

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

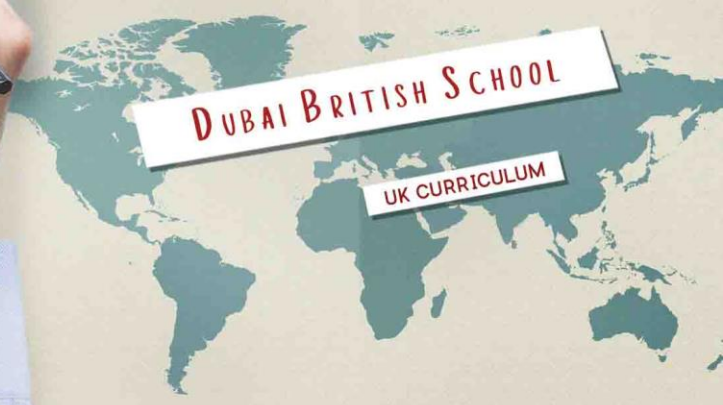


INSPECTION REPORT

2017-2018

Dubai British School

Celebrating 10 years of inspections



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School information

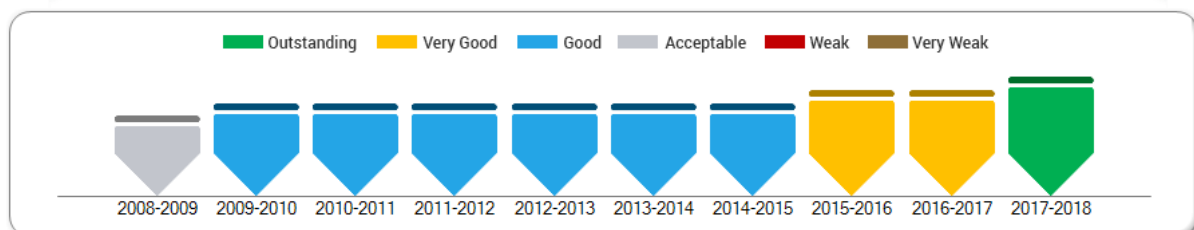
General information	
Location	Emirates Hills
Type of school	Private
Opening year of school	2005
Website	www.dubaibritishschool.ae
Telephone	00971-4-3619361
Address	P.O. Box 37828, Springs 3, Emirates Hill, Dubai
Principal	Brendon Fulton
Principal - Date appointed	4/1/2016
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	84
Largest nationality group of teachers	UK
Number of teaching assistants	30
Teacher-student ratio	1:14
Number of guidance counsellors	1
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	1151
Number of children in pre-kindergarten	0
Number of Emirati students	2
Number of students with SEND	75
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE, GCE Advanced Level, Business and Technology Educational Council (BTEC)
Accreditation	British Schools Overseas. (BSO)
National Agenda benchmark tests	GL, IBT

School Journey for Dubai British 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 British School was inspected by DSIB from 16 to 19 October 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Students' well-being, personal development and achievement are at the heart of this school. Leaders, inspired by the highly effective principal, are determined that all students enjoy learning and achieve as well as they can. Parents hold the school in high regard, particularly regarding the sense of community, underpinned by an unswerving commitment to inclusion.

Students' achievement

Students achieve well in most subjects. They make rapid progress in the early years and continue to sustain this pace of learning in English, mathematics and science as they move through the school. Students' progress in Islamic education and Arabic as an additional language has accelerated. Students develop excellent learning skills.

Students' personal and social development, and their innovation skills

Students highly positive attitudes, exemplary behaviour, and strong sense of responsibility, contribute to the harmonious community. They routinely reflect maturely on their own progress, and make insightful comments when evaluating the work of their classmates. From the early years to the sixth form, students are eager to try out things for themselves, increasingly drawing on their skills of innovation.

Teaching and assessment

Assessment systems are exemplary. As a result, teachers ensure work is pitched at the right level of challenge for all students. Teaching across the school is imaginative, engaging and highly innovative. Teachers provide personalised feedback which means students are clear about their next steps towards improvement.

Curriculum

Teachers interpret the curriculum imaginatively. Typically, a unit of study starts with a 'wow' moment which intrigues students and stimulates their curiosity. Through lessons and widespread extra-curricular activities, students learning is enriched with memorable experiences. Adaptations to the curriculum ensure the needs of all groups of students are met.

The protection, care, guidance and support of students

Students' welfare is the school's highest priority. Parents fully appreciate the way their children are known as individuals and kept safe. Support for students with special educational needs and/or disabilities is outstanding. Students new to the school are welcomed warmly. Before they leave, students benefit from well-informed guidance on careers and higher education.

What the school does best

- Under the inspirational leadership of the principal, the school successfully fulfils its mission to ensure students develop into well-rounded, caring and aspirational individuals within a stimulating learning community.
- Children in the early years thrive due to the highly skilled teaching which promotes their independence, curiosity and their key skills in numeracy, literacy and science.
- Students' attitudes, behaviour and sense of responsibility are exemplary; they are tolerant, respectful, and mutually supportive,
- Highly effective teaching and the use of assessment means that students acquire excellent learning skills and make at least good, and often outstanding, progress in all subjects.
- The imaginative, engaging, and challenging curriculum, together with high quality support, contribute significantly to the achievement of all students, including those with special educational needs and those who are gifted and talented.







Key recommendations

- Raise achievement in Islamic education by:
 - improving students' memorisation of the Holy Qur'an and their recitation skills
 - establishing students' starting points, identifying the next steps in their learning, and setting them clear targets
 - tracking students' progress and making adjustments to the curriculum when appropriate.

Overall School Performance

Outstanding ↑

1. Students' Achievement

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
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	Outstanding
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 in English, mathematics and science is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders, are committed to the National Agenda and this is clear in their development plan which focusses on data analysis and continued training.
- The extensive analysis of data, particularly the use of cognitive assessment tests, is evident in all lessons and enables teachers to personalise students' learning.
- All departments skilfully adapt their curriculum to focus on the development and progression of key skills which are evaluated in the National Agenda benchmark tests.
- The school has totally changed its approach to teaching, placing the student at the centre of the learning, and challenging them to think critically.
- All students are familiar with their learner profile and use a wide range of resources effectively to develop their research and enquiry skills.

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

Moral Education

- Moral education is integrated appropriately within the school's curriculum framework. The school effectively engages families in the process of moral education.
- Teachers ensure that lessons are personalised, engaging and challenging. The language of teaching is English. Connections are made to students' prior learning, experiences and current affairs.
- Students actively engage in lessons and explore the concepts of moral education in their own way and at their own level.
- Assessment of moral education takes account of how students feel, think and act.

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

Social Studies

- UAE social studies is skilfully designed to be well-balanced, relevant and effective in developing knowledge, skills and understanding.
- UAE social studies is taught in English. Teachers plan purposeful and engaging lessons and use effective strategies to provide appropriate levels of challenge and support.
- Students interact and collaborate well. They use learning technologies effectively to find things out for themselves. Critical thinking and problem-solving skills are well-developed features of learning.
- Regular assessments provide accurate measures of students' progress. Assessment information is used effectively to influence teaching and meet the learning needs of all groups of students.

The school's implementation of the UAE Social Studies Programme is well developed.


Innovation in Education

- Students are extremely independent learners and have the resilience to provide considered responses to questions posed. There are widespread opportunities for students to be reflective.
- Students routinely use modern technology. The use of innovative online resources is supporting students' independence and their ability to direct and support their own learning.
- Teachers are highly creative in planning thought-provoking activities. They create superb learning environments and use questions skilfully to promote critical, independent thinking.
- Interwoven into the fabric of the curriculum, are opportunities that allow students to be creative, innovative, and entrepreneurial. This is particularly the case in relation to UAE initiatives and projects.
- Leaders have created a culture of innovation and staff are empowered to develop new strategies. For example, research, involving staff and students, resulted in teachers honing their skills in engaging students.

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	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑

- Most students demonstrate levels of understanding that are in line with curriculum standards. The school's internal assessments identify a higher level of attainment. Student progress is good in all phases although performance is stronger in the primary phase.
- Particular strengths across the school are the knowledge and application of Islamic values, and principles. Students can explain the difference between Zakat and Sadaqa. However, memorisation and correct recitation of the Holy Qur'an is underdeveloped, particularly in the secondary and post-16 phase.
- Progress at the secondary and post-16 phases has improved as a result the alignment of the quality assurance system with other subjects. Refinements to the curriculum mean students increasingly explore the reasons behind Islamic laws, such as that related to orphan sponsoring and adoption.

For development


- Improve students' achievement, including the memorisation and recitation skills of the Holy Qur'an, by planning lessons that are based on the analysis of students' existing knowledge, application, and skills.

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

- The acceptable attainment in the secondary phase is mainly due to students' limited fluency in standard Arabic. This hinders their ability to express themselves clearly and at length. However, students make good progress in their speaking in relation to their starting points.
- A strength in both phases is the increased opportunities for reading and writing in various contexts, such as the daily diary in the middle year groups. Across both phases, listening skills and reading comprehension are developing well.
- The use of aides and writing guides in the primary phase is having a positive impact on the development of students' writing.

For development


- Provide students in the secondary phase with a wider range of writing aides, and increased opportunities to practise speaking standard Arabic.

		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' progress in all four skills in the primary phase is very good in relation to their starting points. Elsewhere, attainment and progress are consistently good. Across the school, the progress made by students' studying Arabic for the first time is outstanding.
- Strengths in Arabic as an additional language in both phases are the increased opportunities for students to read and write in a wider range of contexts, with a focus on contextualising writing to day-to-day functional Arabic.
- The improved use of assessment information to better design activities in both phases is supporting the successful progress students are making.

For development


- Sustain the opportunities for writing in both phases.

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

- Students' outstanding progress throughout the school matches the predictions from international assessments. Very good attainment in post-16 is achieved through challenging work by ambitious students who make outstanding progress.
- Students of all ages write accurately and creatively, increasing their familiarity with a wide range of text types. IGCSE students' literary criticism is analytical and evaluative. A-level students make outstanding progress whilst deepening their understanding of how authors influence readers' viewpoint.
- Leaders' successfully promote reading for enjoyment. As a result, children in the Foundation Stage rapidly acquire early reading skills and a love of books. This accelerates throughout the primary phase where students build their speaking, vocabulary, comprehension and writing skills through 'talk for writing' initiatives.

For development


- Continue with enabling students in the post-16 phase learn to set their own questions appropriate to the learning objectives, and, extend this to secondary students.

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

- The reason for the difference in attainment at post-16 is the fact that around a quarter of new students join the school at the beginning of Year 12, some of whom have not had the benefit of previous high-quality teaching.
- The school provides the students with plentiful opportunities for critical thinking. This means that the students are extremely adept at applying their understanding of mathematical operations when solving word problems.
- Improvements in the style of teaching have a very positive impact on students' learning experience. Students are benefitting greatly from the opportunities to learn through investigation and practical mathematics.

For development

- Leaders should consider strategies to accelerate the progress of newcomers into Year 12 and raise attainment at A level to the highest level.

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

- Students achieve outstanding results in external examinations and these continue to improve in most sciences. At A level, a large majority make better than expected progress. In GCSE most achieve above the predictions of their teachers and the potential indicated by cognitive attainment tests.
- Students across all phases are becoming independent scientists and show confidence in using scientific methods. They design their own investigations to answer real life problems and scientific questions. All students use critical thinking and problem-solving skills to determine viable solutions.
- Students' outstanding progress is due to highly effective teaching and because enquiry-based, scientific investigation is exceptionally well promoted in all phases.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Outstanding	Outstanding ↑	Outstanding

- Students' enthusiasm for learning is palpable. In the Foundation Stage, children are given high quality opportunities to take responsibility for their own learning. In other phases students collaborate, find solutions to problems and use modern technology very effectively.
- Students are highly reflective. They can make links between areas of learning, confidently applying new learning to different contexts. Students regularly offer innovative and enterprising solutions to real life problems. Their research skills, using technology and books are well developed.
- The innovative approach to appraisal, research into student engagement, and using students as trained observers, have all had a positive impact on learning skills. Students in all phases are confident and highly independent learners who sustain their concentration.

For development

- Develop students' confidence in responding to open-ended questions in Arabic in order to extend the speaking skill.

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

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

- The outstanding personal development of all students is a significant key strength. Students' behaviour is exemplary. In the Foundation Stage, children readily take on roles such as distributing resources and tidying up. In the older classes, roles and responsibilities are a consistent feature of learning.
- Outstanding attendance and punctuality exemplifies students' highly positive attitudes to learning. They are consistently self-disciplined, enjoy one another's friendship, and are respectful to all adults. Students show empathy and sensitivity to the needs of others, in keeping with the school's inclusive nature.
- Students benefit from well-planned programmes that encourage physical exercise, outdoor play and keeping safe. Their learning experiences, often self-organised, develop a very good understanding of the importance of making consistently wise choices about eating well and keeping fit.

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

- Students have a secure grasp of understanding of Islamic values. Their awareness of Emirati culture is very strong and evident during lessons across the curriculum. However, the grasp of some national priorities such as the Year of Giving and the Year of Reading is insecure in the secondary and post -16 phases, as is the awareness of world cultures in the Foundation Stage.
- Students exhibit pride of their own culture and identify the typical characteristics of food, music, and sports. Displays around the school deepen students' awareness of the Emirati and world cultures. Students acknowledge and greatly appreciate the uniqueness of Dubai as a mix of all cultures.
- The school makes continuous efforts to improve students' awareness and knowledge of Islamic values. This includes weekly assemblies on Arab cultures in the primary phase. Events within and outside the school have resulted in students' excellent appreciation of Islam and its impact on life in Dubai.

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

- Students' social development and skills of innovation in all phases of the school are outstanding. They relish opportunities to lead initiatives and make an excellent contribution to the life of the school.
- Strengths in social development include students' strong work ethic, their care and concern for others, excellent understanding of environmental sustainability and global issues, and their involvement in a wide range of community activities.
- Students are provided with a rich array of opportunities, interwoven into the fabric of the school curriculum, that allow them to be creative, innovative and entrepreneurial. This is particularly the case in relation to UAE initiatives and projects.

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

3. Teaching and assessment

- Teachers in all phases understand very well, how children and young people learn. Lessons focus on enquiry-based learning, often with an element of choice, and are very rarely dominated by the teacher. Highly imaginative lessons in the Foundation Stage are irresistible to the children.
- The development of critical thinking and problem-solving skills is strong across all phases. Skilful questioning encourages students to reflect, think deeply, engage in dialogue and communicate their learning effectively. Students ask focused questions because they are genuinely interested in their learning.
- Lessons are expertly planned with a good understanding of the National Curriculum and examination requirements. Teachers are innovative and willing to try different ways to make lessons exciting. Most lessons have high expectations and challenge for students of all ability, but this is less evident in Islamic education.

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

- The use of assessment, across the whole school is outstanding. All phases use effective systems for the monitoring and tracking of attainment and progress.
- The main strength in assessment is the extensive use and analysis of data to identify those students that need further help. Similar efforts are made to recognise the most able students who require further challenge to fulfil their potential.
- Since the previous inspection, the school uses information from data analysis to change approaches to teaching. The student is now firmly at the centre of learning. Lessons are planned and tasks are set to meet the needs of all groups of students.

For development

- Monitor all strands of teaching and assessment to ensure that all elements are impacting positively on student outcomes.

4. Curriculum

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

- The Foundation Stage provides an extensive range of authentic, developmental learning experiences. Primary students use their heritage, community and personal experiences to develop creative talents alongside academic skills and knowledge.
- Well-planned transitions between phases ensure students' progress smoothly and leave each phase equipped to succeed. Taster sessions help students to select their GCSE subjects. Academic guidance, together with work placements, ensure A Level students successfully progress onto prestigious universities and employment.
- Curriculum reviews have identified a small number of GCSEs for early entry and the development of vocational subjects in the secondary phase. New post-16 initiatives blend BTEC and A Level pathways, providing wider choices. A wealth of extra-curricular enrichment supplements students' interests.

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

- The school is highly successful in adapting the curriculum to meet the needs of all groups of students. Teachers interpret the curriculum imaginatively, taking account of students' different starting points, learning styles and interests. They plan exciting and engaging activities which enable students to develop academically and personally.
- The curriculum inspires and motivates students. Opportunities for creativity, innovation and social contribution are skilfully planned both in lessons and through the wide range of extra-curricular activities.
- UAE heritage and culture is successfully promoted in primary lessons and through the social studies and humanities programmes in the secondary school. The inclusion of the EXPO 2020 programme in the curriculum enables students to explore its themes of opportunity, mobility and sustainability.

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

- The school has well defined safeguarding policies and procedures including those for e-safety which are fully understood by students, staff and parents. Students are effectively supervised at all times including on the buses and during break times.
- Maintenance of the school environment, equipment and buildings is excellent. The premises and facilities meet the learning needs of all. The school maintains very detailed and secure records. Medical staff are vigilant in their care of students and relevant medical information is shared with staff to ensure students' medical care.
- Promotion of personal safety and healthy living is highly successful. Aspects of healthy living is systematically built into many aspects of school life. The recent banning of mobile phone use during the school day has minimised potential hazards when using the internet and social media.

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

- Staff know the students very well and show high levels of care and concern for their well-being and that of their families. Counsellors are very skilled at supporting vulnerable students. The introduction of 'mindfulness' programmes enables students to develop concentration and resilience.
- The school has rigorous systems to assess students' needs and this results in accurate identification and timely intervention. Barriers to learning are reduced and staff plan challenging tasks which consider students' different starting points and their next steps in learning.
- Staff have very high expectations of behaviour in and around the school. The school is very successful in promoting the importance of high levels and attendance and punctuality.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Outstanding

- This is a fully inclusive school. The leader's drive, vision and understanding of inclusion are manifested in the highly effective provision which is very responsive to the needs of all students. Inclusion is well represented at governor and leadership levels.
- The school has effective systems to map provision accurately for students with SEND and swiftly identifies areas where extra support is required. As a result, the school introduced a specialist programme for students in mathematics and science.
- Parents value the way staff involve, support, and guide the whole family in helping their children to achieve their potential. Parents make valuable contributions to their children's individual programmes, and support them at home by working on their next steps in learning.
- Modification of the curriculum is at the heart of the school inclusion policy. Highly skilled and experienced staff, including learning supports assistants, are very effective in removing barriers to learning. The school empowers teachers to take responsibility for the provision and outcomes for all students including those with SEND.
- Staff make very good use of assessment information to monitor students' academic and personal development closely. They take swift action to adapt the support when required. Overall students with SEND make outstanding progress in their academic and personal development.
- The school has effective systems to map provision accurately for students with SEND and swiftly identifies areas where extra support is required. As a result, the school introduced a specialist programme for students in mathematics and science.

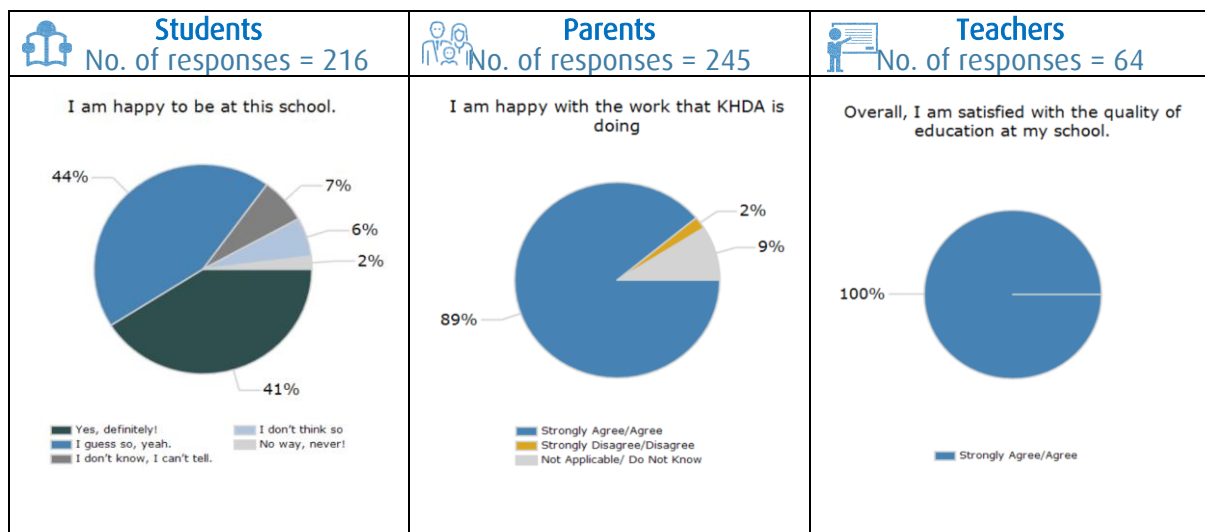
6. Leadership and management




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

- The principal, very effectively supported by leaders at all levels, provides inspirational leadership. Leaders have established a culture of inclusion and innovation. In keeping with the school's mission, to enable students to 'enjoy, inspire, achieve', an exceptionally strong sense of purpose permeates the school. This is underpinned by a determination that all students do as well as they can, and evident in the high standards of academic achievement and personal development.
- Leaders carefully review all aspects of the school's provision and closely track students' achievement. They gain an accurate picture of successful strategies that can be shared, and where improvement is needed. Improvement plans include innovative ideas and quantifiable targets, which enable leaders to accurately evaluate the success of initiatives. All the recommendations of the previous report have been addressed rigorously and successfully.
- As an integral element of the school's drive for excellence, parents are successfully engaged as partners in their children's learning. They hold the school in high regard and appreciate that all children in the community are welcomed, whatever their individual needs. Strong partnerships locally and internationally, such as recent visits to Rwanda and India, support students' academic and social development.
- The governing board is highly effective in supporting the school. Board members have an excellent range of experience and expertise. They visit regularly and seek assurance that students are achieving well. They routinely consult staff, parents and students when reviewing the school's effectiveness and planning improvements. The board rigorously holds leaders to account and provides insightful and constructive feedback and support.
- The school runs very smoothly and efficiently due, not least, to the efforts of all staff, including administrators and security personnel. Teachers are very well qualified and deployed extremely effectively. They benefit from an excellent programme of additional training. The premises provide an excellent environment for learning, sport, expressive arts, and recreation. The facilities and resources for the early years are first class.

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	<p>Almost all students who responded to the survey express very positive views about most aspects of the school. They are particularly pleased about the quality of teaching. They appreciate the support and individual feedback staff give about their strengths and weaknesses. The inspection findings concurred with these positive views.</p>
 Parents	<p>Almost all parents express a high degree of satisfaction with every aspect of the school. They are unanimous about the quality of care, and praise the importance given to children's well-being and safety. Parents of children with special educational needs or disabilities are very happy with the support provided for children and their families. Parents say their children love reading in English.</p>
 Teachers	<p>Teachers are almost unanimous in their views. All are positive about students' behaviour and how they get along with one another. They say that this is a good school to work for. They praise the school's leadership and the opportunities for professional development.</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