



المعرفة
Knowledge



DEIRA INTERNATIONAL SCHOOL

UK/IB CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER





























OUTSTANDING

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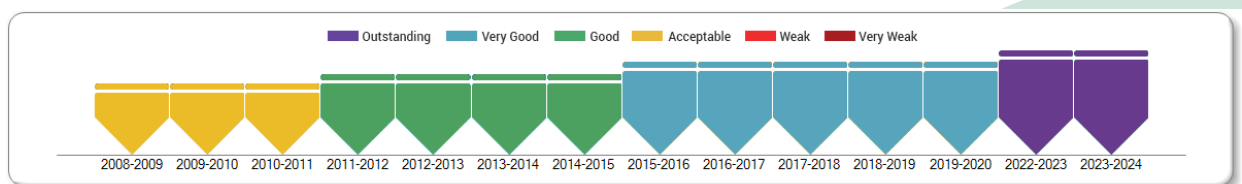
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 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	04 to 08 December 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1921
	 Number of Emirati students	233
	 Number of students of determination	246
	 Largest nationality group of students	Arab
 <p>TEACHERS</p>	 Number of teachers	165
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	88
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	UK/IB
	 External Curriculum Examinations	GCSE, IGCSE, IB
	 Accreditation	BSO, IBO

School Journey for DEIRA INTERNATIONAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Attainment and progress are outstanding across the Foundation Stage (FS). Progress is outstanding in English, mathematics and science. Attainment ranges from very good to outstanding in English, mathematics and science. Attainment and progress are good in Islamic Education. Attainment and progress range from acceptable to very good across Arabic. Students' engagement, collaboration and communication skills are excellent.
- Students consistently exhibit positive and responsible behaviour, reinforced by exceptional attitudes, respectful relationships and a harmonious atmosphere. They have a secure understanding of Islamic values and extensive knowledge of Emirati culture. They recognise the richness and diversity of the school community. They demonstrate excellent levels of understanding about sustainability and environmental awareness.

Provision For learners

- Teachers very effectively support and challenge learners. Their questioning is suitably thought-provoking. Most lessons successfully develop a broad range of learning skills. Lesson planning and organisation are generally very effective. The school has very robust systems to collect and analyse assessment data. Teachers use data very effectively in almost all lessons to match tasks to the needs of students and to personalise their learning.
- The curriculum is broad, balanced and age appropriate. It is carefully aligned to the National Curriculum for England (NCfE), the Early Years Foundation Stage (EYFS) curriculum and the International Baccalaureate (IB) requirements. Adaptations are guided by the analysis of data and the needs of students. Extra-curricular activities are extensive and motivating. Opportunities for students to learn about the culture, values and life in the UAE are more evident in FS and Primary.
- Child protection and safeguarding procedures are regularly reviewed and very rigorous. The school site is safe, secure and hygienic. The supervision of transport arrangements is extremely robust. Attendance is monitored meticulously, and healthy lifestyles are promoted. Detailed and well-informed procedures are used to identify students of determination as well as those who are gifted and talented. The premises are fully accessible.

Leadership and management

- The leadership of the school is highly effective. Self-evaluation is rigorous and wide-ranging. School leaders have an accurate view of the school's strengths and weaknesses. The governing board holds leaders of the school to account for its performance. Parents make a highly positive contribution to raising standards. The management of the school is highly effective. Ongoing professional training is related to both individual and school development needs.

Highlights of the school:

- The excellent provision in FS and the outstanding progress in English, mathematics and science in all phases.
- Students' exemplary attitudes, behaviour and relationships, their understanding of Emirati culture and their strong contributions to the environment.
- The high-quality support provided for health, care and safety.
- Motivating leaders, supportive governors and engaged parents as well as excellent resources.
- The strong commitment to inclusion and wellbeing.

Key recommendations:








- Raise attainment and progress in Islamic Education and Arabic.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 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	Good	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	Very good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Outstanding	Very good	Outstanding ↑	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Very good	Very good	Very good ↓
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

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

02 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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- With an average score of 582, the school exceeded its 2021 target in the Progress in International Reading Literacy Study (PIRLS) and improved on the 2016 result. There are no data for Emirati students in 2021. Progression in the benchmark assessment tests over two years is good in English and science, and very good in mathematics. The performance of Emirati students is not as positive as that of other students.

C. Leadership: International and Emirati Achievement	Outstanding
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- The school has robust procedures to collect assessment data from all internal and external assessment tests. Analysis of data identifies any gaps in students' skills and knowledge. Leaders adapt the curriculum accordingly to address these gaps. All teachers make very effective use of data to inform planning, match tasks to students' varied needs and personalise students' learning. The National Agenda action plan is comprehensive with a focus on improving students' benchmark test outcomes.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Outstanding	Very good

- Data from the standardised reading tests indicate that the large majority of students are achieving above expectations. Leaders analyse data to identify any weaknesses in individual students' reading skills and adjust teaching strategies accordingly. The school provides phonics

reinforcement and reading literacy interventions. The reading literacy action plan promotes students' pleasure in reading as well as highlighting strategies to improve reading across the school. The school uses a digital scheme for supporting independent reading and for tracking students' progress. Emirati students' reading skills are lower than those of their peers. The school encourages participation in competitions and attendance at the Emirates Literature Festival as well as introducing books which engage and motivate boys.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Improve the reading literacy skills of Emirati students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at an outstanding level.

- Wellbeing is central to the school's mission to support all students to meet their potential in an inclusive, forward thinking and safe environment. Using a variety of methods, the school gathers deep insights into the wellbeing of its entire community. The analysis and speedy response to matters arising has been successful in supporting exceptional provision and outcomes for students and staff.
- Staff and governors demonstrate a deep commitment to the school's ambitious wellbeing vision. Skilled adults effectively address students' wellbeing issues. Speedy interventions develop conflict management skills and encourage resilience and independence. Staff appreciate the very high-quality and personalised support which they receive. This ensures that they feel exceptionally well cared for and are highly motivated.
- Wellbeing programmes, including enrichment activities and wellbeing lessons, provide diverse and interesting experiences for students. Their interactions confirm the advanced skills which they have developed to promote their own and others' wellbeing. Teachers successfully create extremely nurturing wellbeing environments in which students thrive. Students are highly positive about the school. They say that they are very well supported, and that their ideas and suggestions are listened to and actioned.

For Development:

- Analyse wellbeing provision to identify areas on which to focus future initiatives.

UAE social studies and Moral Education

- The school has adopted the Moral, Social and Cultural Studies (MSCS) framework, and it is delivered through the medium of English. The framework has been effectively mapped across the learning units of the curriculum. Students in Years 7 to 10 have two hours per week allocated to MSCS, while those in Years 11 to 13 have one moral education lesson per week. Students enjoy field trips, motivational speakers, visiting theatre productions and involvement in the COP28 conference.
- The curriculum design demonstrates a thoughtful integration of SMSC themes across various subjects, allowing for a multidisciplinary approach to learning. This blending ensures that SMSC is not isolated but an integral part of students' learning. The development of key skills such as critical thinking, communication and ethical reasoning ensures that students are well-informed and able to explore complex moral and social issues. A project-based approach is central to teaching and learning in both phases. Students report their enjoyment of the subject. Their work is regularly assessed. Leaders meet regularly and collaborate well to facilitate a whole-school approach.

Arabic in Early Years

- The Arabic curriculum is introduced to children in FS encompassing listening, speaking, writing, vocabulary and phonics. It includes three 30 minute lessons per week in FS1 and FS2, and four 60 minute lessons in Year 1. Lessons are taught by a specialist team of four teachers. The curriculum includes additional reading and writing exercises to enhance students' Arabic reading comprehension and writing skills. Regular assessments are conducted to gauge students' level of attainment and track their progress. Ongoing assessments allow teachers to continuously monitor students' progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Across all phases, the majority of students demonstrate a secure understanding of Islamic concepts, principles and Sharia law, which is above curriculum standards. Internal assessments in Primary and Secondary reveal even higher levels of attainment and progress than those observed during lessons and in students' work.
- In Secondary and Post-16, students focus on comprehending and analysing the Holy Qur'an and Hadith. Students in the primary phase exhibit enthusiasm for memorising the Holy Qur'an and deepening their faith. However, their proficiency in contemporary issues is less secure.
- Teachers enhance students' memorisation and recitation skills by allocating more time at the beginning of each lesson, encouraging participation in Holy Qur'an competitions and promoting attendance at the recitation club. The impact of these strategies is somewhat limited for non-Arab students.

For Development:

- Ensure that students link all areas of learning to the Holy Qur'an, Hadith, and Seerah.

ARABIC AS A FIRST LANGUAGE

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

- Primary students make more progress than students in Secondary and Post-16. However, there are insufficient data to accurately measure students' skills, knowledge and understanding. Post-16 students' language proficiency is a particular weakness.
- Students in both Primary and Secondary demonstrate competent reading and comprehension skills. However, as a result of gaps in knowledge over time, post-16 students' reading skills are underdeveloped. They also have difficulty in grammar and structure in writing.
- Not enough account is taken of students' starting points and the curriculum requirements in teachers' planning of learning activities. Teachers' expectations of what students can achieve are not always high enough.

For Development:

- Raise teachers' expectations and ensure that, in planning learning activities, more account is taken of students' starting points and the curriculum requirements.

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

- The language proficiency levels of both primary and secondary students are above expectations in relation to their years of study. Raised expectations are contributing to students' progress in the secondary phase. Assessment data provide a realistic measure of students' achievement.
- Students can articulate their thoughts, apply Arabic in diverse contexts and write within the expected proficiency levels. Lower primary students display high levels of engagement and enjoyment as a result of the language intensive teaching strategies.
- The precise identification of students' starting points and meticulous curriculum modifications have significantly contributed to students' improving linguistic accomplishments and language proficiency in both phases. However, the measures of language proficiency are not yet fully aligned with curriculum expectations.

For Development:

- Assess students' language proficiency levels by aligning progress in lessons with curriculum expectations and the number of years of study.

ENGLISH

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

- As a result of thoughtfully personalised lesson planning and exceptional teaching, most children and students make progress above age-related expectations. There are significant strengths in listening,

speaking and reading, but it is in writing where the greatest gains are made, especially with the older students.

- Achievement is exceptional across the school. Although students make rapid and sustained progress, the enrolment of young students who are new to English-language learning impacts attainment in the primary phase.
- In the very best lessons, more able students have well planned opportunities to extend all four skills, including those of creative writing, analysis and research. Less confident students make strong progress because they are well supported.

For Development:

- Develop strategies for measuring the progress of students who are very new to the school, especially who are early English-language learners.

MATHEMATICS

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

- Students make very strong progress across the school. Data from internal assessment tests and students' work in lessons and books show that the large majority exceed curriculum expectations. Most students achieve strong IGCSE and IB examination results.
- Children in FS develop a strong understanding of number. Year 6 students use common denominators to compare and order different fractions. Year 11 students solve complex algebra and challenging trigonometry problems. In Year 13, students find gradients from first principles to investigate differentiation.
- Students develop secure strategies to solve problems. However, in a minority of lessons, students do not move on to solve challenging everyday problems quickly enough. The performance of Emirati students is below that of their classmates.

For Development:

- Raise the achievement of Emirati students.
- Ensure that students move on to solving appropriately challenging complex problems related to everyday life more quickly.

SCIENCE

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

- Across all phases, the achievement of most students is strong and above curriculum expectations. Children in FS benefit from opportunities to develop their science vocabulary and their inquiry skills through well-planned opportunities to explore and develop their scientific ideas.
- In Post-16, students are successfully challenged to extend their understanding of scientific concepts and to demonstrate and apply that understanding. In Primary and Secondary, students develop a sound scientific knowledge base. There is insufficient attention to practical inquiry skills in Primary and Secondary.
- The school recognises the differences in the performance of groups, particularly Emirati students, and has begun to address these by modifying the lessons, including the addition of science literacy tasks, to meet the needs of lower achieving groups.

For Development:

- Provide more opportunities, especially in upper Primary and lower Secondary, for investigations that allow students to inquire, hypothesise, collect and analyse data.

LEARNING SKILLS

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

- Students are highly enthusiastic learners, who promptly engage with tasks and persevere through challenges. They communicate well, confidently share their ideas, and constructively critique one another's contributions. They take responsibility for their learning and collaborate effectively with their classmates and adults.
- While students consider everyday applications in their learning, the consistency of such integration varies across subjects. Students exhibit strong reasoning, critical thinking and problem-solving abilities. These align well with the IB learner profile's emphasis on learning skills.
- Students make effective use of technology across many areas of the curriculum, including for research. Such opportunities are welcomed by students. Students typically know their strengths and areas for improvement and are proactive in setting and achieving learning targets.

For Development:

- Encourage students to use their learning to deepen their understanding of the modern world more consistently across all subjects.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students in all phases have extremely positive attitudes towards their school. They are resilient, and polite. They work very effectively together, showing commendable support and empathy for others' needs.
- Students are highly motivated towards learning and consistently display respectful behaviour, resulting in excellent overall conduct. They establish and maintain exemplary relationships with all in the school community. Students feel safe, valued, and supported, which fosters mutual trust.
- Across all phases, there is an excellent awareness and commitment to following healthy lifestyles. The overall attendance rate is very good. Students are punctual. Transitions between lessons occur seamlessly.

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

- Students demonstrate a secure understanding and appreciation of Islamic values. This is reflected in their commitment to learning, their polite manner and the charity work which they enthusiastically embrace. Students involve themselves fully in Islamic celebrations and other activities.
- Students exhibit extensive knowledge and understanding of the culture and heritage of the UAE. The school actively promotes awareness through a range of activities. Students engage in diverse initiatives to promote Emirati culture and celebrate national events in the UAE.
- Students demonstrate a strong understanding of their own cultures and are mindful and respectful of other cultures. They initiate and participate in a variety of cultural events, such as International Day, Diwali and the Chinese New Year.

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

- In FS, children take care of resources in a considerate fashion. Older students have an exemplary sense of community and social responsibility. Numerous student-led committees organise events and support wellbeing. These do much to enhance the school experience for all.
- An excellent work ethic is evident from FS. Older students participate in a variety of entrepreneurial activities, such as designing and selling products, and in innovative projects, such as redesigning areas of the school. There are fewer opportunities for primary students to initiate their own projects.

- Students of all ages have a very mature understanding of environmental issues. They play a very active and insightful role in encouraging sustainability in the school and beyond through the Eco club and by leading assemblies.

For Development:

- Provide more opportunities for primary phase students to initiate their own innovative and entrepreneurial projects.

03 TEACHING AND ASSESSMENT

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

- In most lessons, highly effective teachers set very high expectations and successfully nurture and encourage a broad range of learning skills, knowledge and understanding. Lessons are thoughtfully personalised to meet the learning needs of all students.
- Many teachers have exemplary skills in managing classroom discussion, including developing students as highly reflective learners. Teachers' promotion of learning skills, although strong, is less consistent in some primary lessons.
- While the promotion of critical thinking is a strength in many areas, science lessons do not yet benefit from extensive hands-on enquiry to develop this effectively enough. In Arabic as a first language and Islamic Education, teaching is not consistently strong enough.

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

- The school has robust systems to collect assessment information and benchmark outcomes against external tests and examinations. Assessment processes are closely aligned to licensed curriculum standards. They provide an accurate picture of students' academic achievement and personal development.
- The school analyses assessment data at individual, class and cohort levels to identify gaps in students' knowledge and skills. In almost all lessons, teachers make effective use of this information to match learning tasks to the varied needs of students.
- The school tracks the achievement of Emirati students and English-language learners and provides teachers with strategies to help students improve their work. The impact is starting to show as the achievement gaps are narrowing.

For Development:

- Ensure that teachers make full use of students' well-developed learning skills in all lessons.

04 CURRICULUM

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

- The school offers a broad, balanced and challenging curriculum, carefully aligned to the EYFS and NCfE curricula and the IB Diploma (IBDP) and career-related programmes. The curriculum content is highly structured and developmental so that transition for students is as seamless as possible.
- Recent enhancements have provided an increased number of subject and pathway choices for students in Years 10 to 13. An increasing number of students choose the career-related programme and integrated Business and Technology Education Council (BTEC) options.
- The curriculum is reviewed regularly to ensure that it meets the needs of students and that it is compliant with licensed curricular requirements. The delivery of the Ministry of Education (MoE) curriculum, through external examination courses, is sometimes not aligned to ensure that all standards are covered.

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

- Teachers and subject leaders actively adapt and modify the curriculum to meet individual needs. New subjects in the secondary and post-16 phases offer more opportunities for students to pursue courses aligned with their future pathways. Extra courses have been added to support a small number of students with additional needs.
- A wide range of extra-curricular activities is offered, providing several opportunities for competitive sports, innovation competitions, involvement in charity ventures and service to the local community. Senior students, through their Creativity, Activity, Service (CAS) programme initiate events which support and motivate younger students.
- The school promotes an understanding of Emirati culture, notably for younger students, through specific cross-curriculum links. This has been particularly well supported by COP28, which has been followed by increased focus on the UAE.

For Development:

- Create curriculum links that enable all students to broaden their understanding of the values and culture of the UAE.

05 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

- Safeguarding and child protection are extremely high priorities across the school. The safeguarding team ensures that any concerns raised by staff, students or parents are dealt with immediately. Consequently, students feel very safe in school and know that there is always someone to speak to if they have any concerns.
- Regular site reviews and security checks, as well as rigorous risk assessments, ensure that the premises are safe and very well maintained. Any issues are dealt with immediately. The start and end of the day transport arrangements are very effectively supervised.
- The promotion of healthy, physical lifestyles is evident across the school. Medical personnel provide excellent levels of care. They are also proactive in promoting awareness of healthy living in conjunction with the physical education department, school counsellors and student wellbeing mentors.

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

- Teachers enjoy excellent relationships with their students and know them very well. Interactions show the mutual respect, trust and confidence which they share. The behaviour of almost all students is exemplary. Systems for promoting attendance and punctuality are successful.
- Rigorous and informed procedures identify students of determination. The school has a clear inclusive admission policy. Comprehensive and highly focused support is put in place for students of determination. Excellent facilities and resources provide for a wide range of needs.
- Known and trusted members of staff are available for all students and provide them with very well-informed advice and guidance. Students have clear pathways with which to access this advice. They receive effective guidance with regard to future careers and higher education.

For Development:

- Extend even further healthy physical and mental lifestyle approaches.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
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- Highly inclusive admission procedures are promoted by school leaders and are implicit in the school's vision and values. The very proficient inclusion leader and her team ensure that provision for students of determination is of an exceptionally high quality.
- Any barriers to learning are swiftly identified and addressed. Assessments ensure that provision is skilfully modified to cater for individual needs. Teachers know their students very well and competently deliver strategies and interventions outlined in the very detailed individual education plans (IEPs).
- Parents are at the heart of the school's provision and are fully involved and consulted. They are pleased with the reports they receive and delighted with the progress their children make. They feel strengthened by the advice and support provided by the school.
- Highly supportive classrooms ensure that students are included and encouraged by their classmates. Lesson plans are well adapted and delivered to meet their needs. Individual pathways are created for older students. Their developing skills lead to recognised and valued external qualifications.
- Accurate assessments of students' starting points lead to the setting of ambitious but achievable targets. The school gathers detailed information about students' progress which shows that most students make better than expected progress towards their learning goals.

For Development:

- Expand the coaching and mentoring programme to include learning support assistants.

06 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

- School leadership is highly effective. Leaders set a clear and strategic direction for the school. They are committed to enabling students to achieve their potential, and to become life-long learners and responsible global citizens. Relationships are professional and communication effective. Morale is extremely high. Welfare and wellbeing are exceptionally well supported. The school actively promotes respect, excellence, collaboration and integrity. It is committed to staff development and ensuring a highly professional workforce.
- Procedures for self-evaluation are rigorous and wide ranging. School leaders have an accurate sense of the school's strengths and weaknesses. The systematic monitoring and evaluation of teaching is extensive and supports staff training, which is personalised and appropriate to the school's priorities. School improvement planning is extensive and detailed. However, the division of plans into primary and secondary documents does not support unity across the phases. Differences do not allow whole school priorities to be clearly identified.
- Parents are highly supportive and appreciative of the school and senior leaders. The school makes use of a wide range of effective methods to communicate with parents. School reports are highly regarded, and parents appreciate the information they receive. The school benefits significantly from strong links with other schools to share expertise and moderate practice. The school makes excellent use of community partnerships and internships. Charitable work is extensive, including some students volunteering abroad.
- The governing board includes representation from the school community although, at present, the parent governor post remains unfilled. The governing board meets regularly to review the work of the school. Parents, students and staff are actively consulted through school visits, regular surveys and presentations to governors. Governors are well supported with relevant information as well as quality reports from school leaders. The governing board has a good understanding of the strengths of the school. They have ensured high levels of investment in staffing and facilities.
- The day-to-day management of the school is highly effective with robust monitoring systems. Governors and leaders ensure that there are sufficient teachers to support the curriculum. Staff are suitably qualified and appropriately deployed. Ongoing professional training is of a very high quality. School buildings are very well maintained with extensive specialist facilities. The premises provide a safe and stimulating environment. Resources are well considered to support teaching, learning and assessment.

For Development:

- Review the format of the whole school development plan to ensure greater coherence across the primary and secondary phases.
- Ensure that the governing board has an appropriate mix of knowledge, skills, backgrounds and experience to support and challenge the school.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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