

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

**Inspection Report
2018-2019**

Dubai British School

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK



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School Information

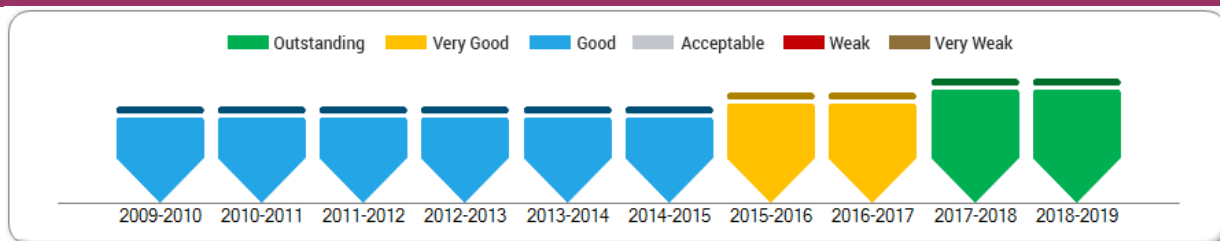
General Information	Location	Emirates Hills
	Opening year of School	2005
	Website	www.dubaibritishschool.ae
	Telephone	043619361
	Principal	Brendon Fulton
	Principal - Date appointed	1 April 2016
	Language of Instruction	English
	Inspection Dates:	05 to 08 November 2018

Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	1171
	Number of Emirati students	2
	Number of students of determination	69
	Largest nationality group of students	UK

Teachers	Number of teachers	84
	Largest nationality group of teachers	UK
	Number of teaching assistants	30
	Teacher-student ratio	1:14
	Number of guidance counsellors	3
	Teacher turnover	19

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, GCE A-level, BTEC
	Accreditation	BSO, CIS
	National Agenda Benchmark Tests	CAT4, GL

School Journey for Dubai British School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' attainment is outstanding in most subjects across all phases, and their progress is good or better in all subjects. Students' achievement has improved in Islamic education in Primary but has declined in Post-16 science. Students' learning skills are well-developed, as is their understanding of how to apply them in different contexts.
- Students' personal and social development, their participation in community services and implementation of innovative ideas are outstanding in all phases. These are strong features of the school. Students' understanding of Islamic values and Emirati and world cultures is outstanding in Primary and is very good in the other phases.

Provision for learners

- Teaching for effective learning and the underlying assessment practices are outstanding across the school. Teachers' planning ensures that challenging lessons are taught in almost all subjects. High-quality questioning is used to probe and extend students' thinking. The very effective use of assessment and helpful feedback provided for students, underpin the high quality student outcomes.
- Curriculum design and adaptation are outstanding across all phases. The school offers both GCE A-levels and Business and Technology Education Council (BTEC) qualifications at Post-16, and is providing access to the Award Scheme Development and Accreditation Network (ASDAN) qualification framework as an additional achievement opportunity for students who more suited to alternative pathways. Their curriculum offers students a rich variety of learning experiences.
- The school provides a safe, supportive and caring environment for all students. The buildings are maintained to a very high standard. The day-to-day management is highly effective. This is an inclusive school in which the needs of almost all students are being met. Counselling services provide effective support and guidance for all students, as well as for those investigating future academic and career pathways.

Leadership and management

- School leaders and governors have a clear vision for the future of the school. Morale is high and positive relationships between all stakeholders contribute to the vibrant atmosphere of success that pervades the school. Parents are particularly supportive and play an active role in the life of the school. Procedures for driving and supporting continuing improvement are fully embedded and effective.

What the School does Best:

- Students' outstanding personal development and sense of social responsibility across the school
- The clear vision and direction provided by the principal, senior leaders and governors in pursuit of the continuing improvement of the school
- The inclusive ethos of the school and the high quality care and support provided to meet the needs of all groups of students
- The implementation and design of a curriculum that supports alternative pathways for students
- The positive and supportive relationship between the school and the parents.







Key Recommendations:

- School leaders and governors should ensure that the:
 - examples of best practices in teaching, learning and assessment evident in the school are effectively shared and applied consistently throughout the school
 - long-term development plans have identifiable interim targets to support the monitoring and accountability processes.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 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	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	Good ↓
	Progress	Outstanding	Outstanding	Outstanding	Very good ↓
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter (N.A.P.) targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

Schools progression in international assessments

is above expectations.

- The school's results in the 2015 Trends in International Mathematics and Science Study (TIMSS) tests show an overall improvement, with the mathematics and science targets being exceeded. The school did not achieve its Programme for International Assessment (PISA) targets in 2015, with lower scores in all areas compared with the previous assessment. Results of the 2017 PISA Based Tests for Schools (PBTS) show improvement, with a narrowing of the gap towards the targets in science and reading, while exceeding the targets in mathematics. Cognitive ability test data (CAT4) show large majority of students are achieving above their potential.

Impact of leadership

is above expectations.

- Leaders are determined to ensure that the school achieves its' National Agenda targets. The action plan sets out clear objectives, with detailed action planning delegated to middle leaders. This leads to some inconsistencies in approach, particularly in the lower Secondary. Good use is made of information from N.A.P. tests to guide curriculum and lesson planning.

Impact of learning

is above expectations.

- The teaching of critical thinking and reading for understanding is embedded in nearly all lessons. Problem-solving skills are effectively developed in the integrated science, technology, engineering, art and mathematics (STEAM) lessons. FS children develop strong independent learning skills that are further developed in Primary. Although independent learning opportunities are more limited in the lower Secondary, older students display excellent research skills.

Overall, the school's progression to achieve its UAE National Agenda targets is above expectations.

For Development:

- Ensure that students are appropriately prepared to undertake PISA style tests and fully understand their importance.
- Ensure the consistent application of best practice in the use of N.A.P. test data across the school.
- Ensure the consistent provision of opportunities for independent learning across the school.

Reading Across the Curriculum

- Analyses of information from international assessments and standardised assessments of reading, show that students achieve extremely well across most aspects of the curriculum.
- Most readers across the school use effective comprehension strategies to gain greater understanding of what they are reading.
- The library provides an important role in engaging, developing and supporting students to become confident lifelong readers, who read for pleasure and for information.
- Discussions with school leaders, review of assessments and observations of students show that the school is fully committed to the development of reading across the curriculum.

For Development:

- Ensure the inclusion of Arabic language in the reading project.

UAE Social Studies

- The UAE social studies curriculum is planned, resourced and adapted at a level that meets the needs of all learners.
- Students show high levels of independence, collaboration and interaction. They make frequent connections between areas of learning and can explore new concepts for themselves.
- In lessons and in their recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards.
- Internal assessment information and recent work show that students' progress is above the expected level in relation to their individual starting points and to the curriculum standards.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Students have many opportunities to be innovative because their strong critical thinking and problem-solving skills support them in generating new ideas.
- Students are encouraged to develop their skills of innovation through the many opportunities they are given to take leadership roles. They are very effective users of learning technology.
- Teachers create learning environments that promote critical thinking and a culture of innovation. Teaching enables students to relate their work to other subjects and everyday contexts.
- The curriculum and extensive range of extra-curricular activities, provide numerous opportunities to promote innovation. Lessons are planned to encourage students to think in original and critical ways.
- Leaders' shared understanding of innovation is embedded in the culture of the school. Innovation is made explicit in the school development planning and the training provided for teachers.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The school's internal assessment data shows a higher level of attainment than that observed in lessons and work samples. Students are making better than expected progress over time in relation to their starting points.
- Students have strong knowledge of Islamic values and how they are applied in the UAE society. Their knowledge and understanding of Seerah is less secure. Secondary and Post-16 students' memorisation of the Holy Qur'an remains underdeveloped.
- Higher expectations have led to an improvement in students' memorisation and recitation of the Holy Qur'an in the Primary. Although the school has linked all areas of the curriculum to 'can do' statements to support student self-assessment, the implementation of this approach is inconsistent.

For Development:

- Improve students' knowledge and understanding of Seerah in all phases.
- Improve students' memorization of the Holy Qur'an in the upper phases.
- Align the internal assessments with the curriculum standards.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- The progress of the majority of students is above expectations because they are fully engaged in learning. Students in the Secondary and Post-16 phases are not challenged enough to enable them to reach higher levels of attainment.
- The majority of students can read well, particularly in Primary. Their listening skills are strong in all phases. A significant number of students do not always use classical Arabic when speaking about their own ideas. Students' creative writing is less secure, especially in the upper years.
- Students in Primary respond positively to the increased opportunities to write about a range of topics, and their writing skills are developing well. This remains an underdeveloped area in the other phases.

For Development:

- Provide more opportunities for students to write in a range of genre at appropriate levels particularly in Secondary and Post-16.
- Develop students' speaking skills using classical Arabic, particularly when expressing their ideas.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Very good	Good	Not applicable

- The reading skills of the majority of students are above curriculum expectations. Students are developing their language skills well, particularly in Primary. The progress made by students who have been studying Arabic for fewer years than their years at school is very strong.
- The majority of students can read correctly but not fluently. Structured writing is developing well, especially for the more capable students, but creative writing is underdeveloped. Speaking skills are less secure. Students are not adept at using familiar phrases in different situations.
- The school is successful in encouraging students to take GCSE Arabic in Year 9. The cohort that took the examination achieved high results. Internal assessments are not fully aligned with the Ministry of Education (MoE) curriculum expectations.

For Development:

- Increase the opportunities for students to develop their speaking skills.
- Align the internal assessments with the most recent MoE curriculum expectations.

English

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

- Students' high attainment in Post-16 is a result of students making excellent progress in the development of language skills across all phases. Assessment information is used well in lessons in planning challenging work that ensures all students reach or exceed their targets.
- The development of speaking skills is a focus across all phases. This is a particular strength in FS, where the many opportunities for talking about learning, provides students with an excellent foundation for the development of reading and writing skills.
- Cross-curricular reading initiatives include drama, poetry and the works of famous writers, such as Shakespeare. These are proving popular with all students but especially with those in Secondary and Post-16, who are increasing the range of authors whom they read for pleasure.

For Development:

- Raise the attainment of Post-16 students to match that of those in the other phases.

Mathematics

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

- Across all phases, students make significant gains in their mathematical knowledge, skills and understanding, and can relate their learning to real-life situations. The focus on learner-centred practical activities in FS and Primary is helping develop their problem-solving skills.
- Mathematical skills are particularly well developed. These are underpinned by explicit connections between mathematical concepts. Students' ability to reflect on these connections enhances their mathematical reasoning skills and their ability to solve complex multi-step problems.
- The recent increased emphasis on investigative learning through practical activities is helping to embed the development of critical thinking in teaching and learning throughout the school.

For Development:

- Extend opportunities for investigative learning in Secondary and Post-16.

Science

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

- Most students from FS to Secondary have developed broad knowledge of scientific concepts. This is underpinned by a deepening conceptual understanding and ability to apply critical thinking skills to new situations. Consequently, most students achieve excellent GCSE results.
- Results at A-level have declined over three years. Results in physics have been the strongest of the sciences. Inspection evidence and the school's internal assessments show that most students are currently making better than expected progress.
- Children in FS develop effective observation and inquiry skills. Primary students develop a strong grasp of fair testing through a wide range of inquiry-based learning, linking well to the STEAM programme. Secondary and Post-16 students build upon these foundations and have well-developed investigative skills.

For Development:

- Improve students' progress and attainment in all three science areas at the A-level to align with the excellent GCSE results.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students display excellent learning skills throughout the school. Children in FS work independently and enjoy finding things out for themselves. Critical thinking and problem-solving, which feature strongly in Primary, upper Secondary and Post-16, are less strong in lower Secondary.
- Students' enthusiasm is infectious. They are extremely willing and conscientious learners who take responsibility for their own learning and persevere with tasks. They collaborate extremely well and confidently communicate their ideas in depth. Almost all students use technology effectively to support their learning.
- Students make meaningful connections between areas of learning and use these to deepen their understanding of the world. They are also able to reflect on their own work and that of others at the end of lessons.

For Development:

- Increase opportunities for students in lower Secondary to demonstrate and apply their learning skills in different contexts.

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

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

- Students show very positive attitudes and a high level of enthusiasm towards learning and the school. They value the strong friendships and other relationships they form in the school. A culture of self-discipline and self-reliance permeates throughout the school community.
- Students are highly motivated and engaged in helping each other during and after lessons. They take the initiative to make their school experience rewarding and fulfilling. The excellent attendance and punctuality reflect students' high sense of responsibility.
- Students have excellent understanding of healthy lifestyles and the benefits of healthy eating and regular exercise. They are highly engaged in after-school sports and competitive team sports. The obesity rate in the school is very low.

	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 show a strong understanding of Islamic values. However, their ability to explain the rationale and impact of some Islamic values as applied to the UAE is inconsistent. In Primary, students' ability to make connections with UAE culture and Islamic values is more firmly embedded.
- Students demonstrate excellent knowledge and understanding of the UAE culture and heritage. They participate in various Emirati cultural events, especially in Primary. FS children's understanding of Emirati culture and Islamic values is enhanced by regular lessons in Arabic and social studies.
- Students have a strong affiliation to their own culture. They show respect for the many cultures represented in the school. On International Day, each class represents one country, which contributes to students' deeper understanding of world cultures.

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

- Students participate in a variety of activities that benefit the school and the local community. Through the student council, peer mentoring and other initiatives, they make many significant social contributions to the life of the school, while simultaneously enhancing their own self-worth.
- Students demonstrate a strong work ethic and a willingness to learn. In FS, children develop independence. Older students take advantage of the many opportunities to carry out independent research and develop leadership skills. They are very resourceful, innovative and creative.
- Students take pride in their school and have a strong focus on improving their environment. They enthusiastically participate in eco-events and competitions. They show care for the school environment and successfully initiate a variety of environmentally friendly projects.

For Development:

- Improve students' understanding of the relevance of Islamic values to the everyday life in the UAE.

3. Teaching and assessment

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

- Teaching across all phases is carefully planned and well organised. In FS and Primary, it is particularly effective as it inspires students to learn with and from each other in very positive learning environments.
- Lesson planning is underpinned by teachers' strong knowledge of their subjects and students' capabilities. In most lessons, questioning is of high quality. It encourages students to focus on their work, tests their understanding and promotes active discussion and higher-level thinking.
- High-quality teaching is promoted through systematic collaborative monitoring of classroom teaching by fellow teachers and school leaders. Strengths in teaching are identified and shared, and, where appropriate, professional training is provided.

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

- The school has very effective assessment processes to check and record students' attainment and progress in all phases. In Arabic and Islamic education, assessments are now more closely linked to the MoE requirements. In the other subjects, assessments are carefully linked to the National Curriculum for England and examination board requirements.
- Internal assessments are benchmarked against N.A.P. test results in Primary and against GCSE and A level results in upper Secondary and Post-16. The school makes effective use of CAT4 information to check students' progress against their potential.
- Assessment information is used effectively to guide curriculum planning and teachers' lesson planning. While planning identifies the desired outcomes for the different groups of students, it is not always clear what students have to do to achieve these outcomes.

For Development:

- Ensure wider sharing of the excellent teaching approaches evident in most lessons.
- Ensure that teachers' planning consistently identifies what students need do to achieve the expected outcomes.

4. Curriculum

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

- The arrangements for students to move between phases are carefully planned and effectively executed to ensure smooth transition and continuity in learning.
- There is a strong emphasis on encouraging students to link their learning to other areas of the curriculum and to see its value in everyday contexts. This helps students appreciate the relevance of their learning and motivates them to gain deeper understanding.
- The curriculum is regularly reviewed, with account taken of the views of stakeholders. The recently-introduced STEAM approach to learning provides a focus on cross-curricular inquiry and critical thinking. This consolidates students' understanding of concepts in different subjects and helps them link them together.
- In Primary and Secondary, moral education is taught as a single standalone lesson per week. In Years 11 to 13, it is taught as a cross-curricular theme.

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

- Teachers collaborate effectively with the inclusion team to plan curriculum modifications to better meet students' diverse needs. The availability of ASDAN and Business and Technology Education Courses (BTEC) qualification offers students a wider range of achievement opportunities.
- The curriculum offers numerous opportunities for students to be enterprising and innovative. These opportunities increase as students move up the grade levels. The extra-curricular programme and links with the community offer students more opportunities to develop their interests.
- Social studies, Arabic and Islamic education lessons foster an understanding of the UAE society and Emirati culture. Some learning experiences are embedded in the wider curriculum to develop students' deeper understanding, but this is an area that is currently underdeveloped.
- Arabic is taught in FS2 for one hour a week.

For Development:

- Embed a range of learning experiences through all aspects of the curriculum to raise students' knowledge and understanding of the Emirati culture and UAE society.

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 is highly effective in keeping all students safe and secure. Child protection and safeguarding policies and procedures are reviewed and updated regularly. Appropriate training is provided to all staff.
- Evacuation drills are conducted regularly. Prompt action is taken to rectify any problems identified in the systematic maintenance checks. The provision of high quality, well-maintained, safe and secure facilities continues to be a focus of the school.
- Healthy living is systematically promoted throughout school life. FS children increasingly learn about healthy eating from the healthy food awards put in their lunch boxes.

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

- The school fosters exemplary staff-student relationships, which have a positive impact on behaviour, attendance and punctuality.
- The school is fully inclusive and uses rigorous systems to ensure the early and accurate identification of the diverse needs of students of determination, as well as those with particular gifts and talents. A highly effective system of support for students of determination ensures that close checks are maintained on their personal and academic progress.
- The school pastoral care system includes specialist counsellors who provide highly-effective personal guidance. They closely monitor and support any vulnerable students. The academic and career guidance provided for older students is very effective.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Strong leadership and strategic planning sustain the inclusive nature of the school. The experienced inclusion heads ensure the high quality of provision and are held accountable for student outcomes. Inclusion policies and procedures are up-to-date and rigorously monitored to ensure they are effective.
- The inclusion team makes use of a range of procedures to ensure the early and accurate identification of student needs and to plan timely and appropriate interventions. Additional support is provided through the school's strong links with a range of external professionals.
- Parents are kept fully informed of their children's progress and are involved in planning their individual learning programmes. They support the work of teachers and the inclusion team in meeting their children's needs. Parents attend parenting workshops and are represented on the inclusive support team.
- Collaborative planning among teachers, students and the inclusion team ensures that curriculum modifications that match students' needs are embedded in lessons. Effective personal support facilitates students' active learning, engagement in lessons and the development of independence. Students have access to a wide range of learning opportunities.
- Students' progress in academic, personal and social development is monitored continually, and assessment data shows progress is better than expected for almost all students across all subjects. Students benefit from quality feedback that helps them achieve their targets.

For Development:

- Ensure the inclusive education improvement plan includes success criteria to facilitate the evaluation of each goal.

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

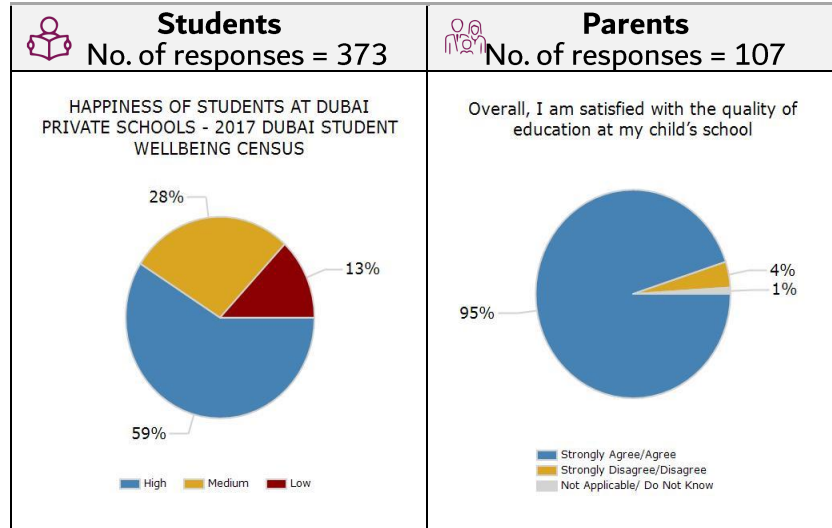
- The school's senior leadership team, led by a highly-effective principal, has a clear vision for the school that promotes an inclusive and caring atmosphere. At the heart of the school, there is a focus on students' well-being and a shared understanding of the 'enjoy, aspire, achieve' concept. Morale throughout the school community is very positive. The roles of middle leaders are well-developed. They provide valuable support in the drive for continuing improvement.
- Effective school self-evaluation identifies the key areas for further development. Whole school and department action plans specify appropriate strategies that are aligned to the improvement priorities. These strategies have a positive impact on students' achievement. Some long-term aspirational goals do not have clear interim checkpoints to ensure that they can be reached. The school has addressed, innovatively, the recommendations made in the last report.
- Links with parents are very strong. Parents value the school's inclusive ethos, particularly the support provided for children with differing needs and abilities. Parents are active participants in their children's education and very much value the lessons in Arabic provided for their own learning. Links with the wider community, internationally and locally, such as the school's work to host 'Ramadan Sharing Fridges', are equally important and underpin students' development, both academically and socially.
- The school's executive board is very supportive of the improvement strategies being implemented in the school. It has a positive collegial relationship with the school leadership and exerts a direct influence on school's performance. It holds the school leadership to account for the school's outcomes. The board has fully supported the school's leadership in the actions taken to tackle the recommendations made in the last report. They ensure that appropriate staffing, facilities and resources are available.
- The school has excellent facilities and resources, particularly in FS, that provide a stimulating learning environment. The school is effectively organised and well-managed. It runs very smoothly and efficiently because of the efforts of all staff, including administrators and security personnel. All staff are well-qualified and trained.



For Development:

- Develop long-term goals with interim targets to improve monitoring and accountability.

The views of parents and senior students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> The students who responded to the survey are almost all positive about the school. They feel safe and have a confident perception of belonging to a community. They consider that they do well in their school work and that they work hard. The inspection findings support students' responses.
 <p>Parents</p>	<ul style="list-style-type: none"> The parents who responded to the survey consider that their children are safe at school. Almost all agree that they are satisfied with the quality of education their children receive and that the school provides good value for money. The inspection findings, in general, support parents' responses.

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