



المعرفة
Knowledge



INTERNATIONAL CONCEPT EDUCATION L.L.C - FZ

FRENCH CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



Not applicable

CONTENTS

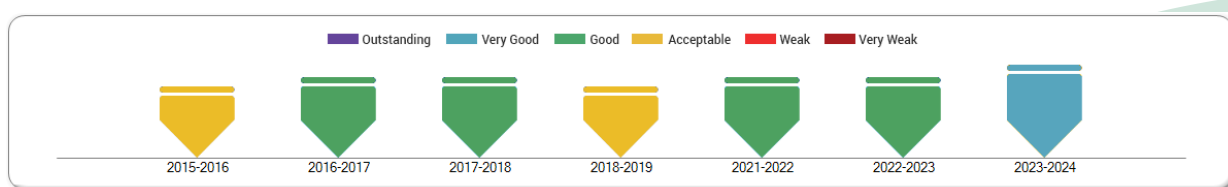
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Meydan
		Opening year of school	2013
		Website	www.icedubai.org
		Telephone	97143708668
		Principal	Abir Alaywan
		Principal - date appointed	7/7/2021
		Language of instruction	French, English, Arabic
		Inspection dates	26 to 01 March 2024
 STUDENTS		Gender of students	Boys and girls
		Age range	3 to 16
		Grades or year groups	KG 1 to Grade 10
		Number of students on roll	535
		Number of Emirati students	3
		Number of students of determination	43
		Largest nationality group of students	French
 TEACHERS		Number of teachers	48
		Largest nationality group of teachers	French
		Number of teaching assistants	10
		Number of guidance counsellors	1
 CURRICULUM		Curriculum	French
		External Curriculum Examinations	French National Evaluation
		Accreditation	French Ministry of Education

School Journey for INTERNATIONAL CONCEPT EDUCATION L.L.C - FZ



SUMMARY OF INSPECTION FINDINGS 2023-2024

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's achievement across the key subjects and in learning skills in Maternelle has significantly improved to a high level. Students' achievement in a large majority of key subjects is very good and much improved. Students' rates of progress in Islamic Education and Arabic are improving in Primaire and Collège. Students' learning skills are generally very good across all phases of the school.
- Students' personal development, work ethic and attitudes to learning are excellent in Maternelle and in Lycée. Most possess high level skills of innovation, creativity, and entrepreneurship. Across all phases, students consistently show respect and empathy towards one another and adults. Students are developing their maturity and strive to support their school community as much as they are able to do so.

Provision For learners

- The quality of teaching has improved to a very high level across most of the school. Teachers have excellent subject knowledge and most make learning relevant and interesting for students. Teachers know their students well and adapt teaching accordingly. The school's assessment processes are well-structured and consistent across most subjects. The school benchmarks students' attainment in French and mathematics against the French national averages and against similar schools overseas.
- The curriculum ensures seamless progression in learning in the key subjects. It meets most students' needs and preparing them effectively for their future education and life beyond the school. Meaningful cross-curricular links are well-managed and support students in transferring their learning across different subjects. The school modifies the curriculum in response to students' needs. Booster classes in French, English and Arabic support the development of students' languages.
- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all statutory requirements, including evacuation procedures. Safety checks are frequent and thorough. The school prioritises the wellbeing and personal development of all students, as well as offering academic and career guidance to older students. Students of determination are identified, and regular assessments monitor their progress.

Leadership and management

- The principal and senior leaders have established a school that values and actively promotes bilingualism, inclusivity, and wellbeing. They have retained the trust of students, parents, and members of staff. Senior leaders have been innovative and very successful in developing the school. The owner and governors are creatively using proven research to develop high-quality bilingual education provision.

Highlights of the school:

- Governors' and senior leaders' ambitious vision to optimise students' achievement within an inclusive school where bilingualism is valued and promoted
- Children's improved achievement across the key subjects and learning skills in Maternelle
- Students' very strong work ethic, personal development, and attitudes to learning
- The school's excellent arrangements for keeping students safe
- The excellent partnerships with parents, owners and governors

Key recommendations:

- Ensure assessment information is used effectively to influence teaching and the curriculum, to identify and meet the learning needs of all groups of students.
- Improve the effectiveness of subject leadership in Islamic Education and implement the best practices in teaching and assessment.
- Improve leadership skills and the monitoring of middle leaders by:
 - developing KHDA School Inspection Framework derived performance management criteria and,
 - providing all staff with leadership roles targeted personalised professional development



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 Students' Achievement

		Maternelle	Primaire	College	Lycee
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good	Not applicable
 Language of instruction	Attainment	Very good ↑	Very good	Very good ↑	Very good
	Progress	Very good	Very good	Very good ↑	Very good
 English	Attainment	Very good ↑	Very good	Very good ↑	Outstanding
	Progress	Very good	Very good	Very good	Very good
 Mathematics	Attainment	Very good ↑	Very good ↑	Very good	Very good
	Progress	Very good ↑	Very good	Very good	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	↑ Very good	Very good	Very good	Very good

	Maternelle	Primaire	College	Lycee
Learning skills	Very good ↑	Very good ↑	Very good ↑	Very good

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

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding ↑	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good

03 TEACHING AND ASSESSMENT

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Very good ↑	Very good ↑	Very good ↑	Good
Assessment	Very good ↑	Good	Good	Very good

04 CURRICULUM

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Very good ↑	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Maternelle	Primaire	College	Lycee
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good ↑	Good	Good	Good

06 LEADERSHIP AND MANAGMENT

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

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

FOCUS AREAS

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 student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level

- The wellbeing leader is dedicated to fostering the wellbeing of all in the school. She is tasked with integrating wellbeing into the school's culture. Senior leaders shape the strategic direction which is set out in the new wellbeing policy. All members of staff understand and apply this, which is confirmed by feedback from teachers. Collaboration between the wellbeing and inclusion teams and the school's clinic supports effective wellbeing provision and positive outcomes.
- Informal surveys gather opinions from students and staff. Collaborative projects are beginning to improve student wellbeing. Senior leaders and staff share the wellbeing vision. Parents receive information and support. A citizens' commission organises events, and all communications are bilingual. Students can access trusted adults when needed and supported by their wellbeing class representatives. Students have helped to decide on the school's restaurant menu, and additional facilities for instance, a prayer room and student lounge.
- Curricular and extra-curricular programmes promote wellbeing development. Health education information and training, overseen by the school's doctor, emphasises self-care strategies, for instance, the importance of sleep, improved nutrition, and exercise. Events are held for the wider school community. Students gain self-awareness and empathy, with class representatives identifying and supporting any wellbeing concerns expressed by their classmates. There is an ethos of high student positivity and community connection.

For Development:

- Improve the current methods of data collection, including tailored surveys, to inform wellbeing planning for initiatives and curriculum integration.
- Monitor, and measure and analyse, the outcomes of wellbeing surveys and initiatives to evaluate the impact of wellbeing provision throughout the school.

UAE social studies and Moral Education

- Social studies and moral education are taught in English and French as integrated subjects from Grades 1 to 10. The school adopts a multi-disciplinary approach. As well as the UAE's textbooks, teachers use a range of resources to support learning. They involve visiting speakers and incorporate field trips. Detailed curriculum maps provide a wide range of learning experiences, and connections to other subjects, for example, work on geography and history relative to the UAE.
- Students are very active learners, for example, older students took part in a conference in Rome. They develop critical thinking skills as they consider ethical questions and relate what they learn to their own experiences and the wider world. Assessment is through formative and summative assessments with students also evaluating their own and others' work.

Arabic in Early Years

- Children in Maternelle engage in Arabic language learning through four 45-minute sessions weekly. The school follows a curriculum tailored to the early years, adapted to support Arabic language acquisition for both Arabic and non-Arabic speaking children. The curriculum primarily focuses on phonics skills, reading short and long vowel letters. Continuous assessment is done through teacher observations and documentation. Children are assessed through regular termly summative assessments. Parents receive a weekly learning plan and reports on their children's progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Maternelle	Primaire	College	Lycee
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good	Acceptable

- External and internal assessments indicate that students have a high level of knowledge and understanding of Islamic values. However, classroom observations contradict these results and across all Islamic strands.
- Students in Primaire have adequate knowledge of the Pillars of Islam and Iman. In Collège, students adequately understand the concept of Islamic laws especially regarding relationships with neighbours. In Lycée, students have basic knowledge of the laws of marriage according to Islamic law. Students' Tajweed skills are underdeveloped in all phases.
- Since the last inspection, the Islamic department have tried several initiatives to improve students' attainment and progress. However, these initiatives have not yet achieved the desired outcomes and impact in improving students' progress.

For Development:

- Improve students' attainment and progress in all phases.
- Ensure teaching strategies are tailored to meet students' learning needs more effectively.

ARABIC AS A FIRST LANGUAGE

	Maternelle	Primaire	College	Lycee
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- In upper Primaire and Collège students make better progress in lessons than elsewhere in the school. They are able to conjugate verbs accurately. In Lycée students are able to analyse a biographical text and provide evidence in support of their answers.
- Listening skills are strong across the school. Students can listen to a wide range of texts and respond appropriately. Their speaking skills when responding orally are well developed. Students are less confident when participating in an unplanned conversation.
- The school's focus on spelling and reading is improving students' reading fluency and accuracy. However, phonics skills remain underdeveloped. While students' responses to literal comprehension are developing well, deeper analytical skills and the application of literary techniques by older students is less secure.

For Development:

- Improve students' phonic skills.
- Provide regular opportunities for students to speak and write independently for different purposes.
- Improve students' analytical skills of different genre including poetry analysis.

ARABIC AS AN ADDITIONAL LANGUAGE

	Maternelle	Primaire	College	Lycee
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good ↑	Good	Not applicable

- Internal assessments are inflated and above are above the achievement levels observed in lessons. In both phases, students' progress is above expectations with better progress in listening and reading than in speaking and writing. In Collège girls perform better than boys.
- Most students are expanding their vocabularies and developing their reading comprehension skills. Reading fluency and phonic skills are less secure for students new to learning Arabic. While writing skills are slowly improving, students lack confidence in speaking in conversations on everyday matters.
- Limitations in the grouping of students studying Arabic, as well as a lack of better alignment to curriculum outcomes, do not give an accurate view of individual students' attainment levels.

For Development:

- Improve students writing and speaking skills.
- Plan learning activities that meet the needs of students at all levels.
- Assess students accurately according to the number of years of learning Arabic

LANGUAGE OF INSTRUCTION

	Maternelle	Primaire	College	Lycee
Attainment	Very good ↑	Very good	Very good ↑	Very good
Progress	Very good	Very good	Very good ↑	Very good

- In this bilingual school where many students are non-French speakers, the majority of students in Maternelle, attain above curriculum standards and make better than expected progress. In Primaire students' speaking and listening skills are improving consistently, as indicated by the French national assessments.
- In Collège, the overall results of the French examination in the subjects studied in French are outstanding. In the specific French Language and Literature examination, oral skills are outstanding, but students' writing skills are less well developed.
- In the upper phases, students' speaking skills are very good. They provide information, ask questions, and can justify their opinions. Although students are developing very strong critical thinking skills, they do not have sufficient opportunity to strengthen their writing skills.

For Development:

- In all phases, strengthen students' use of vocabulary.
- Improve students' writing skills.

ENGLISH

	Maternelle	Primaire	College	Lycee
Attainment	Very good ↑	Very good	Very good ↑	Outstanding
Progress	Very good	Very good	Very good	Very good

- Starting in Maternelle, most students show good proficiency and make satisfactory progress in English language skills in stimulating environments. Students' performance is not yet adequately benchmarked.

- Oral skills receive regular emphasis, enabling students in each year group to feel sufficiently confident in spoken language activities. Reading and writing skills improve gradually, with an increasing focus on extended writing from Collège to Lycée.
- Students in 'booster' groups experience less consistent progress but are benefiting from tailored teaching and which is gradually enabling them to be more actively engaged in learning activities. Students sometimes are not able to communicate adequately what new learning and skills have been acquired.

For Development:

- Benchmark students' language proficiency levels against national and international benchmarks
- Improve students' ability to relate language learning to everyday scenarios, and to communicate their learning effectively.

MATHEMATICS

	Maternelle	Primaire	College	Lyce
Attainment	Very good ↑	Very good ↑	Very good	Very good
Progress	Very good ↑	Very good	Very good	Very good

- The achievement of students in the Diplôme National du Brevet (DNB) and other statutory external assessments is high. Inspection activities broadly confirm this high performance. A lack of differentiation in learning activities limits the progress of the most able.
- In Maternelle, children can recognise common two-dimensional shapes and can make repeating patterns. In Primaire students can solve multiplication calculations in word-based problem-solving questions. In Collège students can create nets to build three-dimensional shapes. In Lycée, students draw correctly scaled diagrams of bearings from a given heading and distance.
- In a minority of lessons students are given learning objectives but rarely do they have clear success criteria to achieve. Students do not have short term skill-based targets to work towards. There are few opportunities for students to choose the level of challenge in the tasks they undertake.

For Development:

- Provide students with clear learning objectives and success criteria so that they can make even faster progress in their mathematical skills.
- Provide opportunities for students to challenge themselves by choosing the level of difficulty in the tasks they undertake.

SCIENCE

	Maternelle	Primaire	College	Lycee
Attainment	Good	Good	Good	Good
Progress	Very good ↑	Very good	Very good	Very good

- In Maternelle, children engage in exploring the natural world, making observations, and examining plants. In other phases, students consolidate their understanding of scientific concepts and skills in their practical work. These activities are developing students' scientific reasoning, critical thinking and problem-solving skills.
- In all phases, students acquire sufficient knowledge and comprehension of science concepts and demonstrate proficiency in communicating their ideas and predictions. However, students' capacity to recall accurately specific scientific terminology varies across phases.
- Leaders have implemented some actions to incorporate opportunities for scientific inquiry within the science curriculum. However, lessons aimed at equipping students with the skills of the scientific method are infrequent and insufficient across all phases.

For Development:

- Ensure that specific scientific terminology related to knowledge and skills is regularly reviewed and used in all science lessons.
- Improve students' scientific skills by using real life inquiry-based activities in lessons.

LEARNING SKILLS

	Maternelle	Primaire	College	Lycee
Learning skills	Very good ↑	Very good ↑	Very good ↑	Very good

- Across all phases, students are motivated and keen to learn. In Primaire, students actively engage in lessons and demonstrate a high level of participation. Collaboration and teamwork are frequent and effective aspects of learning especially in the upper phases.
- In all phases, students have opportunities to explore meaningful links and realistic scenarios in their learning which relate to the wider world. Many learning experiences encourage the development of students' higher order thinking skills, Activities to support students' enterprise skills are insufficient.
- Leaders have ensured that opportunities for students to use and develop their skills in critical thinking, problem-solving and innovation, are in place. However, the consistency of these essential learning skills and independence in learning, varies across phases and subjects.

For Development:

- Ensure in all subjects and phases that students are regularly provided with opportunities to use and apply their higher order learning skills.
- Provide more opportunities for students to foster their independent learning skills on a regular basis.

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

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding ↑	Very good	Very good	Outstanding

- Students have positive attitudes towards learning. They show enthusiasm, resilience, and self-motivation. They enjoy acquiring new knowledge and skills as well fostering their own personal growth, and lifelong learning habits.
- Students' excellent behaviour reflects a combination of personal social skills, and a commitment to academic and personal growth. Together they contribute to a positive learning environment where all students strive to reach their full potential.
- Excellent relationships exist between students and members of staff. These are characterised by trust, respect, communication, and support and lead to a conducive environment for learning and personal growth. The school adopts a healthy lifestyle approach in line with its vision and mission.

	Maternelle	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good

- Students develop a deep appreciation for the role and values of Islam in the UAE through a combination of cultural immersion, community engagement and diversity. This all-round approach nurtures a strong sense of identity, belonging, and responsibility grounded in Islamic principles.
- Students respect the heritage and culture of the UAE. This is clearly reflected in various activities that the school presents every year.
- The understanding and appreciating each student's own culture and that of others is a vital aspect of life in the school. It contributes to the development of well-rounded students capable of thriving in a diverse environment. Younger students have yet to acquire this depth of understanding and knowledge.

	Maternelle	Primaire	College	Lycee
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good

- Students are proactive and have a strong sense of community. Older students are able to use their initiative and manage their own projects. They take their leadership roles very seriously and raise funds for global disasters and charitable organisations.

- Students are responsible and participate willingly in activities that have a positive effect on the school and the wider community. They have a strong empathy for others, are keen to offer help, and have a positive work ethic.
- Students care for the school and seek ways to improve the environment. They are active in supporting schemes that contribute to sustainability and conservation, including designing recyclable water bottles to reduce plastic usage and composting their own food waste.

For Development:

- Improve students' knowledge and awareness of Islamic values and UAE culture in Maternelle and Primaire.
- Ensure that all students have opportunities to develop their innovation and entrepreneurship skills.

03 TEACHING AND ASSESSMENT

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Very good ↑	Very good ↑	Very good ↑	Good

- Teachers have excellent subject knowledge and most make learning relevant and interesting for students. Teachers' planning includes clear learning goals and a balance of activities to motivate and support students' learning. In a minority of lessons, particularly in Islamic Education, teachers have limited understanding of how students learn most effectively. .
- Most teachers use time and resources well to support learning. Questioning is effective in checking understanding and, in the better lessons, used to promote thoughtful and productive discussions. Teachers know their students well. Support for those with limited language skills is excellent, but more able students are not always sufficiently challenged.
- Where teaching is strongest, for example, in mathematics and science, teachers actively encourage students to think critically, take the initiative and become independent learners. This is less evident in Primaire.

	Maternelle	Primaire	College	Lycee
Assessment	Very good ↑	Good	Good	Very good

- The school's assessment processes are well-structured and generally consistent across all subjects. Assessments are closely linked to the standards in the French and MoE curricula. Information from most subjects' internal and external assessments provides teachers with clear measures of students' attainment and progress.
- The school is now able to benchmark students' attainment in French and mathematics against the French national averages and similar schools overseas. The analysis of assessment data in the Arabic medium subjects is in line with the required methodology. Student achievement data is moderated well within school.
- Teachers' use of assessment information to plan lessons is more securely embedded in Maternelle and Lycée. A lack of specific short-term written targets prevents students from reviewing their own learning and understanding what they must do to reach the next level in their work.

For Development:

- Ensure that teachers systematically promote critical thinking, problem-solving and independent learning, particularly in Primaire.
- Ensure teachers use assessment information more effectively to plan challenging learning activities for all groups of students.
- Provide students with targets to help them to evaluate their own progress within a unit of work.

04 CURRICULUM

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Very good ↑	Good	Good	Good

- The curriculum is comprehensive and well-aligned with national requirements, demonstrating a clear rationale across all phases, particularly in Maternelle. In Arabic, as an additional language, the curriculum is not fully aligned with MoE expectations. The curriculum is delivered in French and English and follows the best practices in bilingual education.
- The school's curriculum effectively develops knowledge, skills, and understanding, ensuring seamless progression in the key subjects, and preparing students well for their futures. Science, history and geography are taught in both languages. In mathematics, the French programme is applied entirely over a shorter teaching time, with teaching in English focused on problem-solving.
- The school is enhancing the curriculum by offering additional examination courses for older students and managing meaningful cross-curricular links to support learning transfer across different subjects.

	Maternelle	Primaire	College	Lycee
Curriculum adaptation	Good	Good	Good	Good

- The school modifies the curriculum in response to students' needs. Booster classes in French, English and Arabic support language development well. Diagnostic assessment informs additional learning and challenge programmes. The school does not fully meet the needs of students in the Arabic-medium subjects or and more able students.
- The curriculum offers opportunities for students to develop innovation skills and creativity through lessons in robotics, chess, and the creative arts. Students benefit from a wide range of extra-curricular activities such as, sport, music, and a recent Model United Nations conference.
- Links with Emirati culture and UAE society are strong in Arabic and social studies. For example, students learn about the UAE space programme and participate in field trips to explore the UAE and neighbouring countries. This is an under-developed feature of learning in other subjects.

For Development:

- Ensure that the curriculum in Arabic, as an additional language, is fully aligned with the MoE expectations.
- Ensure curriculum modifications meet the needs of all students so that they can make the progress of which they are capable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Maternelle	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all statutory requirements, including evacuation procedures. Safety checks are frequent and thorough.
- The school's promotion of safe and healthy living is very successful and supported by an extensive extra-curricular programme. The school clinic is highly effective in supporting the medical needs of staff and students
- Staff know how to safeguard students, themselves, and other staff members. They understand the procedures to follow if an issue of child protection arises and are all fully trained. Students feel safe and are confident to report any concerns to an adult in the school. They also have a strong sense of how to keep themselves safe when online.

	Maternelle	Primaire	College	Lycee
Care and support	Very good ↑	Good	Good	Good

- Relationships between members of staff and students are positive and purposeful, particularly in Maternelle. There are successful systems in place for managing students' behaviour. Support for students helps to develop their academic, personal, and social skills and particularly for students of determination.
- Students of determination and those with gifts and talents are identified through teacher observations. Communication with parents is systematic, informative, and regular. Support strategies and intervention plans for students are in line with the French Ministry of Education guidance.
- Students' wellbeing and personal development is a high priority for the school. Academic and career guidance is provided for senior students. Grade 10 students complete a week of work experience in their choice of professional setting. This is enabling significant personal growth for students.

For Development:

- Improve even further the processes for the identification of, and support for, students who are gifted and talented.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The inclusion governor promotes inclusion across the school. He has a background in education and ensures the inclusion policy is implemented in all classes. Staff training shows commitment to supporting students' needs. although teachers' understanding is not yet sufficient.
- Students with barriers to learning are identified through their teacher's referrals. Observations and assessments for reading and writing fluency, track progress and highlight support needs. Staff develop intervention plans in collaboration with parents and students, and review these termly.
- Support interventions for students of determination involve regular parental consultations. Parents are active in developing and reviewing their children's personalised plan. Ongoing communication ensures parents are kept well informed and able to support their children's progress at home.
- Teachers have high expectations of students of determination, integrating them fully into lessons. They provide differentiated learning activities and curriculum adaptations with support from the inclusion team. Progress is tracked through assessments which are logged electronically for student and parent access.
- Students' progress is assessed through personalised plans. These contain clear targets which reflect the evolving inclusion vision, although they are not yet sufficiently analysed for their impact. Observations by the inclusion team and the inclusion governor ensure the inclusion policy is being applied and monitoring and support is provided in lessons.

For Development:

- Ensure the school's inclusion policy is fully understood by all teachers and firmly embedded across all phases.
- Monitor and measure the outcomes of inclusion initiatives and interventions to assess the impact on the progress of students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- The dedicated principal and senior leaders have established a school that values and actively promotes bilingualism, inclusivity, and wellbeing. They have retained the trust of students, parents, and staff. Leadership structures have been modified to embrace the concept of distributive leadership and succession planning. Subject coordinators are being trained to become more effective middle leaders. Senior leaders have been innovative and successful in developing the school and understand clearly what needs to be done to secure further improvement.
- Self-evaluation protocols and improvement planning are approached systematically with increasing use of external benchmarking data. Senior leaders have implemented consistent approaches to the monitoring of teaching and learning. School improvement plans now contain relevant actions and sufficient detail on how progress towards improvement objectives will be measured. Although senior leaders understand best practices in teaching, learning and use of assessment, middle leaders have yet to acquire these skills.
- There are many opportunities for parents to be actively involved in the life and work of the school. Parents speak highly of the school's communications and the approachability of senior leaders and teachers. Reporting on students' progress and personal development is regular and detailed, with teacher and parent meetings each term. International partnerships have been strengthened, enhancing students' experiences. The school makes significant and sustained contributions to the AFLEC network as a lead exponent of bilingual education.
- Stakeholders are well represented in the governance of the school. The governance steering group of experienced international educators provide an in-depth knowledge of the school and students' achievements. They have a very positive impact on the school's performance and with a designated pilot project group which monitors the school's progress regularly. The owner and governors are creatively using proven research to develop the concept of a high-quality bilingual education school.
- The day-to-day management of the school is well-organised, impacting positively on students' daily learning experiences. Teachers and leaders are recruited thoughtfully and encouraged to develop their expertise to ensure high-quality teaching. Each teacher commits to self-evaluation

and is supported by observation of their professional practice and provided with personalised coaching and development. The campus provides a conducive environment for learning, sport, and recreation. All learning areas are accessible, spacious, and now more attractive because of an extensive renovation programme.

For Development:

- Ensure that middle leaders have the necessary skills to be fully effective in their new roles of responsibility.
- Support improved teaching student achievement by designing and implementing a development programme to enhance middle leaders monitoring skills.



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