

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

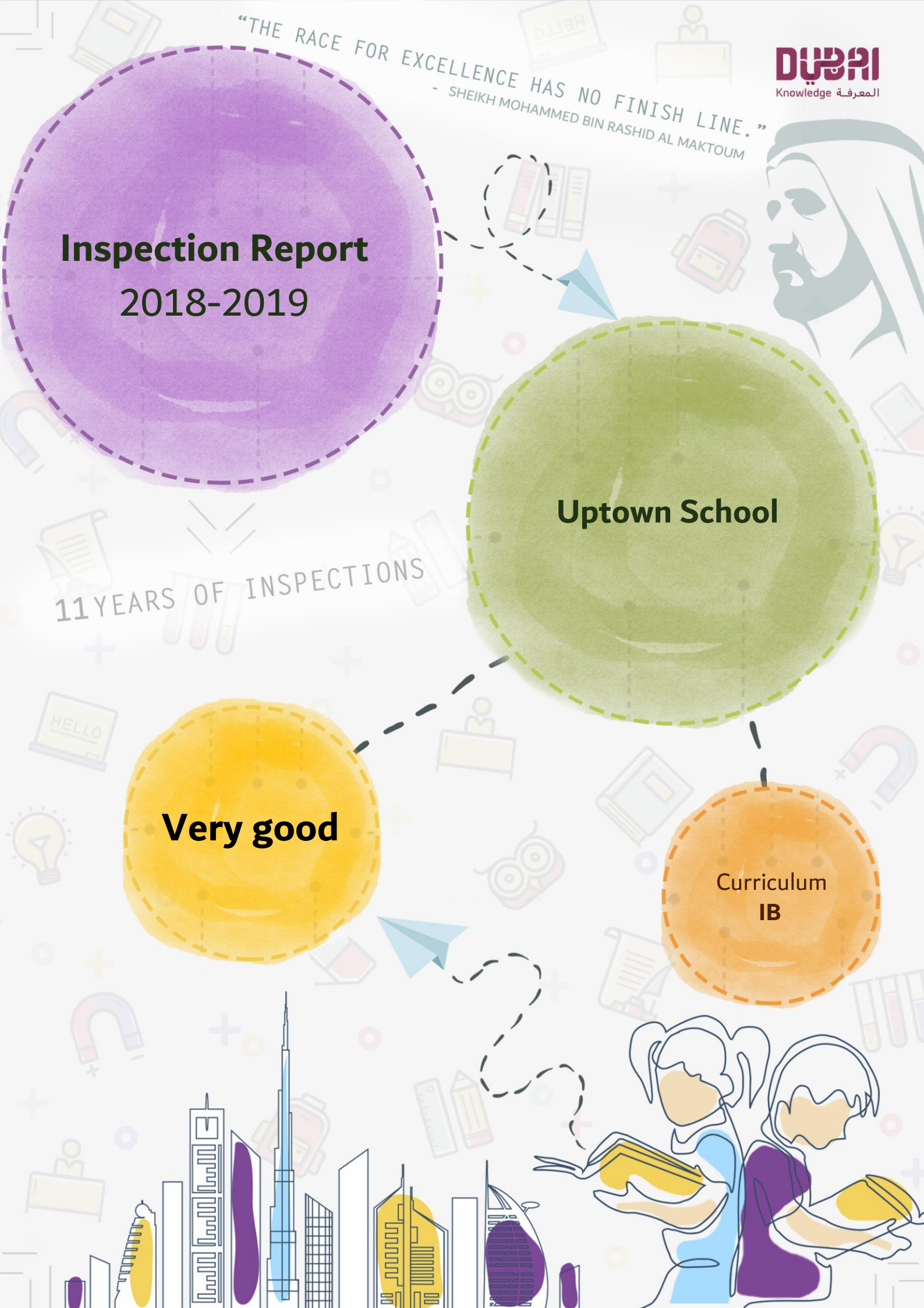
Inspection Report 2018-2019

Uptown School

11 YEARS OF INSPECTIONS

Very good

Curriculum
IB



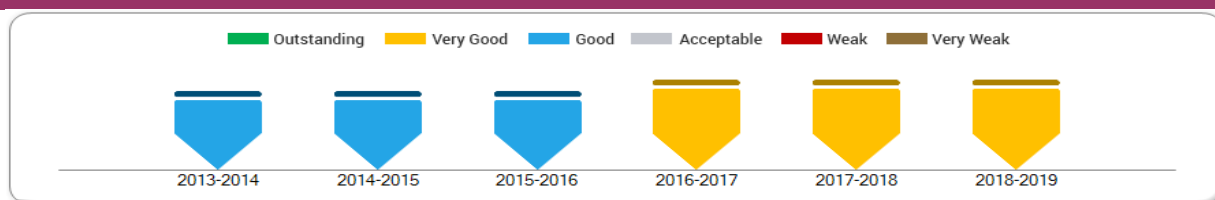
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School Information

General Information	Location	Mirdif
	Opening year of School	2005
	Website	www.uptownschool.ae
	Telephone	04-251-5001
	Principal	Christopher Bromham
	Principal - Date appointed	8/1/2015
	Language of Instruction	English
	Inspection Dates:	25 to 28 March 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1441
	Number of Emirati students	443
	Number of students of determination	151
	Largest nationality group of students	Emirati
Teachers	Number of teachers	111
	Largest nationality group of teachers	British
	Number of teaching assistants	36
	Teacher-student ratio	1:13
	Number of guidance counsellors	3
	Teacher turnover	27%
Curriculum	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IB DP
	Accreditation	IB, ECIS (member)
	National Agenda Benchmark Tests	GL

School Journey for Uptown School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Learning outcomes are generally high across the school and particularly so in English, mathematics and science. Students' performance in Arabic and Islamic education are significantly lower than in other subjects. Students achieve well in a range of other subjects, such as the arts. They have well-developed learning skills, most notably in the diploma programme.
- Students are engaged, confident, articulate and mutually supportive. Almost all students adopt safe and healthy lifestyles. Older students purposefully and constructively voice their opinions regarding their school and wider world issues. They have a deep understanding of the influence of Islamic values on their lives and both fully appreciate and celebrate their own and other cultures. Students are involved in a wide variety of activities that promote social responsibility and contribute to local and global communities.

Provision for learners

- Teachers have strong subject knowledge and plan units of work thoroughly, including provision for students with challenges. Teachers' questioning strategies develop students' higher order thinking and problem-solving skills. The learning environment is carefully designed and includes a thoughtful use of resources. Assessment and data analyses are systematic and these analyses are increasingly used to guide teaching and learning.
- Global contexts and transdisciplinary themes develop connections between subjects and their application to contemporary issues. The extension of the curriculum in the upper grades provides a range of curriculum options. The curriculum is enriched by outstanding provision in the performing and creative arts. The curriculum is modified effectively to address most individual needs but does this still does not sufficiently challenge students with gifts and talents.
- The school provides a healthy and safe environment for learning. Child protection arrangements are rigorous. Maintenance issues are dealt with immediately. There is mutual respect between students and the staff and clear expectations of behaviour. The learning environment is well-ordered and harmonious. There are highly developed procedures for identifying and supporting students of determination.

Leadership and management

- Senior leaders provide a clear vision, ensuring that the community has a strong sense of identity and purpose. Middle leaders are increasingly effective at ensuring consistently high-quality learning. The leadership of the Arabic and Islamic education programmes requires further development. Parents are successfully engaged as partners in their children's learning. Governance benefits from appropriate and wide representation and supports consistent improvements.

What the school does best

- The systematic approach toward innovation to sustain improvement.
- The comprehensive curriculum and a broad extra-curricular programme.
- The safe, engaging and well resourced environment for learning.
- The highly developed, inclusive culture and programme that caters for a broad range of students' needs.
- Students' personal development and their enjoyment of learning.

Key recommendations:

- Maximise students' attainment by:
 - Ensuring the improvement of curricula and teaching practices in Arabic and Islamic education.
 - Enabling students to demonstrate their abilities during National Agenda Parameter tests.
- Enhance teaching quality by:
 - Increasing the proportion of outstanding lessons.
 - Providing challenge for the more able students.

Overall School Performance

Very good

1. Students' achievement

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

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

2. Students' personal and social development, and their innovation skills

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

3. Teaching and assessment

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

4. Curriculum

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

5. The protection, care, guidance and support of students

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
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](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

The school's progress in international assessments is approaching expectations.

- Targets in the TIMSS 2015 Grade 4 mathematics and science were not met. Students' collective performance was at the Intermediate International Benchmark. The school's targets in the PISA 2015 test were not met. Students' achievement in the PIRLS 2016 test was at the High International Benchmark. The GL Progress Tests showed weak results in English and in lower grades in mathematics. Results were stronger in Grades 8 and 9 mathematics and science, and varied elsewhere.

The impact of leadership is above expectations.

- Recommendations from the previous inspection report are addressed in the school's action plan. The subsequent actions are monitored by school leaders. Data are analysed by leaders and teachers. Most teachers use the data to modify their plans so as to meet the needs of almost all students.

Impact on learning is above expectations.

- Students are able to extract and evaluate information from various sources. They reflect on and discuss their analyses and demonstrate creative thinking. Students have some opportunities to develop research skills. Students understand how to inquire and communicate their findings effectively.

Overall, the school's progress toward achieving the UAE National Agenda targets is above expectations.

For development:

- Prepare students more effectively for National Agenda Parameter testing.

Reading across the curriculum

- Students' reading levels in English are very good, with very good and outstanding outcomes in the IB diploma programme. Their reading levels in Arabic are acceptable.
- Older students can read independently. They skim, scan and interpret complex texts. Younger students show confidence in decoding texts. Students in English and science have good reading strategies in English but are not as skilful in mathematics and Arabic.
- Librarians promote reading and information retrieval skills. To encourage reading, they liaise frequently with homeroom and English teachers and a few subject teachers.
- Senior leaders place a high priority on developing reading and its application across the curriculum. A few middle leaders are engaged in reading across the curriculum.

The school's provision for reading across the curriculum is developing.

For Development:

- Ensure that students, particularly in the PYP and MYP, improve their reading skills as measured by external GL progress tests.
- Ensure that leaders implement reading strategies across all curriculum areas.

UAE social studies

- The curriculum is planned to meet the needs of most learners. Links to other areas of learning are developing. External visits, special events and visitors to the school enrich the curriculum.
- Students demonstrate high quality learning skills. They collaborate and share their knowledge and understanding. Older students use learning technologies effectively for research and presentations.
- In lessons and their recent work, most students in the PYP achieve in line with the curriculum standards. Most older students achieve above the curriculum standards.
- Internal assessment information indicates that most students make the expected progress.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- Students' learning skills in lessons support innovation, including enquiry, research, and critical thinking. Students use learning technologies appropriately. Computer applications and platforms make positive contributions to students' learning.
- Students take part in many social actions, often drawn from cross-curricular learning. They take increasing responsibility and gain high level skills that allow them to be creative and innovative.
- Teachers incorporate lesson strategies that develop creativity, inquiring minds and higher-order thinking, particularly in the PYP and MYP.
- The school uses flexible programmes for students to imaginatively connect their thinking across different areas, such as the transdisciplinary themes in the PYP and global contexts in the MYP.
- Leaders have high levels of commitment to supporting innovations across the school and to facilitate innovative thinking.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the PYP, most students have good knowledge regarding ablution, daily prayers and their timings. Most students in the MYP have adequate understanding of Islamic concepts. In the DP, students have basic concept of the Seerah of the Prophet.
- Students in the upper PYP years are knowledgeable about the importance and positive effects of congregational prayers. In the MYP and DP, students' understanding of Islamic teaching is basic. In grade 8, students cannot distinguish between Hajj and Umra.
- The Islamic education department has introduced the teaching of Tajweed skills in grade 1.

For Development:

- Raise students' attainment by developing a broader range of teaching strategies.
- Use more accurate assessment processes to identify areas for improvement.

Arabic as a First Language

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

- The majority of students in the PYP are working above the curriculum expectations. Their linguistic skills are improving. In the MYP and DP, most students achieve within the expected levels, although there is insufficient challenge for the most able students. There has been some improvement in students' writing skills.
- In the PYP, students use their oral language skills well. The majority of students in the two upper phases are not confident when using standard Arabic for extended discussions. Students have low reading skill levels.
- The programme for raising reading skills in Arabic is improving the linguistic skills of students in all phases. This is having more evident effects on students in the PYP than students in the other phases.

For Development:

- Provide opportunities for students to express themselves clearly and at length using standard Arabic.
- Use a variety of strategies to improve writing.

Arabic as an Additional Language

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

- Students in the PYP are typically working above the expected levels in reading, speaking and listening. Their writing skills are improving. In the MYP the attainment of students is at the expected levels across all four language skills.
- Across both phases, most students decode written words and sentences. A majority can write simple sentences and short paragraphs about everyday life. In the MYP, students' abilities to understand and respond orally are the weakest of the language skills.
- Students in the PYP have more opportunities to improve their language skills by practice in speaking and reading.

For Development:

- Provide more opportunities for students in the MYP to build vocabulary and engage in conversations in a range of real-life situations.

English

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

- Students' levels of English skills are strongest in the DP. Students excel in the IB Diploma English examinations. Students in Grade 10 demonstrate very good progress. Students in the other grades achieve below expectations on external tests.
- Most students demonstrate very good understanding of texts. They can analyse and discuss structure, tone and characters in literature. They use technology routinely for research.
- A large majority of students confidently express their opinions. The PYP students make rapid progress. Their writing shows a broad range of vocabulary.

For Development:

- Ensure that the PYP and MYP students improve their skills for writing external tests.

Mathematics

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

- Students in the KG and the PYP make rapid progress learning mathematics. The external benchmark tests show that students in the upper MYP show the strongest attainment and students in the lower MYP grades and the PYP show the weakest. In the DP, students make good progress and often achieve examination grades above the curriculum standards.
- Students develop a broad range of mathematical skills and their abilities to solve problems are strong. Students are encouraged to think mathematically. In a minority of lessons, students are not given sufficient opportunities to engage in challenging work.
- Well-resourced and suitably provisioned spaces in the KG help children to develop mathematical skills. Computer software applications are used to consolidate their understanding and improve learning at home. Targeted work, based on the effective use of assessment data is developing students' mathematical skills well.

For Development:

- Improve students' achievements on external benchmark tests, particularly in the lower grades.

Science

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

- Students' attainment is stronger in the MYP and DP than in the other phases. In grade 12, students produce very good extended essays using detailed research and reviews. Their scientific enquiry skills are developed well in the PYP and MYP.
- Children in the KG develop scientific skills but do not make predictions before exploring a topic. The PYP students develop the skills of making predictions and then testing them. Their analytical skills are developed consistently.
- Teachers identify gaps in students' understanding in the upper PYP grades and then address them. This improves their progress in the PYP, particularly in the upper grades.

For Development:

- Develop the progression of scientific enquiry skills from phase 1 to phase 2, so that students can design, record, analyse and communicate their investigations.

Learning Skills

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

- Across all phases, students are self-directed learners, particularly in the Diploma Programme. Learning skills are less evident among students in Arabic and Islamic education lessons, where didactic approaches reduce the opportunities for students to reflect and collaborate on learning.
- Collaboration and critical thinking are strengths across the school. Independent learning is evident in the majority of lessons. Students make connections between subjects and apply their learning systematically to real life, including global issues.
- A variety of learning platforms, such as Seesaw in the PYP and ManageBac in the MYP, have increased students' awareness of and responsibility for learning. There is insufficient development of learning skills in Arabic and Islamic education lessons.

For Development:

- Develop students' learning skills in Arabic and in Islamic education.

2. Students' personal and social development, and their innovation skills

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are engaged, confident, articulate and mutually supportive. They show empathy for the needs of others, particularly for those with additional challenges.
- Almost all students are self-disciplined and self-motivated. They demonstrate positive, responsible attitudes and strong self-reliance. Their relationships with others are manifestly respectful and considerate.
- Almost all students adopt safe and healthy lifestyles. They know how to voice their opinions, particularly the older students, regarding the school and real-world issues.

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

- Across all phases, students have a deep understanding of the influence of Islamic values upon their lives. They understand the importance of values such as tolerance, respect and diversity and their effects upon their relationships with others.
- Students in all phases know well the heritage and culture of the UAE. They have a deep knowledge of the country's traditions and celebrations.
- They fully appreciate and celebrate their own cultures and world cultures. They enjoy exchanging and comparing their own experiences and culture with those from different parts of the world.

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

- Students are involved in a variety of activities that promote social responsibility and contribute to local and global communities. They are engaged in a variety of volunteering and charity work. There are initiatives led by students, especially those in the MYP and the DP.
- Students collectively have an excellent work ethic and strong leadership skills. Senior students, through the students' council, model exemplary attitudes towards their peers, and in leadership roles in activities such as Model United Nations.
- Students are committed to environmental sustainability. They initiate, plan and lead activities to improve the school environment, such as recycling projects and planting gardens. They recycle their old electronic devices.

For Development:

- Improve students' rates of attendance.

3. Teaching and assessment

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

- Teachers possess strong subject knowledge and plan units of work thoroughly, including for students with individual challenges. There is highly effective teaching in most subjects, including non-key subjects as shown through students' work for the DP Art exhibition, responding to challenging worldwide issues.
- Effective questioning by teachers develops students' higher order thinking and problem-solving skills. This practice is less well developed in the KG. Most teachers provide excellent support to older students in preparation for external examinations. The positive environment encourages learning and includes carefully chosen resources.
- The school has implemented "Talk for Writing," which is improving speaking and writing in the PYP. There have been developments in teaching strategies in Arabic and Islamic education, but these have not yet had significant impact upon learning outcomes.

	KG	PYP	MYP	DP
Assessment	Very good	Very good ↑	Very good ↑	Very good

- Formative assessments show strong levels of achievement in the KG. Assessment data are used for planning lessons in the PYP. Criteria-based assessments are used most accurately in the MYP, however marking and constructive written feedback for students are not as strong in this phase.
- Assessment systems produce valid and reliable data. Both internal and external data are analysed and mostly well used by teachers to adjust teaching. The data is used to modify the curriculum to better align it with GL testing. In comparison with MoE curriculum standards, grades appear inflated in Islamic Education.
- The data management system allows the analysis of data in multiple ways. Teachers are increasingly sharing the best assessment practices. The school effectively uses a programme called 'PASS' to assess the attitudes of students from KG2 to grade 12.

For Development:

- Raise expectations and provide more challenge for students in Arabic and Islamic education.
- Ensure that the most able students are regularly challenged to extend their learning.
- Increase the consistency of marking and constructive feedback to students.

4. Curriculum

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

- The curriculum fulfils all the IB and UAE requirements. Strong communication between phase leaders ensures that there are smooth transitions between phases. Frequent reviews lead to changes in curriculum design, such as the introduction of the Enhanced PYP.
- In the MYP, the IB global context provides well for cross-curricular links. Students have opportunities to apply their understanding of world events in a number of subjects. The PYP transdisciplinary units of enquiry are used well to illustrate connections across the curriculum.
- Tracking systems in English, mathematics, science and Arabic improve curriculum implementation. A range of curriculum options is extending learning opportunities in the MYP and DP. Provision for the performing and creative arts is outstanding. The core skills programme, Approaches to Teaching and Learning (ATL), makes a significant improvement to the curriculum.
- Moral Education is delivered weekly in Grades 1 to 12. Formal reports show the assessment of students' book work, discussions and presentations.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is adapted to meet the personal and academic needs of almost all students. It is usually modified for students of determination and those with differing learning needs. The next steps in learning are addressed. Modified play-based and themed activities ensure that children in the KG are engaged consistently.
- Students have many opportunities to participate in activities to promote skills in enterprise, innovation, and creativity and for making social contributions. The extra-curricular activities enhance and support students' personal, social, creative and physical development.
- Planned programmes and events enable students to gain an understanding of the values, culture and heritage of the UAE. These are well integrated in most subjects, with specific foci in social studies and Islamic education lessons.
- The school provides daily lessons in Arabic in the KG1 and KG2.

5. The protection, care, guidance and support of students

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

- Health and safety are very high priorities at the school. Child protection arrangements are rigorous. Staff members are well-trained and fully aware of safety and security measures. In the KG, play equipment is checked regularly. Laboratory materials, medicines and confidential records are secure. Maintenance issues are dealt with immediately.
- Robust policies and procedures ensure a safe, well-managed environment. Bus arrivals and departures are well monitored. There is an extensive CCTV system. The Intimate Care policy ensures good practice for students' dignity and protection of the staff.
- Refined monitoring of visitors' access guarantees increased safety of students. The main gate is the only entrance. Students use a colour-coded ticket system to enter and exit. There are permanent guards at each gate monitoring access. The promotion of healthy lifestyle choices has a high profile across the school.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- There is mutual respect between students and the staff. The learning environment is well-ordered, harmonious and adults are very open and caring. There are clearly defined expectations of student behaviour which are met very successfully. Efficient systems promote good attendance and punctuality.
- Assessment procedures, including outside specialist advice, accurately identify students of determination and those with differing learning needs. Well focused interventions ensure that most students receive high quality, personalised support.
- A wide range of academic and personal support ensures the overall well being of students. School counsellors, the inclusion team and the clinic staff provide expert, individual guidance. Transition arrangements are effective. Older students receive excellent advice and support for course and career choices.

For Development:

- Ensure that learning tasks consistently challenge students with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Outstanding

- School leaders and governors promote inclusion and welcome students of determination (SD). They ensure the provision of high levels of sustained resources. The leadership of provision for SD is outstanding. The inclusion team receives strong support from the inclusion governor.
- The processes to identify SD are very thorough. The highly-qualified and experienced inclusion team uses a wide range of assessment information to plan strategies for support. Accurate identification of needs and well-developed individual tracking ensure that any interventions reduce barriers to learning.
- Parents greatly value the help and advice they receive. Staff members know their children very well and there is strong partnership between homes and the school. Parents have many opportunities to attend meetings to discuss individual 'learning passports' to support their children at home.
- Lesson plans clearly identify students who require additional support or extension work. In most classes, individual 'passports' ensure that the support matches students' needs, personal goals and starting points. A few lesson plans contain insufficient detail about the support the students will receive.
- The progress of SD, across most subjects, is very good or outstanding. Progress is particularly rapid when students are well-supported. More students with gifts and talents are identified and most make accelerated progress. However, tasks are not consistently challenging enough for some students.

For Development:

- Ensure teachers, take account of individual needs when planning and delivering lessons.

6. Leadership and management

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

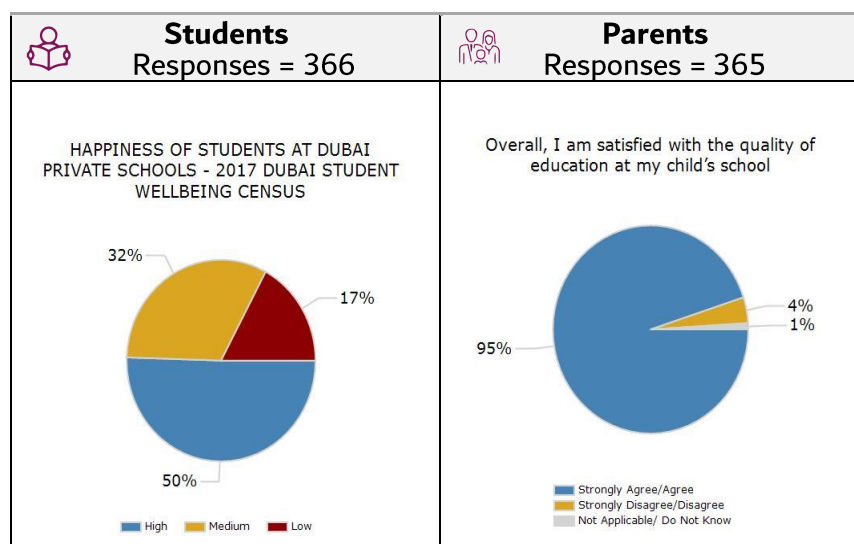
- Led very well, with integrity, the school's staff, students and parents share a clear vision and an obvious pride in the school's identity and successes. Almost all middle leaders have a sound knowledge of current best practices and generate positive effects. Leadership in Arabic and Islamic Education is less effective and requires further support and development.
- The school self-evaluation document is accurate. Senior and middle leaders systematically monitor and evaluate teaching and learning, assessment data, students' work, planning documents and lessons. Whole-school goals inform a strategic plan, from which sectional plans derive. Middle leaders develop short-term, focused and effective 'STEP Plans.' The school is improving over time. Senior leaders are committed to high standards, especially in terms of IB outcomes. Middle leaders' sense of accountability for the GL test results varies.
- Parents are successfully engaged as partners in their children's learning. Their views are sought, listened to and when appropriate, acted upon. A range of digital communication informs parents of scheduled activities and highlights important notices. Written reports on students' academic and personal progress are individualised, detailed and include next steps for students. Partnerships with local, national and international organisations enrich students' achievements and contribute to their outcomes.
- Governance is provided by a School Advisory Board (SAB) and School Executive Board (SEB). Parent representatives are committed, knowledgeable and involved in decision making, including developing of inclusion and ensuring that Emirati families are fully involved. The SEB monitors implementation of the action plans as well as academic results. There is support for developing the curriculum and teaching of Arabic and Islamic education and it has raised student's achievements.
- The school is managed to a very high standard with strong leaders and managers. Teachers are well qualified and receive regular, internal and external training. The premises are very well equipped with excellent libraries and science laboratories. There is a 'STEAM' room in the PYP. Classrooms are well equipped. The swimming pool, sporting facilities and play areas are maintained to a high standard.

For Development:

- Ensure that middle leaders contribute to high performance across all areas of school life.
- Mentor and monitor leaders towards ensuring better practices in Arabic and Islamic education.

The Views of parents and senior students.

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. `



 Students	Most students are satisfied with their overall school experience. Almost all are positive about their school work. A minority of students report occasional concerns. Almost all students have a high academic concept, strong engagement with their teachers and positive relationships with their peers. Inspection findings support these results.
 Parents	Almost all parents are satisfied with the quality of education and that the school provides good value for money. Most are well informed and have regular involvement with the school. Parents are positive about the inclusion of students with individual needs and agree that school leaders listen to them. Most feel positive, especially about the school's approach toward learning. A few expressed concerns about Arabic teaching.

What happens next?

The school has been asked to prepare and submit an action plan to the DSIB within two months of receiving the inspection report. This should address:

- recommendations from the 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 inspection@khda.gov.ae