



المعرفة
Knowledge



THE AQUILA SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



VERY GOOD

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SCHOOL INFORMATION



	Location	Dubai Land
	Opening year of school	2018
	Website	www.theaquilaschool.com
	Telephone	97145862700
	Principal	Wayne Howsen
	Principal - date appointed	1/1/2018
	Language of instruction	English
	Inspection dates	29 January to 2 February 2024



	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 11
	Number of students on roll	1154
	Number of Emirati students	16
	Number of students of determination	102
	Largest nationality group of students	Arabic

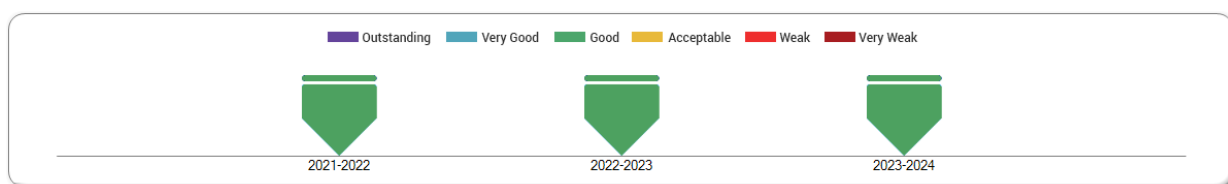


	Number of teachers	84
	Largest nationality group of teachers	British
	Number of teaching assistants	45
	Number of guidance counsellors	2



	Curriculum	UK
	External Curriculum Examinations	IGCSE and GCSE
	Accreditation	BSO

School Journey for THE AQUILA SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Following improvements, progress in the Foundation Stage (FS) in English, mathematics and science is now very positive. Students' progress in Arabic, as an additional language, has improved to very good and attainment for first language learners of Arabic has also improved. Students' achievement in all core subjects is now above the curriculum standards. Learning skills are very well-developed in FS and Primary, less so in Secondary.
- In all phases, students show very well-developed attitudes towards their work and respect for their teachers and each other. Their understanding of Islamic values and Emirati and world cultures has improved. Students continue to demonstrate care for the local environment and understanding of global environmental issues. Enterprise and innovation skills are secure.

Provision For learners

- The quality of teaching and assessment at FS has improved and is now of a very good standard. In this phase questioning is a strength and teachers apply their in-depth knowledge of how children learn best, with skill. At Primary and Secondary, teachers' subject knowledge is sound. Most use assessment data to match learning tasks to the needs of individuals and groups of students.
- Following improvement in the design of the primary curriculum, provision for learners is now very well developed as it is in FS. The secondary curriculum is not yet developed to provide a broad, balanced provision with seamless continuity and progression. Adaptation of the curriculum to meet the learning needs of all groups of students is secure in FS and Primary.
- Members of staff implement the school's procedures for health, safety and protection very effectively in all phases. Approaches to ensure the care and support for students have improved and are now very good. Inclusion is a strength, and the school's promotion of wellbeing is very successful, leading to the establishment of a strong family ethos in which students and staff can thrive.

Leadership and management

- The principal successfully encourages staff to seek improvements in academic outcomes. Teamwork among leaders is a strength, and all staff have a well-developed knowledge of the school's strengths and areas for development. Support from governors has been effective. Partnerships with parents are very strong. Very good levels of staffing, facilities and resources create a positive environment in which students' achievement is successful.

Highlights of the school:

- The inclusive and caring family ethos of the school in which wellbeing is promoted successfully and students thrive
- Teamwork and educational leadership which is driving improvements in many aspects of the school's provision
- Strong provision at FS which is leading to children's very positive progress in English, mathematics and science
- Students' very well-developed personal and social skills, knowledge of Emirati and world cultures and their understanding of environmental issues

Key recommendations:

- Ensure greater consistency in the quality of teaching, particularly in relation to use of assessment data to challenge higher-attaining students and especially in Secondary.
- Prepare for the development of the Post-16 phase by improving the secondary curriculum and learning approaches to align them with the International Baccalaureate's (IB) principles.
- Improve the capacity of leaders to monitor and evaluate provision accurately and take appropriate action to address underachievement where it occurs.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Good ↑
	Progress	Not applicable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Very good ↑	Very good ↑
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good
	Progress	Very good	Good	Good
 Mathematics	Attainment	Good	Good	Good
	Progress	Very good ↑	Very good ↑	Good
 Science	Attainment	Good	Good	Good
	Progress	↑ Very good	Very good	Good

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good ↑	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Very good ↑
Social responsibility and innovation skills	Very good	Very good	Very good

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	Good	Good
Assessment	Very good ↑	Good	Good

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good ↑	Good
Curriculum adaptation	Very good ↑	Very good ↑	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very good ↑	Very good ↑	Very good ↑

06 LEADERSHIP AND MANAGMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- Performance in the Progress in International Reading Literacy Study (PIRLS) assessments in 2021 was strong. The school exceeded its target and is performing at the high international benchmark level. Comparison between students' results in the 2023 NAP assessments and the 2022 results show that students sustained a very good level of performance in English and mathematics. Science results improved to outstanding. The outcomes of NAP assessments are very good overall. The number of Emirati students is too small to allow comment on patterns, but results are positive.

C. Leadership: International and Emirati Achievement	Very good
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- Senior leaders have a clear understanding of the National Agenda. Their analyses of all data provide a sound indication of the school's strengths and areas that need to be addressed, including for Emirati students. Leaders make the necessary adaptations to the curriculum to strengthen areas in which students have underperformed. Action plans identify initiatives aimed at assisting Emirati students to improve further.

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

- Lesson plans provide opportunities for students to read and analyse texts. In English, extensive use of dictionaries in the early years of Primary is helping to correct students' spelling and meanings of words. Systematic development of mathematics and science vocabulary is observed across all school phases, significantly improving students' subject-specific vocabulary and comprehension. The implementation of the New Graded Reading Test (NGRT) has begun to enhance students' reading comprehension skills. Results in those tests vary across year groups but are good overall.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Use the results of NGRT tests and other information to ensure more consistent quality in students' reading comprehension skills.

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 student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

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

- The school demonstrates exemplary leadership in promoting wellbeing. Senior and middle leaders actively support the well-defined vision for wellbeing and effectively implement the school's policies. Teachers are suitably qualified and senior leaders provide regular training in wellbeing. The integration of wellbeing into the school's ethos has had a positive impact for all and students have access to adults for help and guidance. Most teachers provide students with consistent support and care, thereby improving their wellbeing.
- Stakeholders' engagement in wellbeing initiatives is a strength. Staff, governors, and students are strongly committed to improving wellbeing. Parents benefit from regular and helpful communication about the provision. The school's responsiveness results in high satisfaction and effective handling of wellbeing concerns. Although leaders prioritise staff wellbeing through induction procedures and ongoing guidance, this aspect is not yet fully developed.
- The school's approach to developing students' wellbeing is thorough and encompasses curricular and extra-curricular activities. Initiatives engage students in meaningful discussions and activities focus on wellbeing themes. Targeted programmes support students to face any wellbeing challenges. Students demonstrate independence and digital responsibility. The positive classroom climate, fostered by dedicated teachers, contributes significantly to a positive school environment. Students feel connected and valued, enhancing their sense of belonging and overall wellbeing.

For Development:

- Enhance further the professional development programmes for staff to foster innovation in the provision of wellbeing.

UAE social studies and Moral Education

- The school uses the Ministry of Education (MoE) standards, using the Moral, Social and Cultural Studies (MSCS) framework and integrates the subject into the curriculum through discrete weekly lessons in Years 2 to 11. Social studies is integrated with MSCS. Teachers use a range of resources, including field trips, textbooks and visiting specialists.
- The assessment of students' progress includes formative, summative and self-assessments. This strand is complemented by regular assemblies, for instance, in the Autumn term, a Year 11 assembly focused on mental health and another on kindness and positivity for Year 9. Connections are made between wellbeing matters, UAE culture, and wider world issues such as, inequality. Work in exercise books is well presented and students are provided with supportive feedback.

Arabic in Early Years

- Arabic is taught in FS1 and FS2 by a qualified teacher, with 60 and 80 minutes allocated respectively per week. The curriculum is based on the MoE standards. The school enhances this by including elements from the Arabic for additional language learners standards, to meet children's needs. In FS1, language exposure is through stories and songs with emphasis on speaking. In FS2, students begin to learn letters and words in familiar contexts. The curriculum aligns with the English language topics taught. Assessments and interventions are in place to assess students and support their learning.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Good

- Across both phases, students' knowledge and understanding are well-developed. Internal and external assessment information support the evaluations seen in lessons and in students' work. Students' progress in Secondary is more rapid than in Primary.
- Students' understanding of Islamic values and key concepts is secure. They understand the Holy Qur'an and Hadith and can make references to them as evidence in their work. Their understanding and application of Tajweed rules and knowledge of Seerah are not as secure.
- The recitation of the Holy Qur'an at the beginning of most lessons has contributed to improvements in students' recitation and memorisation skills. The impact of this improvement is not yet evident in all year groups

For Development:

- Improve students' memorisation of the Holy Qur'an and application of Tajweed rules in all phases.
- Improve students' knowledge of Seerah and encourage them to connect their learning to the Prophet's (PBUH) life.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good ↑	Good ↑
Progress	Not applicable	Good	Good

- Attainment has improved in both phases. Students' listening skills progress as they move throughout the school and are stronger in Secondary. Students' writing skills are also more secure in Secondary.
- Secondary students are able to engage with different literary texts and their analysis, as well as contribute to debates. In Primary, students' writing is also improving, and most are now able to engage in discussions of familiar contexts. The use of standard Arabic in lessons is developing.
- Increased opportunities for students to present their work in lessons have improved their linguistics skills, but their vocabulary is still limited to familiar contexts.

For Development:

- Support students to widen their vocabulary.
- Improve students' use of standard Arabic when speaking.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Good
Progress	Not applicable	Very good ↑	Very good ↑

- Students' achievement in both phases is above the curriculum standards. However, their progress has accelerated and is now very good. In Primary, students write simple sentences using words related to familiar topics for instance, shopping for clothes. Students' writing skills are better developed in Secondary.
- In both phases, students' listening skills are progressing well. Reading comprehension skills are less well-developed. Although students' speaking skills are improving, too many are still not using standard Arabic as widely as they should.
- Teachers have been monitoring students' progress and making curriculum modifications to support their needs. Although these actions are starting to show gains in the progress students are making, they have yet to show gains in their levels of attainment.

For Development:

- Improve students' reading comprehension skills in Primary and Secondary.
- Promote the use of standard Arabic in students' spoken communication.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good	Good	Good

- Students' attainment is above the curriculum standards in every phase. However, progress is stronger in FS, where children make rapid gains, in speaking and in listening to each other's contributions. Students' skills in speaking, listening and reading are uniformly well-developed across the school.
- Throughout the school students' speaking skills enables them to explain concepts very clearly. When reading aloud students demonstrate confidence and use correct pronunciation to support intonation. Most can reflect maturely on the texts they are reading. Writing and handwriting skills, including spelling and punctuation, are more variable.
- The department's drive to improve students' understanding of grammar has been successful in improving students' written work.

For Development:

- Strengthen students' skills in punctuation and spelling.
- Improve the quality of students' handwriting and presentational skills.

MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good ↑	Very good ↑	Good

- Students make rapid progress in FS and Primary. Progress in applying knowledge to everyday problems is less rapid at Secondary. Attainment in mathematical understanding and skills is broadly uniform across the phases.
- Children in FS are confident in counting. In other phases, a focus on mathematical vocabulary is developing students' mathematical literacy well. Numeracy skills are well-developed and help students to use different methods in solving problems. In Secondary, students have secure knowledge and understanding of more complex mathematical concepts.
- In Primary, the increased rigour in mathematical tasks has helped students to improve their reasoning skills and thus accelerating their progress.

For Development:

- Ensure that students can apply mathematical skills in a variety of everyday and cross-curricular contexts.

SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good ↑	Very good	Good

- In FS, children make rapid progress in gaining an understanding of scientific concepts. In Primary, students acquire knowledge, understanding and skills at a similarly rapid rate. In Secondary, knowledge and understanding progress well, but skills are improving more slowly.
- In FS, the age-appropriate skills of observation and prediction are secure. Primary students understand and apply the methods appropriate for science investigations well. Investigative skills are still less well-developed at Secondary.
- Leaders in FS and Primary have introduced science lessons that build students' inquiry skills and application to everyday contexts. This has improved students' engagement and skills of independent learning in science lessons.

For Development:

- Improve further students' experimentation and investigation skills, particularly at Secondary.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good ↑	Good

- Students' learning skills have improved in Primary and are now in line with those in FS. Students take responsibility for their learning and apply themselves industriously. Students' learning skills in Secondary have strengths, in the use of critical thinking, but overall, they are less well-developed.
- The use of discussion is a strong feature of students' skills, for example, when they are explaining scientific concepts or aspects of Shakespeare's plays. Students are keen and able to make presentations on a various range of topics and take pride in their achievements. Most use technology well.
- Students generally recognise their own strengths and areas where they must improve. Their ability to apply understanding and relate subject-specific skills to everyday contexts varies across the phases.

For Development:

- Improve students' abilities to apply their subject-specific skills in everyday contexts.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- The behaviour of students across the school is commendable. Students are respectful to one another and to their teachers. They have a strong sense of responsibility and demonstrate positive attitudes to learning and school. They are responsive to advice and thrive on receiving critical feedback.
- Many students lead healthy lifestyles. They make healthy choices for their food and drinks and encourage others to do the same. Most participate regularly in the school's sports, reflecting a strong awareness of the best practices to maintaining physical and mental wellbeing.
- Most students display punctuality in attending to classes and at the start of the school day, which contributes positively to the school's positive atmosphere. Attendance is very good.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Very good ↑

- Across the school most students demonstrate a deep understanding and appreciation of Islamic values. They acknowledge the positive impact across various aspects of life in UAE society. Students understand that the UAE is a hub for diversity.
- Students take pride in their respective cultural identities. They speak knowledgeably about their traditions, cuisine, and tourist attractions. Secondary students have a broader knowledge of world cultures and can provide details about them, including their history, art, and literature.
- Students' understanding of UAE heritage and culture is strong across most areas of the school. This is enhanced by cultural celebrations and assemblies.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Throughout school, students are pleased to hold different roles and responsibilities. They care about their local community and are proud of their involvement in projects such as, the Winter Souq when they raised significant funds to support humanitarian causes.
- Students show their positive work ethic in lessons and in willingness to take advantage of opportunities such as public speaking. They initiate their own projects successfully for example, 'Changemakers' which focuses on helping groups who might be disadvantaged.
- All students care for the environment. In Primary, students organised a whole-school event on litter-picking. In Secondary, a student secured funds from the 'Bird Cage Event' to develop a business idea on recycling uniforms. Sustainability is taken very seriously.

For Development:

- Improve students' attendance rates even further.
- Improve students' cultural awareness especially in the lower phases of the school.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	Good	Good

- Teaching is strongest in FS, where questioning, differentiation of tasks and effective support contribute to ensuring that the learning needs of children are met. Elsewhere, opportunities are sometimes missed to match suitably challenging work to students' abilities.
- Most teachers possess strong subject knowledge, and good relationships with students foster a positive learning environment. Lesson planning is typically thorough, with clear objectives and well-structured sequences of learning activities.
- Teachers' questioning techniques are generally good across the school but are not fully developed in all phases and especially in some subjects in Primary and Secondary. As a result, students are not always challenged to engage in higher-level thinking and application of learning.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↑	Good	Good

- Across all phases, internal processes for assessment are well established. In FS, teachers analyse assessment data very effectively and use the results to improve children's progress. There are some variations in teachers' use of assessment information in lessons in the other phases.
- Leaders use their analyses of data to monitor and track the progress of groups of students and individuals and, to modify the curriculum. The school's analyses of external assessment data information are thorough.
- In most lessons, teachers conduct regular progress checks to assess ongoing learning. Peer-and-self-assessment approaches and online platforms are used well to support students' learning.

For Development:

- Ensure that work is appropriately matched to students' learning needs.
- Share the best practice on questioning, to ensure that all students are challenged to think deeply.
- Improve the consistency of the use of assessment information in lessons.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good ↑	Good

- The curriculum has a clear rationale and is compliant with requirements. It is effectively planned to ensure progression and continuity, particularly across FS and Primary. In Secondary, the curriculum is planned well but there are areas for further improvement. The range of subject choices for students is sufficient.
- Across the school the curriculum is regularly reviewed. However, the range and implementation of cross-curricular links are variable across subjects. The school is intending to extend its curriculum provision by introducing the IB programmes as students move from Year 11 into Post-16.
- Leaders are increasingly focusing, with some success, on ensuring that the curriculum provides support for students with lower English reading and literacy skills.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Very good ↑	Good

- Leaders have been successful in ensuring that the curriculum is modified to meet the learning needs of most groups of students, although there is some variability across the phases.
- The school's curriculum is imaginative. Innovation, enterprise, and creativity are well supported through engaging extra-curricular opportunities, provision linked to technology and art, and numerous enrichment experiences.
- Across the school many students participate in events and celebrations that reinforce their understanding of the UAE's culture, values, and society. This participation leads to very well-developed understanding of those aspects. However, opportunities to promote a deeper understanding of UAE life and culture in lessons are more variable.

For Development:

- Ensure that curriculum planning is strengthened through greater opportunity for cross-curricular learning.
- Ensure that appropriate links to the UAE culture and heritage are implemented more consistently in lessons.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- Procedures and training for the care, welfare and safeguarding of students, including students' digital safety, are strong and effective. Parents are well briefed about on-line safety. They are less secure in their understanding of other aspects of the school's work on child protection and safeguarding.
- The school's safe and hygienic premises are maintained to a high standard by maintenance and cleaning staff. Records and safety checks are systematic. Risk assessments cover most aspects of the school's provision.
- Safe and healthy lifestyles are promoted effectively through the curriculum and by the school's medical team. Of equal importance is the promotion of students' wellbeing, for example, through regular workshops for students and families on all aspects of healthy living.

	Foundation Stage	Primary	Secondary
Care and support	Very good ↑	Very good ↑	Very good ↑

- Members of staff successfully foster positive, purposeful relationships with students. Proficiency in positive behaviour management, enhances students' learning experiences. Daily monitoring and thorough checks ensure punctuality and regular attendance, reflecting the school's commitment to promoting these aspects.
- The school employs rigorous methods to identify students of determination including those who are gifted and talented. Positive and purposeful relationships with families ensures smooth transitions. Timely creation of helpful individualised education plans (IEPs) is standard practice.
- The school's supportive classroom cultures prevail across all phases and subjects, fostering collaboration and engagement in a common learning environment. Lessons are usually well differentiated, ensuring meaningful involvement and appropriate challenges for students of determination.

For Development:

- Improve information to parents about child protection and safeguarding.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Leaders have a strong commitment to inclusion. The inclusion team ensures that key aspects are embedded in school life. Robust support mechanisms, including dedicated specialist teachers and learning support assistants (LSAs), help in ensuring an inclusive environment for all students.
- Staff employ a comprehensive and successful approach to identifying and addressing students' barriers to learning. The school is committed to addressing students with more complex needs, with ongoing professional development and collaboration. Student's IEPs are detailed and backed by teacher training in various specialised areas.
- The school has established strong partnerships with parents, particularly Primary, which are significantly enhancing the learning outcomes for all students, including those on specialised programmes. Most students benefit from a well-rounded and supportive educational environment.
- The differentiated curriculum and support include specialist educational pathways for students with more complex learning profiles. These generally yield positive outcomes across subjects and phases, although there are some disparities.
- The school's comprehensive assessment systems are used to inform provision planning and contribute to positive outcomes. Continued monitoring and support leads to enhanced outcomes and more rapid progress for most students of determination.

For Development:

- Ensure that consistency is maintained across all phases and subjects to provide uniform learning experiences for students of determination and those who are gifted or talented.

06 LEADERSHIP AND MANAGEMENT

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

- The principal successfully inspires members of staff to be committed to implementing the UAE National Agenda, building the strong ethos of the school, and improving academic outcomes. Teamwork to provide effective educational leadership is a strength. Staff morale is high, and frequent communication is a notable feature. Senior leaders and most middle leaders have an increasing capacity to improve outcomes even further.
- Senior staff use a wide range of processes for gathering information on the quality of the school's work. They regularly monitor and evaluate the quality of teaching and learning and collate the results. The progress made by students in individual lessons is not always fully monitored or evaluated. Improvement plans are well targeted on areas for development and are increasingly having a positive impact. Most recommendations for development from the previous inspection report have been addressed successfully.
- Parents are happy with their level of involvement in the school. The school gathers their views through regular surveys. Parents are very content with the school's speedy and positive responses when they raise concerns about their children. They know that they can readily access information about their children's curriculum and general school matters through online platforms and the school's website. Reports and parents' evenings are helpful. Parents' understanding of the school's approach to child protection and safeguarding is not fully developed.
- The governing board includes officials from the school's owners, advisors with expertise in relevant areas, and parents. Governors employ a range of ways of holding the school to account, including annual peer reviews led by members of staff from sister schools. Board meetings regularly discuss data about the school. However, peer reviews overstate the quality of lessons. Advice and support from the board are strengths, particularly in relation to wellbeing, safeguarding and inclusion.
- The day-to-day work of the school proceeds smoothly and is well managed. The school is very well staffed and professional development activities for teachers are strong. The premises are of high quality and are soon to be improved further with the imminent new building. Resources are in good supply. Overall, the premises and resources are used by staff in a way which leads to good achievement overall, with some very good aspects.

For Development:

- Spread the most effective practice among leaders in implementing improvements in outcomes for students.
- Evaluate all school assessment data so that areas of underachievement are quickly identified and addressed, particularly in relation to progress in lessons.
- Support parent members of the board to develop their role in gathering the views of parents and contributing to the evaluation of the school's work.



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