

# INSPECTION REPORT

2022-2023



**DEIRA INTERNATIONAL SCHOOL**

**UK/IB CURRICULUM**

**OUTSTANDING**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Badia, Festival City
	Opening year of School	2005
	Website	www.disdubai.ae
	Telephone	97142325552
	Principal	Simon O'Connor
	Principal - Date appointed	9/1/2020
	Language of Instruction	English
	Inspection Dates	06 to 09 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	1807
	Number of Emirati students	216
	Number of students of determination	220
	Largest nationality group of students	Arab

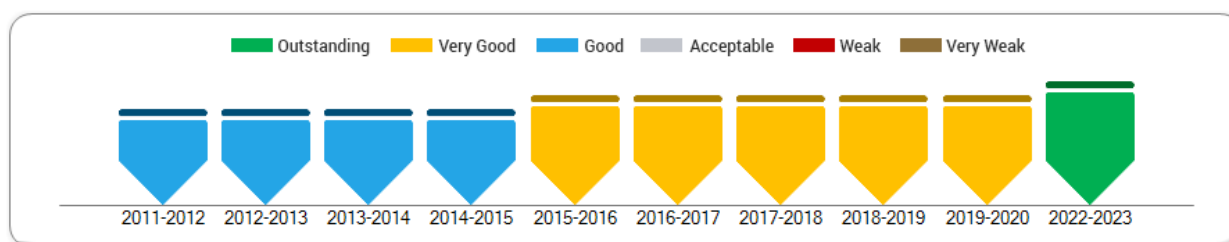
### TEACHERS

	Number of teachers	157
	Largest nationality group of teachers	UK
	Number of teaching assistants	53
	Teacher-student ratio	1:12
	Number of guidance counsellors	3
	Teacher turnover	29%

### CURRICULUM

	Educational Permit/ License	UK/IB
	Main Curriculum	UK/IB
	External Tests and Examinations	GCSE, IGCSE, IBDP
	Accreditation	BSO, IBO

### School Journey for DEIRA INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Students' attainment and progress in the Foundation Stage (FS), as well as in English, mathematics, and science, are outstanding. All attainment in the Post-16 phase is outstanding. Attainment and progress in Islamic education and Arabic are at least good but vary across subjects and phases. They are improving in Arabic as a first language and stronger in Arabic as an additional language. The school is addressing inconsistencies through mentoring and personalised professional development.
- Students are positive, courteous, and self-disciplined. Students' understanding of Islamic values remains strong. They show respect, compassion, and support to others. Wellbeing champions actively support younger students. Heritage Heroes keenly promote the UAE's culture and heritage. Students show pride in their own cultures and interest in others. Students demonstrate a very strong work ethic. They take responsibility for keeping the school environment clean and tidy.

### PROVISION FOR LEARNERS

- Teachers have very secure subject knowledge and strong pedagogical skills. They are supported by an innovative coaching model developed by the school. Teachers use a range of questioning strategies to develop critical thinking and independent learning skills. The school rigorously benchmarks students' academic outcomes, including those of Emirati students, against a range of external national and international benchmarks.
- The curriculum closely matches the National Curriculum for England, with additions to meet the Ministry of Education's requirements. Provision in the secondary and post-16 phases matches the examination board's requirements. The curriculum meets the learning needs of almost all students. Students participate successfully in a broad range of extra-curricular, enterprise and creative activities. Links to Emirati culture and society are developed throughout the curriculum.
- Students' welfare, health and safety are high priorities. Appropriate training is provided for all staff members. The premises and facilities are very well maintained and suited to high-quality learning. Students are carefully supervised in school and on the buses. Healthy living is actively promoted. Staff and student relationships are highly positive and mutually respectful. The overall ethos and strong pastoral care enable students to feel safe and appreciated.

### LEADERSHIP AND MANAGEMENT

- Leaders are exceptional and inspiring, they ensure that all students fulfil their potential in an inclusive, supportive, and stimulating environment. The school community works relentlessly with stakeholders to continue to improve. Quality assurance is extensive and helps the school identify and address the professional needs of teachers to fulfil the aims of the school. Parents are extremely supportive of the school and governors are highly influential in shaping the school's future development.

**Best features of the school:**

- The outstanding provision across the school, including teaching and learning, assessment, and the curriculum
- The outstanding attainment the post-16 phase and outstanding progress across all phases in English, mathematics and science
- Students' understanding of Islamic values, personal development, social responsibility, and world cultures supported by their comprehensive and confident use of technology
- The health, care, safety, and security provided by the school to support welfare and well-being, as well as encouraging academic success and personal growth
- The exceptional leadership and governance supported by strong partnerships with parents

**Key Recommendations:**

- Improve students' attainment and progress in Islamic education and Arabic by raising the quality and consistency of teaching and learning to match the very best practice seen across the department and the wider school.
- Identify, address, and diminish the gaps in the achievements of different groups of students.

## Overall School Performance

# Outstanding ↑

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Very good	Good ↑	Good ↑
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good	Very good ↑	Not applicable
<p>English</p>	Attainment	Outstanding ↑	Very good	Very good	Outstanding
	Progress	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
<p>Mathematics</p>	Attainment	Outstanding ↑	Very good	Very good	Outstanding ↑
	Progress	Outstanding	Outstanding ↑	Outstanding	Outstanding ↑
<p>Science</p>	Attainment	Outstanding	Very good	Very good	Outstanding ↑
	Progress	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑
<b>Learning skills</b>		<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>

## 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	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](#)

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :](#)

**The school meets the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	meets expectations	is below expectations

- The most recent TIMSS results show very good attainment and good progression. The PISA international assessment data show good attainment and good progress. Whole school progress in the National Agenda tests is good.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	is above expectations

- Leaders at all levels support the vision and goals of the National Agenda. Senior leaders and subject leaders understand the specific subject skills aligned to the proficiency levels (PISA), the international levels (TIMSS) and gaps identified in the reports of the National Agenda Parameter assessments. Their National Agenda Action Plan sets out how the school will address the knowledge and skills gaps identified through international benchmark testing.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	is above expectations	is above expectations

- Leaders implement proprietary reading assessments in line with the requirements. These provide clear evidence of improving outcomes. The teachers know their students' literacy skills across a range of domains in detail.

**Overall, the school's progress toward achieving its UAE National Agenda targets is above expectations.**

#### For Development:

- Narrow the gaps in the attainment and progress by different groups of students, such as Emirati and non-Emirati students.



## Wellbeing

### **The quality of wellbeing provision and outcome is at a very high level.**

- Governors and senior leaders place wellbeing as a high priority in this very inclusive school. Frequent surveys of students' wellbeing alert the staff to concerns which are quickly addressed. The school systematically collects, analyses, and uses data to monitor and refine its whole-school approach to wellbeing. This results in improved strategies to measure and promote wellbeing and engagement. Governors are highly supportive and actively monitor the wellbeing work of the school.
- The wellbeing team works very effectively to ensure that students' pastoral and academic needs are carefully monitored. There are very effective and detailed assessment systems to monitor academic and personal development. All students have direct access to the adults responsible for them, including classroom teachers and counsellors. Continuous professional development and personal welfare for all teachers are consistently provided by senior leaders and as a result, morale is very high. Parents work as effective partners with the school. A range of communication systems ensure that their concerns are heard.
- The school successfully plans for and implements a holistic approach to wellbeing development. There are many opportunities for students to adopt leadership roles. They have access to a wide range of extra-curricular activities including residential events. Excellent transition arrangements are provided across the different phases. Healthy lifestyles are promoted well, and students' health is regularly monitored. Students say they are valued, happy in school and know how to keep safe. The school is a vibrant and harmonious community.

## UAE social studies and Moral Education

- The school has adopted the Moral, Social and Cultural Studies (MSCS) framework, delivered in English. It has effectively mapped this to the learning units of the National Curriculum for England and the International Baccalaureate (IB) for Years 1 to 13. Students in Years 7 to 10 have two hours per week allocated to the MSCS, while those in Years 11 to 13 have one Moral Education lesson per week.
- In the primary phase, a cross curricular thematic model is followed. In the secondary phase, the provision for the MSCS framework is based on classroom instruction, field trips and project work. In the primary phase, a cross-curricular, project-based approach is the main strategy. Students' work is regularly assessed. Programme coordinators meet regularly and collaborate to facilitate a whole-school approach. Students enjoy their MSCS lessons.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- The majority of students' knowledge and understanding are above the curriculum expectations. Non-Arab students make better progress in lessons from their starting points in most areas. While older students are more adept at research and analyses, students in the primary phase make accelerated progress during their lessons.
- Students across the school demonstrate well-developed Holy Qur'an recitation, memorisation, and application of Tajweed, especially the Arabic speaking ones. Students can analyse and conclude the rulings from Hadeeth and The Holy Qur'an. Students in the primary phase can recall important events from the Seerah.
- The teaching of this subject has improved. Teachers provide more opportunities for students to develop research skills, collaboration, and reflection on their learning. This is more evident in the primary phase, where the gap between Arab and non-Arab students is narrow.

#### For Development:

- Ensure that the curriculum provides appropriate challenge to all students.
- Ensure that there is balanced coverage of the different aspects of Islamic Education in the curriculum.
- Raise expectations for students when providing evidence from Holy Qur'an and Hadeeth, especially among Arab students in the secondary and post-16 phases.

#### Arabic as a First Language

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

- Students' outcomes indicate steadily improving skills, knowledge, and understanding, especially in the primary phase. Students perform at and above the expected levels in their literary knowledge, reading comprehension and listening skills. There are lower outcomes in speaking and writing skills in the higher years.
- Students in the primary school conduct conversations, reflect on texts they have read and express their opinions about characters, orally and in writing. Secondary students debate topics of interest, while post-16 students can establish comparative links between different works of literature.
- Effective teaching and assessment practices are enhancing students' learning across the phases. Curriculum reviews and adaptations support improvements to student's skills.

#### For Development:

- Improve students' learning outcomes in all phases with:
  - consistently good teaching across the year groups, especially in the upper phases;
  - more advanced reading tasks to challenge students and promote and critical thinking.

### Arabic as an Additional Language

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

- Students' phonics and overall language skills are developing well across the year groups. Internal assessment information and students' recent work indicate that they make rapid progress in reading comprehension and speaking; a majority of them exceeds the expectations. Students' writing skills are developing steadily.
- Students engage well in Arabic language lessons across the school. As a result, they make progress in their reading, listening, and speaking compared to their starting points. Students can read new texts with familiar vocabulary and can speak in simple and diverse ways. Students write about themselves and their experiences using vocabulary and phrases they have learned, demonstrating increasing confidence.
- Recent curriculum reviews align accurately with the students' years of studying Arabic. Enriched teaching is enhancing students' learning, especially their capacity to use the language more confidently.

#### For Development:

- Improve students' learning in both phases with:
  - consistently purposeful teaching with high expectations of all students;
  - enhanced internal assessments of learning so they are in line with the external assessment measures.

### English

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

- Students are enthusiastic and actively engaged in learning, as observed in all lessons. Positive learning routines are demonstrated by students in almost all classes. Lesson planning is informed by actionable learner information which results in appropriate levels of personalisation of learning in English lessons.
- Students make steady progress developing their listening, speaking, reading, and writing skills as they move through the school. In the Foundation Stage the children write for meaning and purpose in a range of activities that are offered throughout the day.
- Most teachers effectively question students, which develop critical thinking and independent learning skills. Students regularly cooperate and learn together in collaborative settings. The school libraries are genuine reading hubs for students across the school. The attainment and progress levels of Emirati students in English are lower than those of their peers. However, this gap is rapidly narrowing.

#### For Development:

- Ensure that time is allocated for students to reflect on the success criteria shared at the beginning of each lesson.

## Mathematics

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

- Internal and external data indicate that most students achieve well above expectations in the Foundation Stage and Post-16 phase. In the primary and secondary schools, which have had a recent influx of new students with diverse needs, the large majority attain above the curriculum expectations. Overall, students' independent thinking and learning skills are very strong.
- In the Foundation Stage, children measure in practical activities and use numbers to 20 and beyond. Students in the primary school learn about fractions, ratio, and decimals. The post-16 students are solving complex problems involving differentiation, integration, trigonometry and indices.
- Recently, the school has emphasised the importance of mathematics vocabulary and has raised the profiles of mental mathematics and problem solving. These measures are increasing the confidence and competence of students across the school when tackling mathematical problems.

### For Development:

- Narrow the gaps in attainment and progress of different groups of students, such as Emiratis and those for whom English is an additional language.

## Science

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

- In the Foundation Stage children rapidly develop their knowledge of science. They understand that 'scientists do things like investigate, predict, and observe. In other phases, students develop strong understanding and knowledge of concepts, enquiry processes and the skills of scientific reasoning and critical thinking. The post-16 students' learning and achievement consolidates this work further.
- In the Foundation Stage children can explain how to set up an accurate science investigation and what tests they need to do. Students' understanding, knowledge, and skills continue to progress well across the phases, for example, in their understanding and use of specific science vocabulary.
- Teachers have carried out a robust analysis of students' achievements in science and have used this information to improve learning experiences and thus their attainment across three phases.

### For Development:

- Students need further opportunities for open-ended science investigations to strengthen their creativity.

## Learning Skills

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

- Learning routines are established in almost all lessons, which allow students to be productive and engaged in collaborative learning activities. In the Foundation Stage children work well in groups and are keen to lead projects and share.
- Most students are enthusiastic learners and are actively engaged in lessons. In Arabic and science lessons students make meaningful connections with real life and with other subjects. In most lessons, students have opportunities to engage in self and peer assessments of learning.
- Students are highly skilled in the use of digital techniques and platforms, which help them to learn independently. In mathematics lessons students learn with confidence and competence while displaying well-developed problem-solving skills.

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

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

- Students' behaviour is exemplary. They are self disciplined and courteous towards adults and other students. Children in the Foundation Stage show strong self reliance and control. A very small minority of students in the secondary phase are not as engaged as they might be.
- Students' relationships with peers and teachers are excellent. They show respect, compassion, and support to one another. Wellbeing champions actively support the younger students. In lessons students respond positively to the feedback provided by their teachers and peers.
- Students' awareness of healthy lifestyles is very well developed. They are pro-active when taking part in various sporting activities. They make healthy choices when selecting their meals. The students' overall rate of attendance is very good.

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

- Students' understanding of Islamic values and their awareness of Emirati culture remain strong across all phases. Students make links between Islamic values and the school's Learner Profiles. They demonstrate care and compassion when donating food during the month of Ramadan.
- Students' appreciation of Emirati culture and heritage is very well celebrated across the school. 'Heritage heroes' are active in promoting the UAE's heritage across the school. Students plan and participate in a number of celebrations such as National Day and Flag Day.
- Students across the school show pride in their own cultures. They appreciate other world cultures when participating in the annual International Day. They show respect and tolerance for others and strive to broaden their knowledge across all areas of the curriculum.

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

- Students are proactive members of the school and the local community. They regularly initiate and lead projects. Older students volunteer in a wide variety of ways. The Post-16 students, for example, have refurbished a school in Kenya and are planning a trip to Borneo to teach English.
- Students demonstrate a very strong work ethic. Senior students participate in the Duke of Edinburgh Award programme and a range of industry internships. Younger students enjoy the Mini Dukes and Junior Dukes award programmes, through which they develop their leadership and collaborative skills.
- All students take responsibility for keeping the school environment clean and tidy. They also develop their environmental awareness through student led projects, such as the Trashion Show, Plant a Tree, and the development of a Sustainability Council.

### 3. Teaching and assessment

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

- Teachers have very secure subject knowledge and strong pedagogical skills. Learning objectives and success criteria are routinely shared with students. In the Foundation Stage, teachers fully understand the benefits of play-based learning and apply this in all their lessons.
- Most teachers effectively use a range of questioning strategies, which provide opportunities for students to develop critical thinking and independent learning skills. Personalisation of learning for students, based on a detailed analysis of assessment outcomes, is evidenced through planning and observed in lessons.
- Teachers are highly skilled and creative in their use of appropriate digital technologies, resources, and platforms, which support a variety of teaching strategies. Teachers regularly reflect on their own professional practices, supported by the school's innovative coaching model.

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

- The school has developed high-quality internal assessment procedures, closely aligned to its curriculum. These provide valid and reliable information about students' attainment, progress and their personal and social development. Assessment policies and procedures in all phases are exceptionally thorough.
- The school rigorously benchmarks students' academic outcomes, including those of Emirati students, against a range of national and international benchmarks. School leaders make effective use of assessment information to inform planning for future teaching.
- Almost all teachers use assessment information to ensure that the needs of all students in their classes are met. In their responses to students' written work, teachers consistently provide constructive guidance towards improvement. Students routinely assess their own learning.

#### For Development:

- Ensure that time is used efficiently for students to develop critical thinking and independent learning skills.
- Ensure that assessments of learning by all teachers check that students understand what was taught, to inform their next steps in learning.

## 4. Curriculum

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

- The curriculum has a very clear rationale and shows strong progression across all phases. In the Foundation Stage, children's interests guide the curriculum. In the rest of the school, students are provided with a rich and engaging range of choices.
- The curriculum is continuously reviewed to offer as much personalisation as possible. The curriculum is designed to provide all students with further opportunities for active learning and personal fulfilment.
- Teachers and leaders constantly review the curriculum. This process has guaranteed ongoing improvements in continuity and progression across all phases and subjects, as well as ensuring that the content fully meets the statutory requirements of the UAE Ministry of Education.

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

- The curriculum is constantly adapted to ensure a broad access across all phases. However, opportunities to develop students' enterprise, innovation and creativity skills further are inconsistently established in some subjects.
- The school has ensured that students in all phases are provided with regular opportunities to develop a strong understanding of the UAE's culture, values, and society. There are UAE celebrations and the inclusion of UAE-specific contexts in the curriculum.
- Across all phases teachers have been highly successful at ensuring that the curriculum is suitably adapted to support the needs of all students. Assessment data are effectively used to inform curriculum adaptations and provide a highly personalised experience to students.
- Arabic is taught for 90 minutes each week in both FS 1 and 2.

### For Development:

- Provide more opportunities for students to develop their enterprise, innovation, and creativity skills across all areas of the curriculum.



## 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

- Students' health and safety are very high priorities across the school. Appropriate training is provided for all staff members. They are vigilant at implementing the comprehensive policies and procedures for safeguarding children, including child protection measures.
- The premises and facilities are very well maintained and provide excellent accommodation, which is well suited to high quality learning. Checks on the premises are regular and detailed records are kept of all actions taken. Security and medical records are comprehensive and secure.
- Students are carefully supervised both in the school and when on buses. Healthy living is actively promoted through classroom and whole-school initiatives, which are supported by a professional medical team.

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

- Teachers and the support staff know students extremely well. Excellent relationships and mutual respect ensure that the school has a very positive atmosphere. Students successfully meet the high expectations for their behaviour. Procedures for monitoring attendance and promoting punctuality are rigorous.
- Students of determination and those with a wide range of differing needs have been accurately identified using an extensive range of assessments. They receive outstanding support. In a few lessons learning tasks are different from some students' individual needs.
- Well being and personal care are very high priorities. Students receive strong support from counsellors, the inclusion team, and their teachers. Their academic development is carefully tracked by subject leaders. High-quality transition advice and support are provided across the school. Older students receive excellent guidance for course and career options.

### For Development:

- Ensure that learning tasks and resources are carefully matched to individual students in all lessons.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Outstanding 

- Governors and leaders at every level facilitate a highly inclusive ethos. They provide excellent resources, staffing and access for students of determination. The Head of Inclusion leads a very effective team of specialists in the Achievement Centres.
- A wide range of assessment procedures enables the accurate identification of individual student barriers to learning. Specialists from outside the school review the students' most complex categories of need. This ensures that personalised interventions are well directed.
- Parents are active and valued partners, contributing significantly to the high-quality provision for their children. They appreciate the welcoming open-door policy and channels of communication. Regular meetings fully involve parents in reviewing, forming, and setting their children's goals.
- Individual learning plans and 'passports' accurately identify the prime needs of students and give clear direction for achieving success. Highly-focused and personalised support ensure students' successful academic, personal, and social development. In a few lessons individual needs are insufficiently considered when planning modifications for teaching and learning.
- Students overall make outstanding progress from their starting points. Most students are meeting their individual goals, and many are moving closer to their age-related expectations. High-quality support from the inclusion team results in consistently high rates of progress.

### For Development:

- Ensure that planning takes full account of the differing needs of individual students in all lessons.

## 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 leaders of the school are confident and effective. Leaders are highly successful at ensuring all students fulfil their potentials in an inclusive, progressive, and safe environment. Relationships and communication are highly professional and exceptionally positive. The school works diligently with students, teachers, parents, and other stakeholders to develop a shared understanding of what needs to be done to improve further. Leaders are very receptive to external evaluations and learn from them.
- The procedures for self-evaluation are detailed and thorough. Leaders are actively involved in supporting middle leaders to better understand self-evaluation and improvement planning. Quality assurance is extensive and helps the school to identify and address the professional needs of teachers to fulfil the aims of the school. The monitoring of provision and outcomes is systematic and rigorous. Stakeholders share the school's improvement priorities. The school has addressed all of the recommendations from the previous inspection report.
- Parents work closely with the school as a Parent Council. It supports the Governing Board and Parents' Association by supporting school events and celebrations. Parents are active partners through regular workshops, frequent communications, detailed reports, and regular newsletters. They receive frequent reports regarding their children's achievements. The school makes significant contributions to charities and organisations such as the Dubai Women and Children's Foundation. The school works closely with other schools by sharing expertise.
- The Governing Board is fully representative of the school community, including owners, parents, and teachers. The Board works particularly hard to ensure that the voices within the community are heard. Board members have exceptional understanding of their roles and responsibilities through sustained training. They hold the leaders of the school to account for their performance. The Board exerts a positive influence on the school's leadership, direction, and ethos. Governors are highly influential in shaping the school's future development.
- The school is efficiently and effectively managed. Timetabling makes the best use of the available staffing and space. Governors and leaders ensure that there are sufficient appropriately qualified teachers to support the curriculum. Teachers and other staff members are suitably deployed. The school environment is a pleasant, welcoming and, for the older year groups, student-designed, learning space of the highest quality. These settings are well suited to the community ethos and curriculum requirements. Classrooms are sufficiently sized and common areas are spacious and accessible. The buildings provide safe and stimulating environments for students.

### For Development:

- Ensure that school improvement planning is suitably prioritised, with measurable success criteria.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)