

# INSPECTION REPORT

2022-2023



**REPTON SCHOOL**

**UK/IB CURRICULUM**

**OUTSTANDING**

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## SCHOOL INFORMATION







### GENERAL INFORMATION

 Location	Nad Al Sheba
 Opening year of School	2007
 Website	www.reptondubai.org
 Telephone	97144269319
 Principal	David Cook
 Principal - Date appointed	9/1/2017
 Language of Instruction	English
 Inspection Dates	27 to 03 March 2023





### STUDENTS

 Gender of students	Boys and girls
 Age range	3 to 18
 Grades or year groups	FS1 to Year 13
 Number of students on roll	2034
 Number of Emirati students	467
 Number of students of determination	172
 Largest nationality group of students	Emirati

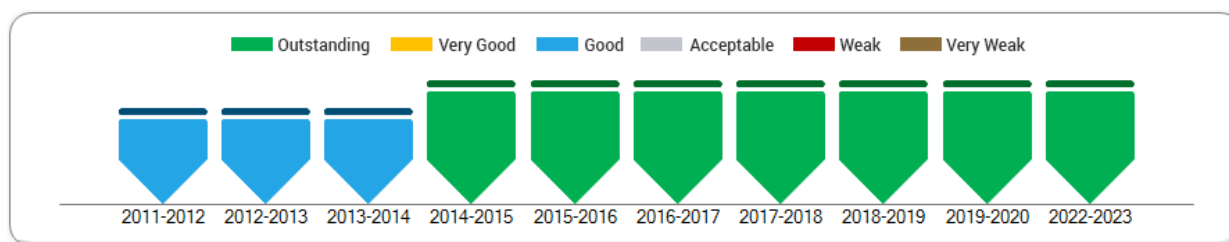
### TEACHERS

 Number of teachers	166
 Largest nationality group of teachers	United Kingdom
 Number of teaching assistants	54
 Teacher-student ratio	1:12
 Number of guidance counsellors	2
 Teacher turnover	16%

### CURRICULUM

 Educational Permit/ License	UK
 Main Curriculum	UK/IB
 External Tests and Examinations	IGCSE, IBDP, IBCP, BTEC
 Accreditation	IB, COBIS

### School Journey for REPTON SCHOOL



## 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

- Student achievements in the Cambridge IGCSE, the International Baccalaureate Diploma (IBDP) and Careers-related Programmes (CP) remain at a high level. In Primary there has been a dip in achievement levels, especially in English and mathematics. Progress in Islamic Education and attainment in Arabic, as an additional language is showing improvement. Student learning skills are supporting achievements in IBDP.
- Students are responsible, tolerant and respectful of others. They demonstrate an understanding of Islamic values, Emirati and other world cultures. Students show a positive work ethic. They are actively involved in a variety of projects related to enterprise, innovation and support for the community. Students participate in a wide range of extra-curricular activities.

### PROVISION FOR LEARNERS

- Teaching in the Foundation Stage (FS) and Secondary is highly effective, supporting children's early learning in school as well as assisting students to achieve high academic outcomes. The teaching in Primary is not always as effective. The school collects and analyses an increasing amount of assessment data, using this to support teaching and learning in the classroom.
- The school offers the National Curriculum for England (NCfE) from Early Years Foundation Stage (EYFS) to the IGCSE at the end of Key Stage 4. In the Post-16 phase, students follow the IBDP or the CP. The school has its first group of students completing Advanced Level (AL) examinations this year. The curriculum is reviewed regularly and modified as appropriate.
- The school provides a safe and hygienic environment. There are effective policies and procedures in place for the welfare and wellbeing of all students. The high-quality facilities, and range of resources, provide a rich learning environment for the students. Support for students of determination is very good.

### LEADERSHIP AND MANAGEMENT

- The school's leadership, supported well by the governing board, have a strong vision and direction for the school, rooted in academic excellence and wellbeing. Relationships across the whole school community are positive and professional. Morale is high. Most parents are effectively engaged with the school in supporting their children's learning. The high-quality facilities and resources provide a rich learning environment.

### The best features of the school:

- The high academic achievements of almost all students.
- Students' behaviour, their respect for others and, their understanding of Islamic values and Emirati culture.
- The well-balanced curriculum including the provision of multiple educational pathways for older students.
- The assessment practices and procedures used for tracking the progress of students' achievement.
- The provision for the wellbeing of the community, the health, safety and welfare of students and the procedures for child protection.





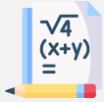

### Key recommendations:

- Ensure that the best practices in teaching and learning are shared with and applied consistently to support high quality student outcomes in all subjects.
- Use strategies that develop and enhance the students' independent learning skills, especially in Key Stages 2 and 3.
- Ensure that the most effective use is made of assessment information by teachers to match learning activities more closely to the needs and abilities of students.

## Overall School Performance

# Outstanding

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Good	Good ↑	Not applicable
 English	Attainment	Very good ↓	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Very good ↓	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding
 Science	Attainment	Very good ↓	Outstanding	Very good ↓	Very good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>		Outstanding	Very good ↓	Very good ↓	Outstanding

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 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
<b>Progress in international assessment</b>	meets expectations	meets expectations

- Students' outcomes declined in the most recent PISA and TIMSS international benchmarking assessments and the school did not meet its targets. Students continued to attain at a high level in all subjects in the GL assessments in Primary and Secondary, with the students doing particularly well in science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	meets expectations

- Leaders at all levels support the vision and goals of the National Agenda (NA). Information from benchmarking assessments is analysed carefully to identify where adjustments to the curriculum could be made. The impact of adaptations to the mathematics and science curricula have yet to be fully seen. The NA action plan identifies key areas for improvement but does not have a specific focus on narrowing the gaps in outcomes between Emirati students and other groups.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	meets expectations	meets expectations

- The results of standardised reading tests have enabled the school to monitor closely and support the building of students' reading and comprehension skills. Students build their critical thinking skills effectively in most lessons across the IBDP and CP.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Raise the achievement levels of Emirati students in benchmarking assessments, particularly in English and mathematics.
- Review the effectiveness of the reading programme to ensure that it is having a positive impact on students' reading and literacy skills.



## Wellbeing

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

- The school's vision and values for wellbeing have been successfully integrated into its culture. These values, defined through thorough research, are effectively used to improve the wellbeing of the school community. The school proactively collects data and uses it to address concerns, as seen in the workshops that emerged from student surveys.
- Students feel supported and heard, with QR codes available throughout the school for seeking assistance. The school provides a variety of high-quality support options, including individual and group support such as nurture groups. Staff members feel well-supported and enjoy being part of the school community. Effective communication within the school community and between the school and students' homes ensures optimal wellbeing support.
- The Personal, Health and Social Education (PHSE) programme delivers a robust wellbeing curriculum. The school's wellbeing staff work effectively to support students in making safe and healthy lifestyle choices, as evidenced by the addressing of sleep-related concerns previously highlighted in student surveys.

## UAE social studies and Moral Education

- The school uses the moral, social and cultural (MSC) framework in all phases, providing students with a very strong understanding of Emirati traditions and the moral and ethical values that link and underpin UAE society today.
- The MSC framework is fully integrated into school life with content transferred across subjects through exploration of big ideas and explicit connection to transferrable skills. Assessment is according to MoE standards through activities that use real-world contexts that are relevant to students.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students in Primary develop a secure understanding of Islamic principles, belief and worship. Students in Secondary and at Post-16 perform at levels that meet the curricular expectations in their knowledge of the Prophet (PBUH), Seerah, memorisation and interpretation of the Holy Qur'an.
- Primary students show an increasing grasp of Islamic etiquettes. Secondary students understanding of the rules of worship is secure. Post-16 students are able to discuss the Islamic point of view towards the current world issues. Students' ability to quote evidence from the Holy Qur'an and Hadith to support their answers is less well-developed. Missed opportunities for students to be independent learners inhibit their capacity to improve.
- Teachers' use of assessment information to plan activities to raise students' attainment in Secondary is beginning to have a positive impact on their outcomes. However, targets are not sufficiently personalised to close the gaps in skills and knowledge.

#### For Development:

- Improve students' ability to quote evidence from the Holy Qur'an and Hadith to support their answers.
- Improve secondary students' skills in recitation and interpretation of the Holy Qur'an.
- Provide students with more opportunities to become independent learners.

#### Arabic as a First Language

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

- Students' achievement has remained the same since the previous inspection. Students in Primary show stronger progress in lessons than those in Secondary and Post-16. Both boys and girls make similar progress in lessons and in their recent work.
- Students' oral communication and listening skills are more well-developed than their independent writing skills. However, in Secondary and Post-16, students' capacity to elaborate their thoughts in discussions clearly, using standard Arabic, is underdeveloped because they have limited exposure to the language.

- The use of online resources such as, 'I read Arabic' in Primary has influenced students' reading comprehension skills and their ability to respond to a variety of genres and texts. The use of 'Seesaw,' for students to track their own progress and learning is also having a positive impact on progress.

#### For Development:

- Encourage students to use modern standard Arabic when asking and answering questions and during group work.
- Ensure that students in Secondary and Post-16 school use age-appropriate language aligned with curriculum standards during class discussions.

### Arabic as an Additional Language

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

- The majority of students in Primary and Secondary are making better than expected progress and are achieving above the curriculum standards. This is a result of higher expectations for students and differentiated instruction to meet the needs of different groups of students based on their starting points.
- Students' speaking and listening skills are better than their reading and creative writing skills. They can express themselves clearly and confidently in standard Arabic. However, they are often guided or directed by prompts or instructions from teachers in English, particularly in Primary.
- Students' participation in dialogues, discussions, role-play, and paired exercises about familiar and social topics has increased their engagement in lessons. This is influencing their learning and language abilities and stimulating their thinking.

#### For Development:

- Ensure that teachers and students make more use of standard Arabic in lessons and written work.

### English

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

- In FS, children use their developing English skills to listen attentively, respond to questions, connect to new vocabulary and share ideas. Writing skills across Primary are not as advanced as verbal communication. In Secondary and Post-16 students draw on a sophisticated range of texts to express ideas in spoken and written contexts.
- Across the school students speak with precision, clarity and confidence. Secondary and Post-16 students engage in rigorous analyses of texts and explorations of written genres from multiple perspectives. Students in both phases debate issues and challenge and defend one another's perspectives.

- Students for whom English, is an additional language, show sound progress due to structured learning tasks, the introduction of dual language immersion resources, and intensive language support groups in Primary.

### For Development:

- Improve primary students writing skills by paying particular attention to accurate spelling, punctuation, grammar and self-editing skills.

## Mathematics

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

- Most children in FS, and students in Secondary and Post-16, make rapid progress because teaching activities support the needs of almost all groups of learners. The progress made by the students in the Primary, while better than expected, is not as secure.
- In FS, children can compare the size, position and shape of an object. In Primary, students have a secure understanding how to round up decimal numbers. Secondary students can add and subtract fractions. In Post-16, students can solve integration and calculus-based problems.
- Only in a minority of lessons across phases, are the learning tasks linked with the everyday experiences. The school is slowly moving away from repetitive, fluency-based activities.

### For Development:

- Ensure that students move promptly to the next level of challenge in their work to avoid repetition of skills.
- Build students' skills in applying their mathematical knowledge to problem-solving tasks which are linked to everyday contexts.

## Science

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

- There are outstanding IBDP and IGCSE science results for some groups of students. However, attainment levels in Secondary and Post-16 show only a large majority of students achieve above curriculum expectations. This is a result of the impact of IBDP physics, IGCSE general science and mostly acceptable attainment in the early secondary years. The international benchmark data does not align with the school's internal attainment data.
- Progress is accelerated in FS where students enjoy a practical approach to learning science. Inquiry-based science, taught through everyday contexts, supports outstanding achievement in Primary.

- Students use scientific language confidently in explaining their work, reflecting a developing emphasis on key vocabulary. Problem-solving, research, critical thinking and reasoning skills are not fully embedded.

#### For Development:

- Ensure internal assessment and external international benchmark data are more closely aligned.
- Implement a regular programme of investigative, practical science in Primary and Secondary.

### Learning Skills

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

- In FS, children choose and initiate activities and take responsibility for their own learning. They work independently and interact and collaborate with others. Post-16 students are highly reflective and able to plan personal pathways for ongoing success.
- Students in Primary and Secondary are enthusiastic, effective communicators, but often do not have opportunities to use their full range of learning skills. When these opportunities arise, they collaborate effectively and are active listeners, who respond appropriately to the thoughts and perspectives of others.
- At all levels, students transfer knowledge and understandings to different contexts and make connections to everyday life. From the upper years of Primary, they can utilise digital technologies and other tools to research, collaborate, reflect on and track their learning.

#### For Development:

- Enhance teaching strategies to include rigorous questioning, choice and independence, critical thinking and problem-solving to enhance student learning skills.

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

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

- Students enjoy coming to school, trust their teachers and feel safe and appreciated. They know that they can approach any member of staff if they are facing difficulty. Students are very confident, self-disciplined, and possess strong leadership skills.
- Behaviour is exemplary. Relationships between students themselves and the staff are friendly, warm and supportive. They show empathy and support for others especially students of determination.
- Students maintain a healthy lifestyle, and this is clear in the healthy food options they choose and their involvement and participation in the wide range of sporting activities provided by the school. Students are usually punctual to lessons but not all students appreciate the importance of attendance.

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

- Students understanding of Islamic values is excellent. This is reflected in their commitment to learning, their polite and respectful behaviour and the charity work they are involved in. Students involve themselves fully in Islamic celebrations held at the school.
- Emirati culture and heritage are very well-known to students across all phases, and which they show respect for. They can talk in detail about the history of the UAE and its leaders. They are fully involved in all UAE national celebrations.
- Students are proud of their own cultures and, they show respect and appreciation for other world cultures. They can talk about the similarities and differences between these cultures. Students celebrate the diversity within the school by participating in different celebrations, such as, Diwali, International day and the Chinese New Year.

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

- Students participate in a range of activities that make positive contributions within the school. They take on leadership roles and are enthusiastically involved in a variety of socially responsible activities. These include charitable fundraising and interschool competitions locally and internationally.
- Students have a strong work ethic and enjoy opportunities to initiate and manage projects and be innovative and entrepreneurial through, for example, the Formula1 and 4x4 challenges, the World Scholars Cup, and the 'Barbeque and Bench' ceremony for school leavers.
- Environmental sustainability and recycling are understood and actively supported by students across the school. Children in FS are composting school waste and using it to grow edible plants.

**For Development:**

- Improve students' awareness and understanding of the impact of attendance on their academic achievement.
- Create more opportunities for students to be involved in environmental and land conservation projects within the school and wider community.

### 3. Teaching and assessment

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

- Across all phases, teachers use well-structured plans to engage students learning and the development of subject specific skills. In most lessons, teachers guide and support students to reflect on and consolidate their learning.
- Teachers have secure subject knowledge. In Secondary and Post-16 lessons, teachers communicate enthusiasm for their subjects and care for student's individual interests. In Primary, there is inconsistency in the modifications of learning activities to match students' differing needs and abilities.
- Most teachers are skilled in their use of questioning to probe and extend students' thinking prompt further investigations and challenge perspectives. Most lessons incorporate a balance of whole-class teaching, the collaborative sharing of ideas and individual work.

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

- Assessment systems are consistent across the school and produce valid and reliable information in all subjects. This enables the academic and personal development of students to be evaluated accurately. In most subjects, the school's internal assessments are closely aligned to the curriculum standards.
- Student's progress is tracked against their own individual starting points and measures. Of cognitive ability. Most teachers use this information to match learning activities to the needs of all groups of students. However, in Primary, tasks are not always well-matched to students' learning needs.
- Assessment procedures in Islamic Education and Arabic have improved and are now in line with systems used in other subjects. This is enabling more valid comparisons to be made of the progress students are making in different subjects.

#### For Development:

- Ensure consistency in teaching strategies to challenge and support all students to extend thinking, especially in Primary.
- Improve primary teachers use of students' progress information to match learning activities more precisely to the individual student's needs and abilities.

## 4. Curriculum

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

- The NCfE and IB curricula provide an excellent balance of knowledge and skills. The Arabic languages, Islamic Education and UAE moral, social and cultural curricula have been revised and aligned with the MoE curriculum standards and hours of tuition.
- The school offers an effective curriculum with structured progression. Continuity is seamless and transition is well-planned. Excellent curricular choices exist for older students to nurture their talents, interests and aspirations. An A-Level pathway has now been added to the existing IBDP and CP provision.
- Innovative cross-curricular links are very well planned in most areas allowing the effective transfer of learning between subjects. They are less evident in mathematics and Islamic Education. Rigorous curriculum review ensures that the curriculum meets the academic and personal development needs of almost all students.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is well-planned providing appropriate learning opportunities for all students, including students for whom English is not their first language. Modification, challenge and support to meet the academic and personal needs of all students is a high priority, but not fully embedded practice across the school.
- The curriculum offers an outstanding range of opportunities to motivate and inspire students. A very wide and stimulating programme of extra-curricular activities within, and outside the school, significantly enhance students' academic and personal development.
- Innovative and coherent learning experiences are embedded within the curriculum to enable students to develop an excellent understanding of the culture and society of the UAE. However, opportunities to link learning to everyday life, for example, using the architecture of Dubai as a context for the teaching of geometry, are not always taken.
- Arabic is taught in FS1 for 30-minutes each week and in FS2 for 60-minutes each week.

### For Development:

- Provide more opportunities for independence and research within cross-curricular projects in Primary and ensure that they include links with Islamic Education and mathematics.
- Ensure that teachers consistently plan and delivers work that challenges and supports all groups of students.



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

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

- Policies and protocols for safeguarding students, including cyber-safety, are comprehensive, rigorously implemented and known to students, staff and parents. Stringent risk assessments are implemented for all external activities.
- The facilities are monitored systematically, and as a result, very well maintained. Daily health and safety incidents are responded to within 24 hours. Well-resourced security measures are in place including CCTV and 24-hour security services across the campus.
- The promotion of safe and healthy lifestyles is a high priority. The clinics provide high quality medical and related care and guidance, including advice and training for staff and classmates of students with chronic conditions.

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

- Teachers and support staff know the students extremely well. This promotes excellent relationships and mutual respect, ensuring that students meet the high expectations for behaviour. Procedures for monitoring attendance and promoting punctuality are rigorous but are not having the desired impact.
- Robust referrals and identification processes are in place for students of determination and gifted and talented students. The majority of teachers provide effective support for these students. However, some teachers do not extend personalised learning far enough to support students of determination fully within the classroom.
- Wellbeing is a very high priority and students receive very effective care and support. Students benefit greatly from the very effective wellbeing programme delivered in PSHE and wellbeing lessons. The career provision offers students valuable guidance for course options and future pathways.

### For Development:

- Ensure that the procedures for monitoring attendance have a greater impact on students' actual rates of attendance,
- Implement a greater range of personalised and individualised approaches to support all students of determination.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- Governors, the inclusion champion and school leaders, are committed to providing high quality provision for students of determination. The inclusion team provides effective support for students of determination. A robust inclusive improvement plan is focusing on professional learning for all teachers.
- Effective referrals and identification processes are in place for students of determination. The individual education plans (IEPs) provide key support strategies. The large majority of class teachers use these support strategies very well. However, some teachers do not extend personalised approaches far enough to support students fully.
- Parents are very positive about the provision for their children and the quality of the communication and support they receive. Parents are fully involved in reviews of their children's IEPs, , and the setting of learning goals. These are reviewed take place every term.
- The support strategies within the IEPs and student's passports, provide clear advice for modification and support. In a minority of lessons, planning and tasks are not sufficiently matched to students' needs. Inclusion teachers and learning support assistants provide effective targeted modifications and support.
- The school's progress tracking and monitoring procedures are highly effective, relying on assessment data, target setting, and qualitative information. The robust data gives information on progress and outcomes for individuals and cohorts of students.

### For Development:

- Provide effective professional training for class teachers, supported by the inclusion team, to enable a greater range of personalised and individualised approaches to support all students of determination.

## 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 school's leadership team, led by the headmaster, has a clear vision for the school of the rigorous pursuit of excellence, combined with a concern for the wellbeing of each individual. Morale throughout the school community is very positive. The roles of middle leaders are well-developed. They provide effective support in ensuring that the performance of the school is maintained, and the outcomes of students, particularly at IGCSE and Post-16 are high.
- The school leadership has recognised and identified areas for further improvement using effective self-evaluation processes. Whole school and subject action plans have been developed to implement strategies aligned to these areas. These approaches have a positive impact on students' achievement and wellbeing. The monitoring of teaching and learning is regular and identifies where further support is needed but is not sufficiently focussed on all aspects of student outcomes.
- The parents are very supportive and positive about the school and the opportunities that it provides for their children. Many are actively involved with the activities that take place to celebrate school events. Communication between the school and parents is effective and transparent, particularly during the transitions to, and from, online learning. The school reports regularly to parents on the academic and personal development of their children. There are increasing connections between the school and the local and wider community.
- The governing board is very supportive of the school ensuring that appropriate staffing, facilities and resources are available. They bring a range of expertise and experience to the role of governance, including from an Emirati perspective. There is a professional relationship with the school leadership and, as such, the board exerts a positive and direct impact on school performance, holding the school's leadership to account for outcomes.
- The day-to-day management of the school is very effective. The school has appropriately qualified staff who are well-deployed, in both academic and wellbeing roles. The school provides a range of professional development opportunities for staff designed to support the outcomes of the school. The school has a wide range of well-maintained and resourced facilities resulting in an effective learning environment.

### For Development:

- Monitor student outcomes across the whole school to ensure that teaching in all phases is meeting the needs of all groups of students and including their learning skills.
- Governors to ensure that they closely monitor student outcomes across the whole school and in holding leadership accountable for the quality of teaching in all phases.

## 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)