

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

**Inspection Report
2018-2019**

**Deira International
School**

11 YEARS OF INSPECTIONS

Very good



























Curriculum
UK/IB



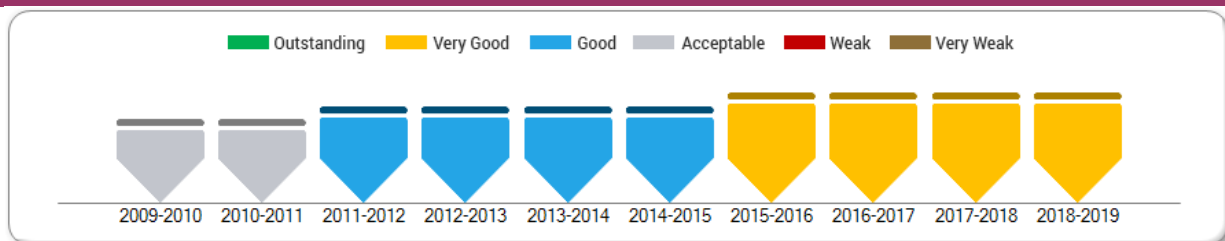
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School Information

General Information	 Location	Ras Al Khor
	 Opening year of School	2005
	 Website	www.disdubai.ae
	 Telephone	00971-4-2325552
	 Principal	Ruth Burke
	 Principal - Date appointed	8/1/2018
	 Language of Instruction	English
	 Inspection Dates:	14 to 17 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	Year 1-Year 13
	 Number of students on roll	1600
	 Number of Emirati students	223
	 Number of students of determination	118
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	182
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	47
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	3
	 Teacher turnover	21%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK/IB
	 External Tests and Examinations	IGSE IBDP
	 Accreditation	BSO IBO CIS
	 National Agenda Benchmark Tests	GL

School Journey for Deira International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children make consistently outstanding progress in the Foundation Stage (FS). Attainment and progress ranges from acceptable to outstanding in other phases. In the secondary and post-16 sections of the school, student achievement remains acceptable in Arabic, as a first language. Students' learning skills have improved and are now outstanding throughout the school. Their ability to be responsible, apply the use of technology, and think critically, contribute strongly to their rate of progress.
- Students' personal development, Islamic understanding, social responsibility and innovation skills have been further enhanced since the last inspection and continue to be outstanding across the school. Students' attitudes towards learning are excellent. They are self-disciplined, tolerant of others and readily take on leadership roles. They have excellent environmental awareness and an outstanding understanding of Islamic values.

Provision for learners

- Teaching in the FS is outstanding as teachers have a strong understanding of how young children learn best. While teaching in other phases is often very good or outstanding, it is not consistently so in all subjects. Teachers subject knowledge is strong, but planning for effective learning is variable and some lessons occasionally lack challenge. Assessment systems are outstanding with data used effectively to influence teaching and adapt the curriculum.
- Staff have an in-depth knowledge of the Early Years Foundation Stage and English National Curriculum and use this to plan exciting and imaginative learning activities. The Ministry of Education (MoE) requirements are fully implemented for Islamic education and Arabic. Extra-curricular provision is very strong. Curriculum modifications for students of determination and those who are gifted and talented, are very well considered.
- The school provides an exceptionally safe and supportive learning environment. Relationships are exemplary and child protection procedures are outstanding. Support for students of determination, and those with gifts and talents, is of a high quality. Support for students' health, personal well-being and their futures beyond school, is outstanding.

Leadership and management

- The mission and vision of the governing board is closely aligned to UAE priorities and is fully implemented by the leadership team. Relationships across the school are excellent. Data analysis is an integral part of the self-evaluation process. Governors monitor the school very effectively; they challenge leaders and provide a high-quality learning environment and resources. Partnerships established with parents are outstanding.

What the School does Best:

- The vision and direction provided by the governing board and senior staff, which results in a fully inclusive school, with outstanding facilities and resources
- The respect and tolerance that students demonstrate towards each other leading to a happy and harmonious school
- The development of students' outstanding learning skills, which make a significant contribution to their rate of progress
- The attention given to the well-being of students and staff through outstanding care, support and safeguarding
- The partnership established with parents to support students learning.







Key Recommendations:

- The governing board and director should ensure that staff in all subjects, and across all phases, work as a cohesive, whole-school team, using highly effective communication to:
 - raise levels of attainment and progress in Islamic education and Arabic to at least match those in other subjects
 - ensure consistency in planning and teaching of subject specific skills as well as the acquisition of knowledge in all subjects
 - ensure rigorous evaluation of the impact of the thematic approach to the teaching of the primary curriculum.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Very good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good	Good	Not applicable
 English	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Outstanding	Very good	Outstanding	Very good
 Science	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	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	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good	Very good	Very good
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	Very good
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 targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

School's Progression in International Assessments

is above expectations.

- The school either exceeded or almost met, their very high target scores for TIMSS and PISA in the international assessments. Students in Year 9 mathematics exceeded their target by a very significant margin. The outcomes of the benchmark tests also support this very strong picture, with students attaining better than their indicated potential.

Impact of Leadership

is above expectations.

- Leaders have a strong understanding of the importance of data analysis. All assessment data is scrutinised to help the school identify weaknesses in students' performance. Their findings effectively lead to intervention strategies and targeted modifications to the curriculum. However, comparison of data between subjects and phases is not always used as effectively as it could be.

Impact of Learning

is above expectations.

- A strength within lessons is the way in which teachers promote critical thinking. The setting of challenging tasks in most subjects encourages students to work things out for themselves. Careful consideration is given to the appropriate use of technology to support learning in most subjects. Occasionally there are missed opportunities, for instance, with the lack of mathematical challenges for students.

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

For development:

- Reduce the differences in performance in English, mathematics and science, by comparing the data between them more closely and targeting actions promptly.
- Explore opportunities for the use of technology in mathematical challenges.

Reading Across the Curriculum

- Students' achievement in reading is very good. As they progress through the school, they become expressive readers with an increasing understanding of subject specific language.
- Across the curriculum, a large number of students are motivated to apply their reading skills to their learning. Students in the secondary school engage successfully with subject-specific vocabulary.
- A good quality library programme is in place which is supporting and promoting strategies to develop students as confident, life-long readers.
- The school is currently implementing a number of action plans aimed at bringing about a more consistent approach to reading across the curriculum in all phases and subjects.

The school's implementation of reading across the curriculum is meeting expectations.

For development:

- Implement a whole-school professional development training programme to enable teachers and support staff develop further students' skills in reading across the school.

UAE Social Studies

- The school comprehensively integrates and links the UAE social studies curriculum into other subject areas. Adaptation for different groups of learners, especially Emirati students, is evident in classroom practice.
- Students are highly independent and display creative learning skills. The incorporation of social studies within other subjects encourages interdisciplinary learning and links to real life situations.
- In lessons and recent work, a majority of students attain levels that are above curriculum standards of UAE social studies.
- In lessons and recent work, a majority of students make better than expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

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

Innovation

- Students use technology fluently across the curriculum to enhance their learning and in developing their research skills and critical thinking. They are highly skilled in working independently and creatively.
- Students are highly imaginative in the creation of enterprising and volunteering projects that have benefited others in the local and global communities.
- Teachers in all phases promote students' critical thinking through high quality questioning and encouraging students to take ownership of their learning, develop projects and solve problems.
- The curriculum is adapted very effectively to promote innovation with the key objective of enhancing students' academic and personal growth.
- Innovative thinking lies at the heart of school development planning. Leaders and staff consistently explore creative solutions to improve school provision and outcomes for students.

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	Good	Good
Progress	Not applicable	Good	Good	Good

- Across the school, students acquire strong knowledge and understanding of Islamic concepts and principles. However, there is a noticeable disparity between Arab and non-Arab learners' achievement with non-Arab students making faster progress from their starting points in both knowledge and skills.
- Primary students' knowledge and application of Tajweed rules are developing rapidly. Older students demonstrate an increasing ability to analyse complex religious texts. Their ability to deepen their understanding is affected by the limited knowledge acquired in their primary years.
- Students' attainment and progress is enhanced by the provision of inquiry-based learning tasks and their positive attitudes to learning. Recitation skills have improved. Students' ability to undertake extended critical analysis of controversial and contemporary issues in Islam is not as strongly developed.

For development:

- Provide levels of challenge in lessons to enable students to undertake the critical analysis of contemporary issues.
- Improve the continuity and progression of the curriculum between phases so that students build successfully on the skills and knowledge established in earlier years.

Arabic as a First Language

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

- The majority of students in the primary phase attain above the expected levels of skills in language. Secondary and post-16 students attain at the expected level, with higher standards evident in lower secondary.
- Primary school students are developing strong speaking and reading skills, which enable them to express themselves confidently and have a good understanding of the texts they read. In secondary, independent and extended speaking and writing skills are not as strong as other skills in language.
- The department's initiative to allocate reading time in every lesson and improve the monitoring of student progress, is beginning to improve the language skills of students in the primary phase. Although lessons are now being planned and structured more carefully to improve writing, the impact is not clearly evident.

For development:

- Implement and use accurate assessment information, particularly in secondary and post-16, to inform teaching and learning, and to provide more challenge for all students.
- Improve the writing skills of students in the secondary and post-16 phases by providing regular activities to write for various purposes.

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

- Primary students make more rapid progress than secondary students particularly in speaking and reading. Attainment in writing is weaker than the other language skills in the secondary phase.
- The majority of primary students achieve above the expected levels in language skills, with strengths in reading. In the secondary phase, speaking and writing skills develop more slowly due to insufficient opportunities to practise, and because written feedback does not identify the next steps for improvement.
- The Arabic department has adopted the new Ministry of Education (MoE) curriculum standards for non-Arab students. This approach and the inclusion of regular reading is successfully improving the engagement of students in relevant and real-life topics. The full impact of these initiatives is yet to be observed.

For development:

- Improve speaking and writing skills particularly in the secondary phase by providing daily activities that enable students to practise these skills for a variety of purposes.

English

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

- In the language rich environment of FS, speaking and listening skills develop most quickly. The effective teaching of phonics underpins the development of reading and writing. The systematic development of these skills contributes to the high attainment at the end of Years 11 and 13.
- Reading skills develop rapidly because of a strong emphasis on reading for pleasure across the school. A continuing focus on extended writing is supporting the steady improvement in the quality of students' written work, particularly that of girls, as they move through the school.
- Teaching strategies that place emphasis on investigative and collaborative learning across all year groups, support the development of skills of literary analysis. Students' progress is enhanced by exemplary marking of students' work, which gives clear guidance on how their skills can be improved further.

For development:

- Improve the quality of boys' extended writing.

Mathematics

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

- Students' progress is better than expected in all phases and is accelerated further in the FS and secondary sections as a consequence of the consistently high quality of teaching.
- In all phases, students are particularly strong in their understanding and application of number. The application of trigonometry is a strength in the upper years. However, in the primary phase, some students still need constant reinforcement of the basic mathematical concepts and applications.
- Throughout the school, improvement in linking learning to the real world has resulted in students having plentiful opportunities to apply their understanding of mathematical operations to solving problems encountered in everyday life. This process is beginning to accelerate their rate of progress and especially with conceptual understanding.

For development:

- Provide more opportunities for students in the lower years to develop their full understanding of basic mathematical concepts and language.

Science

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

- Most children in the FS attain above the curriculum expectations because of the creative learning environment where they explore scientific phenomena. In other phases, a large majority of students attain levels that are above curriculum standards. However, the gap between the most and least able is significant.
- Primary students collaborate exceptionally well to investigate their understanding of science but are less secure on scientific concepts. Secondary students develop a balanced range of scientific skills and abilities. Students ability to design and reflect on their experiments is developed well in post-16.
- The incorporation of science into various topics in the primary phase is allowing students to make connections between science and other subjects. However, the curriculum mapping does not ensure that the specific science concepts and skills required at each year level are fully developed.

For development:

- Review the mapping of primary science concepts and skills in thematic work to ensure that all elements are fully covered.

Learning Skills

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

- Students in all phases and most key subjects are highly engaged in their learning. In FS, a learner-centred approach ensures that children take ownership of what and how they learn. These skills continue to develop in all grades so that by post-16, students are exceptionally mature and self-directed learners.
- Students collaborate within and outside of lessons. They think critically, solve problems well and apply their learning successfully to practical situations. Students are provided with, and enjoy, the many opportunities for enquiry and research which enable them to communicate their learning to their peers.
- The school has worked effectively on developing a consistency of approach to learning in the classroom, so that in almost all areas of the school students' learning skills are finely tuned. The increasing opportunities to innovate and to integrate students' use of technology across the curriculum are supporting this further.

For development:

- Continue to improve the effective skills in learning in all subjects across the curriculum.

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

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

- Across the school, students demonstrate high levels of respect, care, and tolerance towards each other. Students are positive, responsible and proactive in their pursuit of equality and fairness. They are happy and proud to be part of the school.
- The harmonious atmosphere in the school contributes to a strong sense of self-reliance and confidence. Students readily take the lead to resolve difficulties in a mature manner, seeking out guidance where appropriate. In class, they work collaboratively and develop strong interpersonal skills.
- Students make informed and healthy choices regarding their own health and safety. They make healthy food choices with school meals and in their lunch packs. As a result, students' fitness levels are improving, particularly in secondary phase. Attendance is very good, and students are punctual to school and arrive on time for lessons.

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

- Students have a commendable knowledge and appreciation of Islamic values. Most students talk about tolerance in the UAE society and the enjoyment of its peaceful co-existence. Older students are eloquent in comparing and contrasting the aspects that make different cultures unique.
- All students display considerable respect for the Emirati heritage and culture and are fully aware of the benefits of the cultural diversity of Dubai. The new school's heritage council, led by Emirati students, has been influential in increasing this level of awareness.
- The school's Islamic and culture twitter account, 'iCulture Sculptor', is inspirational in building a positive mindset about Islam and Arab cultures. Other cultures from around the world are also frequently celebrated in school. Connections made with local societies play a valuable role in enhancing the coherence of the multicultural community.

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

- From FS onwards, students are highly responsible and demonstrate care and consideration for others. They willingly take on leadership responsibilities and through the student council, committees and clubs, contribute much to the life of the school and the wider community.
- Most students display a positive work ethic. Across all years, students are encouraged to be innovative and creative, and they display these skills in a variety of contexts. They take responsibility for initiating and managing many school events.
- Students show an excellent understanding of environmental sustainability. Their high level of environmental awareness is evident in their involvement in recycling activities and care of the school environment. Most fully understand why environmental awareness is an essential part of the curriculum.

3. Teaching and assessment

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

- Strong open-ended activities in the FS provides a consistently effective, child-centred approach for children. There are many examples of excellent teaching across primary, secondary and post-16, but in these phases there are a few areas where teaching is not at the same high level.
- The large majority of teachers provide well-structured lessons that include thought-provoking questions and a broad range of activities to support high-quality learning. Most planning ensures that the features of best practice are included in lessons. Occasionally, teaching focuses more on the topic than on what students need to learn next.
- The consistency of high-quality teaching is improving through monitoring, mentoring and a range of professional development opportunities. Differences are still apparent, however, across phases within subjects, and between different subjects.

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

- Leaders have developed effective, sophisticated, albeit complicated, systems for comparing assessment data from different sources. However, the analysis of data by the school is used very effectively to monitor the attainment and progress of students.
- The information gathered from data analysis is used to maintain and improve student performance. This is carried out very successfully in most subjects through targeted interventions and modifications made to the curriculum to support teaching and learning.
- Based on findings from data analysis, the primary curriculum has been adapted to include increased cross-curricular links and learning linked to the real world. Assessment information is almost always used to ensure that appropriate levels of challenge are maintained in all lessons. Teachers provide students with criteria to enable them to assess their own work.

For development:

- Ensure all planning and teaching in all subjects focuses sharply on what knowledge, skills and understanding students need to learn next.
- Use assessment information in a consistent way to ensure that high levels of challenge are maintained in all lessons.

4. Curriculum

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

- The curriculum has a clear rationale and is fully aligned with the school’s values and vision. It is carefully planned to provide students with a rich variety of learning experiences. The curriculum in FS provides a secure base for students’ academic and personal development.
- Students’ knowledge and skills build progressively from year-to-year, so that attainment in most subjects is consistently high. Although, continuity in learning across phases is generally smooth, there is scope for more precise adjustments particularly in Islamic education.
- The curriculum is reviewed regularly and modified by leaders and subject teachers. An appropriate range of IGCSE subjects and IB Diploma and Career-related Programmes, caters well for students’ academic and career aspirations. The school plans to increase the range by introducing a number of BTEC options.
- Curriculum provision for UAE moral education meets statutory requirements.

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

- The curriculum is modified very effectively to meet the academic and personal needs of almost all students. The modifications are bringing about challenge and extension for most of the more able students and accelerated progress for almost all students of determination.
- The curriculum is practical, innovative and adapted to engage all students. In FS, there are very imaginative work areas to enhance learning. In other phases, there are consistent well-developed opportunities for enterprise, innovation and creativity, and a broad range of extra-curricular activities.
- Relevant learning experiences enable all students to develop knowledge and appreciation of the heritage of the UAE. These include high quality displays relevant to the Emirati culture.
- Arabic is taught for 60 minutes per week in FS2. Children are introduced to Arabic sounds and their different shapes, in addition to the short vowels, they are also taught through thematic units and storytelling.

For development:

- Ensure continuity and progression in students’ learning across phases, particularly in Islamic education.

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 developed a comprehensive safeguarding system and all staff receive training on a regular basis. The school's medical service has a central role in this area, enhancing the supportive culture which exists at the school.
- School buildings and installations provide a safe, secure, accessible and healthy environment for students and staff. The school promotes student well-being and safe and healthy lifestyles exceptionally well through a variety of curricular and whole-school initiatives.
- Learning spaces and sports facilities within the school are spacious and very well-maintained. They provide an excellent learning environment for all students and teachers. Security and supervision levels throughout the campus are of a very high standard.

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

- Exemplary relationships exist between students and their teachers. Very successful systems for managing behaviour are understood clearly and followed by the whole community. Attendance and punctuality are promoted and monitored effectively by staff.
- The successful and timely procedures for identifying students of determination means that appropriate modifications are quickly put into place. Effective specialist support improves the learning potential of students of determination. In class support and a wide range of activities is successful for almost all students of determination as well as those with gifts or talents.
- Transition points are planned, and excellent guidance is offered both to students and their parents for entry to higher education or the world of work.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good

- Governors and senior leaders promote an inclusive ethos that is reflected in the school's admission policy and its welcome for students of determination. The inclusion champions have separate responsibilities in each phase. Therefore, they do not have a whole school view to ensure that students of determination receive the most consistent and effective provision.
- In response to students' increasingly diverse needs, leaders have extended the range of assessment tools for identification ensuring that students are effectively supported from a young age.
- Parents of students of determination indicate they have high levels of appreciation for the work of the department. They value the open communication they have with the school and the information they receive on how to support their children at home.
- The individual plans and passports for each student help to develop their understanding of the support they receive. Lessons follow the individual plans and appropriate modifications ensure that students' progress is almost always maximised. Specialist support is very effective in limiting barriers to learning.
- Overall, students of determination make very good progress in their academic development. Care, guidance and support are outstanding and contribute to students' high levels of personal, social, emotional and academic growth.

For development:

- Provide a system to ensure that both heads of inclusion, with senior leaders, liaise with staff concerning the provision for students of determination at whole school level, as well as within their own specific sections of the school.

6. Leadership and management

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

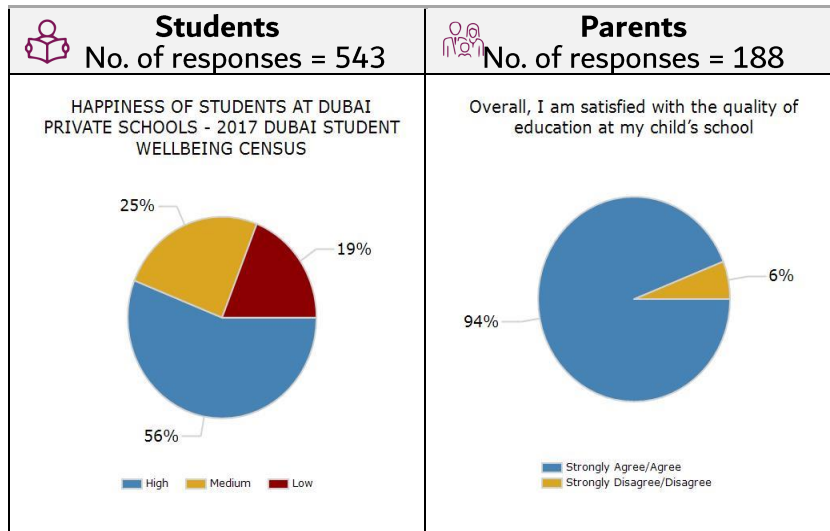
- Leaders are highly successful in meeting the school mission and vision to provide a multi-cultural, and fully inclusive school, where every student is empowered to achieve their potential within a framework fully aligned to the UAE priorities. Most staff at all levels have a secure understanding of the best practice in teaching and curriculum development, although this is not always shared fully across phases within all subjects. The restructured leadership team has enhanced the schools' capacity to continue to improve.
- Self-evaluation processes are well established. The analyses of internal and external data are used very effectively in the development process, and taken into account when evaluating the impact of teaching on learning. Systematic monitoring of teaching results in high quality feedback. However, the monitoring of the innovative changes to curriculum planning is not systematic. As a result, evaluation of the impact of this on student outcomes in individual subjects is not fully identified.
- Improvements in communication have strengthened the partnership with parents this year. The school is proactive in seeking the views of parents in order to contribute to ongoing school development. The open-door policy is supplemented by a number of formal parent interactive meetings. A digital portfolio in FS, and a new digital App in higher years are enhancing the communication with parents online. Local community links are maximised and have a positive impact on student outcomes.
- Governors are exceptionally proactive in using all available information to deepen their knowledge of the school and use this to hold leaders to account for student performance and well-being. The capacity of the board to influence the work of the school has been improved further by the appointment of new members. The results of this are beginning to be evident, for example, in the schools' provision for the teaching of Arabic.
- The school runs smoothly on a day-to-day basis. It is well-staffed and all teachers are suitably qualified. Investment in professional development for its staff is a high priority. Specialist learning facilities are available across many curricular areas. An extensive range of quality resources provides support for teaching and learning across the school, especially in the area of digital technologies.



For development:

- Improve communication between leaders across phases and subjects to bring about consistency in whole school provision by the sharing of best practice.
- Rigorously monitor and evaluate the impact of the changes made to curriculum planning and the impact this has had on how subjects are taught.

The View of parents and senior students

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



 Students	<ul style="list-style-type: none"> The majority of students confirm that they are happy in school. The relationships developed with teachers are strong and most students say that they feel safe. Almost all say they are confident in their own ability as learners, and are optimistic about their futures. Although a large minority indicate that they had occasionally experienced verbal bullying, this was not confirmed by students during the inspection.
 Parents	<ul style="list-style-type: none"> Almost all parents are happy with the quality of education provided by the school. They value the improved systems of communication and the effort made by the school to help them to understand how best to support their children's learning.

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