



المعرفة
Knowledge



DUBAI HEIGHTS ACADEMY

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER



GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	12
WHAT HAPPENS NEXT?	25



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha 2
	 Opening year of school	2017
	 Website	www.dubaiheightsacademy.com
	 Telephone	971 (0)43563333
	 Principal	Alison Margaret Lamb
	 Principal - date appointed	9/1/2019
	 Language of instruction	English, Arabic
	 Inspection dates	19 to 23 February 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 15
	 Grades or year groups	FS1 to Year 10
	 Number of students on roll	336
	 Number of Emirati students	22
	 Number of students of determination	29
	 Largest nationality group of students	UK
 <p>TEACHERS</p>	 Number of teachers	39
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	21
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 curriculum	UK
	 External Curriculum Examinations	GCSE, ASDAN
	 Accreditation	BSO

School Journey for DUBAI HEIGHTS ACADEMY



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

- Students make very good progress in English, mathematics, and science and across a broad curriculum in the arts, humanities, languages and physical education. In Islamic Education and Arabic students mostly make good progress. In English, mathematics and science students' levels of attainment are at least good and frequently very good. In Islamic Education and Arabic their levels of attainment are at least acceptable.
- Students are self-disciplined, respectful, and possess a strong sense of community. They actively participate in leadership roles, embrace healthy lifestyles, and maintain high attendance and punctuality. Students' have a deep appreciation for Islamic values and Emirati culture, although younger students are less engaged in cultural events. Students celebrate diversity and engage in community service. They are environmentally conscious, contributing to sustainability efforts within and beyond the school.

Provision For learners

- Teaching in the Foundation Stage (FS) and Primary is excellent, with strong teaching also seen in Secondary. Effective planning and use of resources, particularly in mathematics and science, stand out. Lessons are very well planned and resourced. Learning environments and interactions between staff and students are highly positive. Assessment practices align with benchmarks. Data-driven curriculum adaptations very effectively meet students' diverse learning needs.
- The curriculum aligns fully with the school's vision, the UAE national priorities, and meets the National Curriculum of England (NCfE) standards. Very effective reviews have improved progression, offering varied subjects and pathways at Secondary. Cross-curricular links and adaptations based on students' progress enhance learning, although consistency and design in FS is not as strong. Learning experiences promote the UAE's heritage, with extra-curricular activities encouraging creativity and innovation.
- Child protection and safeguarding measures are thorough, with rigorous risk assessments and cyber-security in place. Student supervision in school and on transport are very efficiently managed, with premises maintained to very high standards of hygiene and security. The health team support excellent wellbeing through sensitive care, health checks, and the promotion of healthy eating. Behaviour management and mutual respect are central, with clear policies for the support of students of determination.

Leadership and management

- The school's leadership fosters high standards of academic achievement and student wellbeing. Through strong leadership and rigorous staff development, standards have improved over the past two years. Effective parent engagement and external partnerships enhance the learning experience, although international links are less strong. Governance supports the school's vision, ensuring that the curriculum is supported by the necessary human and physical resources and excellent facilities. .

Highlights of the school:

- Strong academic achievement with examples of very strong teaching seen in all phases of the school
- Students' strong personal development
- The accuracy of the school's self-evaluation and the capacity of leaders and governors to drive improvement
- The united and dedicated staff who ensure that this is a safe, welcoming and happy school.
- Excellent inclusive education practices and very strong care, guidance, and support, leading to outstanding levels of wellbeing

Key recommendations:

- Identify and disseminate best practice to promote students' independence and self-reliance more consistently in lessons.
- Embed the school's engagement with the local community, ensuring that students are increasingly proactive in driving these.
- Expand the school's contributions to national and international initiatives.
- Translate the rapidly improving rates of progress into stronger attainment in relevant key subjects and phases.



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Acceptable ↑
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good ↑	Good	Good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑
 Mathematics	Attainment	Good	Good	Good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑
 Science	Attainment	Very good ↑	Very good ↑	Very good ↑
	Progress	↑ Very good	Very good ↑	Very good ↑
		Foundation Stage	Primary	Secondary
Learning skills		Very good ↑	Good	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	Good ↑	Very good ↑	Very good ↑
Social responsibility and innovation skills	Good	Good	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good

- The school's first results in the Progress in International Reading Literacy Study (PIRLS) in 2021 showed that with an overall score of 512 and a target of 547, the performance was acceptable. Students' progression in standardised benchmark assessments saw English move to very good, mathematics remain at good, and science outstanding.

C. Leadership: International and Emirati Achievement	Very good
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- The school implements a comprehensive National Agenda action plan, with a strong emphasis on enhancing reading standards, as assessed by the New Group Reading Test (NGRT) outcomes. This plan delineates specific actions to address various facets of reading improvement. It identifies training requirements and sets measurable targets to raise standards.

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

- Teachers are successfully developing and implementing interventions to address reading literacy gaps as a whole-school initiative. Collaborative planning, robust data analysis and ongoing professional development training for teachers, ensure evidence-based instruction for students. Differentiated teaching caters to students' diverse needs, while targeted interventions are clearly planned and

involve additional support staff. Continuous monitoring, evaluation, and data-informed decision-making are driving improvements. These comprehensive interventions aim to support all students in developing reading skills for academic success as well as encouraging positive parental involvement.

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure that reading outcomes for the large majority of students continue to be improved.
- Ensure that the promotion of reading literacy is embedded in all subjects and regularly monitored for impact.

Wellbeing



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

Overall, the quality of wellbeing provision and outcome is at an outstanding level.

- Due to the unwavering commitment of school leaders, the school's outstanding vision for wellbeing has become a cornerstone of its culture. Members of staff, benefit from comprehensive training and support, and feel both appreciated and highly valued. This fosters a robust capability to not only maintain but also expand this nurturing environment.
- The essence of the school's relationships is woven with mutual respect and shared values. Frequent surveys involving teachers, students, and parents allow every member of the school community, and especially the students, to shape the school's direction. The leadership team, known for its receptiveness to stakeholders' views, implements relevant changes effectively. Students enthusiastically approach staff with their creative ideas, becoming catalysts for positive transformation in areas they care about.
- Students are highly respectful, self-disciplined, and resilient. They engage eagerly in a variety of enriching school activities, which fuels their ambition and aids in their career planning. In Primary a thoughtfully planned wellbeing programme helps students to grow into empathetic, trustworthy members of the school community with a deep sense of moral responsibility.

For Development:

- Embed student involvement in driving wellbeing initiatives.

UAE social studies and Moral Education

- Moral education and social studies follow the UAE Moral, Social and Cultural Studies (MSCS) framework. The MSCS programme is taught as one subject and follows the Ministry of Education (MoE) curriculum standards. Teachers make good use of the MoE textbooks which they supplement with additional resources, cultural visits, and opportunities to celebrate National events as a school community.
- MSCS is taught in an integrated way in FS and Year 1 and as a stand-alone subject for one lesson a week from Years 2 to 10. The programme is generally taught by the class teacher in Primary and a few designated teachers in Secondary. All lessons are taught in English with the aim of developing students' values and moral ethics with age-appropriate knowledge. Often a student led project-based learning approach is taken and assessments are shared with parents.

Arabic in Early Years

- Arabic is taught to Arab and non-Arab children for two lessons per week in FS1 and FS2 and three lessons per week in Year 1. All lessons are of 50 minutes duration. The lessons are taught by one experienced teacher with an emphasis on the alphabet letters and sounds and listening and speaking activities. Regular assessments are conducted at the end of each term to gauge children's level of attainment, while ongoing assessments allow teachers to continuously monitor their progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The school's internal achievement data are aligned with external assessments. The majority of students in both phases make better than expected progress in understanding and applying acts of worship and their basic purpose.
- Students in Secondary can interpret the Hadith and derive values, etiquettes, and understanding of individual and collective responsibility in relation to society as a whole. However, they are less skilled in referring the Holy Qur'anic verses as evidence.
- The introduction of Holy Qur'an recitation as a starter activity in all lessons is improving students' memorisation and recitation skills. The attainment of Arabic students is typically lower than that of non-Arabic students. This is because of weaknesses in their knowledge and understanding of the Arabic language.

For Development:

- Improve Arab students' comprehension of Islamic principles by improving their Arabic language skills.
- Improve students' skills in referring to the Holy Qur'anic verses for evidence of new concepts, rulings, and values.

ARABIC AS A FIRST LANGUAGE

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

- Students are progressing well in reading and listening, and improving their speaking skills in standard Arabic. The development of students' creative writing skills is more challenging in Secondary.
- In the higher grades, students analyse elements of a story and compare literary texts, often responding in short phrases. Students are able to express ideas, but their speaking and structured writing skills are limited, especially in Primary.
- Recent teaching and curriculum updates are starting to positively impact on students' learning, but these changes haven't yet impacted on students' speaking and writing skills across all grades.

For Development:

- Improve students reading comprehension, speaking and writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' improved progress is confirmed by assessment data and their written work. Girls in the primary phase occasionally outperform the boys.
- A key strength lies in students' listening skills. They exhibit greater confidence in speaking Arabic, especially on familiar topics with teacher support. However, their use of language is often restricted to single words and short phrases, a trend more common in the secondary phase.
- A variety of strategies, including online resources, digital notebooks, and competitions, have been introduced to strengthen students' language skills. These enhancements are too recent to influence students' writing abilities and their overall achievement.

For Development:

- Provide students with more opportunities to develop their language skills during classroom discussions, particularly in Secondary.
- Improve students extended writing skills.

ENGLISH

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

- School assessment data indicate that students’ progress is very strong across all phases. This is confirmed by students’ work in lessons. Effective personalised teaching ensures that progress is well above expected curriculum levels.
- Students’ listening and reading skills are consistently well-developed as they move through the school. The very well-structured phonics programme ensures that children have a strong start in reading. Students in most lessons communicate their learning well. In a few upper primary and secondary lessons, opportunities for students to engage in discussion are limited.
- Efforts to improve spelling and achievement in Secondary have been successful. The exceptionally well stocked and used library is key to the school’s success in developing a reading culture. Extended writing, although improving, remains undeveloped in all phases.

For Development:

- Ensure that opportunities for students to engage in discussion are more consistent features of lessons in Primary and Secondary.
- Improve students writing skills by providing regular opportunities to write extended pieces, using correct grammar and punctuation.

MATHEMATICS

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

- Students attain well across all phases. In FS, the children are confident in their number bonds to ten and recognise and name a range of two and three-dimensional shapes. Primary students are becoming more fluent in their recall of number facts. Secondary students apply their knowledge to everyday problems.
- The improved use of accurate mathematical language has led to increased student progress in all phases. Students confidently approach mathematical problems and questions that require them to explain their reasoning.
- Assessment information is used very successfully to plan activities that meet the needs of different students. Opportunities for students to engage in open-ended mathematical investigations are inconsistent.

For Development:

- Provide further opportunities for students to access open-ended mathematical investigations to extend their independent problem-solving skills.

SCIENCE

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

- Students typically excel in external benchmark assessments, actively engaging in lessons and consistently improving their scientific skills. The large majority surpass expectations for progress, relative to their starting points.
- In FS, children actively develop strong analytical skills, applying their learning to wider world contexts as they explore the movement and respiration of fish. In Primary, students skilfully investigate electric circuits, constructing functional traffic lights, while secondary students test the reactivity of metals to understand why gold is preferred for making jewellery.
- Following the implementation of effective strategies, problem-solving is becoming a more prominent learning skill. However, in Primary and Secondary, the provision of sufficiently challenging learning activities for higher achieving students, particularly in practical lessons, remains variable.

For Development:

- Ensure that the learning needs and challenges for higher achieving students are more consistently addressed in lessons.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Good

- In FS, children are very keen to learn and collaborate purposefully. In Primary and Secondary, students also collaborate very well but, in some lessons, particularly in the smaller classes, they are less inclined to demonstrate self-reliance and take responsibility for their own learning.
- The use of digital technology by most students is effective in gaining access to a range of online learning platforms, to inform and check understanding. Across all phases, connections to wider world contexts are well established. Innovation and enterprise skills, although present are still at a developmental level.
- Since the last inspection investigative and inquiry work has improved significantly, especially in the English medium subjects. Students have increasing opportunities to research, and this supports their learning. Students communicate their learning effectively but in a minority of lessons opportunities to share learning are somewhat restricted.

For Development:

- Ensure that students in Primary and Secondary are encouraged to become more self-reliant, independent learners, and able to take greater responsibility for their own learning.
- Expand students' capacity for enterprise and innovation especially in upper Primary and Secondary.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students across the school exhibit a strong sense of personal responsibility. They consistently demonstrate resilience and an independent mindset. Relationships are considerate and empathetic. The school's environment fosters leadership, with many older students stepping into roles that allow them to contribute significantly to the community.
- Embracing a culture of health and wellbeing, students make conscious choices towards maintaining a healthy lifestyle. They frequently opt for nutritious food options and participate in a variety of physical activities.
- Students' sense of responsibility is evident in their regular attendance and punctuality. They are punctual to school and to all of their classes throughout the day.

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

- Students' show a deep respect for Islamic values, acknowledging their significance in the everyday life of the UAE. This is exemplified through their unified involvement in initiatives such as, the Ramadan Fridge Campaign and demonstrating a tangible commitment to these values.
- Students appreciate Emirati heritage and actively participate in celebrations, such as, National Day and Flag Day. They hold the multicultural nature of UAE society in high regard. However, children in FS are less often engaged in cultural festivities.
- Students take great pride in demonstrating their own cultural heritages while fostering an inclusive outlook towards the range of cultures represented within the school. This is seen during the Cultural Day celebrations, where the different nationalities within the school are embraced and celebrated.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Working with their teachers, students engage in community involvement and charitable activities, for example in local fundraising efforts to support those in need. This includes initiatives to generate financial aid for disadvantaged groups.

- Senior students are beginning to take on leadership roles. They play a pivotal role in mentoring their juniors, particularly through reading programmes designed to foster an enjoyment of literature. Students engage in extra-curricular activities that hone their creative talents, including participation in inter-school competitions.
- Students are aware of environmental concerns and actively partake in initiatives aimed at promoting sustainability. They are committed to recycling, maintaining cleanliness, and adopting practices that reduce their ecological footprint, such as, conserving water and electricity.

For Development:

- Ensure that children in FS are more involved in cultural events.
- Establish initiatives that allow younger students to be more involved in leadership roles.

03 TEACHING AND ASSESSMENT

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

- The quality of teaching across the school is very strong. In both FS and Primary it has significantly improved. There are examples of excellent teaching across all phases. Teaching is slightly less consistent in Secondary.
- Teaching strategies successfully address the differing needs of individuals and groups. While there is some variability, in the most effective lessons, provision for higher achieving students is particularly successful.
- Improved questioning techniques are having a positive impact on students' problem-solving and critical thinking abilities. However, in some lessons, particularly in Secondary, students' dependence on their teachers restricts the growth of their independent learning skills and the taking of responsibility for their own learning.

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

- Rigorous systems ensure the alignment of internal assessments, international benchmarks, the NCfE and the EYFS expectations. In most subjects, internal assessments provide reliable measures of students' progress and attainment. However, in a few subjects there is misalignment between external and internal attainment outcomes.
- Thorough and robust analysis of assessment data inform lesson planning and aids teachers in meeting students often highly diverse needs. This ensures successful learning outcomes, alongside personal and social development, for most groups.
- Teachers demonstrate a strong understanding of students' strengths and weaknesses. Although assessment is used well by most teachers, the guidance given to students through the marking of their work is inconsistent.

For Development:

- Ensure that students are provided with more opportunities to be independent and self-reliant in their learning.
- Ensure that outcomes of internal and external benchmarking are closely aligned in all subjects.
- Ensure the focus of written feedback to students, including what they must do to improve, is clear and effective.

04 CURRICULUM

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

- The curriculum is very well designed, with a clear rationale that resonates with the educational goals of the school and the National priorities. It fully meets the requirements of both the NCFE and the MoE.
- Curriculum review is very effective and leads to highly successful progression in learning. The school offers excellent alternative pathways for students to benefit from. In spite of the relatively small groups in Secondary, there is a wide choice of subjects available, and students are very well prepared for the next stage of their education
- Curriculum planning identifies cross-curricular links between subjects, and these are referred to in teachers' lesson planning. However, there is not yet consistent transfer of learning between different subjects.

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

- Curriculum adaptations to meet the needs of all students is a strong feature of the school and is most effective in Primary and Secondary. Leaders make use of assessment information in adjusting the curriculum. This includes analysing outcomes from student discussions, and their progress in lessons.
- There are a series of learning experiences embedded throughout the curriculum that successfully develop students' knowledge and appreciation of UAE and Emirati heritage, culture and values, as well as an awareness of the wider world.
- The school offers a range of extra-curricular activities and community links. Students have opportunities to develop their skills in enterprise, creativity, and innovation, but these are not consistently embedded across all curriculum areas.

For Development:

- Ensure that opportunities for students to develop skills in enterprise, creativity and innovation are more consistently embedded across the curriculum.
- Further develop cross-curricular links so that students can easily transfer their knowledge, skills and understanding between subjects.

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 ↑

- Procedures for child protection and safeguarding are robust and well-understood by students, staff, and parents. Rigorous risk assessment for all visits and cyber-security measures ensure safety at all times. The supervision of students on arrival and departure is carefully managed, and very efficient arrangements for school transportation are in place.
- The premises are secure, hygienic, and very well-maintained. Medical personnel successfully promote a healthy and safe school climate and deal sensitively with students' needs and concerns. They undertake rigorous health and wellbeing checks. Meals and snacks promote healthy choices.
- The health and safety team ensures that policies and practices are implemented very effectively through rigorous monitoring and frequent inspection. Comprehensive records are kept, and staff training is regular and thorough.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding	Outstanding	Outstanding

- The school excels in behaviour management fostering a deeply rooted culture of mutual respect and trust throughout the school. This approach encourages healthy relationships across the school community, involving students, members of staff, and parents.
- The school establishes a highly effective approach to identifying and assessing students' specific, individual learning requirements. Through well-defined policies and an efficient referral system, those students who need additional support are identified and appropriate support is provided.
- The school's pastoral care is exemplary, delivered by a broad and experienced team, that offers a comprehensive range of support services. These services, which encompass both academic and personal guidance, are tailored to prioritise the needs of students, extending support beyond the classroom and school hours.

For Development:

- Consolidate support in lessons for students of determination and those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The school has a well-established and effective approach to inclusion, as a result of highly effective governance and leadership. Leaders are highly effective in promoting an inclusive school, so that the diverse needs of students, from those with severe learning and other difficulties to the most able, are met.
- The inclusive education policy is firmly supported by detailed entry assessments and a multi-disciplinary approach, ensuring tailored educational plans for most students. Through the analysis of assessment data and survey results, the school skilfully identifies students needing personalised support.
- The school's effective partnerships with parents, particularly for students on specialist education pathways, plays a crucial role in strengthening the overall support system. This collaborative approach leads to a more individualised and supportive educational experience for all of their children.
- The school offers a differentiated curriculum for students with complex learning profiles. The effective Award Scheme Development and Accreditation Network (ASDAN) programme provides an alternative certificated pathway for students with more complex learning profiles.
- The school's assessment strategies effectively track students' progress. In general, teaching methods and support strategies are aligned with students' needs. However, not all teachers apply fully the identified strategies for students of determination with less complex needs and those with gifts and talents.

For Development:

- Ensure all teachers effectively apply the identified strategies for gifted and talented students and students of determination with less complex needs.

06 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 school's very effective leadership promotes high standards of provision and achievement and an outstanding level of wellbeing in this learning community. The leadership team unites all staff around a clear vision ensuring that provision caters very well to this diverse school community. This approach, underpinned by well-defined leadership roles, a culture of shared responsibility and clear accountability, cultivates a strong sense of purpose and boosts morale across the school.
- All stakeholders are fully engaged in quality assuring standards in the school where the primary focus is on student achievement, wellbeing, and personal development. Processes for this are underpinned by the rigorous analysis of a broad range of information on the school's performance. Senior leaders carefully and accurately monitor the effectiveness of teaching on learning. Procedures for performance management and teachers' professional development are of the highest standard. These efforts result in rapid and sustained improvements across the school.
- Parents are actively engaged in governance, their own children's learning, school events and a small, but influential Parent Teacher Association. Very effective communication strategies and detailed reports ensure parents are very well-informed about their children's progress and achievements. Parents attend the school in large numbers for consultation meetings. Such engagement is less frequent in FS. While external partnerships and visits enrich the learning experience, broader international contributions by the school remain less well developed.
- Governors are successful in developing and maintaining a notably inclusive school that pursues the highest standards of academic achievement and personal growth for all. The governing board is fully representative of all stakeholders and promotes highly effective engagement with the wider community. With growing educational expertise on the board, governors play a critical and very effective role in overseeing the school's performance and are central to the ongoing success of this rapidly improving school.
- This very well-designed, well-presented, and welcoming school offers excellent facilities and resources. Day-to-day, it is managed very effectively. Members of staff are dedicated and share the school's vision. They are very well-qualified and benefit for ongoing professional development training. The programmes are linked to the school and individual priorities and lead to improving

quality of teaching, and support for all students. In classrooms, the libraries and the many specialist areas, are used well to meet the needs of students in all subjects.

For Development:

- Increase the local, national, and international partnerships to further enhance students' learning experiences.
- Expand engagement with parents in FS by inviting them more frequently into the school.



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