

INSPECTION REPORT

2022-2023



ARCADIA SCHOOL - DUBAI BRANCH

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Jumeirah Village Triangle
	Opening year of School	2016 (Arcadia Preparatory School)
	Website	www.arcadia.sch.ae
	Telephone	97145522600
	Principal	Mr. Giles David Pruett
	Principal - Date appointed	1/7/2020
	Language of Instruction	English
	Inspection Dates	13 to 17 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 10
	Number of students on roll	900
	Number of Emirati students	3
	Number of students of determination	97
	Largest nationality group of students	UK

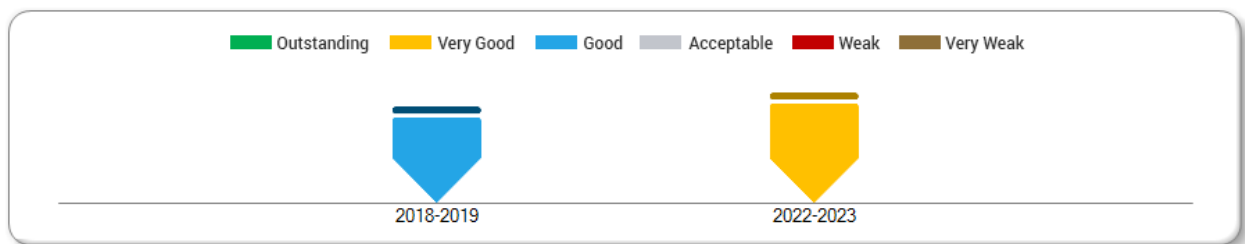
TEACHERS

	Number of teachers	84
	Largest nationality group of teachers	British
	Number of teaching assistants	57
	Teacher-student ratio	1:11
	Number of guidance counsellors	2
	Teacher turnover	5%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	None

School Journey for ARCADIA SCHOOL - DUBAI BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- The progress of students in the Foundation Stage (FS) and Primary is very good in English, mathematics and science, and good in Islamic Education and Arabic. Progress is very good in secondary mathematics and good in all other subjects, except in Arabic as a first language where it is acceptable. Attainment is mostly very good across the school in English, mathematics and science, although it is good in secondary science. In Islamic Education and Arabic, attainment is mostly acceptable, with weak Arabic attainment in Secondary. Students of determination make rapid progress towards their learning goals.
- Across the school, students' personal development is outstanding. Their behaviour, attitudes to learning and relationships with one another and staff are exemplary, and their attendance is very good. In Secondary, students' understanding and appreciation of the culture and values of the UAE are good and very good in the other phases. Students' social responsibility and innovation skills are outstanding in FS and very good in the other phases.

PROVISION FOR LEARNERS

- The large majority of teachers routinely plan highly engaging lessons where students are very active and enjoy their learning. Many teachers, particularly in FS and Primary, are highly skilled, especially in managing class discussions to promote the development of learning skills. Systems for assessing and tracking students' progress are robust, and this information is used well by many teachers in lesson planning.
- The school's high-quality and very well adapted curriculum is broad and balanced in each phase, fostering knowledge, skills and understanding for success in the modern world. Students benefit from learning experiences tailored to their talents, interests, and aspirations. Cross-curricular links and inquiry-based learning are emphasised in FS and Primary. Rigorous curriculum reviews have led to improvements in the development of thinking skills and the range of curriculum options.
- The school successfully prioritises safety, happiness and wellbeing. Exemplary staff-student relationships have a positive impact on students' behaviour, attendance, and punctuality. Inclusion underpins all that the school does, including rigorous systems for identifying students facing learning barriers and those with gifts and talents. Comprehensive pastoral care, including personal and academic counselling provides excellent support, preparing senior students well for their futures.

**LEADERSHIP AND
MANAGEMENT**

- This is a rapidly improving school which benefits from very good governance and the appointment of highly capable leaders, teachers and support staff. The executive principal has successfully built highly effective staff teams. The school is inclusive and successful in its promotion of wellbeing and high academic achievement.

The Best Features of The School:

- Very strong leadership with excellent parental engagement in a very well-governed school.
- The excellent and very well-resourced facilities with excellent arrangements to ensure the health, safety and safeguarding of students.
- Exceptional inclusive education provision, care, guidance and support, and the systemic and highly effective promotion of wellbeing.
- Students' excellent personal and social development and their strong knowledge and appreciation of Islamic values, and the culture of the UAE.
- Very good and improving achievement in English, mathematics and science.

Key Recommendations:

- Raise students' attainment in Arabic as both first and additional languages and ensure that assessments are accurately aligned with the relevant curriculum standards.
- Ensure that during the school's internal checks on the quality of teaching, leaders systematically identify and share exemplary practices, particularly in FS and Primary.

Overall School Performance

Very good ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Good ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↑	Weak
	Progress	Not applicable	Good ↑	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Good ↑
<p>English</p>	Attainment	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑	Good
<p>Mathematics</p>	Attainment	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑
<p>Science</p>	Attainment	Very good ↑	Very good ↑	Good
	Progress	↑ Very good	Very good ↑	Good
Learning skills		Very good ↑	Very good ↑	Good

2. 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 ↑	Very good	Very good

3. Teaching and assessment

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

4. Curriculum

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

5. 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 ↑

6. Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Very good
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 assessment	is above expectations	Not applicable

- The school has been involved in only one round of international benchmarking comparisons through TIMSS assessments. In these the Year 5 students attained significantly above the school's targets in science and mathematics. Combined GL assessments in English, mathematics and science indicate very good progression overall.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations	

- The school is committed to the vision and goals of the National Agenda (NA) with leaders at all levels clear on the areas the school must improve. Benchmarking assessments have been used effectively by school leaders to identify where adjustments and amendments to the curriculum are needed. The NA action plan is detailed, identifying key areas for improvement. The plan is clearly evaluated for impact on students' achievement.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

The school has introduced a standardised reading assessment as a valid external measure of students' wider reading skills. This information has yet to be used to fully evaluate the impact of the reading programme. Students' critical thinking skills are strongly supported in most lessons.

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

For Development:

- Monitor the effectiveness of the reading programme to ensure it is having a positive impact on student outcomes.
- Develop teachers' skills in supporting students' reading for purpose within in all subjects.

Wellbeing

The quality of wellbeing provision and outcome is at a **Very high level**.

- The school leaders demonstrate a strong commitment to inclusion and have a clear vision to ensure the wellbeing of all students. Well-conceived programmes employ teaching methods and interventions that cultivate positive learning behaviour and enhance students' physical, social, and emotional wellbeing. Leaders effectively use information from external and school-generated surveys of students' wellbeing to guide changes and pinpoint areas for improvement.
- Highly proficient staff, including qualified counsellors, lead exceptional care, guidance, and support that significantly benefit students' wellbeing. Leaders also emphasise adult wellbeing, with initiatives systematically introduced throughout the year to support staff in managing their overall health and wellbeing. Governors take a lead in driving the school's vision for the wellbeing of students, staff, and families.
- The entire school community recognises the high prominence given to wellbeing and shares the responsibility to contribute. Consequently, the school day is carefully planned across each phase to ensure students encounter a balance of calming and physically active opportunities that support a culture of healthy choices and lifestyles. Parents greatly appreciate the school's contribution to their children's wellbeing.

UAE social studies and Moral Education

- The school's moral education programme draws on the moral, social and cultural (MSC) curriculum and is taught in weekly lessons to all students from Year 2 onwards. The programme is extended during assemblies, cultural celebrations and tutor time. The school has created a primary curriculum where moral values are explored in everyday contexts. Moral, social and cultural matters are incorporated into lessons and work set for students.
- In the secondary phase, the UAE social studies programme is taught as integrated themes in subjects. For example, in Islamic Education, there is a significant focus on UAE values and on the culture and history of the UAE in Arabic lessons. Population growth and the changing nature of UAE society are explored in geography. A range of assessments are used to check students' knowledge and understanding.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- A review of students' recent work and lesson observations confirm that their levels of attainment are in line with curriculum expectations. Students demonstrate a clear understanding of basic Islamic concepts, beliefs and practices. The progress of Arabic speaking students is better than that of non-Arabic speaking students. For at least a majority of students progress is above expectations.
- In both phases students enjoy interesting debates. In the more effective lessons, students accurately support their findings by reference to Holy Qur'anic verses or Hadith. Students' understanding of the main concepts of the Seerah is improving.
- Students' understanding and their knowledge of the Seerah is stronger than their ability to apply their knowledge in everyday contexts. Memorisation and recitation skills of the Holy Qur'an are improving.

For Development:

- Raise attainment by providing applications of Islam in everyday contexts.

Arabic as a First Language

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

- In Primary, strategies for improving Arabic language skills are improving students' vocabularies and writing. As a result, progress in Primary is now above expectations, but remains unchanged in Secondary. Assessments are aligned with curriculum standards in Primary, but not in Secondary.
- Students communicate well using standard Arabic at an age-appropriate level, and with increasing fluency in Primary. In Secondary, some students use too much English in lessons. However, they make better progress when learning objectives are modified based on their starting points in studying Arabic.
- Although assessments show secondary students' language skills remain underdeveloped, work in lessons show better levels, especially when they are provided with tasks that address their knowledge gaps in spelling and grammar. Students' listening skills are generally at the expected levels.

For Development:

- Improve students' attainment in Secondary by focusing more closely on their reading, writing, and speaking skills.

Arabic as an Additional Language

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

- A majority of students make good progress in developing the four language skills. They participate actively in discussions and answer questions confidently. However, this is more evident in Primary and when planned learning objectives take account of students' years of studying Arabic.
- Most students improve their vocabularies rapidly. As a result, independent speaking and writing skills are developing at a fast rate. Listening and reading comprehension skills are securely aligned with curriculum standards, especially when students use technology for listening and recording.
- The accuracy of students' spelling and grammar is reasonably strong in their written work, especially when the requirements are clear and specific. However, English is too frequently used. Boys and girls show an adequate level of confidence in using Arabic when making presentations.

For Development:

- Ensure learning objectives and assessments are linked accurately to the curriculum standards and take account of the students' years of studying Arabic.
- Reduce the use of English in lessons and in students' notebooks.

English

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

- In FS, carefully planned learning leads to rapidly improving communication skills, with children able to consolidate sounds by introducing new words into discussions. In Primary, students grasp opportunities to strengthen their writing and speaking, for instance, through a focus on learning correct grammatical structures or expanding their vocabulary range.
- While there is comprehensive differentiation by both task and outcome, in lessons across the school, opportunities to stretch the most able students through questioning are less evident and they consequently do not always make better than the expected progress.
- There is insufficient emphasis in Secondary on differentiated questioning to explore and challenge students' thinking and on the quality of presentation of students' written work.

For Development:

- Make more use of probing questioning in Secondary, to extend students' thinking and their ability to support their views with references when appropriate.

Mathematics

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

- The achievement of the large majority of students in all phases is well above curriculum expectations because teachers plan activities that enable students to make accelerated progress from their individual starting points.
- Students in Primary build on their learning in FS and make rapid progress in their understanding of measurement. Older students use multiplication factors effectively to enlarge two-dimensional shapes. Students in Secondary can apply their mathematical understanding effectively when solving problems in everyday contexts.
- Students have a growing confidence in their understanding and use of mathematical vocabulary and of key instructional terms found in extended word questions. However, their understanding of the value of proportions in different areas is variable.

For Development:

- Build students' understanding of the value of proportions in different areas of mathematics, including geometry, algebra and graphical analysis.

Science

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

- A focus on practical science, supported by higher-order questioning, has contributed to improved attainment and progress in FS and Primary. The achievement of a majority of students in Secondary is above curriculum expectations.
- From experimenting with colours and writing about what they observe in FS2, through to measuring the calorific content of food in Year 10, students relish opportunities to work together and conduct investigations that relate to their lives outside school.
- Younger students can use scientific vocabulary in context to describe their world. Older primary students can write extensively about experimental observations and secondary students can carry out complex scientific calculations. Recall and understanding of scientific knowledge is very strong across the school.

For Development:

- Review the secondary science curriculum so that the practical skills gained by students in Primary are extended to strengthen their understanding of the scientific method.

Learning Skills

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

- Students are highly motivated in lessons and employ diverse strategies to enhance their own learning and comprehension. Collaborative learning excels in Primary as students cooperate effectively, exchanging ideas and attentively evaluating others' viewpoints. This is less visible in Secondary. Students occasionally select their own challenge levels and demonstrate high aspirations.
- The use of technology by students is extensive and ingrained in their learning skills. Students make strong connections between their learning and everyday applications. This is most prominent in primary science and mathematics.
- In the primary phase, students regularly engage in assessing one another's work. These evaluations contribute well to the development of their critical thinking skills.

For Development:

- Make more consistent use of students' collaborative learning skills, particularly in the secondary phase.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding ↑

- Students exhibit strong motivation and enthusiasm for learning. They maintain highly positive attitudes towards school and relish the opportunities presented to them. Students are consistently well-behaved, considerate, respectful, and supportive of one another.
- Students display maturity when collaborating during class activities. Self-management skills develop notably in the secondary phase. Attendance is at a high level across all phases, and any form of bullying is rare.
- Students are committed to making healthy lifestyle choices and possess a well-rounded understanding of its components. They mostly opt for sensible food choices and recognise the importance of physical exercise.

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

- Students in FS and Primary have a strong appreciation and understanding of Islamic values, how these underpin Emirati culture and influence life in the UAE. However, this is less evident in Secondary.
- Through the school, a wide range of events promote an awareness and understanding of the culture and heritage of the UAE. Students learn and appreciate a great deal about life in Dubai.
- Students show a high level of knowledge and awareness of their own cultures and demonstrate a strong interest in learning about other world cultures. They enjoy contact with students from different backgrounds and school initiatives and activities that explore other cultures.

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

- Children in FS are willingly involved in age-appropriate activities that help the local community. Students in the other phases are involved in voluntary activities of benefit to the school and local community. While they lead on some projects, many of these are adult-initiated.
- All students have an excellent work ethic and display innovative and creative skills through a range of enterprise activities. Students appreciate having their suggestions listened to. The Junior MBA covers areas that include social entrepreneurship and has significant impact on students' innovative skills.
- Students are active in supporting schemes that have raised the environmental awareness of students and their families. They show insightful understanding of environmental sustainability such as in a campaign to promote recycling within the school and beyond.

For Development:

- Increase opportunities for students of all ages to take the initiative and lead their own social and creative enterprises.

3. Teaching and assessment

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

- Teachers typically possess excellent subject knowledge. This underpins the most effective teaching and source of teachers' enthusiasm for their subjects. Collaborative group work is used well, particularly in FS and Primary. Ongoing checks on students understanding help to move learning forward.
- Many teachers make effective use of questioning to explore students thinking and correct any misunderstanding. This helps to develop higher order critical thinking. The use of questioning in this way is more evident in Primary than in Secondary

- The effective use of technology by teachers is widespread and in the best examples used very effectively to enhance students' learning. However, the learning objectives are not always revisited at the end of lessons and as a result, the main aim of the lesson may be obscured.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↑	Very good ↑	Very good ↑

- Assessment systems are consistent across the school, providing clear and valid information that enables students' progress to be accurately monitored. Internal assessments in Arabic have improved but are not fully aligned with the correct age-related standards in the curriculum.
- Almost all teachers use attainment and progress information very effectively when planning their lessons. The learning activities in lessons are generally well matched to the needs of most groups of students.
- Teachers provide students with clear feedback on their work that identifies the areas that require further improvement. Students in turn generally make the necessary changes to their work. In lessons students respond positively to verbal feedback from their teachers.

For Development:

- Encourage all teachers in Secondary to plan more purposefully for the development of students' critical thinking skills.
- Ensure that attainment and progress information in Arabic are assessed more accurately in relation to the curriculum standards.

4. Curriculum

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

- The improved curriculum reinforces both the school's and the UAE national visions and values. A wide array of learning opportunities in each phase lays a secure foundation for the development of the knowledge, skills, and understanding that young people require for success in today's world.
- Students enjoy learning experiences that foster their talents, interests, and aspirations, especially in FS and Primary. In these phases, cross-curricular connections are emphasised, and inquiry-based learning are priorities.
- The curriculum undergoes thorough reviews, resulting in improvements, such as a focus on children being more responsible for their own learning choices in FS. The curriculum provides a wide variety of curriculum options at all levels, which cater well for students' diverse interests.

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

- The school is continuously modifying its curriculum to meet the needs of all students. Major examples are in Primary and include the ‘Global Explorers’ curriculum during which students enquire into everyday problems and in STREAM lessons where students build and program robots as a matter of course.
- The development of enterprise, innovation, creativity and social contribution is a school priority. In addition to sports, the school has included stimulating activities, such as the Junior MBA in Primary and ASPIRE enrichment activities in Secondary. Entrepreneurship is a developing aspect of the curriculum from the FS onwards.
- Learning experiences, linked to the culture and traditions of the UAE, are covered in MSC and Islamic Education and Arabic lessons. Activities outside the classroom, such as celebrations and contributions from visiting speakers, reinforce students’ appreciation of the UAE society.
- Arabic is taught in the FS for 20-minutes each week.

For Development:

- Use of Global Explorers and STREAM approaches as models when reviewing curriculum so that learning is reinforced through explicit cross-curricular links.

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

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

- The school implements rigorous procedures for child protection which are well understood by all staff. The school has designated safeguarding and counselling teams who deal sensitively with students’ concerns, including the very rare cases of bullying or cyberbullying.
- The premises and facilities provide a safe and inclusive environment of exceptional quality. Safety checks in and around the school are frequent and thorough, with student safety paramount. Detailed records of incidents and accidents are noted, and any subsequent actions are securely recorded.
- The school is affiliated with Kings’ College Hospital who provide medical staff who remain on-site at all times. Detailed records of all health-related matters are stored securely. Physical fitness, healthy eating and healthy lifestyles are promoted throughout the curriculum.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The high profile the school gives to the happiness and wellbeing of all is successful in creating exemplary staff-student relationships. These underpin students' excellent behaviour, attitudes to learning, attendance and punctuality.'
- There are rigorous systems in place to ensure the early and accurate identification of students who may have barriers to learning, as well as those who are gifted and talented. Highly effective support enables most students to thrive and make their very good progress.
- A comprehensive pastoral care system which includes a qualified personal and academic counsellor ensures excellent support for all students. The advice and guidance given to senior students is highly effective in preparing them for their future careers.

For Development:

- Ensure that safeguarding and child protection training is ongoing so that the high standards of care are maintained.

Inclusion of students of determination

Provision and outcomes for students of determination	Outstanding ↑
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- Very strong leadership and careful planning mean inclusion is apparent in all aspects of the school's activities. Appropriate, up-to-date, policies, systems and procedures are implemented effectively in all phases and monitored rigorously by inclusion leaders who are held accountable for student outcomes by the school governors.
- The highly effective procedures to ensure the accurate and early identification of students' needs have been enhanced by the recruitment of specialist staff. Once a need is identified, appropriate interventions are put in place. A range of external professionals provide additional reports and expert advice to support this process.
- Parents of students of determination are highly satisfied with the progress their children make, their involvement in planning individual learning programmes and the information they receive. Parents say the school provides a very nurturing and caring environment and that their children feel valued as individuals and are always extremely happy to come to school.
- Highly trained staff combined with monitoring from inclusion leaders ensure that curriculum modifications included in student's individual plans are embedded in lessons and individual targets are appropriate. Very effective personal support from learning support assistants underpin students' progress. Occasionally students are not given enough independence.

- Students' academic and social progress is monitored carefully, and the information collated in progress trackers. Assessment information indicates that almost all students make better than expected progress. Rapid progress towards personal development goals manifests itself in happy students who are keen and confident learners.

For Development:

- Ensure interventions are not too early so that students are given enough time to learn independently.
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6. Leadership and management

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

- The principal and the head of primary successfully operate a distributed leadership approach through very effective teams of staff. There is a clear vision for excellence in education underpinned by a very successful mission to be a highly inclusive school, promoting the highest standards of wellbeing for all. The roles of senior and middle leaders are clearly defined and closely aligned to school priorities.
- Self-evaluation is systematic, engages almost all stakeholders and is reliably underpinned by mostly accurate assessment data. The school knows its many strengths and priority areas for improvement well. The monitoring of teaching has an appropriate focus on the achievement and wellbeing of all groups of students. Improvement planning is mostly well informed by self-evaluation. It sets clear targets, accountability and timelines. Improvement drives are evaluated for impact and reviewed accordingly. A minority of self-evaluation judgements are over-inflated.
- Parents highly value the excellent quality of communication they receive from the school, including the information they receive on their children’s academic progress and personal development. They appreciate how much they are involved in supporting the school and shaping the school’s improvement priorities. They also value how accessible all staff, including leadership and governors, are to them. They describe the school as very welcoming and caring extended family.
- Governance includes wide representation from all stakeholders at the board level. Students are encouraged to contribute to school improvement and take part in the recruitment processes for senior staff. The governing board, led by the founder and the CEO is central to the significant early success of this school. Their powerful drive for excellence and inclusion is witnessed in all aspects of the school. Their support and challenge of senior leaders is impactful and their loyal commitment to ensuring the wellbeing of children, families and staff is exemplary.
- The school is well staffed at all levels to fulfil the vision for academic excellence in a caring and highly inclusive context. Staff benefit from extensive, personalised professional training, which addresses their aspirations and matches the school’s improvement priorities. The premises are very well-managed and efficient teams of much appreciated support staff oversee the day-to-day operations very effectively. Specialist facilities are first-class and are very well used. An extensive range of high-quality resources provide excellent support for teaching and learning.

For Development:

- Ensure that all judgements arising from school self-evaluation are accurate.

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