

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



**دبي**  
المعرفة Knowledge

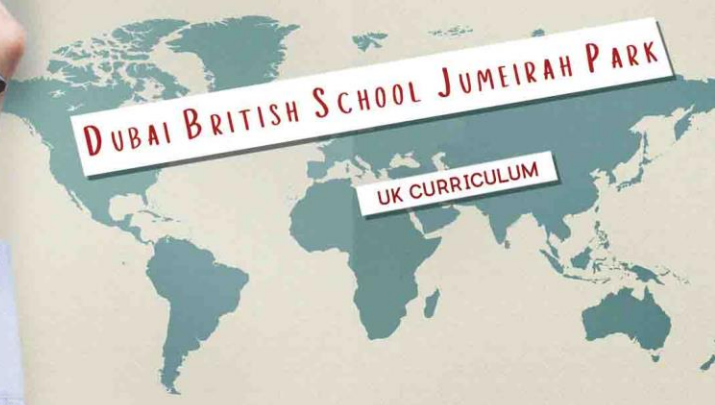
# INSPECTION REPORT

2017-2018

Dubai British  
School Jumeirah  
Park

Celebrating  
10 years of  
inspections

DUBAI BRITISH SCHOOL JUMEIRAH PARK  
UK CURRICULUM



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## School information

### General information

Location	Jumeirah Park
Type of school	Private
Opening year of school	2015
Website	www.dubaibritishschooljp.ae
Telephone	00971-4-5520247
Address	Dubai British School Jumeirah Park
Principal	Heather Mann
Principal - Date appointed	9/1/2015
Language of instruction	English
Inspection dates	19 to 22 February 2018

### Teachers / Support staff

Number of teachers	71
Largest nationality group of teachers	British
Number of teaching assistants	21
Teacher-student ratio	1:13
Number of guidance counsellors	0
Teacher turnover	0%

### Students

Gender of students	Boys and girls
Age range	5-14
Grades or year groups	Year 1 - 9
Number of students on roll	892
Number of children in pre-kindergarten	0
Number of Emirati students	7
Number of students with SEND	56
Largest nationality group of students	UK

### Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	Y6 SATs
Accreditation	NA
National Agenda benchmark tests	GL, IBT

## School Journey for Dubai British School Jumeirah Park

■ Outstanding  
 ■ Very Good  
 ■ Good  
 ■ Acceptable  
 ■ Weak  
 ■ Very Weak



2017-2018

## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

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

## Summary of inspection findings 2017-2018

Dubai British School Jumeirah Park was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

School leaders and governors share an inclusive vision for the school. They are ambitious and strive for excellence. They work in close partnership with parents and have established links with the local community to enhance students' learning experiences. Senior and middle leaders have a clear understanding of what needs to be done to bring about consistent improvement in students' academic achievement.

### Students' achievement

Students' attainment in Islamic education and Arabic is acceptable in both phases. They make good progress in Islamic education and in Arabic as a first and second language in the primary phase. Progress in Arabic in the secondary phase is acceptable. Attainment and progress in mathematics and science, and attainment in English, are good. Students make very good progress in English and use their language skills well in other subjects. Students' learning skills are developing well.

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

Students' personal development, their enthusiasm for learning, and their care for the local community and the environment are very good. They have a good understanding of Islamic values and how they influence life in the UAE. Their awareness of Emirati and world cultures is developing very well. Their skills in innovation are emerging.

### Teaching and assessment

The quality of teaching for effective learning is good across the school. It is consistently stronger in the primary phase although there are strengths in both phases particularly with regard to the use of assessment in planning to meet the needs of all students. The translation of teacher planning into practice is inconsistent.

### Curriculum

The curriculum is very well designed and adapted to meet the needs, interests, abilities and aspirations of most students. Planning at each stage ensures students are well prepared for the next steps in learning in most subjects. A range of extra-curricular activities and visits enhance students' learning and their understanding of the UAE.

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

The arrangements for protecting and safeguarding students are exemplary. Students are safe and secure in school and on school transport. The guidance given for safe use of the internet is appropriate. They receive very effective guidance and support for their personal and academic development, and for their physical and emotional wellbeing.

### What the school does best

- Students' progress in developing their skills in the English language and using it across the curriculum
- Students' personal development, their enthusiasm for learning, their respect for teachers and other students and their contribution to the community
- The quality of the curriculum design and adaption in meeting the needs of most groups of students including those with special educational needs (SEND) and the gifted and talented
- The attention given to students' health, safety and protection, and the quality of support for students' social, emotional and academic development
- The principal's and senior leaders' vision for excellence and their commitment to inclusion and continuous improvement shared by middle leaders, staff, governors and parents







### Key recommendations

- The senior leaders and governors should accelerate students' progress in all subjects by ensuring teachers:
  - use the analysis of assessments to personalise learning in the classroom
  - provide regular opportunities for students to be innovative and to make appropriate use of learning technologies to enhance and extend their learning
  - provide students with a wider range of opportunities for deep and systematic thinking, to solve open-ended, real-life problems.
- School leaders should improve the systems for evaluating the school's effectiveness and set realistic and achievable targets for improvement.

Overall School Performance

Good

1. Students' Achievement

		Primary	Secondary
Islamic education 	Attainment	Acceptable	Acceptable
	Progress	Good	Good
Arabic as a first language 	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
Arabic as an additional language 	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
English 	Attainment	Good	Good
	Progress	Very good	Very good
Mathematics 	Attainment	Good	Good
	Progress	Good	Good
Science 	Attainment	Good	Good
	Progress	Good	Good
		Primary	Secondary
Learning skills		Good	Good



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

	Primary	Secondary
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Social responsibility and innovation skills	Very good	Very good

## 3. Teaching and assessment

	Primary	Secondary
Teaching for effective learning	Good	Good
Assessment	Good	Good

## 4. Curriculum

	Primary	Secondary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Very good

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

	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	Very good	Very good

## 6. Leadership and management

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



## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment as measured by the N.A.P. benchmark tests, is above expectations in English, mathematics and science.
- Leaders at all levels are committed to the National Agenda. They have produced an appropriate action plan and provide all teachers with assessment information.
- The school has thoroughly analysed the assessment data from the N.A.P. for the previous two years.
- Senior and subject leaders use the analyses of data to identify gaps in the curriculum.
- Following data analyses a variety of teaching strategies are identified in planning. However, they are not consistently implemented in lessons.
- Students are aware of their results in the N.A.P. tests. Consequently students are engaging in a greater range of critical thinking and problem-solving opportunities.

**Overall, the school's provision for achieving National Agenda targets meets expectations.**

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

- Leaders play an important role in raising expectations of all staff for the achievement of the small cohort of Emirati students. Leaders and governors, hold staff to account for their work. The school has close and effective engagement with parents. They receive regular communication about their children's learning goals.
- Students are confident and sustain their interest and application to tasks in lessons. They are keen to learn and, in the early primary classes in particular, show enthusiasm for active learning and the use of technologies. The majority of Emirati students exceeds predictions for attainment in English and most attain the predicted levels in mathematics. Where appropriate, students benefit from effective intervention and support.
- Teachers adapt the curriculum to match the needs and abilities of all groups of students, including Emirati students. In lessons, the majority of Emirati students read well. However, in the upper primary phase more support is needed to deepen their understanding of texts.

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

### Moral Education

- The content of the moral education programme aligns effectively with the school's curriculum. Moral education is covered through the 'curriculum plus' programme in the secondary phase.
- Form tutors teach moral education for the required time. Textbooks are used for reference. However, teachers do not facilitate discussion and dialogue consistently.
- Students are keen to share their thoughts and experiences and to explore the concepts of moral education, particularly when it relates to a personal and local context.
- Assessment systems are being developed. Teachers assess students' participation in class and report this to parents. There are no specific summative tests or detailed assessments of projects.

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

### Social Studies

- The well-developed social studies curriculum links effectively with other subjects such as humanities and ensures students have the required time for studying the subjects.
- Teachers use UAE textbooks for reference, devising resources to engage students in appropriately challenging lessons. They develop problem-solving skills effectively through topics that appeal to students' interests.
- Most students are active participants in lessons and build on their prior knowledge and understanding. They interact and collaborate well when given the opportunity.
- Teachers use a range of methods to assess students' progress and involve them in peer- and self-assessment. Students' books are marked and end of term test results are reported to parents.

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


### Innovation in Education

- Although students are developing their critical thinking skills, they are not provided with sufficient opportunities, to think innovatively.
- Students are actively involved in a range of enterprise initiatives within the school and local community. They are developing their leadership skills well.
- While teachers ask open-ended questions to challenge and extend students' thinking they do not routinely model or promote innovation.
- The curriculum includes whole-school events for enterprise and innovation in order to develop students' leadership skills and to provide opportunities for creativity.
- School leaders and governors are committed to promoting a culture of innovation. However, innovative practices in teaching and learning are not embedded across the school.

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

## Main inspection report


### 1. Students' achievements

		Primary	Secondary
Islamic education 	Attainment	Acceptable	Acceptable
	Progress	Good	Good

- Internal assessments indicate a majority of students make better than expected progress. This is evident in lessons and in their recent work. However, students in both phases only attain levels of knowledge and skills that are in line with curriculum standards.
- Primary students have appropriate knowledge of Islamic principles and worship. Recitation skills of the Holy Qur'an and Hadeeth are stronger in the primary phase. In the secondary phase, students have adequate knowledge and understanding of Islamic laws.
- Students in both phases have gaps in their knowledge of Seerah, the life of the Prophet Mohammad (PBUH), his close relatives and companions.

#### For development

- Raise attainment by improving students' knowledge of Seerah.


		Primary	Secondary
Arabic as a first language 	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable

- Students' attainment is in line with expectations in both phases. This is evident in lessons and recent work samples. Internal data indicates students' progress is better. In the primary phase students make faster progress than students in the secondary school.
- Students across the school have an adequate level of speaking and reading. Their listening and responding skills are stronger. Creative writing and reading comprehension skills are underdeveloped. Primary students make good progress in listening, speaking and reading skills.
- In the secondary phase students are not confident in speaking classical Arabic. This affects their progress in writing.

#### For development

- Provide more opportunities for students to speak and write independently using classical Arabic.




		Primary	Secondary
Arabic as an additional language 	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable

- Internal assessment data indicate very positive attainment and progress in both phases. However, students' work in books and in lessons indicates that attainment is only in line with the expected curriculum standards.
- Students' listening skills are strong across both phases. Their speaking skills are limited to short conversations, particularly in the secondary phase. Students in the primary phase make better progress in listening and speaking, and in reading familiar words and phrases. Writing skills are under-developed in both phases.
- Students in the secondary phase make slower progress in speaking, as teachers use English more than Arabic in lessons.

#### For development


- Reduce the amount of English used in lessons, particularly in secondary phase, and ensure all students are able to develop all language skills consistently.

		Primary	Secondary
English 	Attainment	Good	Good
	Progress	Very good	Very good

- A large majority of students across the school make better than expected progress from their starting points, particularly in speaking, listening and understanding. They are articulate, discuss their work confidently and are increasingly able to justify their answers.
- External data indicates attainment is improving over time in the primary phase. In the secondary phase, students' work reflects very good progress in writing for a variety of purposes and audiences. However, students in the upper primary phase are not as strong at inferring from texts.
- A large majority of students are confident in their understanding and appreciation of language and literature. Secondary students are improving their literacy levels significantly over time. They are increasingly confident readers and are developing their verbal reasoning skills well by accessing a wide range of literature.

#### For development


- Ensure all students, particularly in the upper primary phase, develop their skills of inference and deduction in reading.

		Primary	Secondary
Mathematics 	Attainment	Good	Good
	Progress	Good	Good

- A majority of students across the school make better than expected progress in mathematics and attain above the expected levels for their age. Their attainment in number, shape and space and measurement is strong throughout the school.
- Students have increasing opportunities to develop their critical thinking and problem solving skills in mathematics. Students are able to apply their number work to real-life situations. Their use of learning technologies to enhance understanding of mathematical concepts is underdeveloped.
- Although progress in mathematics is good overall, there is some inconsistency in the development of problem-solving and critical thinking skills.

#### For development

- Enable students to consistently develop problem-solving and critical thinking skills and make better use of learning technologies.

		Primary	Secondary
Science 	Attainment	Good	Good
	Progress	Good	Good

- Throughout the school, students enjoy learning science. They learn from everyday observations and events and solve problems. However, opportunities to discuss and develop their ideas and connect their learning over time are limited.
- All students develop investigative skills at a good level. Students' scientific knowledge and their understanding of concepts, such as variables, the reliability of data, and the place of mathematics in science, are developed less thoroughly.
- The majority of students articulate what they have learned and describe observations clearly. Older students, in particular, provide explanations that sometimes lack sufficient detail about why more complex scientific phenomena, such as heat transfer and photosynthesis, occur.

#### For development

- Enable students to make better use of mathematics to understand science.
- Provide frequent opportunities for students to explain scientific ideas with sufficient detail and accuracy.

	Primary	Secondary
<b>Learning Skills</b>	Good	Good
<ul style="list-style-type: none"> <li>Students are enthusiastic learners in all phases and subjects. They sustain concentration for long periods. They know how to improve their work, for example when drafting and editing their writing in English. They are able to use learning technologies and other resources to enhance their learning.</li> <li>Most students work well, either independently or with others. They show respect for others by listening closely. On occasion, they provide and accept constructive feedback and use it to improve their work. They increasingly use critical and higher order thinking to justify their answers.</li> <li>Most students use and develop skills learned in one subject in other work, for example when writing for a range of purposes. However, this is not consistent across all subjects, for example primary phase students do not make sufficient use of their knowledge of mathematics in science investigations.</li> </ul>		

#### For development

- Enable students to apply skills consistently, including the use of technology, across all subjects.

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

	Primary	Secondary
<b>Personal development</b>	Very good	Very good
<ul style="list-style-type: none"> <li>Students demonstrate very positive and responsible attitudes towards the school. They have a strong commitment to following safe and healthy lifestyles. Their respectful relationships with staff and each other contribute to the harmonious atmosphere.</li> <li>Secondary students demonstrate stronger self-discipline. They appreciate the opportunities to develop their leadership opportunities and have a positive impact on the school community. Primary students enjoy participating in school events and art and sports activities.</li> <li>Students usually arrive to school on time. However, they sometimes arrive late to lessons especially when coming from different parts of the school.</li> </ul>		

	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good

- Students in both phases have a well-developed understanding of how Islamic values, such as tolerance and respect, influence contemporary UAE society. They are respectful of the heritage and culture of the UAE.
- Students appreciate the opportunity to be involved in some cultural activities such as trips to places of historical interest. They actively participate in national day and international day, and develop their awareness of Islam through, for example, visiting the mosque.
- Students in secondary phase are knowledgeable of the cultural features of the UAE through their involvement in art and club activities. They also demonstrate a clear understanding and appreciation other world cultures.

	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Very good	Very good

- Students are very active in their contributions to school life and the local community. They show they are sensitive and supportive to others through their contributions to local and international charities. In recognition of their contribution they have received a 'British International Schools Award'. Innovation skills are developing steadily.
- Students have a very positive work ethic. They are always keen to complete their work and do it well. This is evident in their engagement in lessons and in the range of initiatives and projects in which they participate and lead.
- Students initiate and lead various activities and projects to develop their awareness and understanding of sustainability. They are proud of their school and care for the environment.

#### For development

- Enhance students' involvement in celebrating Islamic events and UAE culture activities.

### 3. Teaching and assessment

	Primary	Secondary
<b>Teaching for effective learning</b>	Good	Good

- Most teachers have a secure knowledge of their subject and of how students learn. Teaching is more consistently effective in the primary phase. In the secondary phase, there are few variations across subjects.



- In most lessons, teachers deliver lessons that meet the needs of individual students. They make adequate use of the available resources to enhance learning. While most teachers plan their lessons well, they do not always implement the intended plan during lessons.
- Teachers are improving the planning of lessons to promote problem-solving, critical thinking and innovation. Although a few teachers have begun to integrate these effectively in their lessons, this is not consistent across all subjects.

	Primary	Secondary
<b>Assessment</b>	Good	Good

- Assessment is a developing area in the school. It is more advanced in the primary than the secondary phase. Internal assessment processes are linked appropriately to curriculum standards. However, in practice, they do not always reflect accurately students' achievements.
- Assessment information is used effectively in teachers' planning to meet the needs of individual and groups of students. This includes students with SEND, gifted and talented and Emirati students.
- Although, the school has carried out a considerable work in analysing assessment outcomes, this is not impacting sufficiently on students' learning, as teachers do not consistently implement their planning in lessons.

#### For development

- Ensure teachers consistently implement their plans in order to meet the needs of all students in lessons.

## 4. Curriculum

	Primary	Secondary
<b>Curriculum design and implementation</b>	Very good	Very good

- The curriculum is based on the English National Curriculum and successfully incorporates UAE and Ministry of Education requirements. It ensures continuity and progression across year groups and phases and take particular care of the needs of new students to the school. However, this is not consistently applied across all subjects and year groups.
- Theme-based planning in the primary phase, and a vocabulary-rich curriculum across the school, are very effective in developing links across different subjects such as Islamic education and social studies. Key literacy skills are developed across most subjects.
- The school reviews the curriculum regularly and effectively. It takes account students' needs and skills required for the stage. This ensures changes are well-considered, such as the timing of certain aspects of the English curriculum in the secondary phase.

	Primary	Secondary
<b>Curriculum adaptation</b>	Very good	Very good
<ul style="list-style-type: none"> <li>Leaders undertake systematic analysis of assessment data to identify gaps in the curriculum. Teachers are very successful in using this information to modify planning to include a range of opportunities to suit the needs and abilities of most students. However, information is not always used consistently to build on students' prior knowledge.</li> <li>Extra-curricular activities provide students with opportunities for enterprise and social activities. Trips to museums and art galleries enhance their academic development and creativity. Innovative experiences are developed mainly through specific events and projects, but are not embedded in classroom activities.</li> <li>The curriculum includes a variety of activities and local excursions to enrich students' learning. Visits to the Grand Mosque and Fahidi historical neighbourhood, for example, develop students' understanding of the UAE culture and heritage, and help them gain a deeper appreciation of Emirati traditions and values.</li> </ul>		
<b>For development</b>		
<ul style="list-style-type: none"> <li>Ensure all subjects are suitably modified for continuity and progression for all students.</li> <li>Provide frequent and regular opportunities in lessons for students to be innovative and creative.</li> </ul>		

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

	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Policies and procedures for protecting and safeguarding students, and for ensuring their health and safety, are robust throughout the school. Staff have a very clear understanding of their roles and responsibilities to supervise students and ensure they are kept safe.</li> <li>Buildings and equipment are maintained in excellent order and are fully accessible to all students. Students are kept safe and secure at school and on school transport. Records of accidents, incidents and evacuation drills are used to reduce risk. Comprehensive medical records are securely stored in the well-equipped clinic.</li> <li>Healthy living is promoted through special events such as linking with Danish schools on healthy eating projects. Very good advice is given to parents regarding their children's health. There are extensive shaded areas and access to fresh water throughout the school.</li> </ul>		

	Primary	Secondary
<b>Care and support</b>	Very good	Very good
<ul style="list-style-type: none"> <li>Teachers understand the needs of their students very well and take good account of their social and academic development. Staff have high expectations for students' conduct and respect. Systems to manage behaviour and attendance are thorough, and develop a positive school ethos and responsible students' attitudes.</li> <li>Identification of those students with SEND are highly effective, with staged procedures managed very effectively by the inclusion leader. The school ensures all students are welcomed and included, and supported to make their best social and academic progress. Removing barriers to learning is the key consideration.</li> <li>Senior staff provide students with appropriate and sensitive guidance and support for personal and social needs. Career and guidance advice is developing for older students. The school has not appointed a counsellor.</li> </ul>		

<b>For development</b>
<ul style="list-style-type: none"> <li>Appoint a counsellor to provide more dedicated support for students' social and emotional needs, and advice for their future academic and career paths.</li> </ul>

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

<b>Provision and outcomes for students with SEND</b>	Very good
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- The governor and champion for inclusion, together with the wider inclusion team, are well established within the school. This enables a cohesive approach to be developed across the school and strengthen the determination to be as welcoming as possible to all students with barriers to learning. The head of the inclusion department provides very effective leadership. The action plan identifies clear and appropriate priorities for improvement.
- The identification of students' needs is managed systematically and with expertise, using appropriately recognised categories of need. These are shared with, and explained to all staff and parents. Students with additional needs receive support whether or not they have a formal diagnostic assessment.
- Parents' views are positive about the support their children receive. They are fully involved with the inclusion team in the identification and personalised planning for their children's learning support. They have regular opportunities to meet and review their children's progress.
- In lessons, teachers adapt their approaches and strategies very well to match the learning needs of most students. As a result, most of them can effectively access the curriculum. However, not all students with SEND are supported by technology or benefit from adapted resources.

- In lessons, most students with SEND make good progress from their starting point. Students in the lower primary years are particularly successful in maintaining the rate of progress across lessons and subjects.

#### For development

- Improve students' access to and use of technologies and adapted resources.
- Ensure the rate of progress of students with SEND is consistent in all classes across the primary and secondary phases.

## 6. Leadership and management

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

- The principal and senior leadership team share a commitment to the UAE national priorities. The impact of their work is evident in the inclusive ethos they have created, and in students' very good personal development. Middle leaders are aware of what needs to be done regarding students' academic achievement, and have a good capacity to bring about further improvements.
- The systems for evaluating the school's effectiveness are comprehensive. Information from a range of internal and external data, as well as teachers' assessments and surveys, is used to identify priorities. The targets set for further improvement are rightly aspirational and ambitious, but not realistic particularly as the school and its systems are still in the early stages of development.
- Parents are very well informed about school matters. They influence the direction of the school through their representation on the school advisory board. They appreciate the communication systems and the welcoming open door policy. Their children's progress reports, provide personalised information and targets for improvement so that parents can provide additional support at home. Links with the community are increasing.
- The governing board serves the school very well. It takes into account parents' and teachers' views. Although governors hold leaders to account for the outcomes of the key performance indicators some of their targets are unrealistic. They plan to increase the size of the school gradually so that student numbers are manageable.



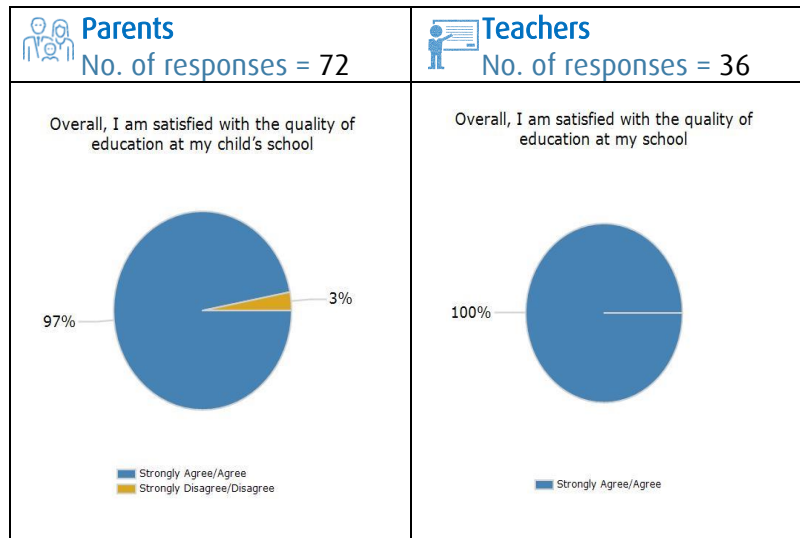
- The school is managed very efficiently. Daily routines usually run smoothly although, on occasion, students have insufficient time between lessons. Almost all teachers are suitably qualified. The premises comprise of very well-equipped laboratories and extensive, high quality sports facilities. However, the outdoor area for the youngest students is not fully utilised. A wide range of high quality resources is well matched to most students' needs.



#### **For development**

- School leaders and governors should refine the systems for evaluating the school's effectiveness and set realistic and achievable targets for improvement in students' achievements.

## 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>Parents</b>	<p>Parents who responded to the survey are overwhelmingly positive about the school. One comment indicates the school is not focusing sufficiently on the academic perspective of students considering the high cost of tuition fees.</p>
 <b>Teachers</b>	<p>Teachers who responded to the survey are overwhelmingly positive about the school. There were very few comments. One praises school leaders for the quality of professional development. Another indicates that resources for technology are good but basic resources are limited.</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](mailto:inspection@khda.gov.ae)