

INSPECTION REPORT

2022-2023



DUBAI COLLEGE

UK CURRICULUM

OUTSTANDING

CONTENTS

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|------------------------|
| | Location | Al Sufouh |
| | Opening year of School | 1978 |
| | Website | www.dubaicollege.org |
| | Telephone | 97143999111 |
| | Principal | Michael Lambert |
| | Principal - Date appointed | 9/1/2015 |
| | Language of Instruction | English |
| | Inspection Dates | 21 to 25 November 2022 |

STUDENTS

| | | |
|--|---------------------------------------|-------------------|
| | Gender of students | Boys and girls |
| | Age range | 11 to18 |
| | Grades or year groups | Year 7 to Year 13 |
| | Number of students on roll | 1084 |
| | Number of Emirati students | 4 |
| | Number of students of determination | 75 |
| | Largest nationality group of students | UK |

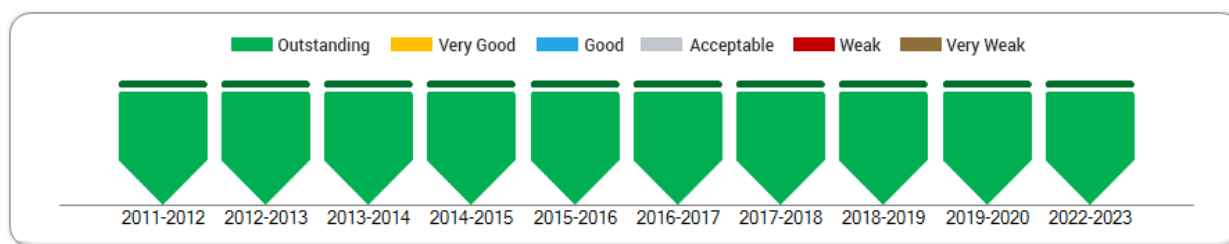
TEACHERS

| | | |
|--|---------------------------------------|------|
| | Number of teachers | 112 |
| | Largest nationality group of teachers | UK |
| | Number of teaching assistants | 3 |
| | Teacher-student ratio | 1:10 |
| | Number of guidance counsellors | 5 |
| | Teacher turnover | 7% |

CURRICULUM

| | | |
|--|---------------------------------|----------------------|
| | Educational Permit/ License | UK |
| | Main Curriculum | UK |
| | External Tests and Examinations | GCSE, IGCSE, A Level |
| | Accreditation | BSO |

School Journey for DUBAI COLLEGE



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment and progress in Islamic Education and Arabic, as an additional language, are good. Achievement is acceptable in Arabic, as a first language. Attainment and progress are outstanding in English, mathematics, and science. The recent improvements in Arabic and Islamic Education are because inspection recommendations have been implemented, and the quality of teaching in these subjects has improved.
- Students' understanding of Islamic values, social responsibility and world cultures is outstanding. Their excellent personal development is reflected in a sensitivity to the needs of others and the way older students support and work with younger students. Students have a strong appreciation of equality and philanthropy. They have a secure understanding of the relevance of Islamic values to life in the UAE and show great respect to Emirati heritage and culture.

PROVISION FOR LEARNERS

- Teachers have exceptionally strong subject knowledge and a secure understanding of how students learn. Probing questioning by teachers ensures students' active participation in lessons and helps them to develop their critical thinking and problem-solving skills. Assessment has improved significantly since the last inspection and engages students more fully in checks on how well they are doing.
- The curriculum closely matches the National Curriculum for England (NCfE) and Advanced Level course requirements and is aligned to the vision of the UAE. The curriculum is broad, balanced, and extensive. It has a clear rationale and suitably promotes the skills, knowledge and understanding needed for academic success. Curriculum modifications to address individual student needs are highly effective.
- Health and safety, and child protection are outstanding. The comprehensive procedures and policies cover all aspects of safeguarding, child protection, and security. Students and staff enjoy very positive relationships. Students' wellbeing and their personal development are carefully monitored and fully supported. Careers guidance across the school is strong and successful.

LEADERSHIP AND MANAGEMENT

- The headmaster and his senior team are highly effective. Leaders know the strengths and weaknesses of the school. Middle leaders are suitably focused on raising achievement. Partnerships with parents and the community are outstanding. The governing board represents most stakeholders, but governors are not extensively engaged in monitoring the work of the school.

The best features of the school:

- Outstanding achievement in English, mathematics, and science, inspired teaching, accomplished learning, effective assessment, and an ambitious curriculum
- Students' personal development and their understanding of Islamic values, social responsibility, and world cultures, and their confident use of technology
- The attention given to students' health, care, support, protection, and wellbeing
- The vision and aspirations of the headmaster and other leaders, with the full support of parents and the school community





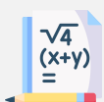

Key Recommendations:

- Build upon the recent improvements in Arabic and Islamic Education by:
 - identifying and sharing the very best practice
 - ensuring consistency in teaching and assessment as well as securely embedding content
 - developing writing and oral comprehension skills in Arabic.
- Ensure that the governing board is fully representative of all stakeholders including Emiratis, and that the governors' monitoring of the school is systematic.
- Review the school's admission policy in response to external directives and the school's drive for increased representation of Emirati students and students of determination.

Overall School Performance

Outstanding


1. Students' Achievement

| | | Secondary | Post-16 |
|---|------------|--------------|----------------|
|  Islamic Education | Attainment | Good | Good |
| | Progress | Good | Good |
|  Arabic as a First Language | Attainment | Acceptable ↑ | Not applicable |
| | Progress | Acceptable | Not applicable |
|  Arabic as an Additional Language | Attainment | Good | Not applicable |
| | Progress | Good | Not applicable |
|  English | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |
|  Mathematics | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |
|  Science | Attainment | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding |
| Learning skills | | Outstanding | Outstanding |

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

| | Secondary | Post-16 |
|---|-------------|-------------|
| Personal development | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding |
| Social responsibility and innovation skills | Outstanding | Outstanding |

3. Teaching and assessment

| | Secondary | Post-16 |
|---------------------------------|---|-------------|
| Teaching for effective learning | Outstanding | Outstanding |
| Assessment | Outstanding  | Outstanding |


4. Curriculum

| | Secondary | Post-16 |
|--------------------------------------|-------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding |
| Curriculum adaptation | Outstanding | Outstanding |

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :](#)

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

| | Whole school | Emirati cohort |
|--|------------------------------|-----------------------|
| Progress in international assessments | is above expectations | Not applicable |

- International assessment data show significant improvement in TIMSS and PISA with all targets exceeded. Results in the National Agenda benchmark tests improved from the previous year.

| | Whole school |
|--|------------------------------|
| Leadership: data analysis and curricular adaptation | is above expectations |

- Leaders at all levels understand what the international and National Agenda benchmarks show about students' achievement potential and possible learning gaps in the curriculum. Based on analyses of data and reports, they have identified areas needing development and implemented strategies to improve them. This has led to modified teaching approaches and, a focus on students' oracy skills.

| | Whole school | Emirati cohort |
|---|------------------------------|-----------------------|
| Improving reading literacy and wider learning skills | is above expectations | Not applicable |

- Most students have reading and comprehension skills, which are above expectations. Nevertheless, the school is focusing on extending students' reading comprehension to deepen their understanding of what they learn.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- The school gives close attention to the wellbeing of students and staff, employing the positive psychology approach which aims to help students flourish in their daily lives and educational experiences. Two leadership positions add significant support to the comprehensive approach to wellbeing promotion. A range of data, including reliable internal and external surveys monitors the wellbeing of individual students and provides useful information on broader trends and attitudes. This informs improvement planning which is monitored by the governing board. Leaders are held accountable for the impact.
- Form tutors meet with their students twice a day and enables the generation of a deep understanding of student's individual needs. Heads of year and subject teachers additionally promote student wellbeing. School counsellors are available to provide support for students and staff where needed. The wellbeing of staff is a strong area of focus and is proactively supported. Parent engagement is valued highly. They are fully supported and informed in the case of wellbeing concerns. Routines, activities, and resources are successfully planned and deployed to promote the whole school and individual wellbeing needs of students.
- The positive education programme includes many up-to-date and relevant topics for reflection and group discussion. This is a major wellbeing initiative and is fully embedded in the curriculum, providing a very effective teaching model for wellbeing across the school. High levels of emotional self-regulation and wellbeing literacy are evident with the students in the school. They make well informed, healthy decisions and report very high levels of satisfaction and engagement in the school. A high percentage feel a strong sense of belonging and connection to the school, staff, and other students.

UAE social studies and Moral Education

- The UAE social studies and moral education courses are modified and taught as an integrated subject across both phases. The course is delivered in one lesson per week, with additional support from the positive education programme during extended tutor time and after school activities. The UAE framework is fully embedded. Students have opportunities to apply their moral, social, and cultural learning in other subjects across the curriculum.
- Lessons are very well planned, structured, and build on students' previous learning. Teaching encourages students to adopt high personal and moral values. Assessment is clearly linked to the curriculum plans and standardised rubrics, which are shared with students across the phases. The adaptation of the curriculum provides individual challenge for different groups of students, which is a strong and successful feature of the subject.

Main Inspection Report

1. Students' Achievement

Islamic Education


| | Secondary | Post-16 |
|------------|-----------|---------|
| Attainment | Good | Good |
| Progress | Good | Good |

- Students across all year groups make steady progress in their knowledge, skills and understanding of Islamic concepts and values. In both phases, students make significant gains in their recent lessons and work.
- Students in the secondary and post-16 phases develop deeper knowledge and understanding of the Holy Qur'an verses. Students improve their recitation skills through their growing knowledge and application of the rules of Tajweed. Their interpretation of Hadith is well supported by evidence from the Holy Qur'an.
- As a result of effective teaching, students consolidate their gains in knowledge and understanding. The improvements in assessment strategies are supporting the progress of all students. Students are also benefitting from enquiry strategies that are improving their ability to analyse and reflect on concepts they learn.

For Development:

- Fully embed the improved teaching, learning and assessment strategies in all lessons.

Arabic as a First Language

| | Secondary | Post-16 |
|------------|--|----------------|
| Attainment | Acceptable  | Not applicable |
| Progress | Acceptable | Not applicable |

- Most students demonstrate adequate listening, reading, and comprehension skills. However, only a minority of students use standard Arabic successfully in speaking and in creative writing. In their lessons and recent work, students' limited exposure to wider vocabulary limits their ability to debate and write confidently.
- Most students read different literary texts and a majority analyse the main and secondary ideas successfully. They can compare the features of distinctive types of writing, and the authors' intentions. However, their speaking and writing skills are not sufficiently developed, particularly in the upper years.
- The school has recently started to use an online reading platform to improve students' vocabulary and comprehension. However, this work has yet to show impact, especially in the upper years.

For Development:

- Extend students' exposure to new vocabulary to develop their speaking and independent, creative writing.
- Enhance students use of reading resources, including digital platforms, to develop their confidence in reading with understanding.

Arabic as an Additional Language

| | Secondary | Post-16 |
|------------|-----------|----------------|
| Attainment | Good | Not applicable |
| Progress | Good | Not applicable |

- Students demonstrate higher levels of attainment as they understand and communicate opinions confidently in familiar and unfamiliar contexts. The majority of students are making better than expected progress. They apply their knowledge of grammar and write extended texts, although these are of variable quality.
- Students' reading and comprehension skills are improving as they recognise points of view, attitudes, and emotions for instance, in their debates about the environment. Their ability to express themselves in writing is better in the higher-attaining groups.
- The school's approach to developing students' wider vocabulary has been successful in developing their knowledge and the skills when applying them in familiar and unfamiliar contexts.

For Development:

- Improve students' speaking and writing skills in the lower-attaining groups.
- Provide more opportunities for all students to extend their speaking skills through debate.

English

| | Secondary | Post-16 |
|------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- There are very strong levels of student attainment and progress in both the secondary and post-16 phases. Internal test results in both sections are accurate and align closely with international benchmark test results. The PISA test results are of an exceptional standard.
- Speaking, listening, and writing skills are very well developed across the school. Students demonstrate the ability to express complex ideas clearly and cogently. Older students demonstrate advanced skills of critical reflection and analysis. They can apply these successfully in their critiques of literary texts.
- The department's focus on developing reading skills has been highly successful in ensuring rapid progress in reading and comprehension. Students analyse literary texts exceptionally well and use highly sophisticated vocabulary and grammar when expressing viewpoints and making presentations.

Mathematics

| | Secondary | Post-16 |
|------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- Students are extremely successful in external examinations. In school, their progress is improving rapidly in all phases, and many perform at much higher levels than expected. Results in IGCSE, A-Level, and A-Level further mathematics, are outstanding.
- Students explain their mathematical understanding exceptionally well. They work through the processes of calculation and solving algebraic equations logically and carefully, helped by high-quality collaborative work with other students. They analyse data, test out their ideas and are rapidly developing their critical thinking skills.
- Assessment procedures encourage students to evaluate and discuss their performance with teachers, and these are successful in accelerating progress. The focus on strengthening literacy skills, especially reading, is successful in helping students understand and explain their work accurately.

For Development:

- Encourage the consistent use of collaborative approaches to learning.

Science

| | Secondary | Post-16 |
|------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- Students perform highly and consistently in internal and external examinations. Most students in the secondary phase apply strong investigative skills in their work. For example, Year 7 students determine the chemical energy of fuels and Year 11 students investigate surface area and the rate of diffusion of oxygen in the lungs.
- Post-16 students apply greater conceptual knowledge and a deeper understanding when they investigate and track the discharge of capacitors in physics and when determining the percentage purity of iron tablets in chemistry. Opportunities to compare outcomes of practical activities are less consistent.
- Technology is effectively used to support students' learning and accelerate their progress across all aspects of science. Students can use technology intelligently for their research and in support of their independent learning.

For Development:

- Provide more opportunities for students to share learning at the end of lessons and to compare how other groups have solved similar problems.

Learning Skills

| | Secondary | Post-16 |
|-----------------|-------------|-------------|
| Learning skills | Outstanding | Outstanding |

- Students are enthusiastic learners and take responsibility for their own work in sustained ways. In all subjects, they evaluate their strengths and weaknesses accurately. Students work well in collaboration with others and are confident in sharing their ideas.
- Students are aware that areas of learning can overlap and benefit from the cross-curricular links that all teachers build into their planning. Students' learning is enhanced at each stage and, in the best lessons, by the links which are made to their everyday lives.
- Students demonstrate strong enterprise skills. Critical thinking and problem-solving are evident in almost all lessons and particularly in the upper years.

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

| | Secondary | Post-16 |
|----------------------|-------------|-------------|
| Personal development | Outstanding | Outstanding |

- Students across the school conduct themselves with maturity and their behaviour is exemplary. They demonstrate an excellent work ethic. They show initiative and willingly take on leadership roles. Older students act as positive role models for their fellow students.
- Students are thoughtful in their interactions with others. They show genuine care, respect and support for one another, exemplifying a tightly knit community. Students take healthy eating and physical education seriously as observed in the way that they engage in sports and extra-curricular activities.
- Students have a high commitment to their school, and their education as reflected in their high attendance rates. They understand the value of punctuality and move purposefully between lessons throughout the day.

| | Secondary | Post-16 |
|---|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding |

- Students in all year groups have deepened their understanding of Islamic values and Emirati and world cultures. They speak about their ongoing charitable activities and appreciate that this is central to Islamic values and the Emirati vision.
- Students understand the significance of cultural celebrations and Emirati national events. They are aware that these bring the diverse community together. They are proud of the tolerance, respect, and appreciation which they practise every day.
- Students contribute to and lead a range of cultural events. They are well versed in their discussions on how they establish connections across cultures. They can highlight cultural similarities and differences between individual countries and other parts of the world.


| | Secondary | Post-16 |
|---|-------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding |

- Students engage in school, community, and civic activities to the benefit of others, including mentoring and coaching younger students, and visiting the Al Noor and Dubai Special Needs Centre. Their work is externally validated through the Duke of Edinburgh Award scheme and other awarding bodies.
- Students demonstrate exemplary leadership skills, work ethics, and core values. The out-reach efforts to support children in Nepal and India exemplify students' sense of social responsibility. They demonstrate innovation through business projects drawing on the examples of successful former students.
- Students are aware of their environmental obligations and engage in recycling activities on the school campus and within the wider community. They enhance the school environment through their active involvement in the environmental awareness group.

3. Teaching and assessment

| | Secondary | Post-16 |
|---------------------------------|-------------|-------------|
| Teaching for effective learning | Outstanding | Outstanding |

- Teachers have strong subject knowledge and a secure understanding of how students learn best. They plan lessons imaginatively, and use time and resources effectively. As students move throughout the school, teachers generally adapt their approaches and use a wider variety of strategies to illustrate difficult concepts.
- Teachers create inspiring learning environments which promote active and focused learning. They consistently use resources well to support learning. Underpinning very good class management in all lessons are the positive relationships between teachers and students.
- Effective questioning challenges students' thinking and leads to insightful discussions and reflection. Students' independence is promoted successfully through the opportunities for students to take responsibility for their own learning. Teachers provide challenging work that develops critical thinking, problem-solving, and innovation.

| | Secondary | Post-16 |
|------------|---|-------------|
| Assessment | Outstanding  | Outstanding |

- The improved assessment strategies provide a wider range of information on students' progress. Teachers use this information to plan students' work and modify the curriculum to suit their needs. Teachers' feedback on students' work in Arabic is inconsistent.
- Students increasingly assess their own performance and discuss how to improve their work with teachers. The use of rubrics gives them a clear picture of how well they are doing. The system works extremely well, and students welcome the dialogue that helps them to make better progress.
- National and international benchmarking test data are used effectively to identify areas in the curriculum that need adjustment. Action is then taken to address any gaps in students' learning.

For Development:

- Identify and share the very best teaching and learning practices across all subjects.
- Improve the consistency in the feedback to students on the standard of their work so that all know what they need to do to improve.

4. Curriculum

| | Secondary | Post-16 |
|--------------------------------------|-------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding |

- The curriculum is broad and balanced. It meets the full requirements of the NCFE and prepares students exceptionally well for external examinations. It builds on students' prior knowledge and supports their further education and career aspirations well.
- Curriculum planning is systematic and provides continuity and progression with a wide range of courses to meet the academic demands and interests of most students. Curriculum reviews are regular. Provision ensures interesting learning activities for students to realise their ambitions and aspirations.
- Students participate in a broad range of intellectual growth and competence activities that support their personal development and, their preparation for university. These include an extensive range of extra-curricular activities, which provide further achievement opportunities.

| | Secondary | Post-16 |
|-----------------------|-------------|-------------|
| Curriculum adaptation | Outstanding | Outstanding |

- Curriculum adaptations meet the learning needs of most groups of students through imaginative planning and the creative use of technology. The curriculum provides interesting learning activities that engage most students. A range of strategies and well-structured resources support students' learning very effectively.
- A range of examination courses, including IGCSEs and A-Levels, provide both academic and creative options. They include Arabic, English, Latin, mathematics, triple science, and creative choices such as, design technology, art, music, languages and, the Duke of Edinburgh Award scheme.
- The curriculum promotes students' understanding of the UAE culture and traditions, including their own home countries exceptionally well. They strengthen their knowledge of Islamic values through moral, social, and cultural education and through national celebrations and community activities.

For Development:

- Ensure that the implementation of adaptations to the curriculum in lessons, meets the needs of students with differing abilities more closely.

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

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

- Excellent arrangements are in place to ensure the health, safety, and welfare of students. All staff are appropriately trained. The policies and ethos of the school encourage students to report any abusive behaviour. These are underpinned by the effective co-ordination of pastoral, academic, and medical teams.
- The school premises, facilities and equipment are carefully maintained, and safety is checked regularly. All activities are risk assessed and well managed. School transport is monitored with vigilance.
- Students receive extensive life skills training spanning healthy lifestyles, careers, diversity, and equality. Regular student surveys provide feedback for staff. Healthy living, nutrition, sporting activities, and fitness are systematically promoted throughout the school.

| | Secondary | Post-16 |
|------------------|-------------|-------------|
| Care and support | Outstanding | Outstanding |

- Student and staff relationships are very positive. Systems are in place to monitor the individual social, physical, and intellectual needs of all students closely. All students are encouraged to be open in their communications with staff and they feel confident that they will be listened to.
- The school keeps accurate records of attendance and punctuality. This information is used to identify patterns and trends so that appropriate action can be taken. There is a comprehensive structure in place to ensure that guidance and support are made available to all students.
- The school has systematic procedures for identifying students with special learning needs. Procedures for identifying gifted and talented students are less clear. Recommended strategies to support students of determination, included in their individual education plans (IEPs), are not fully implemented in all lessons.

For Development:

- Ensure that the learning support strategies recommended in students' IEPs are fully implemented in all lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school states that applications from students of determination are welcomed. There is appropriate investment in the resourcing of provision for the students of determination who are admitted. Steps are taken to provide support for teachers who have students with additional learning needs in their lessons.
- In the identification process, the school makes use of a number of indicators to identify students with special learning needs. The results are reviewed, and other assessments are carried out with a focus on reading and spelling. Any further assessments are undertaken by specialists.
- Parents report that they are provided with useful information relating to their children's needs. Parental involvement is welcomed in the planning of their children's programmes. Some parents indicated that not all of their children's teachers are aware of the barriers to learning that their children face.
- The school expects that all teachers are aware of the contents of students' IEPs, and follow the strategies listed in them. Teachers are expected to understand and implement targeted interventions. Personal support for a high number of the identified students is inconsistent and an area of focus for the inclusion department.
- Regular assessments for all students ensure that students' progress is closely monitored. Department baseline testing information is utilised in combination with professional judgements. Students achieving below their targeted grade levels are identified and additional support provided.

For Development:

- With reference to the KHDA document, 'Directives and Guidelines for Inclusive Education - A handbook for schools', improve provision for students of determination.
- Ensure that all teachers take account of the content and learning strategies identified in students' IEPs, in all lessons.

6. Leadership and management

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

- The leadership of the school is effective and inspiring. The headmaster has worked with determination to maintain and enhance the school's outstanding status. School development plans are regularly reviewed and refocused. Leaders are committed to recognising the potential and raising aspirations for all students. Relationships and communication are professional and effective. All stakeholders value and appreciate their involvement in the development and direction of the school. Morale is extremely high.
- Senior and middle leaders are fully involved in the school's self-evaluation. The monitoring and evaluation of teaching and learning is carefully assessed against descriptors collated from the UAE school inspection framework. This information is subsequently used to identify areas for improvement. The school development plan comprises a significant number of targets but priorities, although known, are not highlighted. The school has addressed the recommendations from the previous report with determination and commitment.
- Parents are highly supportive of the school. They participate fully in the life of the school in a planned and purposeful manner. Parents are consulted about the work of the school on a regular basis and their views are valued and influential. They are active partners in their children's learning and receive frequent updates. Parents of students of determination speak highly of the provision and extra support. They receive regular reports regarding their children's progress and attainment.
- The governing board includes representation from a range of stakeholders including parents, but it does not have Emirati representation. Parents, staff, and pupils are regularly consulted through surveys and focus groups. The governing board has a secure understanding of the work of the school. However, board minutes say little about how governors monitor the school's work or hold leaders to account. The board ensures that staffing and resources are readily available.
- The school is efficiently managed with all necessary policies and procedures firmly in place. The operation of the school runs smoothly, and timetabling makes the best use of available staffing and space. Staff are suitably qualified and appropriately deployed. Staff retention is high. The premises are of a very high quality. Facilities for sports and the performing arts are excellent. The school offers a pleasant and welcoming environment which is well suited to the curriculum requirements and students' needs. School buildings are maintained to a very high standard.

For Development:

- Widen the representation of stakeholders on the governing board.
- Ensure that governors are fully engaged in the gathering of first-hand evidence of the school's performance.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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**](mailto:QA.Schools@khda.gov.ae)

A handwritten signature in black ink, consisting of a large, stylized loop followed by a series of smaller, connected strokes.