

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

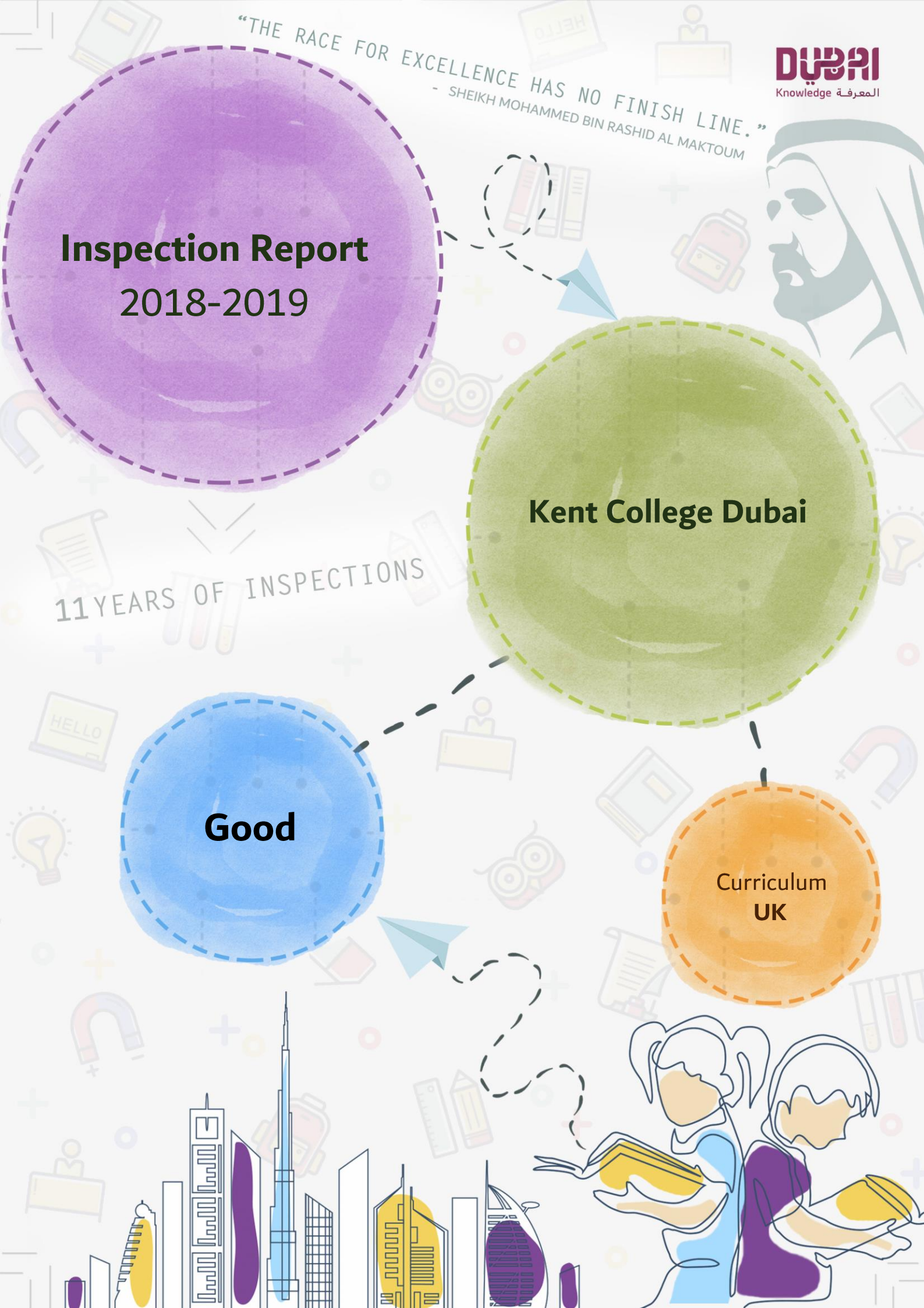
Inspection Report 2018-2019

Kent College Dubai

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



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School Information

General Information	 Location	Nad Al Sheba 2
	 Opening year of School	2016
	 Website	www.kentcollege.ae
	 Telephone	043180700
	 Principal	Anthony John Cashin
	 Principal - Date appointed	19/8/2018
	 Language of Instruction	English
	 Inspection Dates:	25 to 28 March 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	880
	 Number of Emirati students	22
	 Number of students of determination	79
	 Largest nationality group of students	UK
Teachers	 Number of teachers	80
	 Largest nationality group of teachers	United Kingdom
	 Number of teaching assistants	17
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	0
	 Teacher turnover	16%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE/GCSE & A Levels
	 Accreditation	None
	 National Agenda Benchmark Tests	PTM, PTS, PTE, CAT 4

School Journey for Kent College Dubai

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2018-2019

Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Progress in English, mathematics and science is good but is acceptable in Arabic and Islamic education. Attainment is mostly acceptable, although it is weak for the small number of secondary students in Arabic as a first language. The quality of learning skills demonstrated by students across the school is good. Students are keen and enthusiastic to learn and thrive when they are given the opportunity. They work well together and make good use of digital technology to support their learning.
- Students' personal development and behaviour are very good in the Foundation Stage (FS) and primary phase. Children and students demonstrate positive attitudes, although this is less evident in the secondary and post-16 phases. Across the school, students' understanding and appreciation of Islamic values and culture are good. Their social responsibility and environmental awareness are better in the secondary and post-16 phases. Overall, attendance and punctuality are good.

Provision for learners

- The quality of teaching is inconsistent. It is best in mathematics and science and weakest in Islamic education and Arabic. Relationships are supportive and teachers know their students well. Teachers' planning is detailed and their subject knowledge is strong. Challenge for the most able students is developing. Assessment is good in the FS and acceptable in all other phases as not all teachers understand how to use assessment information to promote learning.
- The school follows the National Curriculum of England and the Ministry of Education (MoE) requirements for Islamic education and Arabic. It is enhanced through a range of enrichment and extra-curricular activities. The promotion of enterprise and innovation is developing and is stronger in the FS, secondary and post-16 phases. Modifications to the curriculum for students of determination are good but provision for those with gifts and talents is less well-developed.
- The health, safety and protection of students is good across the school, although safety checks need to be much more regular and robust. The protection, care, guidance and support of students are good. Staff have a strong knowledge of child protection procedures. However, they have not sufficiently developed a similar culture to support the safety and security of students. Overall, the school is highly inclusive.

Leadership and management

- Governors and leaders have an ambitious vision for the school. There is a strong capacity for further improvement. Relationships are professional and staff morale is high. Action planning lacks precision and focus, but the school knows its strengths and weaknesses. Governance includes wide representation and expertise. Relationships with parents and the community are good. Facilities and resources are very good.

What the School does Best:

- Students' personal development is very good in the FS and the primary phase.
- Children and students demonstrate positive attitudes, very good behaviour and a strong commitment to their health and safety.
- Staffing, facilities and resources across the school are very good. The school benefits from exceptionally good facilities and resources to support students' learning.

Key Recommendations:

- Raise attainment and progress by ensuring that:
 - there is greater consistency and coherence in the quality of teaching and in the understanding and use of assessment
 - teaching strategies meet the needs of all students, especially those with gifts and talents
 - teaching in Islamic education and Arabic matches the quality of teaching in the very best lessons across other subjects.
- Improve the quality of self-evaluation and improvement planning by ensuring that:
 - school improvement plans are coherent, ambitious, have clear priorities and are widely understood
 - the evaluation of the quality of teaching is carried out in all subjects and phases and is accurate
 - all teachers understand how to use assessment data to check and promote learning.
- Develop the role of middle leaders to support teaching, learning and assessment across the whole of the school, particularly by ensuring greater consistency and coherence across the primary and secondary phases.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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 (N.A.P.).

School's Progression in International Assessments

meets expectations.

- There is insufficient data available to make a judgement on students' attainment in English, mathematics, science and Arabic.

Impact of Leadership

meets expectations.

- Senior leaders have very recently developed a comprehensive National Agenda action plan. They have begun to take collective action to improve their performance to meet the National Agenda targets. There is a clear understanding amongst staff, students and parents about the importance and purpose of the National Agenda.

Impact of Learning

meets expectations

- The school has begun to align the curriculum in English, mathematics and science to the expectations of international assessments. This includes changes in content and the strengthening of skills to support deeper learning. Adjustments to teaching strategies are increasingly effective. There is an established focus on the use of critical thinking and inquiry.

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

For development:

- Use clear milestones to track the progress of the NA action plan, so that improvements continue at a good pace.
- Secure critical thinking and inquiry skills for students across the curriculum.

Reading Across the Curriculum

- The school identifies higher-order skills of comprehension as a key aspect for improvement in students' reading. The recent teaching focus on these skills is having a positive impact on learning.
- Students' confidence in reading is improving. The teaching of phonics gives younger students a sound foundation for the development of early reading skills. Older students are applying more analytical skills to a range of texts.
- The school has excellent library accommodation and a growing stock of books. A library development programme is planned to promote students' lifelong enjoyment of reading.
- Leaders are acutely aware of the importance of reading for all students. They are fully committed to implementing a whole-school programme to improve reading skills and inspire enthusiasm.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Sustain and embed additional reading provision to ensure a positive impact on students' attainment.
- Enhance the role of the libraries and librarians to develop students' skills and promote an excitement in reading for life-long enjoyment.

UAE Social Studies

- The social studies curriculum is taught through a cross-curricular approach, with some subject-specific lessons. Currently it is taught more successfully in the primary phase than in the secondary phase.
- Students enjoy their learning and collaborate well to discuss ideas when given the opportunity to do so. The use of learning technologies is a positive feature of their work.
- Most students attain in line with the curriculum standards. However, at the secondary phase, their understanding of the values and history of the UAE is less well-developed.
- The students' progress is tracked over time in the primary and secondary phases. A whole-school approach to this aspect is still to be developed by school leaders.

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

Innovation

- Students have good learning skills, but they are not able to use these effectively across all subjects, especially in Islamic education and Arabic, because they are not given enough opportunity to take responsibility for their learning.
- Critical thinking and independent learning skills are well-developed, but not evident consistently in lessons. Innovation is not as strong in the primary phase as it is elsewhere.
- Teaching to enable students to develop and use innovation skills is not consistent across subjects and phases. Lesson plans identify opportunities for critical thinking, but these are not always followed through into teaching.
- The curriculum is adapted to promote innovation in some areas. Extra-curricular and enrichment activities nurture students' entrepreneurial and innovation skills.
- Leaders actively encourage innovation across the school, but the evidence in lessons is often limited. The school offers several business and enterprise opportunities, but this is too focused on the secondary and post-16 phases.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the primary and secondary phases, attainment in the lower year groups is better than in the upper year groups. Non-Arab Muslim students are progressing at a slightly slower rate than Arab Muslim students. In addition, girls' attainment and progress are consistently better than that of boys.
- Students' knowledge of the pillars of Islam, Seerah, Hadeeth and Islamic values is adequate, while their recitation and understanding of the Islamic etiquettes are less secure. Students' progress is steady in most of the Islamic concepts, but their ability to identify links between the various Islamic elements is less well-developed.
- Students' memorisation skills are improving due to their engagement in Holy Qur'anic clubs and competitions. However, their ability to understand the verses and apply the recitation rules independently is less well-developed.

For development:

- Develop students' knowledge and understanding of Seerah and the meaning of the Holy Qur'an verses so that they can develop their ability to quote these as a point of reference.
- Modify the curriculum, adopt the teaching strategies to meet the needs of different groups of students and take steps to fill any gaps in their learning.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- The attainment of students in the primary phase is better than that of those in the secondary phase. Across all phases, the level of challenge and expectations of students are far too low. This has seriously limited their progress in Arabic as a first language.
- Students across the school have better listening skills than speaking skills. They can read, but reading for understanding and critical analysis of literature is underdeveloped. In all phases, students' grammar, vocabulary and spelling are limited, thus restricting the quality and depth of their writing.
- The school has an Arabic reading programme in place across all phases, but this is still developing and has a very limited impact on students' language competencies.

For development:

- Develop and implement an accelerated plan to address the gaps between students' attainment and the expected curriculum standards.

Arabic as an Additional Language

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

- The attainment of most students across both phases in the four language skills is in line with the expected curriculum standards. Although most students make the expected progress, this is inconsistent for different groups of students.
- In general, students' listening skills are better than their speaking skills. They have limited opportunities to practise their speaking. Reading and writing skills are improving, but not consistently.
- Despite the accelerated reading programme, students are presented with limited opportunities to apply their use of newly acquired vocabulary in real-life situations.

For development:

- Make greater use of the best teaching practice and available resources to address inconsistencies and ensure appropriate curriculum modification for beginners in Arabic.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- In the FS, most children make good progress in the development of speaking skills and their ability to read simple text. They make slower progress in emergent writing. This pattern of attainment and progress continues throughout the school.
- Students in all phases have a secure knowledge and understanding of language in line with curriculum expectations. In primary and lower secondary, inaccurate spelling and punctuation prevents students reaching higher levels of attainment. At the secondary phase, students can analyse a range of texts and orally articulate their evaluations of content, meaning and style. Their ability to express their views in writing is weaker.
- Students who enter the school with limited English quickly learn to communicate orally, but struggle to understand and use the range of vocabulary needed to reach higher standards.

For development:

- Develop students' spelling and punctuation skills, especially in the primary and lower secondary classes.
- Extend students' vocabulary so they can express more accurately and effectively their evaluations and conclusions.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good	Good	Good
Progress	Good	Good	Good	Good

- The majority of students in all phases make better than expected progress. The attainment of most children in the FS is in line with curriculum expectations. In the other phases, internal assessment information, lesson observations and work scrutiny indicate that attainment for the majority of students is above curriculum expectations. Results of external examinations are strongest in the secondary phases.
- The majority of students across the school have secure age-related number and geometry skills. Most students use mathematical vocabulary accurately. At post-16, they are developing a good understanding of vectors and differentiation. Students apply their skills well in problem-solving tasks in almost all lessons.
- Leaders have introduced a range of initiatives to enhance students' achievement. Consequently, more use is being made of assessment information to plan tasks that match students' needs better and support their mental arithmetic and problem-solving skills.

For development:

- Ensure that attainment in the FS at least matches the good level in other phases.
- Embed recent initiatives to enhance students' mental arithmetic and problem-solving skills.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good	Good	Good
Progress	Good	Good	Good	Good

- In the FS, children understand simple processes such as freezing. They are also beginning to understand the importance of resources within the UAE, such as oil. They learn the skills of scientific enquiry at an age-appropriate level and communicate their findings using appropriate scientific vocabulary.
- The development of investigative skills continues across the other phases. By Year 13, the majority of students can integrate scientific and mathematical skills to deepen their learning. They can write at length and cite relevant evidence to support their ideas.
- In the upper primary and lower secondary phases, students are less confident with linking ideas and processes in science. For example, their explanation of how respiration, circulation and digestion interact to keep us alive lacks precision and detail.

For development:

- Provide more opportunities for students to connect different ideas in science so that they can give more complex explanations of scientific events and processes.

Learning Skills

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

- Whilst most students have strong independent learning and critical thinking skills, they do not have sufficient opportunity to use these effectively in all lessons, notably in Islamic education and Arabic. In English, learning skills are stronger in the upper primary than in lower primary phase.
- Most children in the FS are keen to learn, take increasing responsibility for their own learning and develop their imagination and creativity. In most lessons, students start tasks promptly and persevere without supervision. They interact very effectively and, when encouraged, collaborate well to share their learning.
- Students have good verbal communication skills and, when given the opportunity, communicate confidently their ideas in depth. Students make good use of learning technologies, especially in the FS as well as in mathematics and science.

For development:

- Ensure that students are encouraged to use their independent learning and critical thinking skills effectively across all subjects and phases.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Good	Good

- Children in the FS and students in the primary phase demonstrate very strong attitudes and behaviour compared to the students in the secondary and post-16 phases. In addition, the punctuality of students in the primary phase is better than in the upper phases.
- Students make wise decisions regarding their health and safety. They have a responsible attitude and caring approach towards the needs of their peers. They enjoy positive and supportive relationships with each other and their teachers.
- The school encourages students to strengthen their self-reliance in the secondary and post-16 phases in order to improve their punctuality and attendance, and to have a more mature and respectful relationship among themselves and across the year groups.

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

- Across all year groups, students have a clear understanding of the impact of Islamic values on modern life in Dubai and the UAE. Students in the secondary and post-16 phases have better, age-related knowledge and understanding of their own culture compared to other phases.
- Across all phases, students are aware of UAE history and the main features of Emirati culture and traditions. Knowledge of their own cultures and their features is very strong. Their understanding of other cultures, within the school and worldwide, is improving.
- The school's initiatives and events to develop students' awareness of Emirati traditions and heritage are starting to have a positive impact on the students' knowledge. However, it is inconsistent across the different year groups.

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

- Students understand their responsibilities as community members. They volunteer for a range of activities that benefit the school and the wider community. These practices are still developing in the primary phase. In the FS, children do not understand their responsibility to keep the class tidy.
- Most children and students show a positive work ethic. Enterprise skills are better in the secondary and post-16 phases. Students need more opportunities to develop their leadership and entrepreneurial skills, particularly in the upper primary and secondary phases.
- Students in the secondary and post-16 phases show better awareness of environmental issues and sustainability. Students in the primary phase are aware of how to improve their school environment, but their understanding of sustainability and conservation is less well-developed.

For development:

- Deepen the students' knowledge and understanding of the Emirati heritage and traditions across all year groups.
- Provide further opportunities for students to develop their leadership and entrepreneurial skills.

3. Teaching and assessment

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

- Teachers in the FS have a very good understanding of how young children learn. They plan tasks that stimulate children's interest and develop their learning skills. Teaching is more effective in developing students' progress in subjects taught in English than in Arabic.
- Most teachers have a secure command of their subjects so that explanations and learning are accurate. They plan lessons well with clear objectives and progressive tasks. Teaching in English, mathematics and science matches work closely to the required curriculum standards.
- Questioning is used well to probe students' thinking, especially in mathematics, science and the FS. Where tasks offer different levels of challenge, students tend to choose the easiest rather than challenging themselves with harder questions.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Acceptable	Acceptable	Acceptable

- Leaders have recently improved their systems to collate, analyse and share students' assessment information for use by teachers. In the FS, teachers use this information consistently and effectively to adjust their teaching. They meet children's learning and development needs well.
- In other parts of the school, the majority of teachers understand how to use assessment data to check and promote learning. This is particularly strong in mathematics, but variable in other subjects and weak in Arabic, where assessments lack accuracy.
- Teachers' planning across the school shows that most of them understand students' strengths and weaknesses well. In the primary phase and above, this does not consistently inform the support and the level of challenge provided to students in lessons.

For development:

- Ensure that assessment practice across the school matches the practice seen in the strongest areas.

4. Curriculum

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

- The curriculum in the FS is designed to engage and excite children in their learning. Across the school, in most subjects, students are provided with interesting and relevant curriculum content. In Islamic education and Arabic, the curriculum design lacks variety and imagination.
- Curriculum planning is systematic and ensures that students build progressively on both their knowledge and skills. Cross-curricular links and those related to real-life situations are evident in planning, but are not always fully implemented by teachers in delivering lessons.

- Older students have an increasing curricular choice to enable them to pursue their career aspirations or further study. Regular reviews of the curriculum, centred on external test results in English and mathematics, have led to improvements in reading skills and problem-solving.
- Curriculum provision for moral education meets the MOE requirements.

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

- Throughout the school, the curriculum is adapted successfully in most subjects to meet the needs and interests of almost all groups of students. Although support is provided in lessons for those students who enter school with very limited English, there is no systematic and structured approach to this.
- In the FS and the primary phase, the curriculum is adapted to provide regular opportunities for students to develop their understanding of Emirati traditions and culture. Although evident in other phases, this is inconsistent and not supported well enough in social studies.
- Students benefit from regular extra-curricular activities and enrichment opportunities to extend their learning beyond lessons. Opportunities for students to develop the skills of enterprise, innovation and creativity are planned at whole-school level but are not regular features of day-to-day lessons.
- Arabic is taught in the FS for two 30-minute lessons each week.

For development:

- Improve the balance and breadth of the curriculum design and implementation in Islamic education and Arabic.
- Provide systematic and structured systems of support for those who enter the school with little or no English.
- Improve consistency in the opportunities provided for students to develop the skills of enterprise, innovation and creativity.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The high-quality provision for students' care and safeguarding, including child protection, is underpinned by very effective procedures and training. Students' needs are also well served by the premises, which are maintained to a very high standard.
- All staff are committed to the safety and security of students and systems are in place to facilitate this. However, their implementation by all members of staff and by students themselves is not consistent throughout the school.
- The promotion of students' healthy lifestyles is taken very seriously. Students' awareness is raised through the curriculum and they also benefit from access to the school's clinic, where they receive support from the nurse and other medical practitioners.

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

- Staff and students jointly foster very positive relationships, promoted by sound and sensible behaviour management practices. Systems to improve attendance and punctuality are increasingly effective and are underpinned by students' very positive work ethic.
- Students of determination are identified and their needs are usually diagnosed accurately and at the earliest opportunity. Modifications to meet their needs are generally appropriate, but are not consistent in all lessons. The school is in the early stages of developing its provision for students with gifts and talents.
- Teaching and support staff take responsibility for managing students' well-being. However, there is no formal counselling system to raise awareness of well-being issues and offer specialist advice in order to improve students' confidence. Careers and curriculum advice are broadly appropriate, but lack impact below Year 9.

For development:

- Ensure that robust procedures for monitoring the safety of students are fully and consistently implemented by all staff and students.
- Develop the school's capacity to provide individual support for students' well-being and to raise awareness of well-being issues for students, staff and families.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Good
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- The school has a positive ethos which celebrates inclusion and diversity. Leaders ensure that entry to the FS and the primary phase is inclusive. School governors support inclusion with appropriate resources and plans for development.
- Students with additional needs are identified early and appropriately in partnership with parents. Outside agencies are sometimes involved in diagnosis, but informal observations are enough to trigger interventions. Resources allow for considerable individual support, especially in the primary phase.
- Almost all parents feel that they are active partners and participants in supporting their children's learning. Whilst some parents have concerns about staff turnover, most parents have confidence that staff will continue to provide effective advice and support that will produce good outcomes.
- Systems provide teachers with a wealth of information around meeting the needs of individuals. In the most effective lessons, including sessions where students receive highly individualised teaching, staff plan exceptionally well to overcome barriers to learning. However, this is not consistent in all lessons.
- Progress is usually good and, in some cases, better. Progress is less secure where staff have lower expectations of achievement and are less ambitious for students' learning. In some individual sessions for younger students, progress is not checked against the agreed learning goals.

For development:

- Ensure that teachers continue to develop strategies to enable students to overcome barriers to learning, and provide a more accurate measure of students' progress against appropriate targets.
- Widen the curriculum choices available to students to match the full range of needs, so that students and parents can see clear pathways towards future life in the school and beyond.

6. Leadership and management

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

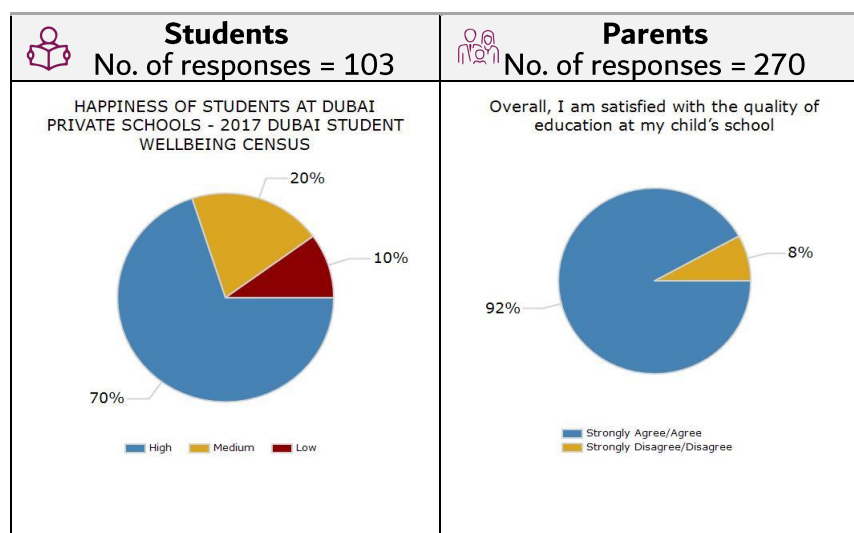
- Senior leaders, led effectively by the principal, have a clear vision for the school. The principal displays professional confidence, commitment and the capacity to lead school improvement. Leaders are committed to developing an inclusive school, although provision for students with gifts and talents is less evident. Relationships and communications are professional and constructive. Staff morale is high. The roles and responsibilities of middle managers are underdeveloped.
- The school makes good use of a range of sources to evaluate what it does well and to inform school improvement. Self-evaluation results in lengthy documentation, but the school's own judgements are slightly over-generous. Lesson observations are undertaken regularly, although the analysis of the information to check the quality of teaching by subjects and phases is not sufficiently rigorous. Extensive action planning is undertaken at the whole-school level, but there are too many action points for improvement and a lack of clarity about the school's key priorities.
- Parents have a very positive view of the school. They appreciate the many communications that provide extensive information about their children's learning and life in school. Reports are personalised and comprehensive. They specify students' next steps in learning and reflect teachers' detailed knowledge of their strengths and weaknesses. Productive local partnerships support the school and there is a clear benefit from the links with the school's sister school in the United Kingdom.
- The governing board includes wide and expert representation from the school community, including parents. Governors meet regularly and is active in seeking the views of stakeholders. They monitor regularly the work of the school and hold senior leaders to account. They are willing to take difficult decisions if these are for the benefit of students. The board responds constructively and quickly to stakeholders' concerns and suggestions.
- The day-to-day management of the school is well-organised by a range of staff, who ensure high standards in the upkeep and maintenance of the facilities. The school's premises provide an exciting learning environment that aids teaching and learning very well. High-quality resources across the curriculum contribute effectively to students' achievement. The well-qualified staff benefit from effective professional training.

For development:

- Develop the skills of middle leaders so that they work cooperatively on whole-school issues, especially in supporting and developing Islamic education and Arabic.
- Ensure that school development plans provide a hierarchy of actions, and are shared with all staff so that they can work collectively towards achieving the schools' priorities for improvement.

The views of parents and senior students

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



 Students	The student survey is generally positive. A large majority of students answering the survey say that they feel safe, happy and optimistic. They persevere with their studies and enjoy positive relationships with their teachers and with their peers. Students' concerns over verbal and physical victimisation have been addressed by the school.
 Parents	Almost all of parents responding to the survey are satisfied with the quality of education provided by the school. They say that their children are happy and feel safe. Most agree that the school leaders listen to and act on their views. A few have concerns about bullying. The inspection team found no evidence of widespread bullying.

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.