

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 .....	12
1. Students' achievements .....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment .....	17
4. Curriculum .....	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management .....	21
The views of parents, teachers and senior students.....	22

## School information

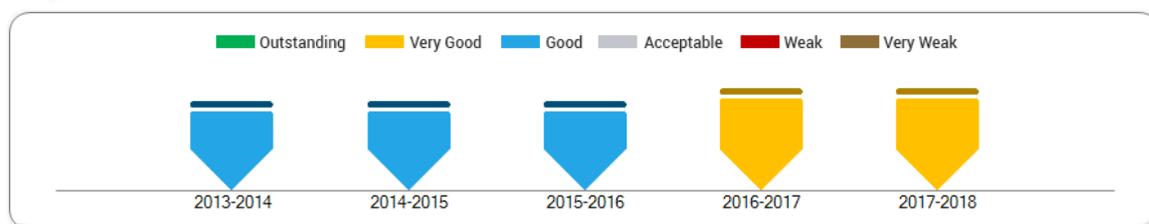
General information	
Location	Mirdif
Type of school	Private
Opening year of school	2005
Website	www.uptownschool.ae
Telephone	042515001
Address	Cnr of Algeria Road and Tripoli Street Mirdif 00971
Principal	Christopher Bromham
Principal - Date appointed	01 August 2015
Language of instruction	English
Inspection dates	08 to 11 January 2018

Teachers / Support staff	
Number of teachers	111
Largest nationality group of teachers	British
Number of teaching assistants	36
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	2%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1410
Number of children in pre-kindergarten	25
Number of Emirati students	385
Number of students with SEND	127
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	IBDP
Accreditation	IB, ECIS (member)
National Agenda benchmark tests	GL, IBT

### School Journey for Uptown 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.

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

## Summary of inspection findings 2017-2018

**Uptown School** was inspected by DSIB from 08 to 11 January 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 leadership team has a clear vision for the school, leading to an inclusive and caring ethos that is focused on student well-being through developing positive relationships. The morale throughout the school community is very positive. The parents are particularly affirmative. Processes for driving change have been well-developed and implemented across the school.

### Students' achievement

Student achievement is improving in all phases of the school. Progress is good or better in all subjects. Student attainment in English is very good and in DP English attainment and progress are outstanding. The results for the first DP cohort were very positive, with all students being awarded the IB Diploma. Students' learning skills are developing very well especially in the DP.

### Students' personal and social development, and their innovation skills

Students' personal and social development, their understanding of Islamic values, and their awareness of Emirati and world cultures are outstanding. They make a significant contribution to the community and to caring for the environment by taking the initiative to implement their innovative ideas.

### Teaching and assessment

The quality of teaching across the school is now very good in all phases and assessment is good or better. Overall, teaching and assessment practice is more consistent in the KG and DP phases. The processes for assessment and analyses of data are very good.

### Curriculum

The curriculum design, and the extent to which it is adapted to meet the diverse needs and interests of almost all students, are outstanding across all phases. A wide range of activities and exciting experiences is available to all students to ensure their learning is meaningful and enjoyable.

### The protection, care, guidance and support of students

The school is a safe, supportive and caring environment for the students. The buildings are maintained to a very high standard. This is an inclusive school that identifies and supports all groups of students. Students with gifts and talents are not always appropriately challenged.

### What the school does best

- The inclusive ethos of the school and its provision to meet the needs of almost all students
- Students' personal development, their understanding of Islamic values and world cultures, their social responsibility and well-developed innovation skills
- The positive and supportive relationship between the school and the parents
- The vision and direction set by the school's senior leadership team

### Key recommendations

- With a focus centred on students' outcomes;
  - school leaders at all levels should review and revise development and action plans and monitoring processes
  - middle leaders should monitor and provide effective support for teachers to deliver the planned curriculum.
- Teachers should raise expectations and achievement for all groups of students through sharing the best practice in teaching and the use of assessment.

Overall School Performance

Very good

1. Students' Achievement

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Good	Very good	Very good ↑	Outstanding ↑
	Progress	Very good	Very good	Very good	Outstanding ↑
Mathematics 	Attainment	Good	Very good	Good	Good
	Progress	Very good	Very good	Good	Good
Science 	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Very good

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Outstanding ↑

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

	KG	PYP	MYP	DP
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

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good ↑	Very good
Assessment	Very good	Good	Good	Very good

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	KG	PYP	MYP	DP
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	Very good
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:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- In English, students meet expectations, while in mathematics and science attainment is below expectations in the N.A.P. benchmark tests.
- The action plan includes key strategies to assist in meeting National Agenda targets. School leaders have a secure understanding of the N.A.P. data analyses and provide effective training for all staff.
- The analyses of Cognitive Ability Test (CAT4) data are used to identify achievement gaps. Triangulation with internal and benchmark data pinpoints strengths and weaknesses.
- The curriculum is modified to match the requirements of PISA, TIMSS and the N.A.P. tests. An appropriate balance of content, skills and knowledge ensures continuity and progression across phases.
- Outcomes of the CAT4 test and the N.A.P. results have had a direct impact on teaching strategies and on the development of students' learning skills.
- The majority of students are familiar with their N.A.P. reports and use them to plan for improvement by working on their areas for development.

**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**

- Governors and senior leaders have a comprehensive knowledge of the achievements of Emirati students and monitor their progress rigorously. Assessment data are thoroughly analysed to identify strengths and areas for improvement. Effective strategies to improve reading fluency are having a very positive impact on their progress in English. The school has excellent relationships with its Emirati parents.
- Emirati students are usually confident, engaged and involved learners. Older students are increasingly aware of their own potential. The school makes good use of data to identify their potential and establish personalised targets for attainment. Effective interventions are swiftly put into place to support any students who are underachieving, particularly if a language deficit is evident.
- The school uses its analysis of students' progress to provide appropriate and effective adaptation of the curriculum for all students, including those who are Emirati. The inclusion team rigorously monitors and evaluates the effectiveness of additional support. The school acknowledges that some verbal deficit is evident for a significant number of English as an additional language learners. It is, therefore, implementing strategies to improve verbal reasoning.

**The school's provision for raising the achievement of Emirati students is above expectation.**

### Moral Education

- The school's curriculum for moral education has been implemented effectively in Grades 1-5 but is still developing in Grades 6-9.
- Teaching is well-developed in the Primary Years Programme (PYP) where teachers are enthusiastic about the subject.
- Students learn well in the lower grades and participate actively in lessons. In the Middle Years Programme (MYP), students occasionally explore concepts from the moral education programme through their own research and understanding.
- The school's comprehensive assessment systems measuring attitudinal development are applied well in Grades 1-5 but are not fully in place in the higher grades.

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

### Social Studies

- The school's social studies curriculum is highly developed with a careful balance of skills, concepts and knowledge. It is integrated skilfully with other subjects.
- Teachers have strong subject knowledge and plan purposeful and engaging lessons. They make connections to students' personal experiences and to current affairs.
- Students show outstanding critical thinking and collaboration skills. They are fully engaged in exploring the UAE social studies concepts and make relevant connections with moral issues.
- Students' learning outcomes are assessed and used effectively to influence teaching and the curriculum.

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

### Innovation in Education

- Integral to the IB curriculum is the development of individuals as creative, reflective, independent learners. Lessons, activities and projects promote the development of these skills. Technology is embedded in all areas of learning.
- The school promotes a culture of innovation in all phases. Students readily take initiatives, manage their own projects and make reasoned decisions. Students have participated regularly in competitions.
- Teachers plan motivating and engaging lessons. Tasks foster inquiry, exploration, investigation and problem solving, particularly in DP. Teachers' questioning provokes thinking, provides for discussion and develops inferential comprehension skills.
- The IB curriculum, learner profile, and programmes of inquiry stimulate students' strong work ethic. The co-curricular programme and wide range of activities offer students an abundance of choices.
- Innovation is embedded and part of the culture of the school. All stakeholders have been involved in the processes for development of the school's vision of innovation.

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

## Main inspection report

### 1. Students' achievements

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good

- Most of the students in the MYP and DP demonstrate skills, knowledge and understanding that are in-line with curriculum expectations in Islamic concepts and principles. In the PYP they exceed curriculum expectations. The majority of students in all phases make better than expected progress in lessons.
- Students show confidence in interpreting prescribed verses of the Holy Qur'an and Hadeeth. They are able to make conclusions and apply their learning to real-life situations. Their skills in recitation and applying recitation rules are less developed.
- Non-Arabic speakers achieve better outcomes due to teaching strategies that challenge them more effectively, engage them better in lessons and promote independent learning.

#### For development

- Raise students' achievement across all phases by the use of assessment information to support teaching that is matched to the range of students' abilities.

		KG	PYP	MYP	DP
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good

- Students attain levels of skills, knowledge and understanding that are in-line with the expectations in the MYP and DP. Attainment in the PYP is above expectations for the majority of students. The majority of students across all the phases are making better than expected progress in lessons and over time.

- Most students have strong reading and comprehension skills. Their oral and writing skills are developing, but errors in usage and grammar are common. They use appropriate language in their writing with acceptable levels of depth in analysis in the secondary levels.
- Recent changes in curriculum design and adaptation, with a particular emphasis on reading, are having a positive impact on students' achievements and in creating interest in the Arabic language.

#### For development

- Enable students to improve their speaking and writing skills at all levels.
- Ensure that students are provided with an accurate level of challenge and the tools to immerse themselves in the Arabic language.

		KG	PYP	MYP	DP
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable

- Most students are meeting expectations in the MYP and the majority are performing better than expected in the PYP. The majority of students are making better than expected progress in lessons and in their recent work.
- Most students have appropriate listening comprehension skills when hearing familiar vocabulary. Their skills in reading aloud and in comprehending texts are improving steadily.
- Recent enhancements in the curriculum and assessments are having a positive impact on students' acquisition and use of Arabic as an additional language.

#### For development

- Improve students' outcomes in Arabic as an additional language by ensuring rigorous teaching and the refinement of assessment and curriculum adaptation practices.

		KG	PYP	MYP	DP
English 	Attainment	Good	Very good	Very good ↑	Outstanding ↑
	Progress	Very good	Very good	Very good	Outstanding ↑

- Kindergarten children and PYP students make rapid progress in developing their speaking and listening skills. Across the MYP, a large majority of students' make better than expected progress and attain above curriculum expectations. Most students' writing skills are in-line with curriculum expectations. DP students' results in assessments are excellent.
- MYP students extend their oral skills, critical thinking abilities, and response to literary texts. In the DP, students are articulate speakers who can confidently tackle a demanding range of literary texts and attain above expected levels in the IB Diploma.
- Inconsistency in PYP lesson planning hinders the development of writing skills. Reading is being improved through a new guided reading programme.

#### For development

- Through the use of appropriate rubrics, improve students' reading literacy and enhance opportunities to develop their writing skills, especially in the PYP and MYP.

		KG	PYP	MYP	DP
Mathematics 	Attainment	Good	Very good	Good	Good
	Progress	Very good	Very good	Good	Good

- Students in all phases utilise mathematics as an effective problem-solving tool whilst exploring links to the real world. In DP, students develop more sophisticated mathematical reasoning and critical thinking skills.
- A large majority of students in the KG and PYP make better than expected progress from their initial starting points in understanding the concept of number and number operations. In all phases, but particularly in the PYP, students are able to apply their knowledge and understanding of mathematics to solve real-life problems.
- The increased use of assessment data is beginning to have a positive impact on students' achievements by ensuring students build on and apply their mathematical concepts and skills through all phases.

#### For development

- Improve progress by consistently challenging students of all abilities to reach their potential.

		KG	PYP	MYP	DP
Science 	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Very good

- In the KG and DP, the smaller well-focussed learning groups have resulted in the very good progress made by students. In PYP and MYP the majority of students are making better than expected progress. The first cohort of DP results are very positive.
- At all levels students are confident communicators of science using accurate terminology. Limited opportunities for science study within the PYP units of inquiry do not allow for sequential building of knowledge and skills to prepare students well for MYP.
- Improved confidence in science is reflected in students' use of technology to support research and problem solving. Opportunities for critical thinking and independent learning are strengthening progress across the phases, whilst in KG regular opportunities for practical science are enhancing understanding. .

#### For development

- Develop more frequent and regular practical activities for all grades of PYP and MYP that involve open-ended, investigative inquiry using all aspects of scientific method.

	KG	PYP	MYP	DP
Learning Skills	Very good	Very good	Very good	Outstanding ↑

- In most lessons, active, attentive and enthusiastic students enjoy learning. Well-established classroom routines facilitate engagement. In DP, a range of challenging lessons and the required extended essay hone students' critical thinking, writing and research skills.
- Working independently and collaboratively in paired and in small group settings, students are conscientious learners. Problem solving, analysis, evaluation and investigative skills enable students to read, synthesize information, solve problems and draw conclusions. Critical thinking and reflection are integral to most lessons.
- Target setting, inquiry-based learning and the use of formative assessment are key features of a majority of lessons, particularly in the DP. Most students are actively involved in, and responsible for, their own learning. The use of technology extends and enhances their understanding of the world.

#### For development

- Develop and extend students' verbal reasoning skills in all subjects.

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

	KG	PYP	MYP	DP
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal development is a significant strength of the school. Students display very positive attitudes and are passionate about their learning. The IB learner profile clearly guides them in managing their interactions with others and for acting responsibly.
- Students have exceptional relationships with their peers, facilitating their challenging IB journey. They are increasingly sensitive to their classmates' needs and emotions, especially with their peers who have special educational needs and disabilities (SEND). Students are punctual to their lessons and have good attendance rates.
- Students' steadily evolving and maturing behaviour and healthy lifestyle choices, add further value to their excellent personal development outcomes.

	KG	PYP	MYP	DP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

- In all phases, students have a deep understanding of the influence of Islamic values on their lives. They are aware of the importance of values such as tolerance, respect and diversity and their impact on their relationships with others.
- Students fully appreciate and celebrate their own cultures. They show experience and knowledge of cultural diversity and breadth, including music, art and literature from around the world. They are very aware of common elements between cultures.
- Students demonstrate commitment to local and global issues through a wide range of extra-curricular activities available to meet their needs and enhance their understanding.

	KG	PYP	MYP	DP
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Community contributions, such as volunteering and charity work, and a range of initiatives led by students, are highlights of the school, especially in the MYP and the DP.
- Students have an excellent work ethic. They are developing appropriate leadership skills, especially senior school students, through the students' council, where they model exemplary attitudes towards their peers.

- Students are interested in environmental sustainability in and out of the school. They take the initiative to plan and lead different activities to improve their school environment through recycling projects and planting school gardens.

#### For development

- Ensure that the whole school community is involved in the celebration of cultural events.
- Enable KG children to be involved in more activities to support their understanding of environmental issues.

### 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good ↑	Very good

- Almost all teachers have strong subject knowledge and pedagogical skills. They plan purposeful lessons that foster the development of the IB learner profile, engage students' interests and enable them to access the curriculum successfully. Effective questioning, especially in English, mathematics and science, provokes thinking and problem solving.
- Most lessons include clear success criteria, utilise a variety of resources and promote inquiry-based learning. Teachers' planning across all subjects and phases does not consistently match the needs of all students.
- Questioning skills and a variety of teaching strategies engage learners. Lessons facilitate trans-disciplinary links, real-life applications and opportunities for student leadership. These features are less well developed in Arabic and Islamic education lessons.

	KG	PYP	MYP	DP
Assessment	Very good	Good	Good	Very good

- Assessment systems are better in the KG and DP where very accurate data is compiled and used to influence teaching and learning. In the PYP and MYP, assessment remains good although recent changes are enabling more reliable assessment data to be collected, leading to a better alignment between internal and external data.
- DP subject predictions are closely aligned to actual results, and accurate internal assessment reflects high quality, professional teaching by teachers who know their students very well. In the PYP and MYP, there is a lack of consistency in the use of assessment information in planning to meet the needs of all students.

- The more accurate use of appropriate criteria, and improved practice in assessing students' achievements, are providing greater validity and reliability to the internal data. However, this is not applied consistently particularly in PYP and MYP.

#### For development

- Improve the quality, effectiveness and consistency of planning across all subjects and phases to meet the learning needs of all groups of students.

## 4. Curriculum

	KG	PYP	MYP	DP
<b>Curriculum design and implementation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is broad and balanced and embraces the IB curriculum philosophy. The school is continuing to review and improve the curriculum for students in Grades 9 and 10 in preparation for transition to the DP.
- The co-curricular programme provides students with extensive choices to enhance their learning. The science curriculum features investigative science in the MYP but with greater emphasis given to the acquisition of knowledge. Cross-curricular links are meaningful especially between mathematics and the sciences.
- The curriculum for Arabic is based on modern foreign languages and Ministry of Education (MOE) standards and is fully compliant. Reading literacy has been enhanced in PYP English where levelled readers are now a key resource for student learning and assessment of their reading ability.

	KG	PYP	MYP	DP
<b>Curriculum adaptation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The range of extra-curricular activities provides students in Grades 1 to 12 with choices matched to their interests. An abundance of opportunities features activities in sports, technology, the arts, languages, environmental causes, reading, mathematics and Model United Nations.
- There are opportunities for innovation outside of lessons through, for example, reading and poetry competitions. In Arabic, the curriculum is effectively linked to the UAE culture and heritage. These links are not as consistent across other subjects.
- The provision of student personalised pathways in the MYP, and the modification of the curriculum to meet the needs of students with SEND are strengths.
- The school provides five hours per week of Arabic for all children in the Kindergarten.

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

	KG	PYP	MYP	DP
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Well-established rigorous policies and procedures for health and safety practices are regularly modified and updated to ensure the best provision for all members of the school community. Campus security is vigilant.</li> <li>Robust arrangements for child protection ensure training is provided for all members of the school community including volunteers. Effective systems, ensure that all students are well cared for and safe. Policies and procedures are well implemented to protect students from all abuse including bullying and cyber bullying.</li> <li>The school provides a secure, well-maintained, hygienic and accessible campus. Medical staff provide preventative and first aid treatment and contribute to the promotion of well-being throughout the school.</li> </ul>				

	KG	PYP	MYP	DP
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Staff-student relationships are exemplary and contribute significantly to the harmonious and respectful ethos of the school. Systems for managing behaviour and attendance are consistent and very effective. Consequently, students are self-disciplined, respond very well to others and value their learning and achievement.</li> <li>The school has very rigorous and effective systems to identify those students who have special educational needs and those who are gifted or talented. Highly effective support is provided for students with additional needs so that appropriate intervention enables them to make good personal and academic progress.</li> <li>The well-being and personal development of students is carefully monitored. Students are confident to seek help if they have any concerns in their school lives. The school counsellors provide excellent academic and personal support and are particularly effective in guiding older students about careers and university admission.</li> </ul>				

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Outstanding

- This is a fully inclusive school with values and practices that show respect for each student. The inclusion governor, the inclusion champion and leaders at all levels are committed to meeting the needs of all students with special educational needs and disabilities (SEND).
- When students join the school, a range of appropriate assessments are used very effectively to identify any cause for concern. Consequently, students with SEND are monitored closely and their difficulties accurately diagnosed so they can receive effective intervention to support their learning and well-being.
- The school keeps all parents fully informed of their children's progress through personalised reports and discussions. Parents of students with SEND are valued partners in their children's education and work with the school to develop an individual programme for their child.
- Skilful modifications to the curriculum for students with SEND enable additional support to be very successful. Teachers ensure their lessons meet the learning needs of students with SEND. However, there is some inconsistency in curriculum adaptation for students with gifts and talents.
- Students' progress is very well tracked and monitored. The SEND team has an in-depth understanding of each student's academic and personal achievements. Students make good progress overall and almost all display very positive attitudes in their learning.

### For development

- Ensure that best practice is shared so that all lessons are consistently modified to meet the particular needs of all students including those with gifts and talents.

## 6. Leadership and management

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

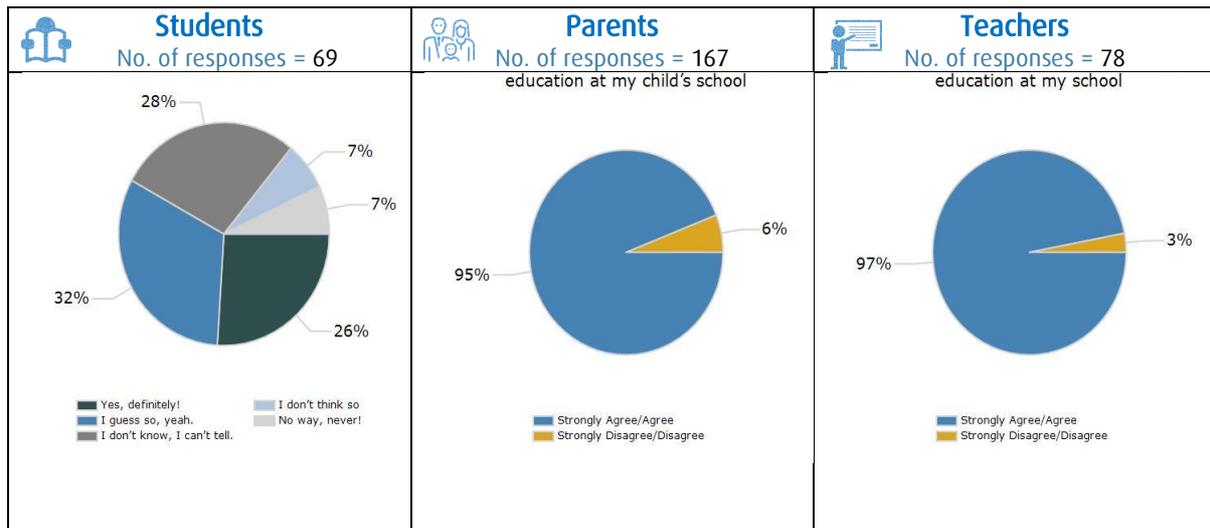
- The school's senior leadership team articulates a clear vision for the school that is closely linked to the UAE national and Emirate priorities. They promote an inclusive and caring ethos that is focused on students' well-being through the development of positive relationships between all stakeholders. The morale throughout the school community is very positive.
- School leaders recognise and prioritise areas for further development through the use of an effective self-evaluation process that involves all stakeholders. Action plans are developed to implement processes aligned to the priorities, in particular to support and enhance teaching for effective learning. The implementation of these processes is not systematic and is not sufficiently focused on students' outcomes.
- The parents are actively involved in the education of their children and their views are regularly sought, considered and, where appropriate, acted upon. Communication between the school and the parents is very effective. Parents receive regular reports about their children's achievements. There is significant involvement in the local and wider community to enhance students' learning.
- The school's governing and advisory boards meet regularly. They are very supportive and exert a positive and direct influence on school performance. The governing board is cognisant of, and supports the school's leadership in taking action to address the recommendations of the previous inspection. They provide appropriate staffing, facilities and resources and hold school leaders accountable for the overall performance of the school.
- The day-to-day management of the school is very effective. The school has appropriately qualified and well-deployed staff. Professional development opportunities for staff are aligned with the school's priorities. The school has an extensive range of well-maintained and resourced facilities resulting in a positive and effective learning environment.

### For development

- Ensure the monitoring of teaching and lessons is focused on students' outcomes.

## 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.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students who responded to the survey are most positive about their understanding of Islamic values in Dubai, and working with a diverse range of students. The majority indicate that they do not read well in Arabic. These findings are supported by evidence collected during the inspection.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents who responded to the survey are satisfied with the education the school provides for their children and indicate that their children are happy and safe at school. The areas of concern for a minority of the parents are reading for pleasure at home, and literacy and reading in Arabic. The inspection findings support, in general, these parents' views.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Almost all teachers' responses are very positive, especially relating to the safety and well-being of students. A few teachers consider that the professional development offered to support their teaching could be improved. The inspection findings support in general the teachers' views.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)