DUBAI Knowledge المعرفة

DUBAI BRITISH SCHOOL JUMEIRAH PARK

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
OUTSTANDING	VERY GOOD	OUTSTANDING

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

📍	Location	Al Warood 1 Street
📅	Opening year of school	2015
🌐	Website	www.dubaibritishschooljp.ae
📞	Telephone	97145520247
👤	Principal	Rebecca Coulter
📆	Principal - date appointed	2/8/2020
💬	Language of instruction	English
🔍	Inspection dates	15 to 19 January 2024

STUDENTS

👫	Gender of students	Boys and girls
AGE	Age range	3 to 18
👨‍👩‍👧	Grades or year groups	FS1 to Year 13
🧑	Number of students on roll	2101
	Number of Emirati students	17
🧩	Number of students of determination	226
🌍	Largest nationality group of students	British

TEACHERS

🧑‍🏫	Number of teachers	163
🌍	Largest nationality group of teachers	British
🤲	Number of teaching assistants	48
🧑‍💼	Number of guidance counsellors	3

CURRICULUM

📖	Curriculum	UK
📋	External Curriculum Examinations	GL, CAT4, IBT, BTEC, (I)GCSE, A Level
🏅	Accreditation	BSO, BSME

School Journey for DUBAI BRITISH SCHOOL JUMEIRAH PARK

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2017-2018	2018-2019	2019-2020	2022-2023	2023-2024
Good	Good	Very Good	Very Good	Outstanding

SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- In English, the excellent performance of students across all phases is a key strength. Progress in science is outstanding. In mathematics, performance varies despite students being innovative, critical thinkers. The progress of students in Islamic Education and Arabic remains good. The achievement of students in Arabic as a first and additional language is secure in the primary phase, but attainment has yet to improve in Secondary and Post-16.

- Students have an excellent work ethic. They are resourceful, innovative and creative. Throughout the school, students' work and displays reflect an appreciation of their own and other world cultures. Students' excellent behaviour mirrors the school's positive ethos and culture. Students are happy to engage in rich and intensive learning activities.

Provision For learners

- Teachers have very high expectations of their students. They are successful in meeting the needs of all groups through in-depth planning, differentiation of work and excellent levels of challenge. All assessment data are analysed in great depth and used skilfully to make adaptations to the curriculum and to inform teachers' planning. Teachers successfully plan to meet the needs of diverse groups of students.

- Overall, the curriculum is dynamic, well-balanced and tailored to appropriate age levels and abilities. It fosters the development of students' knowledge, skills and understanding. An extensive range of curricular options develops students' talents, interests and aspirations. A key strength of the school is the opportunities provided for innovation. Effective planning ensures a smooth transition for students as they move between phases.

- The school has rigorous procedures for the safeguarding of students. Effective procedures protect students from all types of abuse. Both school campuses have secure entry and identification systems. Members of staff have highly positive relationships with all students. The management of behaviour throughout the school is highly effective. Attendance is monitored systematically. Very secure systems identify and support students of determination.

Leadership and management

- The principal and leadership team are visionary and focus on improving students' outcomes. All work effectively and ensure that students are happy, safe and secure. Parents fully support the direction which the school has taken. They participate in governance and advisory boards. The facilities and staffing levels are exceptional. Students benefit from positive classroom climates. Self-evaluation is based on reliable data and a commitment to promoting the wellbeing of the whole school community.

Highlights of the school:

- The Foundation Stage (FS), where teaching and learning are personalised by inspiring teachers.
- Students' outstanding performance in English and science across all phases.
- The care, support and safety that students experience within positive classroom climates.
- The support, commitment and involvement of parents in their children's inclusive education.
- The outstanding leadership and governance of the school, and the focus on improving students' outcomes.

Key recommendations:

- Consolidate the use of assessment in Islamic Education and Arabic.
- Ensure consistency of high-quality teaching at the post-16 phase, and enable students to demonstrate their learning skills in all subjects.

OVERALL, SCHOOL PERFORMANCE

Outstanding ⬆

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	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
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ⬆
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ⬆
Mathematics	Attainment	Outstanding	Outstanding	Very good	Very good
	Progress	Outstanding	Outstanding	Outstanding ⬆	Very good
Science	Attainment	Outstanding	Outstanding ⬆	Outstanding ⬆	Very good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding ⬆	Outstanding ⬆	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	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding ⬆	Outstanding ⬆	Outstanding ⬆
Curriculum adaptation	Outstanding ⬆	Outstanding ⬆	Outstanding ⬆	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 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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

A. Registration Requirements	Met Fully	
	Whole school	**Emirati cohort**
B. International and Benchmark Achievement	Outstanding	Outstanding

- In the recent Progress in Reading Literacy Study (PIRLS) tests, the school exceeded its set targets by a significant margin. Outcomes in the National Agenda Parameter (NAP)Tests for all students, including the Emirati cohort, were outstanding in English, mathematics and science.

C. Leadership: International and Emirati Achievement	Outstanding

- All leaders at all levels fully understand their responsibilities relating to the National Agenda. They analyse all the data from the benchmark tests in a detailed and skilled manner to update teaching or to make adaptations to the curriculum. All teachers then use this information to plan highly effective lessons that meet the needs of almost all students.

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

- Leaders' highly effective interpretation of reading data helps them to identify where and when reading interventions are necessary. These actions, together with the developing reading partnerships with parents, are impacting significantly on students' outcomes. Most students, including the whole of the Emirati cohort, are making at least expected progress in their reading proficiency.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Set clearly measurable targets for reading aimed at further improvement.

Wellbeing

KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- The governing board, principal and senior staff demonstrate committed leadership to the development a culture of wellbeing. They encourage teachers to innovate in order to improve the learning opportunities that they offer. The vision of "Enjoy, Aspire and Achieve" guides practice. Robust information on wellbeing informs decisions. Regular self-review generally enables leaders to understand wellbeing needs so that they can identify ways to improve and further embed wellbeing in the school community.

- The wellbeing leaders, members of staff and counsellors comprise a strong and approachable team. They are available to assist any member of the school community who may need emotional or personal support. Student wellbeing ambassadors are increasingly influential in enhancing wellbeing provision. A mentoring system operates throughout school. New teachers are fully supported at the start of their careers. The school ethos enables students to learn to be positive, respectful, reflective and kind. All members of staff describe their strong sense of belonging to their school.

- The lively wellbeing curriculum permeates the school and is exceptionally well planned. Teaching teams effectively create classroom climates where active learning thrives and the wellbeing of all is nurtured. Students, in turn, demonstrate high levels of commitment, engagement and resilience as they undertake increasingly challenging tasks. The broad range of additional activities helps to develop teamwork. Individuals have opportunities to excel. Students feel safe and valued at school. They clearly understand the importance of digital safety.

For Development:

- Increase opportunities for student wellbeing committee members to play an even greater role in the development of wellbeing.
- Enhance the monitoring of the impact of wellbeing provision.

UAE social studies and Moral Education

- The moral, social and cultural studies (MSCS) and the social studies programmes follow the UAE Ministry of Education (MoE) curriculum standards. This is enriched with resources created by teachers and through experiences such as field trips and community activities. Teachers plan lessons that are engaging and appropriate to students' development.
- MSCS and social studies are separate subjects. All students from Years 1 to 13 have 50 minutes of teaching per week. The programmes link the study of morals, ethics and culture with the social studies programme of history and geography. Assessments evaluate all learning experiences including classwork, research, discussion, portfolios, oral presentations and podcasts.

Arabic in Early Years

- In FS, children have 90 minutes of combined Arabic per week. Six qualified teachers follow an adapted MoE Framework, prioritising foundation skills through direct teaching, singing for learning and environmental exposure. Assessments based on MoE proficiency outcomes guide curriculum adaptations. Children studying Arabic as a first language are closely tracked within the wider school assessment system. Ongoing assessments are used for continuous improvement, ensuring that children are familiar with formal Arabic listening skills. The director of Arabic oversees planning for continuity, fostering collaboration and interventions as required.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessment data in Islamic education are valid and accurately reflect the current level of attainment. Students in Primary securely grasp the Pillars of Islam and Iman, while those in Secondary and Post-16 s engage in discussions on Fiqh rules with links to daily life.
- Primary students can articulate aspects of Islamic etiquette, drawing references from the Holy Qur'an and Hadith in support. In the secondary and post-16 phases, students proficiently conduct research and engage in debates regarding the rationale behind rules and worship in Islam, including prohibitions.
- The majority of students make progress slowly, but steadily, in recitation and Tajweed skills. However, their depth of reflection when discussing Fiqh and Islamic rules is developing more slowly. There is no significant difference in the progress of boys and girls.

For Development:

- Ensure that students in all phases improve their Holy Qur'an memorisation skills by applying Tajweed rules at an accelerated pace.
- Improve and deepen students' understanding of Fiqh and Islamic rules.

ARABIC AS A FIRST LANGUAGE

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

- Internal data slightly overestimate the current level of attainment in the secondary and post-16 phases. However, they accurately reflect the steady and rapid progress in Primary, across all language skills. Students in Secondary and Post-16 demonstrate secure levels of comprehension.
- High expectations, along with appropriate reading strategies, enrich the Arabic vocabulary of primary students, enabling them to produce coherent writing independently, with few spelling and grammatical mistakes. In Secondary and Post-16, students conduct basic searches for information and analyse stories and poetry adequately.
- Many students in Secondary and Post-16 benefit from an intervention programme that enhances their knowledge of Arabic grammar. Writing in notebooks is more developed when using mind-maps and feedback. Speaking skills are improving more slowly, with no noticeable gap between girls and boys.

For Development:

- Improve speaking skills across all phases, especially in Secondary and Post-16.
- Ensure that students in Secondary and Post-16 benefit consistently from the intervention programme, addressing gaps in their knowledge.

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

- Internal data reflect current levels of attainment. Students progress steadily in Arabic, especially in reading comprehension. In Primary, students can read and write above expected levels. In Secondary, students develop a rich vocabulary. They can extend their speaking and writing using conjunctions and adjectives.
- Both teachers and students consistently use standard Arabic, with this practice being more evident in Primary. In Secondary, students, to some extent, rely on translation. However, they make better progress when they build on their prior knowledge and follow language patterns.
- In the more successful lessons, in which learning outcomes are appropriately linked to the curriculum, students with fewer years of Arabic and beginners make steadier progress. Extended

writing is evident in notebooks. There is no discernible difference between the attainment of boys and girls.

For Development:

- Consider students' years of studying Arabic, particularly in Secondary, In arranging class groupings.
- Ensure that students build on their prior knowledge in all lessons.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding ⬆
Progress	Outstanding	Outstanding	Outstanding	Outstanding ⬆

- Students make strong progress and attain highly in all phases. This is evidenced in the external and internal data, in lessons and in workbooks. Students show increasing capacity in developing their understanding of language, particularly in the analysis of texts.
- Reading skills have improved in all phases, because of the strong reading literacy programme in FS. Students in other phases are increasingly able to express themselves and debate with confidence. Consequently, English is a key strength in the school.
- The phonics programme in FS and lower primary ensures strong development of language skills. Writing skills in a variety of styles are well developed in the primary, secondary and post-16 phases.

For Development:

- Further improve students' reading skills and their ability to analyse texts critically.

MATHEMATICS

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

- Data across all four phases present a picture of successful achievement, strongest in FS and Primary. A large majority of students achieve above curriculum expectations in GCSE and A Level examinations. In Post-16, attainment is hindered by students' reluctant participation in lessons.
- In FS, children count confidently and match specific numbers to concrete materials. They can conduct simple mathematical equations without help. Mathematical skills are linked to the

outside world. In Year 6, students analyse attendances at sporting events to demonstrate their understanding of ordering number.

- Since the previous inspection, the school has moved to a modular A Level course. The early indications, after the first module on statistics, show that this is already having a positive impact on students' outcomes.

For Development:

- In Post-16, encourage students to become more active participants in lesson activities.

SCIENCE

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

- Observation, exploration, research and investigative skills are well developed throughout. The focus on challenging, engaging, practical inquiry-based activities is evident in most lessons. Consequently, most students make rapid progress. They attain above curriculum expectations, though attainment in Post-16 is below that in other phases.
- Children in FS expertly use weather thermometers. In Primary, students explore the properties of magnets and blood cells. In Secondary, they explore fluid movement and in Post-16 devise experiments to explore the ability of organisms to respond to environmental changes.
- Students' skills of measuring, observing and recording are now fully tracked over time. Higher-order skills of hypothesising, analysing and evaluating information are embedded practice in all phases. This approach results in the successful development of critical thinking and problem-solving capabilities.

For Development:

- Ensure that post-16 attainment is in line with predicted outcomes and aligned with other phases.

LEARNING SKILLS

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

- Children in FS are enthusiastic and learn independently. Students in Primary and Secondary take increasing responsibility for their own learning. In Post-16, students overly depend on the teacher for instruction and have fewer opportunities to demonstrate their learning skills.
- Innovation, enquiry and critical thinking feature in all learning. Most students routinely use technologies to develop their understanding. In Arabic, independent learning and the use of technology are not prominent features.
- Students collaborate effectively, have productive interactions and are effective communicators. They articulate very well what they are learning and how they are developing their thinking and understanding. Knowledge and skills from prior learning assist them.

For Development:

- Provide greater opportunities for students in the post-16 phase to demonstrate their independent learning skills.

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

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

- The excellent behaviour of students mirrors the school's positive ethos and culture. Students engage in rich and intensive learning activities. Bullying is rare. Students resolve their differences maturely. They are resilient and confident.
- The school's personalised approach is evident in students' leadership initiatives, fostering wellbeing, respectful relationships and healthy lifestyle choices. This inclusive approach extends to children in the early years. New students form connections within the school. Students of determination are welcomed.
- Students function as role models and active critical stakeholders, particularly in the post-16 and secondary phases. Their opinions are respected and they feel valued. Punctuality is a hallmark. The overall attendance rate is 96 per cent, the highest being in Primary.

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

- Students, particularly those in the secondary and post-16 phases, can express the significance of tolerance and safety in the UAE. They show respect for national institutions and express their enjoyment and appreciation of the multicultural environment.
- In Primary, students celebrate international, Islamic and national events. They can speak about the UAE heritage. Children in FS can name the seven emirates and recognise national monuments. However, students' understanding of UAE values, cultures and traditions, across all phases, is not extensive.
- Throughout the school, students' work and displays reflect an appreciation of their own and other world cultures, demonstrating their commitment to understanding global diversity. Additionally, students actively engage in learning about civilisations through reading, art, music and performance activities.

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

- Students act responsibly. Through the student council, they contribute positively to the life of the school and the wider community. They demonstrate an impressive understanding of social responsibility and consideration for others by raising funds for those less fortunate than themselves.
- Leaders successfully promote a culture of innovation. Students have an excellent work ethic. They are resourceful, innovative and creative. They engage in numerous activities that promote

innovation, such as designing miniature Formula One racing cars and collaborating on projects in the robotics club.

- Both school environments are enhanced by the care shown by students. They participate in a range of activities to deepen their understanding of conservation issues. Older students initiate and pursue projects that raise awareness of sustainability and conservation, including those beyond the UAE.

For Development:

- Deepen student's understanding of UAE values, cultures, and traditions across all phases.

03 TEACHING AND ASSESSMENT

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

- In FS, teachers create exciting learning environments that allow children to learn through play. In a few post-16 lessons, teachers deliver lectures, with students not thinking critically or solving problems for themselves. Some teachers talk more than they question.
- In the most effective lessons in Primary and Secondary, teachers plan imaginative lessons, provide inspiring learning environments, and use time and resources creatively to enable students to learn successfully. Skilful questioning encourages students to engage in thoughtful dialogue with teachers and their classmates.
- Teachers generally have very high expectations of their students. They use a variety of teaching strategies to engage them. They are successful in meeting the needs of almost all groups of students by offering appropriate support , and through differentiation and appropriate challenge.

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

- The sophisticated systems for the collection and analysis of data, which the school has developed, provide leaders with accurate information on the attainment and progress of each student.
- All assessment data are analysed in depth and used well to make adaptations to the curriculum and to inform teachers' planning. Teachers are thereby enabled to plan successfully to meet the needs of diverse groups of students.
- Since the previous inspection, reading assessment data are used highly effectively to identify students in need of additional support. The subsequent intervention strategies that are in place are impacting positively on students' outcomes.

For Development:

- Enable students in Post-16 to reflect on their own learning.

04 CURRICULUM

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

- In FS, an interest-led approach ensures that children have ownership of their own learning. This secure foundation enhances the curriculum in Primary and Secondary. In the post-16 phase, A Level and BTEC courses offer an appropriate range of courses.
- In general, the curriculum is dynamic, comprehensive, well-balanced and tailored to age levels and abilities. It significantly fosters the development of students' knowledge, skills and understanding. Thorough assessments are conducted regularly across all subjects and aspects of school life to guarantee richness, relevance and purposefulness.
- Effective and efficient curriculum planning ensures a seamless transition for students as they move between phases and as they leave school. They are equipped thoroughly for the subsequent stages of their education.

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

- The curriculum is modified effectively. Teachers use information gained from assessment data and individual student learning outcomes. This ensures that the curriculum meets the needs of most groups of students. Adaptations are made to ensure that cross-curricular opportunities are maximised.
- An extensive range of curricular options develops students' talents, interests and aspirations. A key strength is the opportunity for innovation. For example, students in Secondary, in response to discussions and concerns about an international disaster, decided to assist an international relief programme.
- Students have interesting and relevant opportunities to develop their knowledge, understanding and appreciation of the heritage of the UAE and of Emirati culture and values.

For Development:

- Ensure that the curriculum remains well balanced and appropriate, with due attention to the post-16 phase.

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

- There are rigorous procedures for the safeguarding of students, including child protection , with associated comprehensive annual training for all members of staff. Effective procedures protect students from all types of abuse and bullying.
- Both school campuses have secure entry and identification systems. Rigorous checks ensure hygiene, maintenance and health and safety on both sites. Ramps and lifts allow access to upper floors in the main school.
- Medical personnel and the physical education staff diligently promote healthy lifestyles. They provide education on issues such as obesity and help students with a wide range of diet and exercise programmes.

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

- Members of staff have highly positive relationships with students. The management of behaviour throughout the school is generally very effective. Attendance is monitored rigorously with strong systems to challenge absence. There is little delay to learning during transitions between lessons.
- Very secure systems identify students of determination. Individual education plans (IEPs) establish support, modify the curriculum to suit students' learning, and generate maximum academic and personal progress. Students' individual learning targets are systematically checked at regular intervals.
- Thorough assessment processes enable staff to identify and enhance provision for students with gifts and talents. Counsellors, including the careers counsellor, offer highly effective guidance for wellbeing and personal development, and provide advice and guidance towards making informed career choices.

For Development:

- Ensure that challenges to absence are followed up, so that overall attendance is improved.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding

- Governors and leaders have an uplifting vision for inclusion. They are focused on ensuring that high quality teaching with excellent facilities and resources lead to continually improving personal and academic outcomes. The improvement plan provides strategic direction to the work of the inclusion department.
- Identification processes are rigorous. Accurate assessments are made using a range of tools and external support. The understanding of barriers to learning ensures that learning interventions are meaningful, relevant, purposeful and supportive.
- Parents describe partnerships with the school as very fruitful. Trusting relationships have been established. Leaders ensure that channels of communication are open. Keeping parents updated on progress strengthens their ability to support their children's learning at home.
- The development of individual learning pathways for students with complex learning profiles is generally effective. Relevant provision closely matches students' needs. High-quality teaching and appropriate classroom cultures, together with very skilled support, allow almost all students to develop their skills of independence, collaboration and persistence.
- The monitoring of teaching, provision and individual goals provides the department with secure information on how well students of determination acquire knowledge and skills over time. The school has convincing evidence that all students of determination make more than expected levels of progress.

For Development:

- Develop the support that parents can offer their children at home.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders, and particularly the principal, are inspirational and display a very high level of professional competence. The principal empowers other leaders to implement innovative approaches that make a significant impact on teaching and learning. Leadership is fully distributed throughout the school. Accountability is managed effectively. The school development plan, written collectively by the leadership team, is central to the vision, progress and achievements of the school. Phase and subject specific action plans are written and overseen by a senior leader.

- Key priorities are accurately identified and set out in school development and action planning, with measurable targets for senior and middle leaders. These targets specifically address improvements in teaching and learning. They are directed at attempting to improve students' outcomes in all subject areas. Data from external and internal sources are effectively used to identify specific trends and gaps in students' outcomes. Interventions are in place to maximise progress and to provide a clear target of outstanding outcomes for students.

- Leaders place a high value on partnership with parents. Communication and feedback are facilitated through consistent levels of reporting, meetings with parents, surveys and informal meetings members of staff. The school holds an award that validates the excellence of the school's engagement with parents. Parents influence decisions about the timings of the school day and the restructuring of the timetable.

- The Taaleem Governing Board comprises all stakeholders. Designated governor roles are assigned for inclusion, Emirati students' achievement, Islamic Education and Arabic. The board meets on a termly basis. Members ensure that the school is compliant with all regulatory requirements. They provide appropriate quality assurance checks and balances for leaders. Governors make a significant and effective contribution to the self-evaluation processes by challenging judgements and evidence through systematic reviews.

- The careful deployment of staff throughout the school ensures that the environment impacts positively on students. Senior leaders are assigned to entrances to welcome students at the start of the day. Members of staff are scheduled as necessary to support the arrival of vulnerable students. The school site is very well maintained and accessible for all students. Positive classroom climates are a key feature of school life. The school is exceptionally well staffed and resourced. Internal professional training programmes are highly effective.

For Development:

- Ensure that there are improvements in attainment in areas where needed.

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