



المعرفة
Knowledge



NORTH LONDON COLLEGIATE SCHOOL MIDDLE EAST L.L.C

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



VERY GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Meydan City
	Opening year of school	2017
	Website	www.nlcsdubai.ae
	Telephone	00971 43190888
	Principal	Jonathan Spencer Locke
	Principal - date appointed	2/14/2023
	Language of instruction	English
	Inspection dates	19 to 23 February 2024



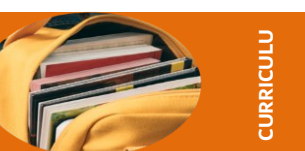
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1581
	Number of Emirati students	54
	Number of students of determination	53
	Largest nationality group of students	UK



TEACHERS

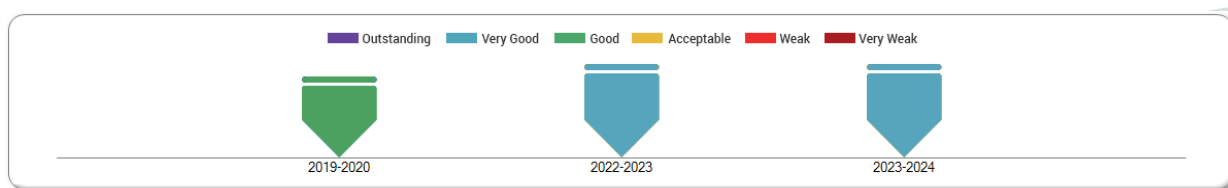
	Number of teachers	182
	Largest nationality group of teachers	British
	Number of teaching assistants	40
	Number of guidance counsellors	4



CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	IB
	Accreditation	IB

School Journey for NORTH LONDON COLLEGIATE SCHOOL MIDDLE EAST 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

- Attainment is outstanding in English, mathematics and science. Progress is not so strong, especially for the highest attainers. Attainment and progress are generally acceptable in Islamic Education and Arabic. In the Kindergarten (KG), attainment and progress are very good. Students are effective communicators. They collaborate purposefully and enthusiastically. Interactions are positive. Learning skills are better developed in DP.
- Students enjoy school and conduct themselves with maturity. They are courteous and cooperative. They take responsibility for their learning and make careful lifestyle choices, including healthy food and physical activity. Students demonstrate a clear understanding of Islamic values and appreciate how they are reflected in the society of the UAE. They demonstrate a keen sense of social responsibility. Enterprise activities are less evident.

Provision For learners

- Teachers' knowledge is comprehensive. Lesson planning is usually thorough. Questioning challenges students to think deeply and to reflect on their learning. However, teaching is inconsistent overall, and students frequently receive the same work irrespective of their ability. Systems for providing information are robust and closely linked to the curriculum. The progress of all groups of students is not sufficiently analysed. Feedback is improving.
- The curriculum has a clear rationale linked to the International Baccalaureate (IB) requirements. It is rich, inspiring and motivating. The programmes are expertly integrated and regularly reviewed. A wide range of course choices is available. Cross-curricular links are exploited effectively in KG and PYP. The quality of syllabus modification varies across subjects. Teachers are not yet consistently catering for all students.
- The school has procedures for the safeguarding of students, including child protection. Training ensures that all members of staff understand their responsibilities. Safety checks are regular but not always rigorous enough. Identification procedures for students of determination, those with gifts and talents and students for whom English is an additional language, are secure. The core values of care, courtesy and consideration are strongly promoted.

Leadership and management

- The quality of leadership is inconsistent. Leaders generally understand the school's strengths and weaknesses, but their evaluation is too generous. They have a robust focus on academic and personal performance supported by the IB curriculum. School development plans include too many actions. Parents are highly supportive. Governors contribute considerably to the performance of the school. Members of staff are suitably inducted and deployed.

Highlights of the school:

- Students' attitudes, behaviour and relationships which support their high levels of attainment and examination successes.
- Students' active support for the school and community, as well as their excellent work ethic.
- The extensive provision of extra-curricular and enrichment activities.
- The ethos of care, courtesy and consideration which permeates the whole school community.
- The expertise, vision, determination and leadership of the inclusion department, and the provision for wellbeing.

Key recommendations:

- Raise attainment and progress in Islamic Education and Arabic by strengthening leadership and improving the quality and consistency of teaching.
- Ensure greater consistency in teaching, learning and assessment, develop teachers' skills in supporting the needs of all students and ensure that students are sufficiently challenged.
- Ensure that development planning identifies the most important priorities to be pursued and improve the effectiveness of middle leaders by developing their understanding of best practice.
- Promote a culture of health and safety across the whole school community.



OVERALL SCHOOL PERFORMANCE

Very good

01 STUDENTS' ACHIEVEMENT

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Very good	Very good ↓	Outstanding
 Mathematics	Attainment	Very good	Outstanding ↑	Outstanding	Outstanding
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Outstanding ↑	Outstanding	Outstanding
	Progress	Very good	Very good	Very good	Very good
		KG	PYP	MYP	DP
Learning skills		Very good	Very good	Very good	Outstanding

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding 
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good 
Assessment	Very good	Very good	Very good	Outstanding

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
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 MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
-------------------------------------	------------------

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- The Progress in Reading Literacy Study (PIRLS) data suggest that students are performing at the high international benchmark level. The school exceeded the target set by 66 points. Progression in the National Agenda Parameter, using the GL progress tests, is very good. Mathematics and science are stronger than English. Emirati students improved across all the core subjects.

C. Leadership: International and Emirati Achievement	Good
---	-------------

- A majority of leaders appreciate and accept that there may be gaps in the external data which need to be filled. Some strategies exist for doing this. Monitoring in class is a developing feature.

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

- The reading levels of students, including Emirati students, are very good. A large majority are reading at a level which is above that typically displayed. Reading has improved in PYP and MYP for all students. However, not all teachers are using reading literacy levels to inform, support or challenge in the classroom. A culture of reading is still being encouraged, especially for older students.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Identify gaps which exist in external data, generate strategies to address them, and monitor the impact on students' outcomes.
- Use students' reading levels more widely in lesson planning.

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.

- Care, courtesy and consideration are at the heart of the school. Comprehensive professional training ensures that teachers have access to nationally recognised qualifications to support wellbeing. Feedback from surveys, discussions and observations informs decision-making. Regular reviews and adaptations meet evolving needs. Improvement planning involves collaboration across the phases. Identifying and sharing best practice is supported through regular meetings with parents and class representatives.
- Communication with parents is provided through weekly newsletters and the parent portal, along with bulletins from teachers. Students' wellbeing is systematically monitored using collected data. Interventions are adapted and refined where necessary. Staff and parents are actively involved in supporting students' wellbeing through events, functions and socials. Staff wellbeing is monitored and measured through surveys and working groups, but these activities are insufficiently developed.
- Students' wellbeing is supported through the pastoral programme, student-led societies and frequent checks. Students benefit from regular talks and interactive activities. Teachers emphasise students' wellbeing through initiatives such as feelings charts, reflection boards, zones of regulation, safe classroom environments and the colouring therapy wall. Extensive extra-curricular activities promote community involvement and leadership opportunities.

For Development:

- Ensure that all staff feel well supported and that their opinions are heard.

UAE social studies and Moral Education

- Moral social and cultural studies (MSCS) is integrated into the units of inquiry (UOI) for PYP. Social studies is a separate subject, taught for 40 minutes per week in PYP and MYP. Social studies follows the content of the Ministry of Education (MoE) textbooks. Moral education is taught as a standalone subject in MYP and DP.
- The MoE textbooks are used for all programmes. Teachers add to the curriculum with additional resources and individualised projects. Parental engagement, such as the Emirati Parents Committee, adds value to the programmes on offer. Students' work is assessed at the end of each unit and at the end of each school year.

Arabic in Early Years

- Arabic is introduced to children in KG. The programme includes listening, speaking, writing, vocabulary and phonics. Children have one lesson of 40 minutes per week in KG1 and four of 40 minutes in KG2. The lessons are taught by a team of five teachers. The syllabus includes reading and writing exercises. Assessments are conducted each term. Ongoing assessments allow teachers to monitor achievement continuously. Arab and non-Arab students are not mixed in lessons.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- In PYP, students demonstrate secure knowledge of Islamic principles, including the Pillars of Islam and Faith, rules of worship and some aspects of Seerah. In PYP, students' progress is better than that of students in the other phases.
- In MYP and DP, students develop a sound understanding of the application of Islamic rules to everyday life. However, students in both phases lack the ability to discuss, analyse and present thorough conclusions and persuasive arguments, backed by reference to the Holy Qur'an and Hadith.
- Students demonstrate better memorisation and recitation skills of the Holy Qur'an in PYP than in MYP and DP because they have more opportunities for practice.

For Development:

- Ensure that students refer to the Holy Qur'an and Hadith when discussing or debating.
- Improve students' memorisation and recitation skills of the Holy Qur'an, especially in MYP and DP.

ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students in PYP and MYP are progressively acquiring skills that align with expected levels. However, students in DP continue to grapple with challenges in all four language skills, particularly those students in Grade 12.
- There is variation in students' proficiency in expressing themselves using standard Arabic. Their competence in reading and understanding texts falls within the expected range. The grammatical knowledge and speaking skills of students in MYP and DP are still developing. All students can write legibly and relatively clearly.
- Low expectations of students, and the absence of differentiated activities, contribute to a decline in the overall proficiency of students in all phases.

For Development:

- Adapt the DP programme to permit better development of all four language skills.
- Plan and carry out differentiated lesson activities to enhance students' proficiency.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- A considerable number of students in PYP exceed expectations and make substantial progress. In MYP, students demonstrate weaknesses in all four language skills.
- In PYP, students can speak in various contexts, using a rich vocabulary. They can also express themselves in writing to varying degrees. In MYP, students lack sufficient confidence in using Arabic. Reading comprehension skills are within expectations in PYP but vary in MYP.
- Inappropriate syllabus modification and lesson planning has contributed to a decline in students' progress and a diminution of their skills. This is particularly the case in MYP.

For Development:

- Ensure that syllabus modifications take greater account of the length of students' study of Arabic.
- Improve performance in all four language skills through the use of targeted differentiation strategies in all lessons.

ENGLISH

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Outstanding	Outstanding
Progress	Very good	Very good	Very good 	Outstanding

- In MYP and DP, students' capacity for thinking and learning are highly apparent and strongly supported. Progress is strongest in DP because of the smaller class sizes. Internal assessment data do not align with external assessment data.
- Students' writing shows increasing understanding of what they read, particularly in their textual analysis. Writing in upper MYP and DP is well extended. Students' listening and speaking skills are developing well in PYP, with students increasingly able to express themselves confidently.
- Reading skills are consolidated through the phonics programme in KG and lower PYP. Teachers measure and monitor reading gaps, but do not always take appropriate action.

For Development:

- Ensure that the reading programme addresses gaps in students' reading.

MATHEMATICS

	KG	PYP	MYP	DP
Attainment	Very good	Outstanding 	Outstanding	Outstanding
Progress	Very good	Very good	Very good	Very good

- External assessment data show that students' attainment is well above expectations. Number and shape are introduced in KG and built upon in PYP. Students' knowledge of geometry, trigonometry, algebra and probability is extended well in MYP. DP students use this knowledge to develop their understanding of calculus and statistics.
- Students develop impressive technical knowledge in all phases. They are not given sufficient opportunities to use this knowledge in problem-solving, critical thinking and applications in PYP and lower MYP. In the formal MYP and DP assessments, students achieve outstanding results.
- Revised schemes of work in MYP have accelerated students' acquisition of knowledge which means that they are better prepared for DP.

For Development:

- Provide students with frequent opportunities to engage in problem-solving and critical thinking, and to apply their mathematical knowledge to everyday contexts.

SCIENCE

	KG	PYP	MYP	DP
Attainment	Very good	Outstanding ↑	Outstanding	Outstanding
Progress	Very good	Very good	Very good	Very good

- Students are mastering aspects of the curriculum to a high level. Attainment is not quite so strong in KG. Data indicate that a large majority of students make better than expected progress. This is confirmed by lesson observations and by their recent work.
- Students' knowledge and understanding are of a very high standard. Practical skills are somewhat underdeveloped, especially in MYP. Investigative work is rarely seen.
- Students' skills in practical work have improved in PYP. However, in general students do not benefit from opportunities to generate hypotheses, design experiments, evaluate findings or draw conclusions.

For Development:

- Identify opportunities to develop students' investigative skills.
- Ensure that students have dedicated time in the laboratories to undertake more practical work.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Outstanding

- Children in KG have positive attitudes and are keen to learn. They enjoy learning most when they are active and when learning is meaningful. Students in PYP are enthusiastically engaged. Older students have a mature and confident attitude to learning.
- Students collaborate purposefully and enjoy productive interactions. They are effective communicators. Collaboration is not as strong in Arabic. Students take responsibility for their own learning when it is not overly teacher directed.
- Enterprise, enquiry, research and critical thinking feature strongly in the most successful lessons. These key features of learning are not routinely seen in all subjects or lessons. They are better developed in DP.

For Development:

- Develop students' responsibility for their own learning, as well as their critical thinking and problem-solving skills.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are enthusiastic learners who enjoy school. They have a positive outlook and attitude during their lessons. They follow classroom rules and conduct themselves with maturity. Children in KG are caring and kind to one another. Their behaviour contributes to the positive learning environment.
- Students are courteous and show good manners in the classroom. They cooperate consistently with their teachers and collaborate well. They enjoy taking responsibility for their learning and frequently strive to reach their potential.
- Almost all students make healthy lifestyle choices, including choosing healthy food options. The school's promotion of healthy eating and physical activity underpins students' awareness and the choices they make. Attendance and punctuality to lessons are very good across the school.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑

- Students demonstrate a clear understanding of Islamic values and how they are reflected in Emirati society. They appreciate the values of tolerance, respect and hospitality. Students are aware of and respect Islamic practices such as fasting in the month of Ramadan.
- Students demonstrate a secure understanding of the culture and heritage of the UAE. They appreciate the diversity of the population as well as the country's rapid development. In DP, students enthusiastically discuss the commitment of the UAE to innovation and sustainability.
- Students are very aware and proud of their own cultures and heritage. They appreciate the similarities and differences between the wide range of nationalities represented in the school. This cultural diversity is celebrated during lessons and through National and International days.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students readily initiate and volunteer to manage projects that have positive effects on the school and the wider community. They strive to raise awareness on global issues. The students' charity committee oversees many fundraising campaigns throughout the year.
- Students have an excellent work ethic. Student-led academic societies are very popular. Some students undertake entrepreneurial activities that have positive social benefits, but opportunities to engage in enterprise and entrepreneurship are relatively limited.
- Students demonstrate a keen sense of social responsibility and commitment to sustainability. They actively seek ways to care for and improve both their immediate surroundings and the wider environment. Older students have tried to find solutions to food waste.

For Development:

- Increase opportunities for students to engage in enterprise and entrepreneurship activities.

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good ↓

- Teachers' knowledge of their subject is comprehensive. They have some appreciation of how students learn best and expertly apply their subject knowledge in their teaching. Lesson planning is thorough and clear. In KG, teachers plan lessons that interest and engage children.
- Opportunities to challenge students to think deeply and reflect on their learning are inconsistent. The most effective teachers have high expectations and are successful in meeting the needs of all students.
- Not all teachers develop students' critical thinking and problem-solving skills sufficiently. In those lessons where teachers overly control learning, opportunities for independence and research are lacking. Children's independent learning skills are not developed sufficiently well in KG, especially in KG2.

	KG	PYP	MYP	DP
Assessment	Very good	Very good	Very good	Outstanding

- The school's systems for gathering internal data are robust and closely linked to the curriculum. However, internal data are not consistently benchmarked against external data, especially the school's National Agenda Parameter.
- The progress of higher, middle and lower attaining students as well as those with gifts and talents is not typically considered. Teachers have data regarding their students, and they know them well. However, this does not consistently lead to personally directed support or challenge, although these are stronger in DP where classes are smaller.
- Good written feedback and guidance are sometimes provided to students about how to improve their work. In some lessons, students respond to the feedback. However, this is not a consistent and embedded feature of assessment across the school.

For Development:

- Ensure that teaching in all subjects meets the needs of all learners and provides suitable opportunities for critical thinking, problem-solving and independent learning.
- Refine the marking procedures so that all students know what they need to do to improve.

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The school offers an IB curriculum from KG to Grade 12. The programmes are expertly integrated, with smooth transitions. Leaders are mindful of the need to continue close monitoring of the curriculum so that pathways continue to match students' needs.
- A wide range of course choices is available in the senior school. Students can choose any combination of courses available in MYP and DP. The IB course for Arabic as an additional language in DP does not align with MoE requirements for Arab passport holders.
- Cross-curricular links are exploited effectively in KG and PYP, but apart from the interdisciplinary units in MYP, links are less consistent in the core subjects. The curriculum is reviewed regularly.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is rich and demanding. It inspires and motivates students. A wide range of extra-curricular activities supports social contributions. Activities are available to engage students' interests and provide opportunities for creativity.
- Teachers assist students in terms of developing skills and knowledge. They ensure that students who are finding work difficult are supported effectively. The quality of syllabus modification varies across subjects, and teachers are not yet consistently making use of differentiation.
- There are regular links with Emirati culture and UAE society in core subjects, especially in Islamic Education and Arabic. Further links are made through the MSCS programme. These links are additionally supported by assemblies, events and celebrations.

For Development:

- Ensure that the syllabus for Arabic as an additional language in DP meets MoE requirements for Arab passport holders.
- Ensure that curriculum pathways continue to meet the needs of all students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has effective procedures for the safeguarding of students, including child protection. Training ensures that all members of staff are fully aware of them. Teachers take appropriate steps to protect students from bullying and all forms of abuse, including cyberbullying.
- Safety checks are regular but not always rigorous enough. Some incidents identified during the inspection were rapidly addressed. Supervision of students during the day and on school transport is effective. Not all students travelling to and from school on e-scooters wear safety helmets.
- The buildings and equipment are very well maintained. Lifts provide access for those with mobility needs. Detailed and secure records are kept, relating to all aspects of health and safety, including incidents and subsequent actions. The promotion of safe and healthy living is successful.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Care, consideration and courtesy are the core values of the school. Students demonstrate excellent behaviour and are eager to support others. Through house teams, there are numerous opportunities for older students to interact with younger students to support meaningful relationships.
- Identification procedures for students of determination, those with gifts and talents and those for whom English is an additional language, are secure. Differentiation and challenge are not yet consistent in classroom teaching although they are effective in one-to-one sessions with inclusion staff.
- Additional staff have been employed to accommodate increasing numbers of students. Counsellors provide social and emotional support in all phases. Careers guidance is a growing strength.

For Development:

- Promote a culture of health and safety across the whole school community and ensure that safety checks are frequent, systematic and rigorous.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- An enthusiastic governor and the inclusion champion manage a dedicated department which is focused on promoting inclusivity. The strong academic focus might easily deter some parents of children with intellectual challenges. Clear documentation, policies and action plans articulate the department's vision effectively.
- Identification procedures effectively pinpoint barriers to learning using various strategies, including input from internal and external specialists. Inclusion staff understand students' needs and provide a range of classroom support strategies. Well-structured individual education plans (IEPs) set challenging targets, but they are not always followed through in lessons.
- Parents praise the school's dedicated support for their children. Communication is excellent, with an open-door policy for parents' concerns. A detailed reporting system involves parents in their children's education. They appreciate workshops and training and look forward to the return of more informal meetings.
- Teachers are aware of students' IEPs. Consistency in applying the suggested strategies varies. Students of determination engage well when they have differentiated activities, showing interest and pleasure in their successes. Effective one-to-one learning support, provided by trained staff, enables students to access the curriculum, develop social skills and make steady progress.
- Assessment procedures are comprehensive. Clear targets and strategies are reviewed and modified regularly. The progress tracking system has a dedicated section for students of determination. Lesson observations, ongoing assessment and work scrutiny suggest that students make very good progress.

For Development:

- Provide comprehensive training and support to ensure that all teachers effectively implement differentiation strategies.

06 LEADERSHIP AND MANAGEMENT

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

- The quality of leadership is overall very good, but inconsistent. The school is well led by the recently appointed principal. He has a clear vision for the school and a secure understanding of what needs to be improved. Leaders have a robust focus on academic and personal performance supported by the IB curriculum. Relationships are professional and supportive. Staff morale is high. Leaders prioritise staff training and encourage staff research and innovation.
- Self-evaluation practices, involving students, teachers and parents, ensure that leaders have a secure understanding of the school's strengths and areas for development. The monitoring of teaching and learning is extensive. It focuses too much on teaching rather than on students' progress. School development plans include too many actions and little clarity on school priorities. Governors and leaders have made progress in addressing recommendations from the previous inspection report. The school's evaluation of its own performance is much too generous.
- Parents are highly supportive of the school and the principal. They actively participate in the life of the school. Their views are heard and valued. The parents of students of determination speak highly of the provision and extra support. Parents receive regular updates regarding their children's academic and personal achievements. The school shares training and expertise with other schools in the group. Students benefit from a range of visiting speakers and trips abroad.
- The governing board includes representation by the owners as well as parents, education leaders and representatives of the founding school. Governors' specialisms ensure that the board has a clear oversight of inclusion, safeguarding and wellbeing. Governors hold leaders to account and have a significant impact on their work. They have ensured high levels of investment in staff and facilities. They contribute to the performance of the school but need to be more clinical in their use of information.
- The day-to-day management of the school is highly effective. Routines are well known. All concerned are informed and involved. Governors and leaders ensure that there are sufficient appropriately qualified teachers to support the high-quality curriculum. Staff are suitably deployed and supported. The school buildings are maintained to a very high standard, with extensive specialist facilities. The premises provide a safe and stimulating environment. Resources are well matched to the needs of teachers and students.

For Development:

- Improve the effectiveness of all leaders.
- Ensure that school development planning is better focused and includes success criteria which can be measured to allow leaders to determine the success of their actions.



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