



المعرفة  
Knowledge



KENT COLLEGE L.L.C - FZ

UK/IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA  
PARAMETER



OUTSTANDING

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## SCHOOL INFORMATION



### GENERAL INFORMATION

|  |                            |                        |
|--|----------------------------|------------------------|
|  | Location                   | Nad Al Sheba 2         |
|  | Opening year of school     | 2016                   |
|  | Website                    | www.kentcollege.sch.ae |
|  | Telephone                  | 9714318 0700           |
|  | Principal                  | Timothy Hollis         |
|  | Principal - date appointed | 4/1/2023               |
|  | Language of instruction    | English, Arabic        |
|  | Inspection dates           | 04 to 07 March 2024    |



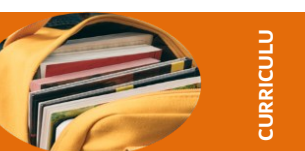
### STUDENTS

|  |                                       |                |
|--|---------------------------------------|----------------|
|  | Gender of students                    | Boys and girls |
|  | Age range                             | 3 to 18        |
|  | Grades or year groups                 | FS1 to Year 13 |
|  | Number of students on roll            | 1346           |
|  | Number of Emirati students            | 59             |
|  | Number of students of determination   | 136            |
|  | Largest nationality group of students | UK             |



### TEACHERS

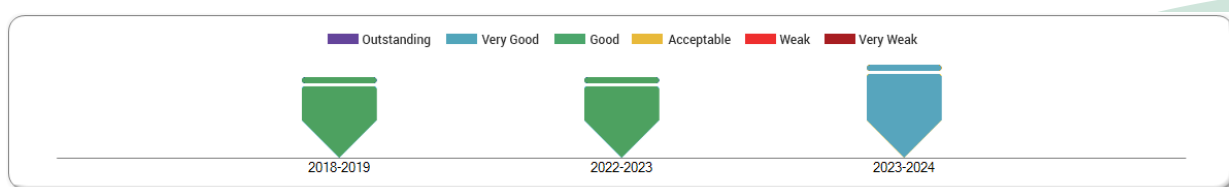
|  |                                       |                |
|--|---------------------------------------|----------------|
|  | Number of teachers                    | 114            |
|  | Largest nationality group of teachers | United Kingdom |
|  | Number of teaching assistants         | 39             |
|  | Number of guidance counsellors        | 2              |



### CURRICULUM

|  |                                  |                                            |
|--|----------------------------------|--------------------------------------------|
|  | Curriculum                       | UK/IB                                      |
|  | External Curriculum Examinations | IBDP, IBCP, GCSE, IGCSE, AS, A Level, BTEC |
|  | Accreditation                    | BSO, BSM, COBIS                            |

## School Journey for KENT COLLEGE 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

- There are improvements to children's achievements in science in the Foundation Stage (FS). Students are making better progress in Islamic Education, resulting in higher attainment in Primary, where good progress in Arabic as a first language contributes to higher attainment. Achievement in English is improved in Primary and is higher in Secondary and Post-16. Students' achievement in mathematics, in Secondary, has risen to an outstanding level.
- Students in all phases are highly self-disciplined and demonstrate excellent attitudes to learning. Their knowledge of Islamic values and Emirati heritage continues to be very sound. They are assuming greater roles and responsibilities in the school community, especially those students in Primary and Secondary. Developing learning skills, across all phases, support their achievements in most subjects.

### Provision For learners

- The quality of teaching has improved in FS and Primary. The systems for gathering, analysing and monitoring students' progress are very effective. Improvements to teaching are due to the better use of assessment information to plan and deliver lessons that build on prior learning.
- The curriculum has improved in FS. In other phases, it retains a good balance of skills, knowledge and understanding. It is well aligned to the National Curriculum for England (NCfE) and the UAE Ministry of Education (MoE). Students have a range of choices in Secondary and Post-16. The curriculum is very effectively adapted in Primary and Secondary to meet the needs of individual students.
- Leaders continue to place the highest priority on the safety of students. Safeguarding procedures are thorough and very effective. The very high levels of care and guidance have been consolidated. The school is fully inclusive. The achievements of all students are celebrated. School counsellors, in conjunction with the wellbeing champion, support students extremely well.

### Leadership and management

- Leadership has improved. Middle leaders are effective in their roles and are well supported by the executive leadership team. They know the school well and are successful in continuing to raise students' achievements. Parents are fully engaged in the life of the school and enabled to support their children's learning. Governors are effective. They hold leaders to account and support school improvement.

### Highlights of the school:

- A fully inclusive school, with excellent care and support for all students.
- Self-disciplined, considerate students who have a strong desire to learn and to take responsibilities.
- Supportive partnerships with parents.
- Capable leaders, very competent staff and committed governors.
- Safe, well-maintained learning and recreational areas, and high-quality resources.

### Key recommendations:

- Raise students' achievement in all subjects to very good or better.



## OVERALL SCHOOL PERFORMANCE

Very good ↑

### 01 STUDENTS' ACHIEVEMENT

|                                                                                                                         |            | Foundation Stage | Primary        | Secondary      | Post-16        |
|-------------------------------------------------------------------------------------------------------------------------|------------|------------------|----------------|----------------|----------------|
| <br>Islamic Education                  | Attainment | Not applicable   | Good ↑         | Acceptable     | Acceptable     |
|                                                                                                                         | Progress   | Not applicable   | Good ↑         | Good ↑         | Good ↑         |
| <br>Arabic as a First Language        | Attainment | Not applicable   | Good ↑         | Acceptable     | Acceptable     |
|                                                                                                                         | Progress   | Not applicable   | Good           | Acceptable     | Acceptable     |
| <br>Arabic as an Additional Language | Attainment | Not applicable   | Acceptable     | Acceptable     | Not applicable |
|                                                                                                                         | Progress   | Not applicable   | Good           | Acceptable     | Not applicable |
| <br>Language of instruction          | Attainment | Not applicable   | Not applicable | Not applicable | Not applicable |
|                                                                                                                         | Progress   | Not applicable   | Not applicable | Not applicable | Not applicable |
| <br>English                          | Attainment | Good             | Very good ↑    | Very good ↑    | Very good ↑    |
|                                                                                                                         | Progress   | Very good        | Very good ↑    | Very good      | Very good      |
| <br>Mathematics                      | Attainment | Good             | Very good      | Outstanding ↑  | Very good      |
|                                                                                                                         | Progress   | Good             | Very good      | Outstanding ↑  | Very good      |
| <br>Science                          | Attainment | Very good ↑      | Very good      | Very good      | Good           |
|                                                                                                                         | Progress   | ↑ Very good      | Very good      | Very good      | Good           |

|                 | Foundation Stage | Primary   | Secondary | Post-16   |
|-----------------|------------------|-----------|-----------|-----------|
| Learning skills | Very good        | Very good | Very good | Very good |

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

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

## 03 TEACHING AND ASSESSMENT

|                                 | Foundation Stage                                                                            | Primary                                                                                       | Secondary                                                                                     | Post-16                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Teaching for effective learning | Very good  | Very good  | Very good                                                                                     | Very good                                                                                     |
| Assessment                      | Very good  | Very good  | Very good  | Very good  |

## 04 CURRICULUM

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 LEADERSHIP AND MANAGEMET

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

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

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



| <b>A. Registration Requirements</b>               | <b>Met Fully</b>   |                |
|---------------------------------------------------|--------------------|----------------|
|                                                   | Whole school       | Emirati cohort |
| <b>B. International and Benchmark Achievement</b> | <b>Outstanding</b> | <b>Good</b>    |

- In the 2021 tests in the Progress in International Reading Literacy Study (PIRLS), the school's high score of 601 exceeded its target by 55 points. No Emirati students took part in the 2021 test. In National Agenda Parameter (NAP) tests in 2022 and 2023, performance in English and mathematics improved from very good to outstanding, while science results remained outstanding. On the average of the three subjects, the attainment of the small number of Emirati students remained good.

|                                                             |                    |
|-------------------------------------------------------------|--------------------|
| <b>C. Leadership: International and Emirati Achievement</b> | <b>Outstanding</b> |
|-------------------------------------------------------------|--------------------|

- As part of the implementation of the UAE National Agenda, leaders implement a range of action plans, as part of the overall strategic improvement plan. All departments are required to plan for their subjects. Leaders make very effective use of the results of reading assessments and international benchmark tests to adapt the curriculum and teaching. There is an appropriate emphasis on Emirati students. Leaders rigorously monitor the impact of initiatives.

|                                                             | Whole school     | Emirati cohort |
|-------------------------------------------------------------|------------------|----------------|
| <b>D. Teaching and Learning: Improving reading literacy</b> | <b>Very good</b> | <b>Good</b>    |

- Teachers administer the New Group Reading Test (NGRT) three times each year and monitor the results very carefully. Reading proficiency improves from acceptable to good from Year 2 to Year 6 and is consistently very good from Year 7 to Year 10. Results for Emirati students are variable across year groups, but good overall. The school implements a wide range of initiatives and interventions to improve reading skills for groups and individuals. There are clear signs of positive impact.

**Overall school standards in the National Agenda Parameter are outstanding.**

**For Development:**

- Focus on the progress of Emirati students when applying reading initiatives.

## Wellbeing



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

**Overall, the quality of wellbeing provision and outcomes is at a very good level.**

- Leaders are committed to embedding wellbeing into the school's values of tolerance, integrity and respect. They prioritise wellbeing principles and develop a very supportive environment. Comprehensive policies lead to a positive impact and support students' personal development. A robust approach to the assessment of wellbeing provides detailed information about different aspects of individual and community wellbeing. The school's rigorous self-review and strategic direction ensure focused initiatives that address students' needs.
- All those involved show a high level of commitment and engagement. Students' opinions are considered. Their contribution to the development of wellbeing is valued. Highly effective involvement of parents ensures that there is a collaborative approach to wellbeing. Rigorous monitoring identifies wellbeing concerns and determines interventions, leading to improved outcomes for students. Members of staff express a high degree of satisfaction with their work. They feel that their contributions are heard. Personalised training opportunities and targeted initiatives ensure a positive environment for all members of staff.
- Curricular opportunities generally meet students' needs. Wellbeing initiatives are integrated into students' experiences. Students consistently enhance their own and others' wellbeing and serve as role models. Teachers successfully foster classroom climates where wellbeing development is prioritised. Students have a strong sense of belonging to the school community and value the school's highly caring approach. They remain very positive about their experiences in school.

### For Development:

- Ensure consistency of wellbeing experiences across subjects and phases.

## UAE social studies and Moral Education

- Leaders provide Moral, Social and Cultural Studies (MSCS) from Year 2 to Year 6 as stand-alone lessons. In Secondary, moral education and UAE social studies are largely integrated into other subjects and are taught from Year 7 to Year 10. Teachers follow the MoE MSCS framework. Detailed curriculum plans for each year group map teaching against the framework.
- Teachers use a cross-curricular approach for these subjects. As well as MoE textbooks, they use a range of resources including authentic materials, audio-visual resources and those which they have created themselves. They involve external speakers in lessons. Assessment includes ongoing checks on learning, oral presentations and final assignments.

## Arabic in Early Years

- In FS2, children receive 80 minutes of Arabic, and in Year 1 students receive 120 minutes per week. There are three qualified teachers. The syllabus for Arab children follows the MoE standards. A modified curriculum to develop communication skills is used for non-Arabs. Learning is a mixture of indoor and outdoor learning opportunities. Children learn through songs, games, role-playing and other activities such as storytelling and reading aloud. Assessment is based on a mixture of observations and portfolios. The individual portfolio of each child's learning and progress is shared with parents.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

|                   | Foundation Stage | Primary | Secondary  | Post-16    |
|-------------------|------------------|---------|------------|------------|
| <b>Attainment</b> | Not applicable   | Good ↑  | Acceptable | Acceptable |
| <b>Progress</b>   | Not applicable   | Good ↑  | Good ↑     | Good ↑     |

- Students are progressing rapidly in all phases. Attainment in the school's assessments is higher in Secondary and Post-16 than that seen in lessons. Students have a strong knowledge of the Pillars of Islam and the Articles of Faith. Arab students' achievement is lower than that of non-Arabs.
- In Secondary and Post-16, students can apply Islamic principles to everyday situations. However, their knowledge of Islamic laws is less developed. In all phases, students' ability to refer to the Holy Qur'an and Hadith to justify their opinions is insecure.
- The introduction of regular recitation practice in all lessons is impacting positively on students' recitation and memorisation skills. Students' knowledge and application of the proper Tajweed rules are still developing.

#### For Development:

- Improve all students' abilities to refer to the Holy Qur'an and Hadith.
- Continue to improve students' knowledge and application of Tajweed rules.

## ARABIC AS A FIRST LANGUAGE

|                   | Foundation Stage | Primary | Secondary  | Post-16    |
|-------------------|------------------|---------|------------|------------|
| <b>Attainment</b> | Not applicable   | Good ↑  | Acceptable | Acceptable |
| <b>Progress</b>   | Not applicable   | Good    | Acceptable | Acceptable |

- In Primary, students have strong comprehension skills and a well-developed vocabulary. Their performance in lessons is in line with internal assessments. Their listening skills are good and they can respond appropriately to others. Speaking abilities are improving. However, students are more confident when giving short answers.
- Most students can identify the main features of literary texts. Independent writing skills continue to develop but at a slower rate than the other language skills. Students can redraft and edit their writing and are supported by success criteria and teachers' feedback.
- Although improving, independent writing and speaking skills remain at the expected level. In Post-16, students can write extended paragraphs. When lesson plans are focused on the development of specific language skills, more rapid progress is made.

### For Development:

- Improve planning to ensure that all language skills are appropriately developed.

## ARABIC AS AN ADDITIONAL LANGUAGE

|                   | Foundation Stage | Primary    | Secondary  | Post-16        |
|-------------------|------------------|------------|------------|----------------|
| <b>Attainment</b> | Not applicable   | Acceptable | Acceptable | Not applicable |
| <b>Progress</b>   | Not applicable   | Good       | Acceptable | Not applicable |

- Lesson observations and students' notebooks show that most students are attaining in line with curriculum expectations. Assessments show a stronger picture. Primary students are making better progress in acquiring appropriate language skills. Listening is the most developed skill.
- Students steadily increase their vocabulary. Progress in Primary is more secure as a result of a focus on age-appropriate vocabulary. Students in Secondary work in groups based on years of study. Those in the more advanced groups develop better comprehension skills as a result of the more challenging approaches to reading.

- The use of Arabic in everyday situations is helping students to become more interested and engaged in learning the language. Progress in Secondary is slowed by learning activities not being well matched to the range of abilities in the classes.

**For Development:**

- Develop the range of students' vocabulary.
- Ensure that learning activities are more closely matched to students' abilities in Secondary.

**ENGLISH**

|                   | Foundation Stage | Primary     | Secondary   | Post-16     |
|-------------------|------------------|-------------|-------------|-------------|
| <b>Attainment</b> | Good             | Very good ↑ | Very good ↑ | Very good ↑ |
| <b>Progress</b>   | Very good        | Very good ↑ | Very good   | Very good   |

- Listening and speaking skills are strong in all phases. In FS, children are making positive progress, which accelerates through the other phases as spoken English improves. Most can describe and explain their ideas. Older students speak fluently to persuade, inform and entertain.
- Students read fiction and non-fiction texts with good understanding. In Primary, they respond well to stories, retelling them and discussing key events. Older students can paraphrase, summarise and infer meaning from what they read. The skills of literary analysis are developing.
- Writing is more variable. The best writing is assured and expressive, but some students find difficulty in writing at length. Teachers' drive to improve literacy and reading has been effective in raising achievement.

**For Development:**

- Improve students' written English, in particular the ability to write at length for a variety of audiences and purposes.

**MATHEMATICS**

|                   | Foundation Stage | Primary   | Secondary     | Post-16   |
|-------------------|------------------|-----------|---------------|-----------|
| <b>Attainment</b> | Good             | Very good | Outstanding ↑ | Very good |
| <b>Progress</b>   | Good             | Very good | Outstanding ↑ | Very good |

- Children in FS have a well-developed understanding of number, shape and measures, acquired through practical activities. Mathematical problem-solving is a developing feature. Students, in other phases, make rapid progress and are skilled in calculation and problem-solving, particularly in Secondary.
- Most children in FS2 can double single digit numbers and recognise shapes. In Year 6, middle and higher-attaining students cope well with introductory algebra. In Secondary and Post-16, students have highly developed skills and understanding in algebra, geometric aspects such as the properties of circles, and calculus applied to sketching the graphs of functions.
- There has been an increasing emphasis in Primary on students' explanation of their reasoning, with very positive results. Skills in investigating mathematical concepts have improved in Secondary, particularly for higher-attaining students, and have led to deeper understanding.

#### For Development:

- In FS, develop children's progress and attainment further through the use of probing questions to support critical thinking, problem-solving and reasoning.
- Extend the investigative skills that are evident in some Secondary and Post-16 classes.

## SCIENCE

|                   | Foundation Stage                                                                              | Primary   | Secondary | Post-16 |
|-------------------|-----------------------------------------------------------------------------------------------|-----------|-----------|---------|
| <b>Attainment</b> | Very good  | Very good | Very good | Good    |
| <b>Progress</b>   | Very good  | Very good | Very good | Good    |

- Children's skills of observation and prediction develop rapidly in FS. Students continue to make rapid progress in their understanding of scientific ideas and scientific enquiry through Primary and Secondary. Fewer students sustain this rate of progress in Post-16.
- Children in FS can provide simple explanations for what they observe. In Primary, students know about shadows, sound and food groups. In Secondary and Post-16 students continue to expand their knowledge and understanding of biological, chemical and physical processes.
- Student's external test results are consistently high. Working scientifically is a regular feature of learning in all four phases. A few activities in lessons in Primary lack sufficient challenge to enable students to demonstrate attainment above the curriculum standards, clearly and securely.

#### For Development:

- Ensure that activities in Primary are suitably challenging.

## LEARNING SKILLS

|                        | Foundation Stage | Primary   | Secondary | Post-16   |
|------------------------|------------------|-----------|-----------|-----------|
| <b>Learning skills</b> | Very good        | Very good | Very good | Very good |

- Students are highly motivated and eager to learn. When given the opportunity, they take responsibility for their learning, particularly in FS and Post-16. A focus on reasoning is encouraging students to justify their answers, particularly when English is the medium of instruction.
- Co-operative learning features in most lessons. Students enjoy collaborating and supporting one another. They frequently link areas of learning and relate their studies to the wider world. In a social studies class, students learned about the work of Leonardo da Vinci through practical mathematical activities.
- Students can think critically and reflect on their learning. They are able to use technology to research. In mathematics and science, they demonstrate high-level investigative skills. However, many students are over-reliant on teachers for direction.

### For Development:

- Implement further strategies to enable students to become self-reliant, independent learners.

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

|                             | Foundation Stage | Primary       | Secondary     | Post-16       |
|-----------------------------|------------------|---------------|---------------|---------------|
| <b>Personal development</b> | Outstanding ↑    | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

- Students exhibit excellent self-discipline. They interact well with their fellow students and seek constructive feedback. They demonstrate care and sensitivity to the diverse needs of all, including students of determination. Bullying is rare. Most students are able to work together to resolve their difficulties.
- Students display high levels of respect for their classmates and staff, resulting in a harmonious learning environment characterised by positive relationships across the entire school.
- Students consistently opt for nutritious foods and engage in a range of physical activities in school. Attendance is good. Students arrive promptly for school and for lessons throughout the day.

|                                                                                    | Foundation Stage | Primary   | Secondary | Post-16   |
|------------------------------------------------------------------------------------|------------------|-----------|-----------|-----------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Very good        | Very good | Very good | Very good |

- Students have a good understanding of Islamic values, acknowledging their significance in daily life within the UAE. They express respect for Muslim students and teachers, as evidenced by their active participation in the Ramadan Iftar.
- Students demonstrate a profound understanding and appreciation of Emirati culture and heritage. They celebrate national events like National Day and Flag Day. Students value the multicultural society in the UAE, appreciating the differences and recognising the opportunities that it affords them.
- Students share their own individual cultural heritages and have a strong understanding of others. During International Day celebrations, students immerse themselves in and embrace a variety of cultures.

|                                                    | Foundation Stage | Primary     | Secondary     | Post-16       |
|----------------------------------------------------|------------------|-------------|---------------|---------------|
| <b>Social responsibility and innovation skills</b> | Very good ↑      | Very good ↑ | Outstanding ↑ | Outstanding ↑ |

- The wealth of leadership activities, especially in the upper phases, enables students to be active role models. They frequently initiate and lead activities and make positive social contributions. The student-led radio station celebrates students' achievements across the school.

- Students display a strong work ethic. They initiate and lead games and inter-school competitions. These and other opportunities enable students to be innovative and creative, for example through robotics and the performing arts. Students develop their business skills through enterprise activities.
- Students actively prioritise sustainability. They support eco-friendly practices such as reusing materials in art. Older students, through their studies of mangroves, are involved in enhancing coastal ecosystems by planting trees. Students' sustained involvement in recycling emphasises their commitment to environmental care.

#### **For Development:**

- Engage students further in activities that deepen their understanding of Islamic values and their influence on contemporary life in the UAE.

## 03 TEACHING AND ASSESSMENT

|                                        | Foundation Stage | Primary     | Secondary | Post-16   |
|----------------------------------------|------------------|-------------|-----------|-----------|
| <b>Teaching for effective learning</b> | Very good ↑      | Very good ↑ | Very good | Very good |

- Teachers generally have very good subject knowledge and make learning relevant and accessible. Planning builds on prior learning and provides engaging activities to ensure that students work productively and make good progress.
- In most lessons, appropriate resources enhance learning. Teachers' questioning effectively checks understanding. Teachers know their students very well and adapt teaching to meet their needs. In mathematics and science, teachers develop investigation and inquiry skills well. However, they do not always foster independent learning.
- The school's focus on targeted professional development and cross-curricular working has raised the quality of teaching, but it is still occasionally inconsistent in some subjects and phases.

|                   | Foundation Stage | Primary     | Secondary   | Post-16     |
|-------------------|------------------|-------------|-------------|-------------|
| <b>Assessment</b> | Very good ↑      | Very good ↑ | Very good ↑ | Very good ↑ |

- Procedures for assessing students' progress and attainment have improved and are generally effective. Internal assessment results are in line with those in external tests from Primary to Post-16. Students' personal development is monitored effectively.
- Teachers analyse assessment information well to monitor students' progress. Use of assessment information to influence teaching and students' progress, and to adapt the syllabus, is a strength in English, mathematics and science. Feedback on students' work is also strong in those subjects.
- Actions to improve internal assessments in FS and in Islamic Education are increasingly having a positive impact. Teachers' judgements in FS are now checked carefully and are becoming more accurate. Assessments in Islamic Education are better aligned to MoE standards. Self-assessment is becoming more prevalent.

### For Development:

- Ensure consistent, high-quality teaching across all subjects and phases.
- Develop greater consistency in the effectiveness of assessment procedures in all subjects.

## 04 CURRICULUM

|                                             | Foundation Stage | Primary   | Secondary | Post-16   |
|---------------------------------------------|------------------|-----------|-----------|-----------|
| <b>Curriculum design and implementation</b> | Very good ↑      | Very good | Very good | Very good |

- The curriculum is aligned to the requirements of the NCfE and the MoE. Implementation supports the development of knowledge, skills and understanding very well.
- Students in Years 9 and 11 can choose from a range of courses and options to meet their individual interests and aspirations in the following years. The structure of the upper Secondary and Post-16 curricula is flexible and can accommodate annual variations in students' preferences.
- Curriculum innovation is coherent. The review process analyses information from a wide range of sources to guide decisions about changes. Students' achievements in recently introduced courses have yet to be evaluated.

|                              | Foundation Stage | Primary       | Secondary     | Post-16   |
|------------------------------|------------------|---------------|---------------|-----------|
| <b>Curriculum adaptation</b> | Very good        | Outstanding ↑ | Outstanding ↑ | Very good |

- The curriculum is effectively planned to provide stimulating learning opportunities for all groups of students in Primary and Secondary. It is modified as necessary to ensure the full engagement of and challenge for students of all abilities, especially students of determination. This modification is not yet so effective in FS and Post-16.
- Opportunities to extend students' aspirations and experiences are routinely built into the curriculum. Students have opportunities to engage in activities that promote enterprise and innovation. A wide range of social, recreational and sporting activities is available in all phases.
- Relevant programmes develop students' appreciation of the heritage of the UAE. In FS and Post-16, however, they are not yet fully embedded.

### For Development:

- Apply appropriate modifications to the curriculum in FS and Post-16.
- Fully embed strategies to promote students' knowledge and understanding of Emirati traditions and culture in all stages.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

|                                                                                      | Foundation Stage | Primary   | Secondary | Post-16   |
|--------------------------------------------------------------------------------------|------------------|-----------|-----------|-----------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Very good        | Very good | Very good | Very good |

- Safeguarding and child protection policies are understood by all concerned. The school's thorough staff induction and training, together with the comprehensive policies and procedures, help to protect students from harm.
- The school is well maintained and clean, catering well to all students' needs. Regular safety checks are generally thorough. However, at times, some staff do not consistently adhere to all safety procedures.
- The medical personnel and pastoral staff prioritise safe and healthy lifestyles, encompassing exercise, healthy eating and cybersafety. Teachers encourage students to seek support when necessary.

|                         | Foundation Stage | Primary       | Secondary     | Post-16       |
|-------------------------|------------------|---------------|---------------|---------------|
| <b>Care and support</b> | Outstanding ↑    | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

- Relationships between staff and students are very strong. Mutual respect, trust and confidence characterise interactions. Systems for monitoring behaviour are very effective. The approach to promoting high attendance is reasonably successful. Parents are informed promptly if there are any concerns.
- Rigorous processes and procedures for identifying students of determination and those with gifts and talents generally lead to high-quality provision. As a result, most students achieve their potential, both academically and personally. Individual programmes are effectively tailored to specific needs, abilities and interests.
- There is highly effective provision for guidance and support, including emotional support. The wellbeing champion assists the school counsellor and further enhances the processes. Students have access to high-quality guidance for their future education pathways.

### For Development:

- Ensure that all safety procedures are observed by all staff.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- The school is committed to an inclusive ethos that values each student as an individual. A proficient and skilled senior leader is held accountable for a successful, inclusive education policy, which enables consistent provision, practice and outcomes. Well-developed monitoring and reviews inform accurate self-evaluation and have a significant impact on students' progress.
- Robust identification systems are in place. Understanding of barriers to learning ensures highly effective planning and intervention in most classes. Students who experience the most significant needs are exceptionally well supported. Adaptations to provision are regularly made to reflect students' changing needs.
- Leaders develop strong links with parents and value their input. Parents are actively involved in their children's provision. They regularly meet with staff to discuss their children's needs and progress. Parents benefit from well-developed guidance and support.
- In all phases, students learn in supportive classroom environments. They have access to a range of flexible and engaging learning pathways. Learning support is well planned and effectively implemented, providing students with high-quality learning experiences. Barriers to learning are significantly reduced.
- Well-considered assessment systems identify students' starting points. Whole-school systems of monitoring and assessing provide accurate information about students' achievement. Teaching strategies are tailored to meet learning needs. Progress against individual targets is carefully tracked, consistently informing the development of future provision. Most students make better than expected levels of progress.

### For Development:

- Increase alternative pathways for students with more complex barriers to learning who are not able to access the main curriculum.

## 06 LEADERSHIP AND MANAGEMENT

|                                                        |             |
|--------------------------------------------------------|-------------|
| <b>The effectiveness of leadership</b>                 | Very good ↑ |
| <b>School self-evaluation and improvement planning</b> | Very good ↑ |
| <b>Parents and the community</b>                       | Very good   |
| <b>Governance</b>                                      | Very good ↑ |
| <b>Management, staffing, facilities and resources</b>  | Very good   |

- Leaders have reviewed the school's mission and vision with all concerned. The school is now under new ownership. The core values remain as before, confirming the direction which leaders intend to take and their commitment to national priorities. The executive leadership team is well established and continues to exert positive influence on school improvement. Middle leaders are generally competent. Most undertake their responsibilities effectively, with support and guidance from senior leaders. All leaders are developing their capacity to improve the school, but some do not have enough time to do so.
- The processes for school self-evaluation and improvement planning include the gathering of information from a wide range of sources. Leaders accurately prioritise targets for improvement. They create coherent plans for subjects and phases. Indications of progress are shared between all leaders and with governors. Leaders systematically evaluate the progress that students are making over time and in lessons. Consequently, the school is showing sustained and rapid improvement in most areas. However, leaders do not consistently ensure the sharing of good practice.
- Parents report positive changes this year. Communication is more effective, and staff are more accessible. They value the new arrangements at the beginning of the school day. Opportunities to learn about their children and to understand curriculum and assessment are plentiful. The parent-teacher association has been reconstituted and provides a valuable link between the school and its community. Parent representatives for classes provide a valuable service by distributing important information, but their potential is not fully used.
- The strategic governing board has representatives from stakeholders and the community. The executive board represents the school's owners and the founding school in England. Although its role and responsibilities are not fully defined, it provides a sound structure for gathering detailed understanding of the school's performance. It is in a very good position to hold the principal to account and to support attempts at improvement.
- The management of the school is effective. Recruitment, induction, training and appraisal are systematic. The appointment of additional leaders has had a significant impact, for example on

children's outcomes in FS. All classrooms are bright, attractive and conducive to learning. Resources are of high quality and are plentiful, with the exception of reading books for Arabic.

#### For Development:

- Ensure that all leaders have sufficient time to undertake their roles and responsibilities and improve the sharing of good practice.
- Clarify the role and responsibilities of the executive board.
- Provide more books in Arabic.



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