



المعرفة
Knowledge



REPTON SCHOOL

UK/IB CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Nad Al Sheba
	Opening year of school	2007
	Website	www.reptondubai.org
	Telephone	800 REPTON (737866)
	Principal	Gillian Hammond
	Principal - date appointed	8/17/2023
	Language of instruction	English
	Inspection dates	26 to 01 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	2374
	Number of Emirati students	458
	Number of students of determination	200
	Largest nationality group of students	Emirati



TEACHERS

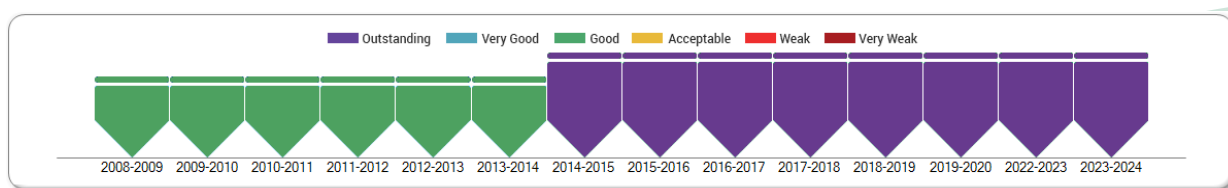
	Number of teachers	174
	Largest nationality group of teachers	United Kingdom
	Number of teaching assistants	43
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK/IB
	External Curriculum Examinations	IGCSE, IB, BTEC, A Levels
	Accreditation	IB

School Journey for REPTON SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Attainment and progress are strong in the Foundation Stage (FS), as well as in English, mathematics and science throughout the school. Attainment and progress in Islamic Education and Arabic are beginning to show signs of improvement. Children and students are keen to learn. They are engaged and collaborate productively, especially in FS and Post-16. Independent learning skills are less evident in the primary and secondary phases.
- All students value their roles and responsibilities in school and beyond. Behaviour is excellent. Relationships are respectful and considerate. Students have a strong appreciation of Islamic values. They are knowledgeable about the heritage and culture of the UAE. They demonstrate high levels of commitment to conservation and the environment. Innovation, creativity and entrepreneurship are strong.

Provision For learners

- Teaching is highly effective in FS, where teachers know how young children learn and encourage their independence. Lesson planning is effective, questioning is purposeful, and teachers have high expectations. The quality of teaching occasionally varies in the primary phase. Internal assessments are coherent. Assessment data are analysed in depth, but teachers' use of data remains uneven. Consistency in marking and feedback is developing.
- The curriculum is rich and challenging, with a wide choice of options and vocational courses. It is enhanced with an extensive range of enrichment and extra-curricular opportunities. Cross-curricular links are stronger in the lower school. Students are well prepared for the next phase of their education. The curriculum is regularly reviewed and successfully adapted, but adjustments to cater for the needs of all students vary in quality.
- Highly effective policies and practices ensure safeguarding and child protection. Members of staff receive comprehensive training. The school premises and facilities are hygienic, safe and secure. Students are very keen to maintain safe and healthy lifestyles. Appropriate systems identify students of determination, those with gifts and talents and those for whom English is an additional language. Careers advice, work experience and university mentorships are extensive.

Leadership and management

- Leaders at all levels are determined and dedicated. They have worked well to improve middle leadership and to consolidate the quality of teaching and learning. Leaders know the school's strengths and weaknesses. Staff morale is very high. Parents are engaged and the governing body is effective. The school fosters strong community ties which greatly enhance students' educational experiences. The buildings, facilities and resources are of an exceptionally high standard.

Highlights of the school:

- Highly committed leaders and governors.
- Students' personal and social development and their understanding of Islamic values, UAE society and world cultures.
- The school's assessment procedures, curriculum provision and enrichment, and extra-curricular activities.
- The health, care, support and protection provided by the school, and the safe and secure premises, well-maintained facilities and high-quality resources.
- Strong partnerships with parents and extensive links with the community.

Key recommendations:

- As a matter of considerable urgency, raise attainment and progress in Islamic Education and Arabic.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 STUDENTS' ACHIEVEMENT

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

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	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

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

- Students' outcomes for the Progress in International Reading Literacy Study (PIRLS) in 2021 exceeded the target set by 17 points and was at the high international benchmark. There were no Emirati students in the sample selected for the assessment. On average, students sustained very good judgements in attainment in the National Agenda Parameter assessments in science. They improved in English and mathematics to very good over a two-year period. Outcomes for Emirati students improved in all three subjects and are good overall.

C. Leadership: International and Emirati Achievement

Outstanding

- The school improvement plan has detailed sections on the National Agenda and reading. They are focused appropriately on improving reading standards within the school as measured by external outcomes. The plan has key actions. It details how the school aims to improve distinct aspects of reading, including raising Emirati students' reading skills. However, it lacks sufficiently detailed measurable progress targets.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Good

Good

- The most recent reading literacy skills profile shows that the majority of students' reading literacy scores are at or above age-related expectations. The profile for Emirati students is not as strong, but is acceptable. Most teachers use data from reading assessments to adjust their planning for teaching. The impact of these plans remains inconsistent. Teachers' use of benchmark reading assessments and other literacy initiatives lead to a majority of students making expected progress in reading. The school works closely with families to foster a strong reading culture.

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

For Development:

- Raise students' reading assessment outcomes further by embedding the recent improvement initiatives with a particular focus on Emirati students.
- Extend action plans for improving students' reading skills to include specific measurable targets for all students.

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.

- Inclusion leaders demonstrate a strong commitment to students' wellbeing through comprehensive policies and initiatives. Members of staff receive extensive personal development training, including mental health first aid. There is an emphasis on the importance of wellbeing alongside academic achievement. Regular check-in sessions and informal pastoral sessions, as well as timetabled lessons, all contribute to students' awareness. The wellbeing team collaborates to ensure accountability, effective implementation of initiatives and continuous improvement throughout the school.
- Parental engagement and communication are supported through parents' evenings, newsletters and on-line groups. Students' wellbeing is closely monitored. Wellbeing ambassadors, committees and leadership opportunities allow students' opinions to be heard. Counselling is available for both staff and students alongside medical clinics, sporting facilities and pastoral support. Joint initiatives, workshops and social events all help to enhance the sense of belonging. Members of staff are encouraged to voice any concerns.
- The curriculum embeds wellbeing through the pastoral programmes, weekly wellbeing lessons, assemblies and workshops. Wellbeing ambassadors, prefects and committees provide students with leadership opportunities and community engagement. The house system promotes a sense of belonging and helps to forge relationships between older and younger students. The extensive range of extra-curricular activities enriches most students' experiences, as do the celebrations of the differing nationalities within the school. Wellbeing weeks and initiatives like the wellbeing garden generally support inclusive classroom environments and outdoor learning.

For Development:

- Ensure that all students are well supported in and out of classes.

UAE social studies and Moral Education

- UAE social studies is taught in English as a discrete subject from Years 2 to 10. It is also integrated into other subjects in Years 2 to 6 and 11 to 13. The Moral, Social and Cultural Studies (MSCS) framework and the UAE social studies standards are used, together with a range of other teaching resources. Students are provided with a very strong understanding of Emirati traditions and the ethical underpinning of UAE society. Moral education is taught in English with a focus on developing students' empathy, equality and tolerance. It is taught as a discrete subject in Years 2 to 6. It is also integrated into other lessons in Years 2 to 13 using the MSCS framework. Class teachers teach the subjects from Years 2 to 4, and subject specialists from Years 5 to 13.
- UAE social studies features collaborative learning activities and research opportunities to promote critical thinking and problem-solving. A variety of resources engages and enthuses learners. Links between UAE culture and the appreciation of other cultures are successfully integrated into lessons. A range of assessment strategies is used, including teachers' observation, students' self-assessment, portfolios and learning journals. Moral education is characterised by collaborative learning activities and interactive discussions. The curriculum includes robust links with other subjects. Ongoing and final assessments, together with community action projects in Secondary and Post-16, are used to measure students' achievement.

Arabic in Early Years

- In FS2 and Year 1, two periods of Arabic are offered. Arab and non-Arab children are taught together. A modified Arabic syllabus is provided. It is in line with what is being taught in English. The children learn through play. The focus is on developing key vocabulary related to the specific topics, as well as an introduction to the sounds that letters make. Ongoing observations of children's participation and involvement are used to assess vocabulary acquisition, recognition of letters and motor skills in writing Arabic.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' memorisation and recitation skills are improving in Primary and Secondary. Knowledge of Islamic values and principles is stronger among Arab students, although they find it difficult to communicate their learning in Arabic. Non-Arab students have strengths in the application, analysis and evaluation of topics.
- In Primary, students show understanding of family duties and etiquette from the Seerah of the Prophet (PBUH). Students in Secondary discuss everyday practices and explain how Islam is a religion of peace. In Post-16, students develop adequate critical thinking skills and an ability to apply what they have learned.
- Students' participation in internal and external Holy Qur'anic competitions have a positive impact on their recitation skills. However, this is not consistent across all grades.

For Development:

- Improve students' memorisation and recitation skills in Post-16.
- Develop Arab students' abilities to communicate their learning clearly.

ARABIC AS A FIRST LANGUAGE

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

- Internal data in the primary phase show higher attainment levels than those observed in lessons. From direct observation, students in Primary make better and more consistent progress than those in Secondary and Post -16.
- In Primary, students write short dialogues with few spelling mistakes. Their ability to analyse short stories is adequate. Writing skills in Secondary and Post-16 are less well developed. Students are over reliant on guidance to analyse information. Their use of standard Arabic in speaking is too variable.
- Students' work samples in Primary show more consistent progress over time than those in Secondary and Post-16. When working in groups, a minority of students in Secondary interact with one another using English or non-standard Arabic.

For Development:

- Improve students' speaking skills using standard Arabic, especially in the secondary phase.
- Ensure that work in Secondary and Post-16 consistently promotes progress which, at the very least, matches that in Primary.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' attainment levels in lessons align with external assessment data. Secondary students' attainment has dropped because teachers use English most of the time, thus preventing students from developing their Arabic language skills. As a result, their listening skills are less well developed.
- In Primary, students can write about familiar topics. In Secondary, they can read descriptive texts and answer basic questions. They can write about their daily routines. They can introduce themselves in Arabic, but their ability to engage in a conversation is not consistent.
- In Secondary, teachers give directions to students in English and translate questions during discussions. Some students rely on translation apps to complete their writing.

For Development:

- Ensure that teachers use Arabic only, especially for routine work and for giving instructions.
- Improve students' conversational skills in all phases.

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Outstanding	Outstanding
Progress	Outstanding	Very good ↓	Outstanding	Outstanding

- A large majority of students have knowledge, skills and understanding above curricular standards in FS and Primary. Most attain well above expectations in Secondary and Post-16. They generally make rapid progress, although this is less evident in Primary, where core language skills are inconsistent.
- Speaking and listening skills, in all phases, are strong. However, in Primary and Secondary, reading comprehension, including critical analysis and inference, remains underdeveloped. Recent initiatives are beginning to have a positive impact.
- The recent emphasis on improving handwriting is evident. Initiatives to improve core skills, particularly in Primary, are beginning to show impact. This is not evident in writing across other subjects. Writing in Secondary and Post-16 is of a high quality.

For Development:

- Ensure that students develop their analytical and inferential skills to support outcomes.
- Ensure that the core skills of grammar, punctuation and spelling are embedded in the primary phase and consistently used in other subjects.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Outstanding	Outstanding
Progress	Outstanding	Very good	Outstanding	Outstanding

- External assessments, lesson observations and work scrutiny show that students in Secondary and Post-16 are achieving standards which are well above expectations. Internal assessments in FS and Primary show slightly lower attainment.
- Children in FS make rapid progress in building strong number skills. Shape and numerical literacy develop through Primary, so that students in the secondary phase can establish a reasonable understanding of algebra. Post-16 students develop their geometry, trigonometry, statistics and calculus skills well.
- A strong emphasis on problem-solving and applications to the outside world has improved students' understanding of mathematical concepts. Mental mathematics skills in FS and lower Primary have been a focus. Some students present disorganised layouts of working in Secondary and Post-16.

For Development:

- Raise students' attainment in internal assessments in the primary phase.
- Develop a structured and logical laying out of multiple-step algebraic solutions to eliminate careless errors.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Outstanding	Outstanding ↑	Outstanding ↑
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Internal assessment data indicate that attainment is very strong across all phases, although the outcomes in FS are slightly lower. External assessment in Primary, Secondary and Post-16 indicates that most students exceed expectations. Lesson observations confirm the external data.
- Scientific skills are extended progressively in FS and Primary. Children's use of scientific language is still developing in FS. By the end of Primary, students display a secure understanding of scientific methods. These skills are not developed consistently in Secondary. Post-16 students design complex investigations and write detailed laboratory reports.
- Scientific communication skills are developed systematically in Primary. Students' writing skills are underdeveloped in the lower Secondary.

For Development:

- Extend children's scientific language skills in FS.
- Increase the opportunities for students in the secondary phase to develop their scientific investigation and writing skills.

LEARNING SKILLS

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

- Learning skills develop rapidly for children in FS. Students in Post-16 confidently engage in debates and research. They can communicate their learning extremely effectively. In other phases, and in different subjects, these skills are less well developed.
- Children and students are keen to learn. They successfully apply their skills to everyday situations and generally establish connections across different areas of the curriculum. Students' critical thinking skills are secure, particularly in English and science, but less so in mathematics and Arabic subjects.
- Recent initiatives support students in all phases to use technology with confidence. However, opportunities to engage in independent research and active, enquiry-led learning are underdeveloped in some phases.

For Development:

- Ensure that cross-curricular links are more explicit in all lessons, particularly in the primary and secondary phases.
- Ensure that the skills of independent research, critical thinking and problem-solving become regular features of lessons.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have extremely positive attitudes towards their learning, roles and responsibilities. In FS, children have developed a slide show on how to become a leader. Students in all phases enthusiastically assume a range of duties. They demonstrate the values and principles of the school.
- Children in FS develop an understanding of healthy lifestyles. They know the importance of handwashing before handling food. Older students keenly participate in activities such as the fitness challenge. Generally, they understand the advantages of making healthy food choices.
- Behaviour across the school is excellent. Relationships are very considerate and respectful, in the main. Restorative approaches are now used to resolve any disagreements. These discussions have improved relationships and behaviour across the school.

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

- Students have a clear understanding of Islamic values and thoughtfully put into practice the values of acceptance and tolerance. They are aware of Emirati culture and how it influences life in the UAE.
- Students are very knowledgeable about and respectful of Emirati culture. Emirati ambassadors play an important role in raising other students' awareness of the features of the UAE. They proudly share their heritage, history and customs during cultural events.
- Students fully appreciate and celebrate their own cultures. They talk confidently about their involvement in cultural projects, such as International Day and Flag Day. Students are very interested in learning about others' cultures and customs.

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

- Students regularly volunteer. They make valuable social contributions. They have participated in a walkathon to raise funds for people of determination. During a visit to Thailand, students helped to build a school and they have also taught English to children in Sri Lanka.
- In Primary and Secondary, students enthusiastically participate in preparation for a sustainable future by repurposing old technological devices. Students are also involved in conservation activities.
- Students are currently designing an app to support sustainability goals by encouraging the use of reusable water bottles. Entrepreneurial skills were enhanced when students sold food at a quiz night. The profits were then donated to charity.

For Development:

- Reinforce the benefits of healthy food choices.

03 TEACHING AND ASSESSMENT

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

- Highly effective teaching is supported by a strong understanding of how students learn. It is less well-developed in Primary. In all phases and across all subjects, the quality of teaching can vary. It is occasionally didactic, thus limiting opportunities for independent and active learning.
- Teachers have secure, often expert, subject knowledge. They engage positively with students and manage time efficiently. They provide stimulating learning environments and appropriate resources. Questioning techniques actively encourage students' reasoning, problem-solving and critical thinking skills. Recent initiatives in the use of technology are positive.
- Teachers plan engaging lessons using information from assessments. Occasionally, teaching does not meet the needs of all students, particularly higher attaining students in the primary phase. These students are not always working at a level commensurate with their ability, and so their progress is more limited.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The school's internal assessments are coherent and consistent. Internal assessments provide very detailed measures of students' progress. The school benchmarks students' achievements against national and international comparators. Assessments and assessment outcomes are standardised and moderated against local and UK schools.
- Senior leaders analyse data in depth and track students' progress over time. Teachers are provided with analyses of assessment data. They are expected to use the information in lessons to adapt their resources to provide additional support and challenge.
- Teachers regularly monitor students' work and annotate it with personal feedback for improvement, to which most students respond positively. Self- and peer-assessment are developing features in most subjects.

For Development:

- Improve the quality of teaching in the primary phase.
- Use assessment information consistently to plan lessons that meet the needs of all students.

04 CURRICULUM

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

- The curriculum meets all statutory requirements. It has a balance between knowledge, skills and understanding. It is rich and challenging. In upper Secondary and Post-16, students have an increasing range of vocational courses. Most subjects support regular cross-curricular links. They are most effective in FS and Primary.
- There are smooth transitions into FS and between the FS, primary and secondary phases. Transitions between Secondary and Post-16 are less successful, and students are not yet fully prepared for all the pathways offered in Years 12 and 13.
- Reviews of the curriculum are conducted as and when data become available. The recently introduced A level courses are not yet producing attainment and progress that align with the standards seen in the IB Diploma Programme.

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

- The curriculum is most effectively adapted to meet students' needs in FS and Primary. Challenges offered by tasks and activities are less consistently modified by teachers to match students' abilities in Secondary and Post-16.
- In the core curriculum, students have some opportunities to engage in enterprise and innovation. The extensive and stimulating extra-curricular programme significantly enhances students' academic and personal development, welfare and wellbeing. Opportunities to engage in social contributions are promoted through many aspects of school life.
- There are frequent links to Emirati culture and UAE society, particularly through Islamic Education, Arabic, and moral, social and cultural studies. These links are supported through assemblies, events, trips and guest speakers.

For Development:

- Monitor teaching and learning in the new courses in the post-16 phase and ensure that all students reach their potential.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies, practices and training sessions ensure high levels of safeguarding and child protection. The premises and facilities are safe, clean, scrupulously well maintained and accessible to all.
- Safe and healthy lifestyles are prioritised and well promoted. Safety checks are regular, comprehensive and well documented. Robust systems mitigate any incidents or accidents. School transport is safe and well managed.
- Maintenance records are well kept. The junior school building has been thoroughly renovated. Across the school, new locks have been fitted to all interior doors. Additional security cameras make the school more safe and secure.

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

- A warm and welcoming ethos is evident in all phases. The caring, nurturing, supporting and guiding atmosphere exists in many forms. Children in FS use wall displays to help them to express feelings. Older students use post boxes to share concerns and suggestions.
- Comprehensive systems and creative initiatives promote regular attendance and high standards of behaviour. Students of determination, those with gifts and talents and those for whom English is an additional language, are identified and supported. Leaders provide whole school training on effective classroom differentiation.
- Careers advice, work experience and university mentorships are extensive. Students appreciate opportunities to organise events. They value leadership and committee roles that make a positive contribution to the whole school community.

For Development:

- Ensure that attendance initiatives continue to make a sustainable impact.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Leaders and governors prioritise inclusive education and provide specialist resources. While lacking a designated champion, the experienced and dedicated inclusion leaders play a pivotal role. The inclusion team, including teachers and support staff, contributes positively to the fostering of inclusivity. The school is not yet fully equipped to welcome students with complex needs.
- The department employs strong assessment methods to tailor strategies for each student, using KHDA categories for identification. Specialist staff collaborate to understand students' needs and challenges. They are thus enabled to prepare effective support and interventions. The school's emphasis on individualised support reflects its commitment to meeting students' diverse needs.
- Parents value the school's support and purposeful strategies. They appreciate the positive impact on their children's progress and on their own understanding. They think highly of the accessibility of the inclusion team. Their children have grown in confidence, and their social skills have improved.
- Teachers' understanding of differentiation has strengthened through workshops led by senior leaders. Lesson plans now incorporate differentiation for students of determination, aiming to keep them fully engaged in classroom activities. Teachers are improving their delivery of differentiated activities, although consistency remains a challenge. Inclusion teachers and support staff are experienced in assisting individual students. Alternative pathways are being extended.
- Leaders maintain rigorous assessment procedures, tracking the progress of students of determination through data collection and individual education plans (IEPs). There is a comparison of teachers' assessments, work scrutiny and social interaction. Despite challenges, students achieve well and make better than expected progress, with some students securing university places.

For Development:

- Ensure greater consistency in differentiation within the classroom.
- Ensure that the school is better equipped and able to welcome and accommodate students with complex needs.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels demonstrate unwavering dedication to the school's vision of excellence and inclusivity. Senior leaders exhibit professionalism and determination in supporting middle leaders to focus on the quality of teaching and its impact on students' progress. Collaboration drives innovative solutions to address priorities. The school's leadership structure has recently been reviewed. Strong relationships foster a supportive culture, motivating teachers to share best practices. Staff morale is very high.
- Self-evaluation practices and procedures are thorough and comprehensive. There is a suitable focus on the quality of teaching and learning, and on learning environments and students' progress. Lesson observations and subject reviews support leaders' understanding of the school and inform professional training priorities. Development planning is implemented with precision, but actions occasionally lack specificity on how they will be measured. Links with department plans are clearly articulated. Leaders have made considerable progress in addressing the recommendations made in the previous inspection report.
- Parents are actively involved in the life of the school. They value this close relationship and say that their views are heard. They are kept informed through social media, frequent feedback, regular meetings, workshops and electronic communications. Parents of students of determination praise the school's support. Parents receive detailed updates on their children's progress. The school fosters strong community ties through exhibitions, careers talks, university visits, work experience and charitable activities. All of these opportunities greatly enhance students' experiences.
- The governing board comprises a diverse range of stakeholders, including representatives of the founding school based in the UK. Two parent governors represent parents and regularly engage with them to seek their views. Governors hold leaders directly accountable for the performance of the school. They review academic results, school data and other performance information, as well as leaders' effectiveness. Governors invest appropriately in staffing and facilities, significantly contributing to the school's performance and promise. Statutory requirements are fully met.
- The school's day-to-day administration is efficient. A dedicated team maintains the safety and operational efficiency of the school site. Governors and leaders ensure an adequate number of qualified teachers for the curriculum. Members of staff receive tailored professional development training, fostering a culture of knowledge sharing. The premises are maintained to a very high standard, promoting a safe and stimulating learning environment. Meticulous planning and resource allocation ensure the learning environment's appropriateness and support continuous improvement.

For Development:

- Incorporate into development plans clear indications of how the success of actions will be measured.



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