenda and have significant expertise in data analysis. They produce a range of detailed and effective plans.
- TIMSS, PISA, GL Progress Tests and cognitive test data are skilfully analysed. Student individual strengths and any achievement gaps are identified and progress tracking documents are reliable and regularly interrogated.
- The school continues to adapt its curriculum to ensure N.A.P skill requirements are met and the curriculum prepares students for success in TIMSS and PISA testing.
- Effective strategies are in place for the promotion of enquiry, critical thinking and problem solving through student-centred collaborative and independent learning.
- The school has invested in a number of digital learning platforms such as the, STEM programme and the extended study projects that develop open-ended, investigative and entrepreneurial learning for all students.

Overall, the school's provision for achieving National Agenda targets is above 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

- All school leaders are aware of the achievements of Emirati students and teachers are held to account for students' progress. Data is routinely monitored to measure the effectiveness of the strategies used to raise standards. The school personalises its information to parents about their children and provides ongoing training and advice on how to boost literacy.
- In lessons, Emirati students are positive in their outlook and are encouraged to take responsibility for their own learning. Students gradually become more resilient and aspirational, as a result of good teaching, guidance and support. Cognitive assessments increasingly are used to benchmark progress and set ambitious targets, and progress against the targets is accurately tracked by the school.
- The curriculum is appropriately adapted to meet the needs of most Emirati students and the impact of modifications is measured. The school personalises advice to students in order to maximise progress, and targets for verbal reasoning are set. Methods for improving verbal reasoning are developing in the classroom but these are sometimes inconsistently implemented.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is delivered in English as discrete sessions based on key areas for discussion, such as tolerance, respect, discrimination and distributive justice.
- Teaching is based upon very secure understanding of the core elements of the curriculum and offers opportunities for the students to confidently explore difficult themes.
- In lessons students are active debaters and their learning skills are developing very well. They are very engaged, motivated and keen to be involved in discussion.
- Assessment procedures are developing, alongside those for social studies, and the use of peer and self-assessment is part of formative feedback.

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

Social Studies

- A very well-integrated programme is delivered alongside the history, geography and science curricula. For example, students designed an anchor, making links to UAE culture and economics.
- Teaching is very well-informed, very effectively planned and includes specific objectives for students' learning to promote research skills across a range of ability groups.
- Students' animated debate, for example, on the effects of globalisation is mature and reflective. Students in the younger year groups explored the harsh reality of life as a UAE pearl diver.
- Assessment processes are being developed further, feedback is given by staff alongside self-assessment. Peer assessments form part of the learning process in the secondary phase.

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

Innovation in Education

- Independent research by students, using devices, is commonplace in all classes. This is being extended with green screen technology.
- Students are able to think in different ways, propose, discuss and implement their ideas. Examples include 'I Can IKEA' and organizing the first Junior Model United Nations (MUN) in Dubai.
- Teaching in the early years is highly imaginative, encouraging exploration. Computational thinking challenges and discrete competitions develop older students' problem solving skills.
- The STEM initiatives in primary and secondary provide models for teaching innovation. A wide range of extra-curricular activities such as "Engineers to be" nurtures the development of student innovation skills.
- Leaders' modelling of innovation is integral to the promotion of innovative practice. Notable examples include the involvement of students in leading training and supporting the development of teaching.

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

Main inspection report

1. Students' achievements

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

- The majority of students, across year groups, demonstrate knowledge and understanding that are above the age-related standards. Students studying Islamic education in English progress in applying their knowledge and understanding to the real world more rapidly than their Arabic peers.
- Students across the primary year groups have greater strengths in their knowledge and understanding of Fiqh and Seerah than in the Holy Qur'an and Hadeeth. Whereas, students in the secondary and Post 16 phases make better progress in Holy Qur'an recitation and Hadeeth.
- The improved attainment in the post-16 phase is as a result of targeted and effective teaching. However, this impact is inconsistent across other year groups. The integration of Islamic education with Arabic, science and art are at an early stage.

For development

- Use classical Arabic, with Arabic students, to improve their recitation skills in the Holy Qur'an and Hadeeth.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Very good	Acceptable	Acceptable

- Students in the primary are working above curriculum expectations in the reading and there are significant improvements in their writing. In the secondary and Post-16 phases, more able students are working above expected levels in speaking, and this is reflected in the quality of some of their final writing outcomes.
- Lower primary phase, students are successfully encouraged to experiment with their oral language skills. Whereas, the majority of students in the upper phases are not confident in engaging in extended discussions and analysis. Higher standards in writing are restricted by reoccurring, fundamental spelling and grammatical errors.
- In better lessons students take ownership for their learning and this is reflected in the very good progress made in the development of their skills. However, this is not consistent in all classes in the secondary and Post-16 phases.

For development

- Provide students with more opportunities to extend their answers and participate in extended discussions in order to improve their confidence and skill in the correct use of standard Arabic.
- Ensure that students reflect on feedback in order to avoid repetition of errors in writing.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good ↑	Good ↑	Not applicable

- Students across both phases are working above expected levels in reading, speaking and listening. Their writing skills vary, but are improving significantly, especially in the primary phase. Progress is improving in both phases, as a result of more motivating activities.
- Students listening and speaking skills are developing well across both phases, especially in the lower year groups, where students are keen to experiment with the language. Students are building on prior learning well and their vocabulary retention is improving significantly.
- The assessment strategies in place enable students to monitor their progress and to identify areas for development effectively. This practice is less consistent for those students in the early stages of language development.

For development

- Ensure all students plan, draft and review their written work with due regard to targets.

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

- Students' attainment against curriculum standards is consistently high across phases and best at Post-16. The oldest students performed exceptionally well in external assessment results. Children, in the Foundation Stage, including those with English as an additional language, progress very well from their starting point.
- All students speak confidently and with clarity. Primary phase students are successfully writing extended reports and narratives. In the secondary phase, students have variable inferential reading skills but read widely and have appreciation of authors' intentions. Students in the Post-16 phase, have well-developed skills in analysing and critiquing a range of texts.
- The focus on writing skills is impacting students' better understanding of structures and grammatical accuracy. Students in the Foundation Stage and the primary phase develop language skills more effectively, as a result of new strategies to develop their phonics.

For development

- Improve students' depth of understanding of texts in the secondary phase to ensure more effective, independent reading and extended, personal writing.

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

- Students continue to achieve well above age-related expectations across the school, with performance in lessons generally better than in external tests. Rates of learning are improving for students in most year groups. Students attain very well and surpass their predicted results.
- Students in both secondary and the Post-16 phases are improving significantly, across most areas of study. Increased information, from both external and internal assessments, is resulting in any student underachievement being swiftly addressed.
- Curriculum innovations provide more opportunities for students in the primary phase to develop their practical skills of estimation, measurement and investigation. In the secondary school, students are improving their capacity to apply mathematical problem solving techniques and reasoning.

For development

- Provide more consistent opportunities for students' engagement in real life investigations.

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

- Most children in the Foundation Stage achieve above expectations. A large majority of students in the other phases perform above curriculum expectations. In the primary and secondary phases, a large majority of students progress more quickly than predicted with students in the Post-16 phase making excellent progress.
- Children in the Foundation Stage, freely explore and investigate and, then in Year 1, they learn to ask questions, make predictions and find out answers for themselves. As students move into higher years, they learn to design increasingly complex investigations.
- Students routinely carry out investigations and use technology for research, presentation of work, collaboration, checking their understanding and receiving feedback. STEM in the primary school provides an exemplary model for learning, in which students collaborate to solve meaningful, real-world problems.

For development

- Strengthen students understanding of key concepts by increasing opportunities to research, independently and collaboratively.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Outstanding	Very good	Outstanding

- Across phases, most students engage very well in their learning. They take responsibility to complete tasks and play a full part in discussions and debates. In a few lessons in the secondary phase, students do not display either independence or skills of collaboration.
- Children in the Foundation Stage, use deductive skills and communicate effectively as a result of innovative and imaginative activities. In other phases, students generally work independently and cooperate purposefully. They take good account of teacher comments for improvement.
- As a result of purposeful cross-curricular opportunities, students apply skills in different situations, such as debating ethical issues or making persuasive speeches in a geography competition. The use of technology in learning allows students to enhance their research skills, access and record their learning efficiently.

For development

- Enable students to consistently apply and develop their learning skills in all lessons and curriculum areas.

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

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

- Students have exceptionally positive attitudes and are self-disciplined across all year groups. Their behaviours are underpinned by close relationships with their peers and staff, and nurtured by the values of positivity demonstrated clearly across the school.
- Students are proactive, mature and display a strong sense of personal responsibility. They are keen to make healthy food choices. They treat others with much respect and are consistently supportive to their peers, especially those with special educational needs.
- Students enjoy school and to show a strong commitment to learning, through their noticeably high attendance rates. They are generally punctual in their arrival to school and to lessons, which contributes positively to the progress that they make.

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

- Students have a high appreciation and understanding of how Islamic values influence UAE society. Students show their respect towards these values and recognise their impact in creating a peaceful and productive environment for all citizens, regardless of their cultures and backgrounds.
- Students across the school are extremely knowledgeable about Emirati culture and heritage. They recognise the reasons for the rapid growth of Dubai and are well-informed about the different conservation projects the UAE is initiating.
- Students are fully aware of the importance of the relationship between their own cultures and those of others. They understand the similarities and differences, and see the school as one community, regardless of students' different backgrounds. They proudly talk about their own cultures.

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

- Students, in all phases, enjoy taking responsibility. They have many opportunities to take the initiative to start new projects to help improve the school environment and the community at large, through activities such as the Model United Nations (MUN), Eco-Club and 'Tech Tuesdays'.
- Students have positive work ethics and volunteer and contribute to community service projects. They display innovative ideas and skills. They are able to initiate and participate in events and activities in a number of ways, such as the fund raising for the orphanage in Nepal.
- Students are aware of environmental issues and care for the school and its environment. They understand the benefits of renewable energy, with regard to reducing pollution, and participate in a variety of related projects, through the school eco-committee.

For development

- Extend opportunities for students to establish real or virtual international partnerships.

3. Teaching and assessment

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

- Across phases, teachers have very good knowledge of their subject and apply this to their planning and lesson contexts. Questioning is mostly open, to encourage independent responses and ideas. For a few teachers, this aspect is not as developed and opportunities for student reflection are more limited.
- Teaching in the Foundation Stage, is highly imaginative underpinned by a successful child-initiated approach. In other phases, a few teachers provide too many activities in a short period of time, resulting in some students not completing their tasks.
- The development of common teaching approaches and shared good practice for all staff is positively influencing the quality of learning experiences for all students and helping to reduce inconsistencies in teaching.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Improvements made to internal assessment processes, across the school, ensure high quality information is derived from an increasing range of data. The improvements of systems and use of assessment in Arabic, as an additional language is particularly effective.
- In-depth analysis of data and the provision of accurate and detailed information about individuals and cohorts is a strength of the school. Evaluations invariably lead to development and adaption of curriculum.
- The school is acquiring expertise in the use of cognitive ability tests (CAT4) to identify students who have weaknesses or strengths in particular aptitudes, such as verbal reasoning. This has facilitated the accelerated progress of certain groups of students, including those identified with SEND.

4. Curriculum

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

- The curriculum is very well defined in all areas. It is challenging, interesting and relevant. It is skilfully reviewed to cater for the educational needs of all groups of students and is systematically linked to teaching, learning and assessment.
- The introduction of the moral education programme has been very successful, providing a valuable structure for student discussion. Real-world links are made in all phases. Cross-curricular themes develop students' skills in meaningful contexts and have been embedded extensively in secondary.
- Curricular review is on-going. As a result, the curriculum has been strengthened and re-sequenced to take account of assessment results, current opportunities and common strands. One such example is a whole-school, cross-curricular approach to teaching of skills, such as essay writing and graphing.
- Two 25 minute teaching sessions a week of Arabic are offered in the Foundation Stage.

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

- Student outcomes in the Foundation Stage are enhanced through modifications to classroom design, use of technology and imaginative timetabling. Extended projects are offered to gifted and/or talented students in the secondary phase. Opportunities through the IB Careers-Related Programme are being continuously developed.
- Outside the classroom, an extensive offering of extra-curricular activities and stand-alone events such as, 'Health and Fitness Week' and 'Enterprise Week', provide opportunities for students to be innovative. A notable example is a student-initiated blood donor drive.
- Many very productive links are being made in the curriculum to UAE culture and heritage. At the centre of this development is the well-developed UAE social studies programme. Students study local culture and heritage, Islamic art and sustainability in Dubai.

For development

- Apply the excellent approaches in STEM to all curriculum areas.

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

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

- A wide range of effective policies and procedures are in place which are regularly reviewed. These includes policies and procedures on child protection, safeguarding and fire drills. Frequent, relevant and effective training ensures staff and students are aware of the procedures.
- The school premises are clean, hygienic, well maintained and its equipment and resources very well suited to the educational needs of all students, including those with SEND. Leaders act promptly and effectively to any raised concerns.
- The school doctor and health team are very active in the school in continuing to develop aspects of promoting healthy lifestyles. This is evident in the range of initiatives introduced, such as the monitoring of students' body mass index and guidance on nutrition.

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

- Students and staff have excellent relationships, built on mutual respect, politeness and a positive work ethic. Behaviour is exemplary, as a result of management systems which are sensitively implemented. Attendance and punctuality are well managed.
- Students with SEND and those who are gifted and/or talented are identified accurately. Barriers to learning are generally well identified and support matched to need. Students who are gifted and/or talented are not always consistently challenged in the classroom.
- Students' pastoral needs are very well supported. School staff offer training to the community and the counsellor offers excellent, therapeutic support to students, augmenting the work done by all staff. Students are well guided into curriculum pathways, and to life after school.

For development

- Ensure gifted and/or talented students consistently broaden and deepen their learning commensurate with their abilities.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- Governors and leaders are very committed to the provision of, inclusive practice and work skilfully to ensure that practice matches their high aspiration. Inclusion improvement plans are appropriate and the leaders of the inclusion department successfully train teachers and other staff in meeting relatively complex needs of some students.
- Almost all students, who have SEND, are identified accurately. Plans to support needs are skilfully formulated and, almost all, focus on overcoming barriers to learning.
- Parents feel themselves to be genuine partners in the education of their child. They receive appropriate information on progress but reports in the secondary phase lack the detail of strengths and challenges evident in other phases. The school effectively supports parents and the community with training.
- Planning for meeting needs is very comprehensive, and reflective of skilled, knowledgeable practice. The translation of the planning into classroom practice is supported by excellent training for teachers. Teamwork between teachers and support staff in classrooms promotes quality learning in the large majority of lessons.
- Progress for students, who have SEND, is almost always good or better. Achievements are recorded and celebrated well, particularly in the Foundation Stage and primary phases. New students, with very complex needs, are enabled to make rapid progress.

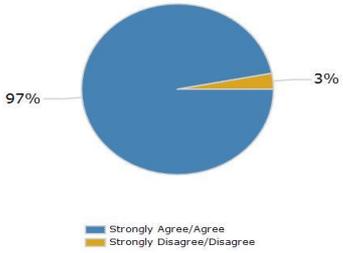
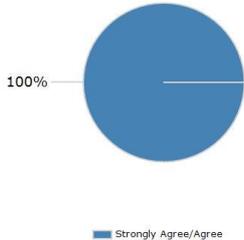
6. Leadership and management

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

- The school's shared mission and vision remains central to all the school's decisions and actions. Leaders have an impressive understanding of best educational practices. They have clarity about what needs to be done and their roles in school development. Improvements, this year, have been made to students' progress, SEND provision, the curriculum and have systematically developed a culture of innovation throughout the school.
- The school effectively gathers evidence from a range of sources. Key priorities are accurately identified. There is a thorough and extensive system for evaluating the quality of teaching. Strong links are made with the appraisal process and outcomes are major determinants of continuous professional development. Action planning, with different levels of detail, are well-written and monitored but have not fully impacted on student' performance.
- The school is highly successful in engaging parents as partners in their children's learning and in school life. Effective involvement in decision making is at an organisational level, through the Parent Representative structure. Communication between the school and parents remains strong. The school's involvement in the local and wider communities provides further opportunities for student advancement.
- Governance is more representative of the school community. The academic sub-committee is well-informed by comprehensive reports from the school director. The sub-committee includes a governor, who is able to provide the challenge and support necessary to school leaders, and to hold them to account for the school's performance. Support is effectively targeted and compliance is ensured.
- The school runs very smoothly. Attractive learning spaces, internal and external, along with a provision of sufficient number of relevant, up-to-date resources, including technology, support high level learning. An excellent process exists for teacher and support staff training, some of which is accredited by external agencies. The school is very successful at developing all staff.

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 = 427	 Parents No. of responses = 405	 Teachers No. of responses = 152
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>97% — 3%</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>No responses to the DSIB survey were recorded due to technical difficulties. However, responses from the Council for International Schools' survey were made available to the inspection team. Most students believe that learning is interesting and that teachers provide challenge and support for their learning. They feel they are involved in assessments and receive regular feedback on their studies.</p>
 Parents	<p>Parents are extremely positive about all aspects. Parents' comments, regarding the teaching of Arabic, suggest that they would welcome language classes for themselves and better communication with the home. Comments also indicate some variation in day-to-day communication with parents.</p>
 Teachers	<p>Teachers are extremely positive about all aspects. No concerns were expressed in any section of the survey.</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