



المعرفة
Knowledge



SUNMARKE SCHOOL L.L.C

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Jumeirah Village triangle
	Opening year of school	2016
	Website	www.sunmarke.com
	Telephone	97144238900
	Principal	Nicholas Matthew Grierson Rickford
	Principal - date appointed	8/9/2023
	Language of instruction	English
	Inspection dates	30 October to 03 November 2023



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	2023
	Number of Emirati students	12
	Number of students of determination	91
	Largest nationality group of students	Other European



TEACHERS

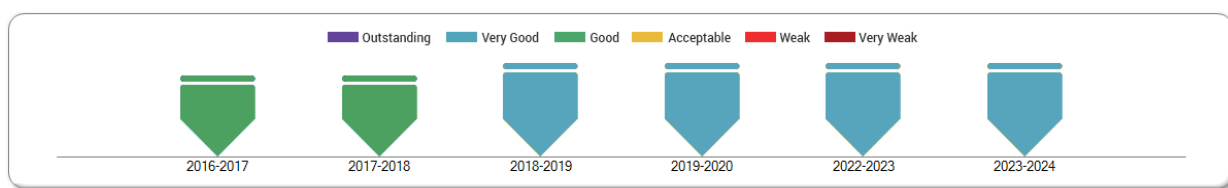
	Number of teachers	201
	Largest nationality group of teachers	British
	Number of teaching assistants	72
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	UK/IB
	External Curriculum Examinations	GCSE, IGCSE, A level, IBDP, IBCP and BTEC
	Accreditation	BSO, IBO

School Journey for SUNMARKE SCHOOL L.L.C



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

- Students' achievement in English, mathematics and science is mostly very good. Children in the Foundation Stage (FS) make rapid progress in these subjects. In Post-16, students' achievement in English is outstanding. Achievement in Islamic Education and Arabic is mostly acceptable. In FS, children develop outstanding independent and collaborative learning skills. Students' capacity for independent or investigative learning is not always fully used in the other phases.
- Students exhibit a strong sense of responsibility and independence. They interact with maturity and confidence. They are enthusiastic learners. They understand the history and development of the UAE and respect the tenets of Islam. They participate in community projects, readily adopting leadership roles. They have a well-developed sense of conservation and sustainability, initiating innovative projects themselves.

Provision For learners

- In FS, high-quality teaching successfully engages children in learning. This level of teaching is not yet consistent in other phases. The best teaching fosters collaboration and independent learning, based on high expectations. Assessment is used well in lesson planning, and teachers gauge understanding through probing questioning. However, problem-solving and research are not common. Feedback from teachers on students' work is inconsistent.
- The curriculum supports students very well, especially learners of English as an additional language (EAL). Progression is carefully planned. Cross-curriculum links are strong in FS and Primary but limited in the other phases. The curriculum is modified to create personal pathways for older students. There are many student-led enrichment activities, but only limited opportunities for enterprise, innovation, creativity and social contributions.
- Rigorous policies, systems and practices ensure students' safety. School transport is well managed. The premises are monitored to confirm safety and to identify any necessary maintenance. Students are taught about keeping themselves safe. Exercise, healthy lifestyles and wellbeing are encouraged. A highly inclusive nurturing environment supports EAL students and students of determination. The wellbeing of students and members of staff is a high priority.

Leadership and management

- School leaders share a strategic direction of ensuring inclusion and wellbeing. Leadership across phases is linked cohesively. Self-evaluation ensures robust identification of improvement priorities. There are positive links with parents and the local community. National and international links are being reinstated. The owners and governors hold leaders to account. The focus on English acquisition on entry and alternative pathways for older students reflect the shared vision.

Highlights of the school:

- The provision of high-quality care, support and learning opportunities in FS.
- Students' outstanding attainment and progress in English in Post 16.
- The mutual respect and open communication that contribute to a thriving leadership culture, encouraging students to take on meaningful roles.
- The promotion of inclusion and wellbeing in a supportive learning environment.
- Outstanding resources to support teaching and learning.

Key recommendations:

- Improve students' attainment and progress in Islamic Education and Arabic to close the gap with other core subjects.
- Improve students' reading skills in Primary and lower Secondary and promote reading for pleasure across the school.
- Identify and share the examples of very good practice to achieve greater consistency in teaching and learning.
- Ensure that teachers' feedback on students' work gives clear guidance on how to improve, and that students respond to the advice given.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

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

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Very good	Very good
Curriculum adaptation	Outstanding	Very good	Very good	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding↑	Outstanding↑	Outstanding

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Outstanding↑
Parents and the community	Outstanding
Governance	Very good
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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- The school exceeded its Progress in International Reading Literacy Study (PIRLS) target and scored significantly higher than the PIRLS centre point. The school is performing at the high international benchmark. Girls' reading scores significantly exceeded those of boys. However, the assessments showed that students' performance was lower in the area of reading comprehension. In benchmarking assessments, students' attainment has been very high over the last two years in mathematics and science. The outcomes in English showed a slight decline in 2023 compared with the previous year.

C. Leadership: International and Emirati Achievement	Very good
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- The school's National Agenda action plan clearly outlines how students will be prepared for all external benchmarking assessments and how teaching staff are trained to understand and apply benchmarking data. The plan also outlines how the curriculum may be modified to meet the requirements of the assessments. A separate reading action plan specifies how the school will develop students' skills to read for purpose and pleasure.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable

- The school uses reading benchmarking assessments effectively to track the development of students' reading skills. Data from assessments at the end of 2022-2023 indicate that the school's strategies to support and extend students' reading are having an impact. A greater proportion of students attain at a higher level in the assessments. Training on how to support EAL learners has made staff aware of how they can adapt their lessons to support the reading of all students.

Overall school standards in the National Agenda Parameter are: Very good

For Development:

- Enhance students' skills in the primary and lower secondary phases in reading for different purposes to select key information from research, as well as encouraging them to read for pleasure.
- Ensure that all new staff understand how to review, interpret and apply information from the standardised benchmarking assessments accurately.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Students' Wellbeing Agency and Experiences, an evaluation of well-being provision and outcomes is provided below.

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

- The clear vision of ensuring the wellbeing of all members of the school community is founded within the established positive education programme. All staff, including senior leaders, undertake appropriate training linked to the latest research and delivered by the experienced wellbeing lead. The drive and energy of the well-qualified wellbeing team ensures that there is effective provision and high wellbeing outcomes for almost all students and staff. However, the school does not align its self-evaluation sufficiently closely with the KHDA wellbeing framework.
- Staff and governors are highly engaged and committed to establishing a compelling vision for wellbeing across the whole community. They listen to all stakeholders, including parents. This is apparent in the creation of new learning pathways for older students of determination in response to students' and parents' requests. Wellbeing initiatives in all phases of the school, such as the excellent support for EAL students, demonstrate the school's commitment to improving lives. Staff wellbeing is also a priority for the school. All staff feel empowered by the supportive environment and speak of high levels of work satisfaction.
- Wellbeing is firmly embedded within the curriculum through initiatives such as values in action and STEAM (science, technology, engineering, the arts and mathematics) lessons. Students are taught how to be resilient and how to talk about their feelings. Student wellbeing champions help to support their classmates. The classroom environment is usually very enabling and highly nurturing. Students are extremely positive about their school and clearly have strong connections with staff. During a few lessons, when teaching is not as strong, students are not always fully engaged.

For Development:

- Enhance the school's self-evaluation and improvement planning by linking them more closely to the descriptors in the KHDA wellbeing framework.

UAE social studies and Moral Education

- The moral, social and cultural education (MSCS) framework is delivered from Year 2 to Year 6 through one timetabled standalone lesson each week, focused on the social and cultural objectives. The moral objectives are delivered within the positive education curriculum and through STEAM projects. In Year 1, students receive an introduction to moral education through the values in action lessons that are centred on character strengths. From Year 7 to Year 10, MSC is taught explicitly through a timetabled standalone lesson each week. The Moral objectives in Year 11 to Year 13 are mapped across all curriculums, assemblies and drop-down lessons.
- The curriculum is enriched in a variety of ways including drop down days, assemblies, workshops, excursions and visits by guest speakers. Moral education is very well aligned to the Ministry of Education (MoE) standards and very well linked to other subjects. Lessons are well planned and structured to build on students' previous learning. Learning is collaborative and engaging, enabling students to understand the key concepts. It encourages the adoption of high personal and moral values. Assessment strategies are applied appropriately in each phase. Programme co-ordinators meet regularly and collaborate to facilitate a whole-school approach.

Arabic in Early Years

- Arabic is taught by a qualified teacher and an Emirati teaching assistant, in an atmosphere that is suited to young children's learning. Teachers use innovative methods to make learning a sensory experience, involving listening, observation, imitation and active language practice. Rhymes, songs, games, counting and phonetic exercises contribute to the all-round development of spoken Arabic. This integrated approach enables children to practise Arabic in a highly engaging and dynamic learning environment. By the end of FS2, children are able to move smoothly into Year 1. Continuous assessment occurs during lessons, providing a comprehensive evaluation of children's language proficiency.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- During recent lessons and in their written work, most students achieve levels of knowledge and skills that are consistent with the curriculum standards. Most students display an acceptable grasp of the pillars of Islam and Iman. This is particularly noticeable in the primary phase.
- Most students in each phase demonstrate an adequate understanding of Islamic etiquette and worship. They show respect for the Prophet Mohammed (PBUH) and his Seerah. Students' ability to memorise and interpret verses from the Holy Qur'an and Hadith is developing.
- Most students demonstrate an adequate understanding of Islamic customs and rituals. They engage with teachings of the Prophet Mohammed (PBUH) relating to Islamic worship, ethical conduct, and charitable giving.

For Development:

- Refine lesson plans to impact on attainment and progress more directly.
- Raise teachers' expectations to challenge students to think more critically, using evidence-based strategies to deepen their engagement with Islamic texts and principles.
- Integrate multimedia resources to provide more compelling learning experiences for students in Secondary.

ARABIC AS A FIRST LANGUAGE

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

- In the primary and post-16 phases most students meet curriculum standards in reading and listening. They can extract information from texts, exhibiting an adequate grasp of vocabulary and grammar. However, attainment in the secondary phase remains below expectations.
- In Primary, students apply grammar rules accurately. In Post-16, they can analyse and provide summaries. However, in the secondary phase spoken and written Arabic remain a challenge. Progress is greatest when the curriculum is adapted to students' various starting points.
- While students' notebooks show a greater level of independent writing, the examples remain brief. Students' grammar and spelling improve over time. Their analyses of literature reflect sound understanding and relevant terminology but still exhibit a limited depth of reflection.

For Development:

- Provide students with more writing and speaking strategies to enable them to extend their language proficiency, particularly in Secondary.

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

- Steady progress, even among beginners, exceeds expectations in both phases. In Primary, students employ word glossaries, conjunctions and adjectives successfully to expand their sentences and paragraphs. As a result, attainment is above curriculum standards. Attainment of most secondary students is in line with expectations.
- Teaching groups accommodate students' diverse abilities, while considering their years of studying Arabic. Students exhibit increased proficiency both in writing and speaking. Beginners can recognise all Arabic letters and are capable of reading and writing simple phrases.
- The students' notebooks are well organised, with clear handwriting. Spelling and grammatical errors decrease over time, and there is evident progress in their ability to write short paragraphs. During lessons, some students continue to use English or their mother tongue.

For Development:

- Ensure that learning objectives and assessment are linked to students' years of studying Arabic during all lessons.

ENGLISH

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

- Through the systematic development of phonics, fine motor skills and exposure to the written word, children in FS make rapid progress in communication and language skills.
- Students' reading comprehension and literacy skills develop progressively through the primary and secondary phases. Post-16 students display sophisticated skills in both their extended writing and in analysis of literature. In all phases, students' oral and comprehension skills are very strong.
- From the primary phase students develop their understanding of authorial techniques and use of figurative language. The introduction of a text-based approach to literacy in upper Primary is providing more independent reading and writing opportunities in most lessons. The very strong EAL provision is assisting students who arrive with very low-level English skills.

For Development:

- Provide more opportunities for reading in each phase, and writing during lessons, particularly in Secondary.

MATHEMATICS

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

- Most children in FS make accelerated progress in building their mathematical knowledge and understanding. They have secure understanding of addition and subtraction. The achievement of the large majority of students in the other phases is above curriculum expectations.
- Students in the primary phase understand the concept of common factors and can use this knowledge to identify equivalent fractions. Primary and secondary students demonstrate secure understanding of algebraic problem-solving.
- In the primary phase, teachers are building the abilities of students to tackle mathematical word problems that require greater thought and use of mathematical vocabulary. In Secondary and Post-16, progress is enhanced by the matching of learning activities to students' ability levels.

For Development:

- Build students' understanding of mathematical vocabulary by using extended word problems and word wall displays linked to the topic they are studying.

SCIENCE

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

- Students acquire scientific inquiry skills as they progress through the school. In FS, children exercise natural curiosity and enjoy being young explorers, building volcanoes and classifying insects in their Forest School. They begin to apply scientific methods, predicting and understanding what makes a fair test.
- During primary STEAM lessons, students plan their own experiments linked to the concepts, making informed predictions and testing them with increasing accuracy. Students' ability to hypothesise, analyse and evaluate data develops as they encounter increasingly complex practical investigations in the secondary and post-16 phases.
- Students' scientific literacy supports their understanding in all phases. Recently, there have been notable improvements in secondary students' ability to draw data-informed conclusions, but opportunities for secondary and post-16 students to design their own experiments are limited.

For Development:

- Ensure that the secondary and post-16 science curriculum builds on the independent investigative skills developed in FS and Primary.
- Improve independent scientific enquiry skills in the secondary and post-16 phases by providing more opportunities to plan and carry out scientific enquiries independently.

LEARNING SKILLS

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

- In FS, children enjoy working independently and in groups to share ideas and to develop critical thinking. In other phases students confidently communicate their ideas. They listen to one another and share understanding. This level of communication is not always seen in Arabic lessons.
- Most students are aware of their strengths, but not all routinely respond to feedback provided. Students make meaningful connections with everyday life and with other subjects. The STEAM curriculum supports the making of cross-curricular links, but these are less evident in English and mathematics.
- Students regularly use technology to access lesson resources, but rarely to conduct independent research in support of their learning. Critical thinking is a feature of most lessons. The development of innovation and enterprise skills are a developing feature.

For Development:

- Improve students' communication skills in Arabic lessons to ensure that they are able to share their ideas with greater confidence.
- Provide more opportunities in all subjects for students to undertake independent research and to develop their skills of enterprise and presentation.

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

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

- Students' extremely positive attitudes towards learning significantly contribute to their academic success. They exhibit a strong sense of personal accountability and considerable independence. Relationships with adults and with one another are excellent throughout the school.
- Students are exceptionally well mannered, interacting with maturity and confidence with their colleagues and with visitors. They show robust self-reliance and excel in giving and receiving constructive feedback. Students have a secure understanding of personal safety and healthy living.
- Students are self-controlled and feel secure, appreciated and supported. They are aware of, and compassionate towards, the needs and differences of others. Students generally appear at the school punctually for lessons and extra-curricular activities. They are enthusiastic to learn.

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

- Students fully recognise and honour Islamic values and respect the heritage of the UAE. They are well-informed about UAE leaders and their future plans for the Emirates. They actively participate in national and international celebrations.
- Students possess an excellent understanding of Islamic values and practices, such as charity and the observation of Ramadan values. They are familiar with the pillars of Islam and value the culture of tolerance and mutual respect in the UAE.
- Students' understanding of other global cultures has increased. They are open-minded and appreciate cultural diversity, particularly during events such as International Day. Their involvement in heritage projects demonstrates a high degree of knowledge and understanding about varied world cultures.

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

- Students participate eagerly in many projects benefiting the school and wider communities. They are willing volunteers, taking responsibility in numerous leadership roles. Students readily initiate a host of innovative charitable and environmental projects such as the Sustainable September challenges.
- In FS, very young children learn to set and review their own personal development targets. Older students collaborate with local companies, honing their creativity and resourcefulness in the wider world.
- Students have a well-developed understanding of conservation and sustainability. The Forest School and hydroponics stations make a very strong contribution. Students seek solutions for environmental issues. These include recycling collection stations in all buildings.

For Development:

- Provide more opportunities for students to experience a wider range of world cultures.

03 TEACHING AND ASSESSMENT

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

- In FS, teachers use their knowledge of how young children learn to plan and implement activities which fully engage children in learning. These features are not consistently evident in other phases, especially in Arabic in the secondary phase.
- Most lessons proceed at a good pace, with high expectations and the use of high-quality resources to ensure rapid progress. Engaging and inspiring environments encourage collaboration and independence in learning.
- Assessment information is used to plan questions and learning activities at different levels. During the best lessons, questioning encourages deeper thinking and reflection. Opportunities for problem-solving and research are irregular across subjects.

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

- The assessment processes are coherent and consistent in all phases. In FS, teachers are more accurate in assessments, supporting better identification of children's individual needs and interests. The information is skilfully used to plan learning activities enabling children to make better rates of progress.
- Teachers' marking and feedback are increasingly effective in helping students to improve their work. The level of detail which teachers provide in science is more variable and does not always identify students' specific strengths or the next steps to improve their knowledge and skills.
- The assessment processes have been streamlined. They now provide teachers and leaders at all levels with detailed information about students' academic performance and their social and personal development.

For Development:

- Share the examples of best practice in teaching that are apparent in each phase.
- Ensure that students receive high quality guidance on how to improve their work in all subjects.

04 CURRICULUM

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

- The curriculum has breadth and balance and embodies the school vision to empower young people and inspire them to thrive and achieve purposefully. Curriculum review is continuous, with a clear commitment to ensuring that it supports all students, especially EAL learners.
- Progression throughout the school has been carefully planned in all subjects. In FS and Primary, the STEAM curriculum provides seamless connections to other areas. Cross-curricular links are not as purposefully or innovatively planned in Secondary and Post-16.
- Changes have been made in the Islamic Education and Arabic curricula. These have led to improved outcomes in Arabic as an Additional Language, but not yet in Islamic Education and Arabic as a First Language. Students have more time for investigative work in science, but secondary and post-16 students are not always independent enough to think critically or to design their own experiments.

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

- In FS, teachers skilfully adapt the curriculum based on the specific needs of their teaching groups. In most subjects in other phases, teachers modify the planned curriculum to create personal pathways to meet the needs of individuals.
- Students value the diverse range of extra-curricular activities that support their academic, social and personal development. There is a wide range of student-led enrichment activities. Opportunities to develop enterprise, innovation, creativity and social contributions are not fully embedded in all secondary and post-16 subjects.
- The curriculum, across all phases, enables students to develop a secure understanding of the culture, values and society of the UAE. This is achieved through celebrations, community engagement and understanding of the nature of diversity in the context of the UAE.

For Development:

- Plan purposeful cross-curricular links in the secondary and post-16 curricula, to support learning and to make links with the wider world.

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

- Rigorous policies and practices ensure the safety and protection of students. Security and supervision arrangements are highly visible and effective. Regular evacuation drills are conducted, ensuring the safety of all. School transport is carefully managed and well supervised.
- The premises are of excellent quality and are meticulously maintained. The continuous monitoring of buildings and facilities by the security team ensures that any necessary repairs are completed very quickly.
- Teachers ensure that students know how to keep themselves safe, including when using the internet and electronic communications. Exercise and healthy lifestyles are encouraged through the curriculum and practical activities. The medical team, counsellors and student wellbeing ambassadors promote the physical and emotional wellbeing of all.

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

- Staff and students enjoy positive relationships leading to exemplary behaviour and a desire to attend. Robust systems encourage engagement, including prompt action when issues with absence or lateness arise.
- The school is highly inclusive, offering a very welcoming environment for all groups, including EAL learners and students of determination. Detailed assessments identify those needing support and those with gifts and talents. Support is comprehensively outlined in lesson plans but is not consistently delivered.
- The wellbeing of students and staff is a guiding principle. All students have easy access to trusted members of staff for highly effective personal and academic advice. However, access to the excellent pastoral support from the counsellors is occasionally limited by resources.

For Development:

- Increase the capacity to provide counselling support from qualified and suitably trained staff.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The school leaders and staff successfully maintain a very inclusive ethos. It is aligned with the admissions policy and evident throughout the school. The high-quality premises and resources are used effectively by well trained staff to meet the needs of students of determination.
- Accurate assessment on entry and ongoing reviews ensure the identification of specific needs and inform support planning. Teachers know their students as individuals. They recognise barriers to learning and use this information well to adapt teaching and to plan interventions. Specialist staff provide support when necessary.
- Communication between home and school is highly effective. Parents are fully involved in their children's educational programmes and their feedback is sought regularly. As a result, they make useful contributions to support their children's progress.
- Detailed lesson planning is usually personalised and carefully differentiated, so that students of determination are mostly engaged in meaningful learning activities with appropriate support and challenge. During a few lessons, teaching is not successful in achieving high levels of engagement or progress.
- Robust systems comprehensively identify students' starting points. Tracking shows mainly positive progress towards their targets. Older students now have curriculum pathways which ensure that they gain recognised and valued qualifications, giving them better access to continuing education or training.

For Development:

- Ensure that all teachers have the skills necessary to fully engage students of determination in all lessons.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and leaders at all levels, share a newly-created strategic direction. This vision is based upon UAE priorities of inclusion and wellbeing. Existing and recently appointed leaders have demonstrated thorough knowledge of the curriculum and best practices in teaching and learning. They are accountable for students' outcomes and have formed a cohesive whole school approach. They understand what needs to be done to improve learning and show the capacity to achieve this.
- Whole school self-evaluation, based upon accurately analysed data and formal and informal observations of teaching and learning, ensures robust understanding of improvement priorities. As a result, leaders at all levels know the strengths and areas for improvement. In the short time since the previous inspection, the identified priorities have been integrated into the strategic plan. Significant progress has been made in addressing all the recommendations made in the previous inspection report.
- Parents actively contribute to the school. The friends' association ensures community cohesion. New parents rapidly feel confident as partners in learning. They value the electronic portal and the opportunity to communicate informally at the school entrance. Their opinions are heard whether raising concerns or seeking or offering advice about school improvements. Reporting strategies ensure that they understand their children's learning and levels of achievement. The school contributes to the local community and is re-establishing national and international links.
- The drive of the owners is matched by the commitment of parents and other stakeholders as critical friends. New governors are sought annually to add their skills to the board. In turn they are educated about international education through the group's online portal. This facilitates the sharing of performance data as part of the process of holding leaders to account. Governors' awareness of the school's priorities ensures targeted investment in resources.
- All aspects of the day-to-day management are highly efficient. Students' safety and security are top priorities, with careful attention given to staff recruitment. Ongoing professional training is extended to all staff. The school buildings are very well maintained and thoughtfully presented, creating an ideal atmosphere for learning. Every part of the premises is exploited as a learning environment with yet more specialist resources under construction. Positive local relationships enable use of nearby space for a Forest School.

For Development:

- Ensure that the clearly identified strategic priorities lead to the widespread improvement in academic outcomes for all students.



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