

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

VERY  
GOOD

دبي  
المعرفة Knowledge

## INSPECTION REPORT

2017-2018

Dubai English  
Speaking School

Celebrating  
10 years of  
inspections

DUBAI ENGLISH SPEAKING SCHOOL

UK CURRICULUM

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## School information

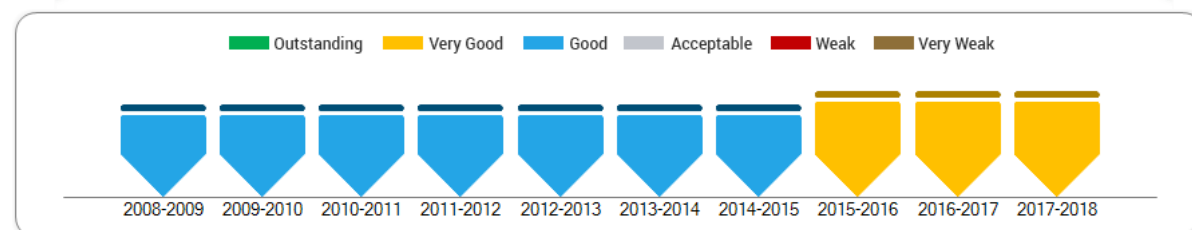
General information	
Location	Umm Hurair
Type of school	Private
Opening year of school	1963
Website	www.dessdubai.com
Telephone	0097143371457
Address	P.O. Box 2002, Oud Metha Rd.
Principal	Catherine Dando
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	6 to 9 November 2017

Teachers / Support staff	
Number of teachers	60
Largest nationality group of teachers	British
Number of teaching assistants	45
Teacher-student ratio	1:17
Number of guidance counsellors	0
Teacher turnover	2%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	1022
Number of children in pre-kindergarten	110
Number of Emirati students	6
Number of students with SEND	54
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	CAT4 and GL tests
Accreditation	BSO
National Agenda benchmark tests	CAT4 and GL tests

## School Journey for Dubai English Speaking 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

Dubai English Speaking School was inspected by DSIB from 06 to 09 November 2017. 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 effective leadership of the principal, ably supported by senior leaders, middle leaders and governors, is appreciated by students, staff and parents. The strengths and weaknesses of the school are well known, but self-evaluation occasionally lacks rigour and coherence. Effective engagement with parents is a strength of the school. Excellent facilities and resources offer a vibrant, supportive and creative learning environment.

### Students' achievement

Attainment and progress in the Foundation Stage are outstanding. In the primary phase, attainment is good in Islamic education, acceptable in Arabic and very good across English, mathematics and science. Students' progress is good in Islamic education and Arabic, and very good in English, mathematics and science. Students' innovation, enquiry and research skills are developing well, contributing to outstanding learning skills.

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

Students' personal and social development are outstanding. Students are highly resourceful and innovative. They have an excellent work ethic. Children in the Foundation Stage enjoy learning about Islamic values and Emirati culture and in the primary phase, their understanding of these themes is outstanding. Here, their knowledge of the history and culture of the UAE is particularly well-developed. Attendance is outstanding.

### Teaching and assessment

The quality of teaching is very good across the school because relationships are highly valued, lessons are well planned and the environment is highly conducive. However, the quality of teaching is more variable in the primary phase. Assessment is outstanding and teachers have a thorough knowledge of students' strengths and weaknesses.

### Curriculum

The school follows the English National Curriculum model with the addition of Islamic education and Arabic. Statutory requirements are fully met. The curriculum is enriched through a range of extra-curricular activities and enhancements to develop students' enterprise, innovation, creativity and social skills. Modifications to the curriculum for students with special educational needs disabilities (SEND) including those who are gifted and talented, are very good.

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

The care and support of students are outstanding. The school provides a safe, secure and supportive environment. The school takes its responsibilities for health and safety very seriously, so that procedures and practices are outstanding. Support for students with SEND, and those who are gifted and talented, are very good. High quality feedback, by teachers, to students promotes respect, trust and confidence in the teachers.

### What the school does best

- The provision, leading to outstanding attainment and progress, for children in the Foundation Stage in English, mathematics and science.
- Students' outstanding learning, personal development, social responsibility and innovation skills across the school.
- The outstanding assessment, curriculum design and adaption, health and safety, and care and support across the school.
- The outstanding leadership, partnership with parents and the school's management of staffing, facilities and resources across the school.







### Key recommendations

- Improve the quality of teaching, with the greater focus on the primary phase, to raise students' attainment and progress across the school by ensuring:
  - greater consistency in the quality of teaching across subjects and year groups
  - different strategies for learning are used in Arabic to improve students' speaking and writing skills
  - the level of challenge and expectation is further raised in Islamic education
  - students are provided with more extended writing opportunities
  - the monitoring and evaluation of teaching are clearly focused on student progress.

## Overall School Performance

Very good

### 1. 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	Good ↑
English 	Attainment	Outstanding ↑	Very good ↓
	Progress	Outstanding	Very good ↓
Mathematics 	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good
Science 	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding



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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Very good ↑
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:**

- Students' attainment in English, mathematics and science in the National Agenda Parameter tests exceed expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- Leaders are fully committed to the National Agenda. They make excellent use of formative and summative assessment to raise the achievement of students.
- Teachers personalise individual students' learning. Shared information enables parents and their children to better contribute to the learning process.
- External examinations are used well to support the review and modification of the curriculum. Curriculum changes are used to develop skills before they are assessed.
- Across all subjects and all year groups, teachers are using strategies that allow students to make choices about how they present their learning.
- External assessments results are increasingly being used to support and challenge student performance. Innovative projects encourage students to research, analyse and present their findings.

**Overall, the school's provision for achieving National Agenda targets exceeds 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

- Senior leaders are aware of Emirati students' achievements. These are monitored carefully as part of a whole school plan. Parents receive regular and informative feedback on their children's progress as well as guidance and support on how to help at home.
- Emirati students are eager to learn, enjoy school, collaborate well with others, and find things out for themselves. They are keen to show what they know and can do. The number of Emirati students is very small but leaders have analysed CAT4 data for individual students and appreciate the importance of prioritising an improvement in the verbal reasoning skills of this cohort.
- The school modifies the curriculum to meet the needs of Emirati students and the development of their verbal reasoning skills is ongoing. The development of reading skills is a high priority, and all students take part in guided reading sessions which are matched to their abilities and spoken language skills. Parents are encouraged to support reading at home.

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

### Moral Education

- The school has made substantial progress in integrating the UAE moral education programme (MEP) into the overall curriculum, where it reflects strongly, the ethos of the school.
- Teaching includes an appropriate emphasis on moral education, using a variety of different teaching approaches, such as the Year 6 speed debating and line debating activities.
- Most students participate actively in lessons and can link the MEP principles to areas of their personal lives. Discussion and debate are significant features of the sessions on moral education.
- Assessment systems in moral education reflect those used across the school. The school is introducing portfolios for students to require them to self-assess by reflecting on their learning.

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

### Social Studies

- The United Arab Emirates social studies curriculum is developing, and follows the designated learning outcomes, incorporating links to other areas of the curriculum.
- Teaching adopts a thematic approach, with a focus on discussion and debate. Literacy development is also promoted through the subject.
- Enrichment activities enhance student learning and develop their research skills in social studies. Parents are supported through a forum offering insight into the subject and its importance.
- The school is introducing 'global citizen' portfolios for students to keep records. There is an on-line tracker to assess progress as well as peer and self-assessment.

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




### Innovation in Education

- Students develop skills of innovation in their creative use of technology. Collaboration and critical thinking skills are a focus for this term's work.
- Across the school, students work enthusiastically on ventures, such as supporting a school in Nepal. This is promoting the development of students' skills of enterprise and entrepreneurship.
- Almost all teachers use modern approaches to learning, placing an emphasis on student-centred approaches and the effective use of information technology.
- There are many opportunities for innovation, enterprise and creativity across the curriculum. In the Foundation Stage, innovation skills are an intrinsic part of the curriculum.
- Leaders actively encourage, support and promote innovation across the school. The introduction of the learning skills curriculum underpins the school's commitment to innovation.

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

## Main inspection report



### 1. Students' achievements

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

- Internal school data indicates that students' attainment is very strong. Work samples and lesson observations confirm student's knowledge and understanding is good as is their progress.
- Students have a strong knowledge of Islamic principles, values and morals including seerah and the Pillars of Islam. They are making good progress in developing their understanding across the majority of Islamic concepts, but progress is inconsistent in recitation skills and slow in understanding the Holy Qur'an verses.
- Students' skills in memorising the Holy Qur'an are improving. However, their ability to apply the recitation rules is less well developed. In addition, the progress of different groups of students is variable.

#### For development




- Improve students' understanding of Islamic law, etiquette and Holy Qur'an verses, and further develop their ability to apply the recitation rules.

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

- Most students' attainment levels are within what would be expected for their respective ages. Progress, however is good across the phase as evident in lessons, tests results and their written work.
- Students are engaged in learning through age-appropriate, engaging tasks including games and singing. Students with SEND make progress in line with their peers, helped by the support provided by teachers and other students.
- Students are competent in speaking Arabic, using appropriate grammar and making few mistakes. Students, especially younger students, attain well in reading, listening and speaking.

#### For development

- Improve students' speaking and writing skills across all year groups, so that attainment levels in Arabic are raised further.


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

- Students make good progress given their different starting points. Internal examination results, written work and lesson observations show acceptable attainment.
- Although their speaking skills are developing more slowly in relation to their other skills, students are competent in speaking, using common words and short sentences to explain their likes and dislikes.
- Students across the phase attain at age-related expectations in both reading and listening.

#### For development

- Use assessment data to consider students' learning style in planning, in order to raise students' attainment in speaking.




English 		Foundation Stage	Primary
	Attainment	Outstanding ↑	Very good ↓
	Progress	Outstanding	Very good ↓

- In the Foundation Stage, children develop their listening and speaking skills exceptionally well and build firm foundations in early reading and writing skills. They develop their knowledge of sounds, letters and words and use their skills very effectively. In the primary phase, attainment in speaking, listening and reading is higher than it is in writing.
- In the primary phase, students demonstrate highly developed listening and speaking skills which they use to good effect across all subjects. Intervention in the development of reading skills has led to increased fluency.
- Students have a secure knowledge and understanding of the use of grammar and spelling conventions. They develop increasing fluency in writing for real purposes, using a range of literary devices to good effect. Extended writing is not yet fully developed. Handwriting and presentation skills remain too variable.

#### For development


- Further improve progress in writing for all groups of students by providing more extended writing opportunities as well as encouraging writing across the curriculum.

Mathematics 		Foundation Stage	Primary
	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good

- Continuous assessment data for the Foundation Stage illustrates outstanding children's achievement. In the primary phase, in-class evaluations of attainment and progress are moderated by results from external assessments. Internal and external assessment results are well-aligned and show very good overall achievement.
- Students across both phases, attain well in both understanding basic mathematical concepts as well as making very good progress in developing skills of reasoning and problem solving, often mediated through real-life scenarios.
- A recent development, connected with deepening the learning and boosting the achievement of primary students, is the use of open-ended mathematical investigations. This allows attainment in the application of knowledge and understanding, rather than the mere recall of facts.

#### For development

- Further develop students' mental arithmetic skills so that students' focus more on applying their mathematics rather than on computational methods.

<div>Science</div> 	Foundation Stage		Primary
	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good

- The emphasis on learning through investigation and experimentation has a positive impact on raising the achievement of students, including students with SEND. There are opportunities for the most able students to attain very high standards. Scientific language is very well developed across the phases at an age-appropriate level.
- In lessons and their work books, students demonstrate a developing understanding of science. This is confirmed through high level group discussions witnessed in the best lessons. Many students apply scientific knowledge to solve problems and develop solutions.
- The quality and amount of writing in science is limited to note-taking in class and a few opportunities to write more extensively in work books. This prevent students from consolidating their knowledge and building on their previously learnt skills.

	Foundation Stage	Primary
Learning Skills	Outstanding	Outstanding

- Students are highly motivated and actively engaged in their learning. They are fully aware of their progress and their strengths in learning. Learning skills are consistently strong, across the school and notably so in the Foundation Stage and in the lower primary phase.
- The development of the 4Cs (communication, collaboration, creativity and critical thinking) has ensured that key learning skills are integral and embedded within daily lessons. Student collaborate successfully and communicate effectively.
- Students apply their skills, knowledge and understanding to new learning contexts. They are innovative and make very good use of learning technologies. Their work across the curriculum helps them to develop their problem solving and critical thinking skills.

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

	Foundation Stage	Primary
<b>Personal development</b>	Outstanding	Outstanding

- Excellent personal development is a feature of all lessons. Children in the Foundation Stage are highly enthusiastic about their learning. In the primary phase, students show resilience and an increasingly well-developed sense of maturity and personal responsibility. Behaviour is always exemplary.
- Relationships between students and with their teachers are highly positive. Students always help each other and are sensitive to each other's needs. They have an excellent understanding of healthy lifestyles and are mindful of eating healthily and taking regular exercise.
- Students' enjoyment of learning, and their positive and responsible attitudes, are reflected in their excellent attendance and punctuality. These make a significant contribution to the progress they make.

	Foundation Stage	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Outstanding

- Students enjoy learning about Islamic values and Emirati culture. In the Foundation Stage, features of the landscapes in the UAE are a vital part of children's experience in Dubai and beyond.
- Students in the primary phase, have a strong awareness of worldwide cultures and proudly share and celebrate their understanding of their own cultures with each another. Children's understanding of other cultures in the Foundation Stage is very good.
- Emirate heritage is well known to all students, who appreciate its importance and relevance to life in modern Dubai. Their understanding is supported by well-crafted assemblies as well as through the social studies curriculum and cultural celebrations.



	Foundation Stage	Primary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding

- The development of students' social responsibility and innovation skills is exceptional across the school phases. Students make highly valued contributions to school and community life, frequently in support of the needs of others.
- Students are resilient learners and have an excellent work ethic. This is very evident in their academic achievements and in their remarkable engagements with local, national and international communities. They contribute and lead on a wide range of unique initiatives including enterprise and entrepreneurial projects.
- Students are extraordinarily proud of their school and they really care about its environment. They have initiated and participated in many innovative activities, which contribute positively to their awareness and deep understanding of sustainability.

### 3. Teaching and assessment

	Foundation Stage	Primary
<b>Teaching for effective learning</b>	Outstanding	Very good

- Teachers in the Foundation Stage consistently use highly effective approaches to teaching and learning, leading to excellent outcomes. In the primary phase, most teachers provide engaging and inspiring tasks, which impact positively on student achievement. Expectations are high and learning activities invariably encourage students to do their best.
- Across both phases, strong relationships, as well as supportive and vibrant learning environments, underpin teaching for effective learning. However, the quality of teaching is more variable in the primary phase, across subjects and year groups.
- Teachers plan purposeful and innovative lessons which make learning meaningful. Student-centred approaches to learning and teaching ensure that students are continually engaged and have ownership of their learning. As a result, learning skills are strong across the school.

	Foundation Stage	Primary
<b>Assessment</b>	Outstanding	Outstanding ↑
<ul style="list-style-type: none"> <li>Outstanding assessment processes in the Foundation Stage are underpinned by a team approach to collecting and analysing evidence of children's achievements. In the primary school, teachers and leaders very effectively make use of a wide range of assessment evidence.</li> <li>Assessment data are well analysed at individual and group level. Assessment information is used well to appropriately adapt both teaching and the curriculum, to better meet the needs of students.</li> <li>Leaders make increasingly more effective use of the external benchmarking assessments and outcomes of cognitive tests to better support and challenge students. The data form the basis for learning intervention and most notably for students with SEND and for those who are gifted and talented.</li> </ul>		

#### For development

- Ensure that there is even greater consistency in the quality of teaching across subjects and across year groups, by identifying and sharing outstanding practice.

## 4. Curriculum

	Foundation Stage	Primary
<b>Curriculum design and implementation</b>	Outstanding	Outstanding ↑
<ul style="list-style-type: none"> <li>The curriculum is distinctive and inspiring, reflecting the school's values and vision for 'irresistible learning'. It is particularly successful in motivating students and promoting their interest and enjoyment. Regular reviews ensure that the school provides a curriculum that reflects the international context and the UAE's national priorities.</li> <li>In the Foundation Stage, there is a strong emphasis on personalised learning and the development of skills through a stimulating and thoughtfully planned, activity-based curriculum.</li> <li>Planning is highly effective in ensuring continuity and progression of learning, throughout the phases. Students are prepared very well for the next stage in their education. Themes connect students' learning exceptionally well and skills across subjects are developed in meaningful and interesting contexts.</li> </ul>		

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding ↑

- The school makes adaptations to the curriculum to provide sufficient challenge to meet the needs of most students. It is particularly successful in providing engagement and challenge in the Foundation Stage and for students with SEND.
- Across both phases, the diverse curriculum is flexible. It provides opportunities for students to achieve personally and academically. Via an extensive range of extra-curricular activities and continuous provision sessions, students can follow their own interests and do so with enthusiasm.
- The programmes to develop knowledge and understanding of UAE culture and society are interesting and motivate students to learn and to complete their own research. All students have a very secure knowledge of values which influence UAE society.
- Children in Foundation Stage 2 are successfully learning Arabic. Teachers align the curriculum to the Early Years Foundation Stage and develop children's communication skills through a rich language environment. Activities are age appropriate for young children and build a sound foundation for their work in Year 1.

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

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

- The school had a rigorous child protection and safeguarding policy. Procedures and practices are clearly defined and understood by staff, students and parents. The Health and Safety Policy offers clear guidance on safety and well-being including in students' use of the internet and social media.
- Buildings and equipment are maintained in an excellent condition, with frequent and rigorous checks. Security, medical and safety provision are a priority throughout the school. Records are thorough and action is taken promptly to address any issues that arise.
- Ongoing improvements to the facilities and consistently high standards of maintenance ensure that the campus offers a safe and healthy environment. The premises and facilities provide an excellent environment, which fully meets the learning needs of all students.



	Foundation Stage	Primary
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Staff student relationships are excellent. Students feel safe and well cared for. Parents agree that students are safe and happy in the school. The promotion of high levels of attendance and excellent punctuality is rigorous; parents are very supportive of the school.</li> <li>There are comprehensive and rigorous systems and very good support for students identified with SEND. This works in most cases for the majority of the students identified. Gifted and talented students have opportunities to extend their learning.</li> <li>Students are given accurate feedback on how well they do at school.</li> </ul>		

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

### Provision and outcomes for students with SEND

Very good

- The education action team adopts a shared vision, with a clear commitment to inclusion. The dedicated inclusion champion implements policies which are very effective, ensuring that there is consistent provision across the school. Planning for targeted support is systematically monitored and the provision adjusted to suit students' needs.
- Specialist leaders use a range of assessment tools to identify students with SEND. Information is used to match the students' needs to provision, which includes in class support or intervention programmes. The school invests well in the department and in high quality resources. The valued learning support assistants take part in ongoing training to improve their expertise and skills.
- Highly effective communication systems enable parents to work in partnership with the school. They are informed through various ways about the personal and social development of their children as well as their progress in academic subjects. Parents' feedback is welcome and encouraged.
- Support for students is personalised and planned around their aptitudes, interests and abilities. Personal development also has a high priority. As a result, students make at least good progress, have high self-esteem and feel included.
- Students are tracked effectively using a range of assessment tools. The inclusion team knows how well students are achieving and can demonstrate how information is used to improve provision, and what the next steps are.

### For development

- Monitor inclusion in class to check that teachers and learning support assistants understand and follow through students' targets and personalised programmes.

## 6. Leadership and management

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




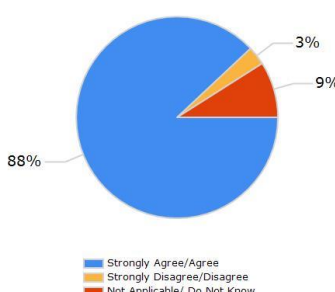
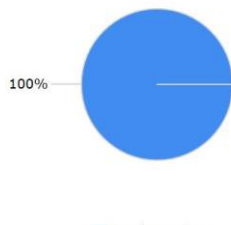
- Senior leaders have a clear vision and are strongly committed to the school. All staff share a commitment to both the UAE national and Emirate priorities. Relationships and communications between staff across the school are professional, supportive and effective. Almost all parents express confidence in the leadership of the school.
- Senior and middle leaders have a very good understanding of the school's strengths and weaknesses. The school development plan is well considered and closely linked to the National Agenda but some aspects of action planning lack coherence. All recommendations from the previous inspection report have been addressed.
- Parents are extensively and effectively engaged as partners. They are involved in many activities and most notably, the national events. They are well informed about their children's learning. Their views and suggestions are taken into consideration, such as providing more healthy food choices in the canteen and making homework non-compulsory. The school makes many social contributions to both local and international communities, including social enterprise and charitable donations at an individual, national and international level.
- The governing board is influential in school leadership and direction. Board members bring with them a variety of expertise. The governing board receives representation from a range of stakeholders including the Parents in Partnership group. School leaders are held accountable for their actions. Areas for improvement have been addressed. Statutory and regulatory requirements are met.
- All phases are consistently well-supported by high levels of staffing, resources and facilities. The high staffing ratio allows for greater individual attention. There is an extensive range of buildings designed to promote student-centred learning and a high level of classroom resourcing, including technology. Recent developments of the Key Stage 1 classrooms, learning support area and the library provide rich learning environments that enhance student achievement.




### For development

- Ensure that action plans are always coherent and aligned to both self-evaluation and the school development plan. Key priorities are time constrained and linked to success criteria.
- Ensure that governors are fully engaged in the process of school self-evaluation, the analysis of data and planning school improvement priorities.

## 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> No. of responses = 0	 <b>Parents</b> No. of responses = 370	 <b>Teachers</b> No. of responses = 77
Not Applicable	<p>I am happy with the work that KHDA is doing</p>  <p>88% 3% 9%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know</p>	<p>Overall, I am satisfied with the quality of education at my school.</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 <b>Students</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents who responded to the survey, are satisfied with the quality of education provided by the school. Almost all parents indicate their children feel safe in the school and safe on school transport. A minority of responses highlighted concerns over bullying and the school's procedures. Inspector evidence indicates bullying is extremely rare and procedures to protect students from bullying are rigorous. Almost all parents feel the school is well led.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Teacher who returned the survey, are universally positive and almost all feel they enjoy working at the school. They feel the school is a happy and supportive place.</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)