

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

Inspection Report 2018-2019

**Dubai English Speaking
private college -branch**

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK



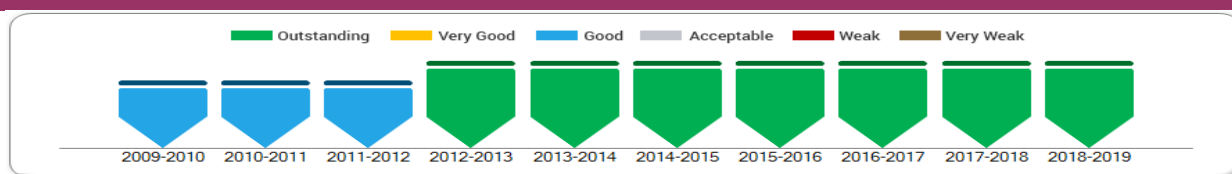
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents, teachers, and senior students	20

School Information

General Information	 Location	Dubai Academic City
	 Opening year of School	2005
	 Website	www.descdubai.com
	 Telephone	00971-4-3604866
	 Principal	Chris Vizzard
	 Principal - Date appointed	9/1/2014
	 Language of Instruction	English
	 Inspection Dates:	12 to 15 November 2018
Students	 Gender of students	Boys and girls
	 Age range	11-18
	 Grades or year groups	Year 7-Year 13
	 Number of students on roll	1661
	 Number of Emirati students	21
	 Number of students of determination	146
	 Largest nationality group of students	UK
Teachers	 Number of teachers	157
	 Largest nationality group of teachers	British
	 Number of teaching assistants	15
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	3
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, GCSE, AS, A-level, BTEC
	 Accreditation	BSO and COBIS
	 National Agenda Benchmark Tests	GL

School Journey for Dubai English Speaking private college -branch



Summary of Inspection Findings 2018-2019

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 progress very well and reach high levels of attainment in English, mathematics and science, particularly at the secondary phase. Attainment and progress are good in Islamic education and broadly acceptable in Arabic. Students are highly motivated. Their skills in independent learning, the use of technology, collaboration with others and critical thinking are impressive.
- Students show exemplary standards in their personal and social development. Relationships among students and between them and staff are very positive. Students are innovative and creative, and often initiate developments. Knowledge and understanding of Islamic values and Emirati traditions are well established. Through a wide range of projects, clubs and activities students show social responsibility by helping others and sustaining the environment.

Provision for learners

- Teaching is imaginative and inspiring in many subjects. Teachers know their subject matter, and plan and implement engaging lessons in most subjects. They typically question students very effectively to generate high-quality discussions and critical thinking. Lesson plans often take full account of assessment data to match tasks and activities to the needs of all students. Teachers use technology well to illustrate concepts.
- The curriculum is of the highest quality. It is very well aligned to requirements and has inbuilt continuity and progression in students' learning in almost all subjects. It is reviewed and improved regularly. The school offers a wide range of pathways into higher education or post-school employment. Modifications in almost all subjects, and a wide range of additional extra-curricular or academic experiences, help students to achieve their best.
- Staff implement the school's high-quality arrangements for the protection, care and support of students very effectively. Procedures for child protection and safeguarding are appropriate and are applied thoroughly. Promotion of healthy lifestyles is a major strength, particularly through excellent physical education and sporting experiences. The arrangements for managing students' attendance and punctuality are highly successful.

Leadership and management

- Senior leaders provide strong educational leadership. They ensure that the school is inclusive and innovative. All staff are involved in collegiate school self-evaluation and improvement activities. Parents are active partners in their children's education. Governors are closely involved in the life of the school and give very well-judged support. The school's facilities and human and other resources are of very high quality, as is its smooth day-to-day operation.

What the School does Best:

- The strong educational leadership, the vibrant culture of inclusion and innovation, and successful commitment to the implementation of the UAE National Agenda
- Imaginative teaching and very effective use of assessment, ensuring that students make rapid progress, acquire high levels of understanding and develop impressive learning skills
- Students' attitudes and exemplary behaviour
- The innovative curriculum, adapted successfully to meet the needs of almost all groups of students
- The school's arrangements for safety, security and care, the promotion of healthy lifestyles and notable sporting prowess

Key Recommendations:

- Improve attainment and progress in Arabic by:
 - adapting the Arabic curriculum more effectively to address gaps in students' attainment in all four skills, particularly in Arabic as a first language
 - modifying internal assessments where necessary to ensure that they test a suitable blend of knowledge, understanding and skills, and are in line with age-related standards for Arabic as a first language and with the number of years of study for Arabic as an additional language
 - using assessment data to match lesson tasks and activities more closely to the learning needs of different groups of students
 - including Arabic teachers and learners in initiatives to develop reading across the curriculum.

Overall School Performance

Outstanding

1. Students' Achievement

		Secondary	Post-16
 Islamic Education	Attainment	Good	Good
	Progress	Good	Good
 Arabic as a First Language	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Acceptable	Not applicable
	Progress	Good	Not applicable
 English	Attainment	Outstanding ↑	Very good
	Progress	Outstanding	Very good ↓
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Good
	Progress	Outstanding	Very good
		Secondary	Post-16
Learning skills		Outstanding	Outstanding

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good↑	Very good↑
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	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](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

School's Progression In International Assessments **meets expectations.**

- International assessment data shows an overall improvement with 2015 TIMSS scores exceeding targets in mathematics and science. The PISA score in 2015 improved over the previous assessment in science and also reading where it exceeded its PISA target although the score was reduced in mathematics. The 2017 PBTS assessment improved scores, narrowing the gap towards target in science, and exceeding targets in mathematics and reading. Between 2017 and 2018, GL assessments show a decline in performance in mathematics, English and science. Most students achieve in line with expectations in English and a majority above in mathematics and science compared with CAT4 suggested potential.

Impact Of Leadership **is above expectations.**

- Leaders are committed to achieving success against the National Agenda and have an effective action plan. They ensure that all teachers know students' CAT4 results. These along with other information are very effectively used to set minimum expected targets which teachers use impressively to inform planning to meet individual needs.

Impact Of Learning **is above expectations.**

- The college systematically promotes critical thinking and independent learning through its 'Four to grow and super 16 initiative'. Particularly in English Mathematics and science, students are encouraged to research, analyse, synthesise information, to make and to challenge judgements. They take full advantage of opportunities to present their findings to their peers.

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

For Development:

- Ensure that students are appropriately prepared to undertake N.A.P.-style tests and fully appreciate their importance.
- Consistently apply best practice in analysis and use of all N.A.P. data, especially GL benchmarks, to inform curriculum planning.
- Apply the excellent practice of systematically developing skills of critical thinking, problem solving and independent learning across all subjects.

Reading Across the Curriculum

- The school has successfully implemented many effective practices to improve students' reading skills across the curriculum, including regular assessments and targeted interventions. There is less success in increasing reading skills in Arabic.
- Students develop fluency and higher-order comprehension skills which they use to good effect across subjects. This enables them to enquire, and to research and retrieve relevant information exceptionally well.
- The library programme is very effective in developing confident and fluent readers in English. Many students read avidly for pleasure and information at school and at home.
- The school's commitment to the development of reading across the curriculum is evident in students' ability to tackle increasingly challenging texts, and in their outstanding achievement in most subjects.

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

For Development:

- Improve reading skills in Arabic by implementing a systematic approach to their development, and by ensuring that the library programme and resources support the extension of reading in Arabic.

UAE Social Studies

- The UAE social studies curriculum is skilfully designed to ensure a coherent and progressive experience for students. Teachers deliver it very well and adapt it thoughtfully to meet the needs of all learners.
- Students use their well-developed learning skills to very good effect in lessons. They collaborate purposefully in groups to deepen their understanding, and use research skills and learning technologies very effectively.
- A majority of students attain above curriculum standards. Older students have a strong understanding of the effects of urbanisation and the issues facing Dubai, such as water scarcity and air pollution.
- Internal assessments and students' recent work indicate that a majority of students are making better than expected progress. They make excellent progress in researching for information, thinking critically and making informative and considered presentations.

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

Innovation

- Students are increasingly innovative in their learning, for example in physics, Year 7 students created an informative video about forces for their peers.
- Students initiate a variety of projects which promote enterprise and sustainability and which benefit local and wider communities. The Green Team and Global Ambassadors are examples of their innovative approaches.
- Teachers are very innovative in their use of technology and are particularly successful in promoting critical thinking, as they focus on the 'Super 16'.
- Students benefit from extensive opportunities to be innovative and creative. Through extended research projects in the post-16 phase, for example, students demonstrate intellect, flair and imagination.
- Leaders successfully develop innovation. They show great creativity in improving the curriculum and teaching. They promote action research and mutual professional development among teachers very effectively.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Secondary	Post-16
Attainment	Good	Good
Progress	Good	Good

- A majority of students in both phases make better than expected progress in key aspects. As a result, they acquire good understanding of such topics as the content of miracles and facts mentioned in the Holy Qur'an, Surat al Nour, the concept of Waqf, and Islamic Sharia and related issues.
- Students in Year 7 have good memorisation of verses from the Holy Qur'an, such as the first six verses of Qaf Surah. These skills are not consistent. Post-16 students can make proper citations from the Holy Qur'an and Hadith to support their arguments about Al Sharia rules.
- Assessment data on groups of students are not always accurate enough to assist in the provision of specific levels of challenge or assistance to students. Consequently, students' progress remains good.

For Development:

- Develop the memorisation and recitation skills of students in all years, and especially the non-Arab Muslims in the post-16 phase.
- Track students' progress over time to enable better challenge and support for different groups of students.

Arabic as a First Language

	Secondary	Post-16
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Students who have studied Arabic in the secondary phase continue to have acceptable attainment and progress post-16. Attainment and progress are weaker for the small group of students who have recently joined the post-16 phase.
- Listening skills are strongest. Speaking and reading skills are developed better in the secondary phase than in the post-16 phase, where students do not speak with confidence or read accurately. Creative and extended writing skills are weak because of limited opportunities to practice and teachers' low expectations.
- The reading programme in Arabic is at a very early stage of implementation, and so attainment in reading is not strong.

For Development:

- Provide guided and targeted opportunities for students to develop their speaking in Modern Standard Arabic and to engage in creative writing.
- Modify the curriculum to address the gaps in students' language skills, and differentiate learning activities to meet students' needs.

Arabic as an Additional Language

	Secondary	Post-16
Attainment	Acceptable	Not applicable
Progress	Good	Not applicable

- Students make rapid progress during their study of Arabic from Year 7 to Year 9, partly as a result of their strong learning skills. The attainment of students in Year 8 is better than in other years. In Year 7, students' attainment is below the expected level.
- Most students can read simple texts, write familiar phrases and engage adequately in basic conversations. Listening and speaking confidently are less strong, as English language is used extensively in most lessons. Reading comprehension and independent writing are also less well developed.
- Linguistic activities in lessons are not linked closely enough to the outcomes, and so students' language skills are not developing adequately.

For Development:

- Reduce teachers' use of English language in lessons and provide students with more opportunities for listening and speaking.
- Modify the curriculum to match the students' previous learning experiences in Arabic in order to fill the gaps in all language skills, particularly in Year 7.

English

	Secondary	Post-16
Attainment	Outstanding ↑	Very good
Progress	Outstanding	Very good ↓

- Most students in the secondary phase make excellent progress and attain standards that are above age-related expectations in language and literature. Attainment is slightly lower overall in the post-16 phase, where there is a greater range of prior attainment among students, many of whom have joined the school only recently.
- Students research and retrieve information exceptionally well and have efficient note-taking skills. They develop very good writing styles, expressing complex ideas clearly and cogently. In lower secondary a minority of students do not have a secure foundation in spelling, which impedes writing fluency.
- The department's focus on developing reading skills has been highly successfully in improving progress in reading and comprehension. Students analyse challenging literary texts exceptionally well. They use highly sophisticated vocabulary and grammar when expressing viewpoints and making presentations.

For Development:

- Improve writing skills, including spelling, for identified students in lower secondary through targeted and structured intervention.
- Ensure that more able students in the post-16 phase have access to challenging materials to maximise the progress they make in lessons and over time.

Mathematics

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students' levels of attainment are above curriculum standards in the secondary phase as shown by results in GCSE examinations and work in lessons and books. Students' attainment in A level is high, and current cohorts are on track to maintain this standard. AS level results are not as strong, because almost half of the students have recently joined the school, bringing with them a range of prior attainment.
- Students have secure, age-related skills and understanding in number, algebra, geometry and trigonometry. They apply their skills very effectively when solving complex problems are increasingly related to real-life situations.
- The department has implemented a clearer focus on enhancing students' basic skills, linking problems to real life, and promoting use of technology and mental mathematics in lessons. These initiatives have enhanced students' attainment and progress.

For Development:

- Provide consistently effective support for students with lower attainment who are starting courses in the post-16 phase.

Science

	Secondary	Post-16
Attainment	Outstanding	Good
Progress	Outstanding	Very good

- In the secondary phase, performance at GCSE is above expectations in all science subjects. A large majority of post-16 students make better than expected progress. Most students in the post-16 phase achieve above expectations in biology, while attainment in physics and chemistry is in line with expectations. At AS level, performance in all subjects is below expectations and performance between cohorts on international benchmark tests is inconsistent.
- Students develop excellent skills, knowledge and conceptual understanding in science, particularly at the secondary phase. For example, they are able to apply understanding of reaction kinetics from chemistry to work on enzymes in biology. Similarly, they apply understanding of optics to explain the causes of vision problems in humans.
- Students across the college continue to develop very strong skills of scientific methodology, and are increasingly able to analyse data, draw conclusions and suggest how to improve experiments.

For Development:

- Raise the attainment of lower-attaining groups of students in all external assessments at the post-16 phase.

Learning Skills

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- Students' unswerving enthusiasm and highly developed learning skills contribute significantly to their achievements. They take increasing responsibility for their own learning. Older students behave more like university students than sixth-formers, using their excellent communications skills to interact and collaborate maturely with their fellow students.
- Students are quick to identify links across subjects and frequently make reference to local and global issues as they discuss, research and make presentations. They are adept at using modern technology to inform, enhance and enrich their learning across the curriculum.
- Since the previous inspection, students have further extended their innovation and entrepreneurial skills. They take every opportunity to find creative solutions to problems, relishing the many challenges to think outside the box. They thoughtfully reflect on their own learning and on that of their classmates.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students in both phases have extremely positive attitudes to school. They are self-reliant, resilient, respectful and polite. They work very effectively and collaboratively together, showing exemplary support and empathy for the needs of their peers.
- Behaviour is exemplary during classes and around the school. Students are self-disciplined and courteous towards adults and others. They and their teachers share a very strong relationship based on mutual respect. Students take the lead in developing their school, and student leadership continues to be a strength.
- Across both phases, there is an excellent awareness and commitment to following healthy lifestyles. Students are very enthusiastic, and consequently make sensible decisions in relation to eating and to regular exercise. Attendance and punctuality are very good.

	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑

- Students demonstrate deep understanding of Islamic values such as tolerance, justice, kindness, and honesty. They can talk in detail about how they practice these values in school life, for example when showing consideration to fasting students or when engaging in celebrations like Hijri or the birthday of the Prophet Mohammed (PBUH).
- In both phases, students have a clear understanding of Emirati culture and history. They are less aware of key features of everyday life in the Emirates. They are knowledgeable about Emirati symbols, features of the landscape, and are well engaged in national activities such as National and Flag Days.
- Students demonstrate appreciation of other world cultures. They participate in multinational activities, including study and charity trips to other countries and cross-curricular projects, and they recognise links in their history, geography, social studies and moral education lessons.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- Students' deep sense of social responsibility is evident in the many charitable activities which they initiate and support. They willingly contribute to the life of the school. Over 200 students are involved in activities such as the school council, the student management committee, and global ambassadors.
- Students have a commendable work ethic and are energetically creative. This is evident in their academic studies and in their enthusiasm for acquiring entrepreneurial skills. They participate in projects that frequently benefit the school and contribute to the wider community.
- During lessons such as social studies and moral education, students demonstrate considerable insights and genuine concern about issues such as pollution and global warming. They take full advantage of the numerous opportunities to contribute to the sustainability of the environment.

For Development:

- Develop students' insights into day-to-day life and current affairs in the Emirates.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding

- In most lessons, teachers enable students to acquire and develop strong independent, problem-solving and critical thinking skills. Teaching in most lessons is characterised by high expectations of what students can achieve through tasks that offer suitable challenge to individuals and to groups.
- Most teachers have secure subject knowledge and plan lessons that are well structured, with a very clear purpose. In the better lessons, teachers' questions probe students' thinking and challenge them to communicate their ideas in depth. Not all lessons in Arabic provide these opportunities.
- Senior leaders and members of the teaching and learning centre conduct regular lesson observations and provide developmental feedback to teachers. This, alongside personalised continuous professional development, is very effective in enhancing teachers' skills.

	Secondary	Post-16
Assessment	Outstanding	Outstanding

- Assessment systems are rigorously linked to the requirements of the English national curriculum and examination boards. Minimum expected grades are set for each student, based on CAT4 and other data, and are skilfully used to inform lesson planning. Progress against these grades is rigorously monitored and appropriate interventions made where necessary.
- Most teachers provide comprehensive oral and written feedback to students. Students routinely assess their own and their fellow students' work against agreed criteria. Older students in particular are often challenged to apply critical thinking skills to plan improvements in their own learning.
- The school has mapped standards for Arabic as an additional language on its recording systems and is beginning to assess these appropriately. Most students in Year 9 are entered for GCSE in Arabic as an additional language.

For Development:

- Consistently encourage all students to analyse their standards of achievement and plan improvements.

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is fully compliant with the English national curriculum. It meets Ministry of Education (MoE) requirements in the relevant subjects. It is mostly innovative and highly creative, ensures coherence and personalisation, and provides a wide choice in learning for all students.
- The curriculum is broad, balanced and provides extensive high-quality opportunities within and after school for academic, artistic and sporting excellence to flourish. There is clear progression between the phases. Students are very well prepared for the next stage of their education.
- The school has continued to extend the additional pathways and courses to meet the differing needs of students within this highly inclusive environment. Regular, detailed reviews are undertaken to ensure excellent provision for the academic, personal development and well-being of all students.
- Moral education is taught from Years 7 to 13.

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding

- In almost all subjects, staff adapt the curriculum skilfully to engage, motivate and challenge students, and to provide them with extremely worthwhile and memorable experiences. However, insufficient attention is given to meeting the needs of students who have differing lengths of experience in Arabic. Students benefit from the all-encompassing and innovative approach to modifications in the guise of 'daily, extra, super and cross'.
- An extensive range of opportunities enables students to practise, consolidate and extend their creative, innovative and entrepreneurial skills. Student aspiration is raised through performing and competing on local, national and international stages, and through the extensive network of professional visitors.
- Links with Emirati culture are woven seamlessly into many curriculum topics and help students to gain insights into the UAE heritage. The GROW (Get Ready for the Outside World) and DESCares initiatives, launched this year, provide additional dimensions to students' understanding and appreciation of local culture.

For Development:

- Adapt the curriculum in Arabic to take account of students' different starting points.

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Attention to students' welfare, health and safety is an extremely high priority in the school. All staff are very vigilant at implementing the comprehensive and rigorous policies and procedures for the safeguarding of students, including child protection.
- The premises are of high quality and are maintained in excellent condition. Facilities management personnel ensure that all aspects of health and safety are checked regularly. Records of maintenance are detailed and accurate. Sports facilities are outstanding.
- The school promotes safe and healthy lifestyles extremely well. The canteen is hygienic, and menus offer healthy choices. The clinic provides high quality medical care for students. School transport procedures are extremely well-designed to ensure that students' travel to and from school is safe. Security measures are very robust, minimising the possibility of unauthorised access.

	Secondary	Post-16
Care and support	Outstanding	Outstanding

- Staff-student relationships are exemplary. The school operates in an atmosphere of calm, mutual respect and co-operation. The code of behaviour is clearly defined and is followed very successfully by the school community. Efficient strategies ensure very good attendance and punctuality.
- The school accurately identifies students of determination and those with gifts or talents. This is done within the context of ensuring that the needs of all students are equally valued. In a few lessons, there remains inconsistency in the quality of support provided.
- Students have access to a wide range of personal and academic guidance. Student well-being is a priority for the college and pastoral counsellors and the clinic staff provide exceptional support. The course and careers guidance provided is personalised, of high quality, and enables students to follow their individual pathways to future success.

For Development:

- Improve consistency in the quality of support provided in lessons.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good

- There is a very strong commitment by all leaders and trustees to ensuring access and well-resourced provision for students of determination. The inclusion team is very well led by the experienced special needs coordinator. She receives high quality support from the designated assistant headteacher and knowledgeable inclusion governor.
- Systems to identify students are highly effective and a range of assessments includes reports from outside specialists. These help staff to determine accurately individual barriers to learning. The school has identified students with gifts or talents within a philosophy of a whole-school, personalised approach to learning.
- Relationships with parents are very positive. Parents receive regular reports on progress and formal meetings are held. They are very pleased with the advice which they receive and the very good quality of support for their children.
- Personal development plans (PDPs) focus well on students' specific, prime needs. Clear areas for support are identified to enable students to work towards achieving their goals, but some require more measurable steps to assess progress. In a few lessons, PDPs are not referred to sufficiently by teachers when planning activities for individuals.
- The inclusion team knows individual students and their needs extremely well. Most students receive high quality support from teachers, learning support assistants and the inclusion team. As a result, they make overall very good progress towards their personal goals.

For Development:

- Ensure that all teachers consistently take account of individual needs when planning 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

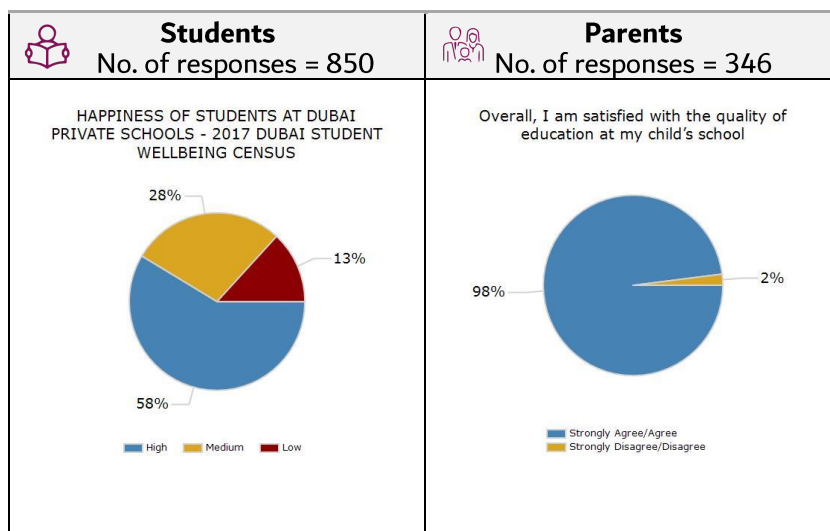
- The headteacher and other leaders at all levels provide strong motivational and educational leadership, which inspires staff and helps them to strive for high standards. They have established a strong culture of inclusion, innovation and commitment to the UAE National Agenda. All staff implement with great success the school's vision of confident, adaptable, resilient learners who show respect for others. Leaders have maintained high standards in many processes and in outcomes for students.
- All staff are involved in rigorous and comprehensive monitoring and evaluation of the quality of the school's work. Judgements about the quality of teaching are done in a collegiate and developmental manner. Staff implement a range of improvement plans with much success. For example, a recommendation about improving students' understanding of Islamic values has been addressed successfully. The use of assessment data has improved. School leaders are working hard to improve native Arabic speakers' skills in the language.
- Staff successfully engage parents as partners in their children's learning and in the drive for high standards. Parents value many aspects of the school, including two-way communication channels and the inclusive culture. They also appreciate the adaptation of curriculum pathways to meet students' needs. Strong partnerships locally and internationally, such as sporting links with other schools and charity work in Nepal, support students' academic and social development.
- Members of the governing body have an excellent range of experience and expertise. They consult stakeholders and have a well-developed knowledge of the school's work. One board member visits several times each week and gathers information about the work of the school, both through meetings and direct observations. The board holds leaders to account and provides insightful feedback and support. The board supports the school very effectively overall, though further support is needed to improve teaching and student outcomes in some subjects.
- Teachers, administrators and other personnel work successfully to implement the school's highly effective routines, with the result that the school functions very smoothly and efficiently. The teaching body is, in the main, very able and well qualified. Teachers benefit from a high-quality programme of professional development. It includes a wide range of mutual help and support activities, particularly in relation to use of technology and promotion of critical thinking. The outstanding premises provide a first-class environment in which learning, sport, the arts, and recreation can flourish.

For Development:

- Share best practice in curriculum, teaching and assessment, particularly to support teachers in Islamic education and Arabic.
- Support leaders in Arabic to bring about improvements and to provide more effective educational leadership.

The View of parents and senior students

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



 Students	Almost all students who responded to the survey feel safe in the school and indicate that relationships are positive. Most feel a sense of belonging and comment that there is mutual respect between teachers and students. They think that students respect one another's different backgrounds. A few feel that there is a degree of bullying.
 Parents	Almost all parents who responded to the survey are satisfied with the quality of education in the school and feel that their children are safe there. They think that leaders listen to and act upon their views, but a large majority is of the opinion that they are never or only rarely involved in activities. There is a general feeling that students respect and help one another and that bullying is not an issue.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae