INSPECTION REPORT 2023-2024

ARCADIA SCHOOL - DUBAI BRANCH

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION

OUTSTANDING

WELLBEING

VERY GOOD

NATIONAL AGENDA PARAMETER

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Jumeirah Village Triangle
Opening year of school	2016
Website	www.arcadia.sch.ae
Telephone	+97145522600
Principal	Giles David Pruett
Principal - date appointed	7/1/2020
Language of instruction	English
Inspection dates	29 to 02 February 2024

STUDENTS

Gender of students	Boys and girls
Age range	3 to 16
Grades or year groups	FS1 to Year 11
Number of students on roll	1077
Number of Emirati students	4
Number of students of determination	117
Largest nationality group of students	UK

TEACHERS

Number of teachers	98
Largest nationality group of teachers	British
Number of teaching assistants	66
Number of guidance counsellors	2

CURRICULU

Curriculum	UK
External Curriculum Examinations	IGCSE
Accreditation	BSO

School Journey for ARCADIA SCHOOL - DUBAI BRANCH

SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Attainment and progress are strong in English, mathematics and science. In mathematics, progress is outstanding in Primary and Secondary, with outstanding attainment in Primary. Students achieve well in Islamic Education. Progress is generally good in Arabic, although attainment is mostly acceptable. There is a positive learning ethos across the school, especially in the Foundation Stage (FS). Cooperation, collaboration and engagement are strong features.
- Students demonstrate excellent behaviour and attitudes. They are kind, considerate and happy. Relationships are strong throughout the school. Students, especially those in the primary phase, have a clear understanding and a growing awareness of Emirati culture. They understand and appreciate their own and other cultures. Students demonstrate high levels of commitment to conservation and environmental issues.

Provision For learners

- Teachers' strong subject knowledge is used well to develop knowledge and skills. Teaching helps students to build on their previous learning and make links across different subjects. Effective lesson planning and the use of assessment data are positive features. Relationships between teachers and students are exceptionally strong. Teachers make effective use of external benchmarking data to influence learning activities and to shape the curriculum.
- The curriculum has a clear rationale and is relevant to students' needs. It is designed to be innovative and to provide challenge for all students. Progression is planned systematically to enable smooth transitions across phases. The school successfully modifies the curriculum to match the needs of all groups of students. It provides stimulating and meaningful learning activities as well as many opportunities for participation in a wide range of enrichment activities.
- Child protection and safeguarding procedures are exceptionally secure. Regular training ensures that members of staff fully understand their safeguarding duties. The school is secure, hygienic and maintained to a very high standard. Leaders provide effective supervision within school and on school transport. Attendance is monitored rigorously. The school has secure systems to identify and support students of determination as well as gifted and talented learners.

Leadership and management

- Leaders are strongly committed to cultivating each student as a lifelong learner. They have an accurate understanding of the school, but self-evaluation and strategic planning lack precision. Staff morale is high. Welfare and wellbeing are exceptionally well supported. Parents are highly satisfied. The school contributes considerably to the wider community. Governance is strong. Buildings, facilities and resources are of exceptional quality.

Highlights of the school:

- Dedicated leaders committed governors and engaged parents, all of whom contribute significantly to the schools' ethos and success.
- Students' exceptionally positive attitudes, behaviour and relationships, as well as their understanding of Emirati culture and environmental sustainability.
- The health, care, support and safety promoted by the school.
- The school's commitment to inclusion and wellbeing, which are embedded across the school, ensuring that all students thrive and achieve.

Key recommendations:

- Improve attainment and progress in Islamic Education and Arabic by focusing on the quality of teaching and learning, raising the level of challenge and ensuring that assessment is more accurate.
- Improve self-evaluation and development planning by making sure that practices are rigorous and systematic, leading to precise evaluative statements.

OVERALL SCHOOL PERFORMANCE

Very good

01 STUDENTS' ACHIEVEMENT

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

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGHEMENT

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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

A. Registration Requirements	**Met Fully**

	Whole school	Emirati cohort
B. International and Benchmark Achievement	**Outstanding**	**Very good**

- The school did not take part in 2016 Progress in International Reading Literacy Study (PIRLS). In 2021, with a whole school score of 619, it exceeded its school target by 72 points. No Emirati students took part in the assessment. Whole school progression in standardised benchmark assessments over a two-year period saw an outstanding judgement in mathematics and very good in science. English rose from good to very good. There were too few Emirati students in the cohort to make meaningful comparisons of their performance.

C. Leadership: International and Emirati Achievement	**Good**

- The large majority of school leaders demonstrate a secure understanding of the subject skills and content required for all students to demonstrate their proficiency in each of the international benchmark assessments. There is not yet a clear focus on action with regard to the achievement of Emirati students.

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

- The school's most recent reading skills assessment shows that the majority of students reading literacy scores are at or above age-related expectations. All teachers in English, mathematics and science are provided with the outcomes and reports from benchmark reading assessments. These are used consistently to inform their teaching practices. Evidence from early interventions with students currently in Year 6 indicate some direct benefits for this group.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Revise the National Agenda action plan so that it includes a specific focus on Emirati students' achievement and reading literacy skills.

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing 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.

- Senior leaders prioritise the wellbeing of the entire school community, embodying the school's 'Happiness First' vision. Wellbeing policies clearly outline the roles and responsibilities of both staff and students. This includes individuals taking responsibility for their own wellbeing as well as that of others. During the school's monitoring processes, wellbeing indicators are included in lesson observations. School leaders gather feedback from stakeholders and meticulously analyse survey results. They use this information to identify areas for improvement in wellbeing provision and outcomes.
- In response to students' suggestions, leaders make necessary revisions to school policies and daily routines. Open communication and prompt, purposeful support for students and families in need is highly valued. Staff appreciate the commitment of leaders in supporting their security and wellbeing. This support fosters a keen sense of satisfaction so that members of staff are proud to be part of such a caring institution. Staff training has resulted in positive impacts on students' wellbeing in lessons, particularly for children in FS.
- The school offers relevant and exciting courses and initiatives to support its wellbeing provision. However, mapping of this provision has not yet been completed. Younger students benefit from the 'zones of regulation' programme, which helps them understand their feelings and emotions. Older students have a digital platform, which assists them in understanding and seeking support for their wellbeing needs. Students support their own wellbeing and that of other students. Highly positive classroom environments support students' wellbeing very well.

For Development:

- Ensure that curriculum mapping provides a comprehensive overview of what wellbeing provision is being taught and when.

UAE Social Studies and Moral Education

- The school teaches moral, social and cultural studies (MSCS), using the Ministry of Education (MoE) textbook as the basis for the curriculum. Students from Years 2 to 10 have two lessons of 50 minutes in which moral education and social and cultural studies are taught separately. Lessons are taught mainly by class teachers in Primary, and by specialist MSCS teachers in Secondary. In Year 11, MSCS is integrated with other subjects.
- Students experience exposure to UAE social and moral values through curriculum enhancements such as assemblies and the celebration of cultural events. These also include visits to community businesses, careers talks and COP28. Assessments are based on end-of-term reviews and students' projects. In Primary, projects are mainly self-assessed by students. Progress is monitored through termly assessments.

Arabic in Early Years

- The curriculum introduces children to the four language skills of listening, speaking, reading and writing. It develops understanding of alphabetical letters and sounds. In both FS1 and FS2, children are taught for one lesson of 25 minutes per week by a team of two teachers. Arab and non-Arab children are taught together. Regular assessments enable teachers to gauge children's attainment and track their progress. Reports are prepared for parents in line with other school reports.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students in both phases exceed curriculum standards, as confirmed through observed lessons, students' work and school assessment data. Students demonstrate a deep and secure understanding of Islamic principles and have extensive knowledge of the Prophet's (PBUH) Seerah and the crucial events in his life. Students' recitation skills are good.
- Students make good progress in both phases. Primary students can debate the values and manners of worshipful activities such as the Friday prayer. Secondary students interpret the Hadith in depth. They comment on various life situations, supporting their judgments with verses from the Holy Qur'an and connecting these to everyday situations.
- Islamic Education lessons are planned to promote students' critical thinking and to encourage them to provide evidence from the Holy Qur'an or Hadith to justify their answers. However, the depth of students' understanding of these connections is limited, and their skills in providing Holy Qur'anic evidence are still developing.

For Development:

- Deepen students' understanding of the connections between Islamic studies and everyday applications.
- Develop students' ability to support their answers with references from the Holy Qur'an or Hadith.

ARABIC AS A FIRST LANGUAGE

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

- Primary students are making faster progress in developing their basic skills compared to students in the secondary phase. While primary students possess appropriate language skills, upper secondary students continue to struggle.
- In the secondary phase, students' reading, and comprehension range from weak to acceptable. Their knowledge of grammar rules is below expectations. There is evidence of the development of functional language in the primary phase. Extended writing skills are underdeveloped across both phases.
- Inconsistencies in teaching contribute to secondary students' slower progress and weak attainment.

For Development:

- Raise attainment in both phases.
- Improve the quality and consistency of teaching, and raise teachers' expectations of what students can achieve, particularly in the secondary phase.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Primary students make faster progress than those in Secondary from their very different starting points. This faster progress is partially reflected in the language skills of students, especially in the lower primary phase.
- Most students are able to understand language patterns learned in class but are less able to extract meaning from unfamiliar patterns. Their ability to express themselves in Arabic is variable. Writing skills are at a developmental stage in both phases.
- Closer alignment of the curriculum with students' needs is having an impact on progress in both phases. However, attainment is no better than acceptable because the level of challenge in the work presented to students is often too low.

For Development:

- Raise expectations of what students can achieve and provide more opportunities for students to use Arabic in unfamiliar contexts.

ENGLISH

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

- In FS, children make very rapid progress in speaking and understanding English. Results in external tests throughout Primary and Secondary are consistently very good. Most students have very good reading, interpretation and comprehension skills. Speaking and listening skills are developing well. In upper Primary, students are mostly articulate and fluent.
- Students' literacy skills improve consistently so that, by Year 11, their appreciation of complex texts is well developed. They use quotations to support written analyses. However, evaluative comments are limited, particularly in their IGCSE examination responses.
- A large majority of students write thoughtfully. They develop a good understanding of different styles of writing. Throughout the school, students improve the accuracy of their use of grammar. Their complex sentence construction develops consistently with increasingly strong command of vocabulary.

For Development:

- Ensure that students' written literary analyses for IGCSE explore nuances in greater depth, leading to more extensive evaluations and explanations of effect.

MATHEMATICS

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

- Children's ability to count and understand numbers develops consistently in FS. Students continue to make rapid progress through the following two phases as they are continually challenged by the learning activities.
- Children in FS know how to measure lengths, using a tape measure, and can complete simple additions and subtractions. Primary students know about number sentences and the use of metric measures. Secondary students know about ratio and percentages and can solve trigonometric problems.
- Student's external tests results in Primary and Secondary are consistently high in all year groups. Students in all phases are competent problem-solvers and critical thinkers. Activities to promote these skills are regular features of their mathematics lessons.

For Development:

- Raise attainment even further in FS and Secondary, to match that in Primary.

SCIENCE

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

- Throughout FS, children develop the skills of observation and discovery through exploration and child-centred learning. In the primary phase, students learn how to investigate and build science concepts which develop into secure critical thinking and independent learning by the secondary phase.
- Students in all phases consistently perform well in assessments. Most demonstrate a keen interest in developing scientific enquiry and investigation to further their understanding. They actively engage in experiments and communicate their findings and confidently use scientific terminology.
- More use is being made of the laboratories for lessons in Primary and Secondary. This is enabling students to improve their understanding of the scientific method. However, time is not always used to best effect in lessons. Feedback to students on their work is inconsistent.

For Development:

- Ensure that time is used to best effect in all lessons.
- Give students clear feedback on the standard of their work and what they must do to improve, and make sure that they act on the advice given.

LEARNING SKILLS

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

- In FS, children explore their learning through play-based and child-initiated activities. Throughout the school, students' learning skills develop rapidly because they are excited by the challenges in lessons, and purposefully complete tasks to very high levels.
- Most students listen carefully and are keen to present their research findings to classmates. They work well independently and in small groups. Communication, cooperation and collaboration skills are very well developed. Most students' critical thinking and problem-solving skills are very sound, particularly in mathematics and science.
- From the earliest stages, most students confidently use learning technologies to access learning resources. Older students develop highly effective independent research and enquiry skills. However, this is not as evident in Arabic.

For Development:

- Encourage all students to use learning technologies to develop independent research and enquiry skills, particularly in Arabic.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students enjoy coming to the school. They feel safe, respected, heard and appreciated. Students have very positive attitudes to learning and show strong leadership skills. They know that they can approach any member of staff if they have a problem.
- Students' behaviour is exemplary. They are fully aware of the school rules and follow them both inside and outside classrooms. Relationships between students and staff are friendly and supportive. Students show respect and empathy for everyone, especially for students of determination.
- Students enjoy a wide range of sporting activities. They are fully aware of the need to make healthy food choices. Attendance rates are high. Students are punctual to lessons and at the start of the school day.

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

- Students show a deep understanding of Islamic values and their impact on shaping UAE society. This is particularly noticeable in the primary phase where students can identify connections between Islamic and school values. Students participate with enthusiasm in the celebration of Islamic occasions.
- Students demonstrate a deep appreciation and respect for UAE heritage and culture. They actively participate in, and thoroughly enjoy, all national occasions. In FS and Primary, students can articulate their extensive knowledge of customs and heritage.
- Students show pride in their own cultures, which they represent by wearing their national costumes on their home country's National Day. They learn about the different cultures represented in the school and celebrate diversity in events such as International Day.

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

- Students are actively and enthusiastically involved in a wide range of leadership roles. Children in FS and students in the lower primary phase are particularly proactive. They take responsibilities through roles such as digital leaders.
- Students have an excellent work ethic. Older students develop enterprise skills through, for example, the Centre of Entrepreneurial Leadership in Secondary and Junior MBA competitions in Primary. Funds raised through these projects support charities and student events.
- Students care for their school and their environment. They grow plants for local parks and for others to enjoy. Primary students are particularly passionate about sustainability and conservation. They take their global responsibilities extremely seriously and raise awareness of sustainability through competitions and campaigns. Younger students recycle and reuse materials.

For Development:

- Deepen students' understanding of Islamic values and their impact on shaping UAE society, particularly in FS and Secondary.

03 TEACHING AND ASSESSMENT

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

- Teachers have strong subject knowledge and plan lessons to challenge students at all levels. Most teachers have high expectations and use open-ended questions to encourage students to think critically. However, in Arabic, in the secondary phase, learning activities are not always set at the right level.
- Most interactions between teachers and students are highly positive. Mutual respect is key in ensuring thriving classroom environments. Although time and resources are very well managed by most teachers, too much talk by teachers in some lessons slows the pace of learning and restricts independent thinking.
- Most teachers use assessment information well to match activities to students' different learning needs. Throughout the school, teaching assistants work effectively to support learning. In FS, the pace of small group work occasionally slows because teachers do not intervene enough.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- In FS, the assessment processes provide a complete profile of children's academic, personal and social development. Assessments in Primary and Secondary are linked directly to the curriculum. Action to ensure that assessments are standardised and consistently effective in all subjects is not yet complete.
- External assessment data are analysed thoroughly, interpreted accurately and used to identify the strengths and weaknesses of different groups of students. This information is provided for all teachers. The benchmarking of the school's internal data against external international data is highly developed.
- Most teachers understand the significance of the assessment information they have about their students. They use it consistently in the planning of their lessons. Only a minority of teachers in Primary and Secondary mark students' work routinely to provide feedback on the standard and to advise on what they need to do to improve.

For Development:

- Improve the quality of small-group work in FS through intervention, when appropriate, to move learning on.
- Ensure that students' work is marked regularly, and that advice is given on what to do to improve.
- Ensure that assessment standardisation processes are complete and consistently effective in all subjects.

04 CURRICULUM

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

- The curriculum is fully compliant with the National Curriculum for England (NCfE) and meets MoE requirements. It has a clear purpose to promote challenge, continuity and enjoyment for all students. The curriculum is broadly balanced, has a clear rationale and is relevant to students' needs across all subjects.
- The secondary curriculum offers a blend of academic and vocational courses so that suitable learning pathways are provided for all students. The curriculum is regularly reviewed and updated to meet students' expectations and Emirate priorities. Cross-curricular links are planned but not mapped to show the desired outcomes.
- The curriculum is designed to be innovative and to provide challenge for all students. Progression is planned systematically to enable smooth transitions across all phases. Careers advice ensures that students are well prepared for their next phase of education.

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

- The school successfully modifies the curriculum to match the needs of all groups of students. It provides stimulating and meaningful learning activities for students to gain a well-rounded education. Students have numerous opportunities to participate in a wide range of enrichment activities.
- An extensive range of extra-curricular activities within and outside the school significantly enhances students' learning and meets their interests and aspirations. Students have ample opportunities for developing creativity, enterprise and innovation through projects, exhibitions and regular school initiatives.
- The curriculum develops students' knowledge and appreciation of UAE heritage and Emirati culture, traditions and values which contribute considerably to the school's culturally inclusive educational environment.

For Development:

- Ensure that cross-curricular links are clearly mapped throughout the school so that students have a clear understanding of how they relate to their developing knowledge and skills.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Members of staff, visitors and families fully understand their safeguarding and child protection responsibilities. The induction and training of all members of staff, as well as the school's comprehensive policies and rigorous procedures, are highly effective in ensuring that students are protected from harm.
- The school premises are maintained in an exemplary condition. Safety checks are thorough. There is an efficient programme of maintenance and cleaning. The supervision of students, including on school transport, is highly effective. Traffic control measures ensure students' safety at busy times.
- Safe and healthy lifestyles, such as e-safety and healthy eating, are prioritised by the medical team and pastoral staff. They are themes throughout all aspects of school life. Students know that support is available if needed.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding	Outstanding	Outstanding

- Teachers have an exceptional understanding of each student's needs and build very strong relationships with them. The school has clear behaviour management policies that are well implemented by staff and effectively supported by senior leaders.
- The school keeps accurate records of attendance and punctuality. Leaders act successfully when there are unauthorised absences or lateness, thus ensuring high levels of attendance. The school has very effective procedures for identifying students of determination and those who are gifted and talented. The school provides comprehensive support for them.
- Students have quick access to knowledgeable and trained staff, including qualified counsellors, for academic and emotional support. Older students receive personalised advice and guidance on career choices and future educational pathways, although these pathways are presently rather limited.

For Development:

- Extend the provision of learning pathways for older students to provide a broader range of external certifications, awards and qualifications, especially for students of determination.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding

- The strong commitment of senior leaders and governors to the school's 'Happiness First' vision ensures a very high level of inclusivity and an exceptionally welcoming environment for all students. Although there is no external inclusion specialist on the governing board, the inclusion leader appropriately directs the inclusion team.
- Effective identification of barriers to students' learning includes diagnostic assessments and referrals to external specialists. Once identified, personalised programmes are carefully designed to address these barriers. Specialist classes and individual or small group tuition provide highly effective support for learners, including those with the greatest needs.
- The school's engagement with parents of students of determination as partners in their children's education is at a high level. Parents value the school's very inclusive and welcoming ethos. They are actively involved in the life of the school and appreciate the support that they receive.
- Positive classroom environments provide engaging, motivating and progressively enabling learning environments for all students. Teaching assistants are increasingly effective in fostering students' independence. While older students have limited choices, the school offers a number of alternative education pathways.
- Exceptional learning experiences, particularly in alternative provision classes, and highly effective curricular adaptations inspire students of determination to succeed and thrive. Consequently, progress data show that most of these students exceed the expected levels of achievement in relation to their learning targets and personal development.

For Development:

- Extend the range of learning pathways to provide more opportunities for students of determination to obtain external certifications, awards and qualifications.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels demonstrate a strong commitment to cultivating each student as a lifelong learner. Senior leaders are highly effective and professional. They demonstrate a clear sense of purpose and a robust commitment to continuous improvement. Leaders are firmly committed to the UAE national and Emirate priorities. They actively promote inclusivity, prioritise ongoing staff training, and ensure compliance with statutory requirements. Leaders welcome external evaluations as part of the continuous drive for improvement.
- Leaders have an accurate understanding of the school's strengths and weaknesses. Self-evaluation procedures are comprehensive, but comments are more descriptive than evaluative. Development planning is detailed, but targets lack specificity. Recently implemented procedures for monitoring and evaluating teaching are extensive and comprehensive. Outcomes are successfully analysed to identify areas for further development. Ongoing improvement is evident in Arabic. Leaders ensure that best practices are effectively shared and embedded.
- Parents say that this is a happy and safe school. They actively participate, encouraged by regular feedback and frequent meetings. Their views are appreciated, and their concerns acted upon. They benefit from effective communication through newsletters, social media and informal meetings with staff. Detailed reports on academic progress strengthen communication. The school significantly contributes to the wider community, fostering successful relationships with educational institutions locally and abroad.
- The governing board includes representation from a wide range of stakeholders but does not include direct representation from parents. Parents' views are gathered through surveys and input from the chair of the parents' association at board meetings. Leaders consistently provide comprehensive information to the board. Governors adeptly hold leaders accountable for the school's performance while providing support and encouragement. They demonstrate a strong commitment to staff welfare and wellbeing.
- The daily management of the school is highly efficient, ensuring smooth operations and effective communication. Routines and requirements are widely understood. Governors and leaders ensure an adequate number of well-qualified teachers, supporting a well-considered curriculum. Staff receive continuous, high-quality professional training to support their work. Buildings are maintained to an exceptionally high standard. Learning areas create a safe, stimulating environment conducive to students' needs. Resources support high-quality teaching and learning.

For Development:

- Ensure that self-evaluation is more evaluative, and that development planning contains actionable and measurable targets against which success can be measured.

WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae