



المعرفة
Knowledge



UPTOWN INTERNATIONAL SCHOOL

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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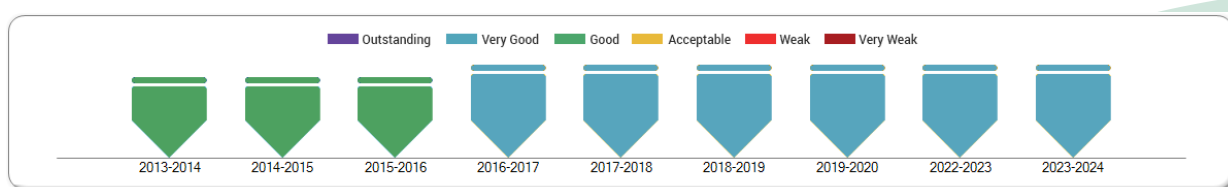
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Mirdiff
	 Opening year of school	2005
	 Website	www.uptownschool.ae
	 Telephone	97142515001
	 Principal	Colin Stewart Gerrie
	 Principal - date appointed	8/14/2023
	 Language of instruction	English
	 Inspection dates	15 to 19 January 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1412
	 Number of Emirati students	440
	 Number of students of determination	163
	 Largest nationality group of students	Emirati
 TEACHERS	 Number of teachers	118
	 Largest nationality group of teachers	British
	 Number of teaching assistants	41
	 Number of guidance counsellors	2
 CURRICULUM	 Curriculum	IB
	 External Curriculum Examinations	IBDP, BTEC
	 Accreditation	IBO

School Journey for UPTOWN INTERNATIONAL SCHOOL



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

- There are very good or better student outcomes in almost all subjects and phases. There have also been improvements in students' progress in Islamic Education, attainment in Arabic, as a first language, in DP, and in the Kindergarten (KG) where the children's progress in English and their learning skills are now outstanding. Students' learning skills in the rest of the school are very good.
- Students, across all phases, display positive attitudes to school and their learning and which helps to foster a secure and harmonious environment. Older students and student leaders serve as encouraging role models. Students possess a strong understanding of the influence of Islamic values on the contemporary life of the UAE. Learner Profile connections and charity participation enrich the ethical and cultural perspectives of the school.

Provision For learners

- Teachers in KG have a strong understanding of early childhood learning. Schoolwide, teachers' enthusiasm and use of varied strategies sustains student engagement. Internal assessments provide detailed progress measures benchmarked against standards yet lack year-on-year consistency. Leaders effectively use assessment information to identify learning gaps and inform interventions. Teachers know students' strengths, monitor their work, and offer helpful feedback, but the implementation of marking policies and self-assessment varies.
- The school's enriching curriculum ensures steady progression across subjects, fostering a balance of knowledge, skills and understanding. Additional course choices and alternative pathways cater to students' diverse learning needs. Effective cross-curricular links exist in all phases. The curriculum is modified based on data analyses. In lessons, the schoolwide approach to differentiated tasks successfully challenges students, fostering personal and academic growth. Enriching experiences, visits, and a diverse extra-curricular programme support academic outcome.
- The school demonstrates highly effective procedures and training for student care, welfare, and safeguarding. The spacious premises are well-maintained. The curriculum effectively promotes safe and healthy lifestyles, complemented by excellent medical care. Teachers cultivate respectful relationships with students resulting in positive behaviours. Successful systems for attendance are in place. Inclusion is supported by the admission practices and rigorous identification procedures. The personalised guidance, especially for career and further education, are secure.

Leadership and management

- The recent appointment of the principal and other senior leaders, aided by the new improvement groups, is leading to positive changes in the direction of the school. Communication throughout the school community is open and effective, positively impacting morale and wellbeing. The governing board is very supportive of the school providing additional staff and resources to meet the school's changing demographics. The school's facilities and resources effectively meet the needs of students.

Highlights of the school:

- The quality of the curriculum provision including additional pathways in MYP and DP
- The provision and support for students of determination and students who are learning English as an additional language
- The highly effective learning environment for children in the KG
- The commitment and spirit of the school's leadership teams and their focus on school improvement
- The partnerships with parents that sustain the wellbeing and community ethos

Key recommendations:








- Develop a rigorous approach to the delivery of Arabic, as an additional language, especially in MYP, focusing on quality assessment practices and high expectations for student engagement and achievement.
- Evaluate the improvement groups' newly implemented strategies, to ensure that they are having the expected positive impact on student outcomes and that school policies and procedures affected by strategy changes are updated, shared and understood by all the community.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good ↑	Very good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Outstanding ↑	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good

	KG	PYP	MYP	DP
Learning skills	Outstanding ↑	Very good	Very good	Outstanding

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

	KG	PYP	MYP	DP
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

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good	Very good	Very good

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

06 LEADERSHIP AND MANAGMENT

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Outstanding
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	
NA		
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good

- With an average score of 541, the school missed its target in the Progress in International Reading Literacy Study (PIRLS) by 42 points. On average, across English, mathematics and science, students sustained a very good judgement in the benchmark assessments over two years. Attainment in mathematics was better than in English and science. Emirati students generally attained in line with their classmates in PIRLS and in the benchmark assessments.

C. Leadership: International and Emirati Achievement	Very good
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- The implementation of the school's National Agenda action plan is effectively monitored by all leaders. The plan has key actions and details as to how the school aims to improve all National Agenda elements, particularly reading. However, the measurable targets for raising the reading skills of all students are not challenging enough for students with broadly average reading skills, particularly the Emirati groups.

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

- Students display an enjoyment of reading. There has been a whole-school emphasis on raising the standards of reading and developing a culture where students read for pleasure and to enable them to access the curriculum more readily. These specific interventions have yet to be fully effective in PYP, where students start from a low base in their reading ability. By MYP most have made progress and read with accuracy. However, the elements on the school's action plan for the development of reading lacks specific measurable targets for the Emirati cohort and boys in particular.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Improve the students' reading assessment outcomes.
- Ensure that the action plans for improving students' reading skills include specific measurable targets to challenge all groups of students.
- Review the impact of the action plans to improve the reading literacy skills of all students and of Emirati boys in particular.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being 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 a very good level

- Senior leaders are committed to supporting the wellbeing of all individuals within the school community. Wellbeing policies have been established to outline the roles and responsibilities of members of staff and students. These encourage students to support their own wellbeing, as well as that of other students. They also involve parents in the process. School leaders analyse survey results. The findings guide the identification of areas for further improvement in wellbeing provision and help to refine the school's vision. Wellbeing indicators are not yet fully integrated into lesson monitoring.
- School leaders actively respond to students' suggestions about provision and routines. Parents appreciate the open-door communication and the prompt, purposeful and non-judgmental support for student and family wellbeing. Additionally, staff members appreciate the leaders' commitment to ensuring a sustainable work-life balance. Leaders value the wellbeing of all stakeholders and implement meaningful practices to ensure a supportive and safe environment for all.
- The school prioritises the emotional and social development of its students. Innovative practices, such as 'Wellbeing Wednesday', provide an effective platform for students to express their feelings and opinions in a supportive environment. Extra-curricular activities, including mindfulness, sport and music, support the wellbeing of students further. Throughout the school, students demonstrate a good understanding of their own wellbeing, and that of others, through their adherence to the school's values. The positive classroom atmospheres significantly contribute to students' wellbeing.

For Development:

- Include wellbeing indicators in lesson monitoring to increase awareness of the impact of classroom climate on students' wellbeing.

UAE social studies and Moral Education

- The UAE social studies and moral education are taught in English as stand-alone lessons, supported through integration with other subjects, especially in MYP, using the Moral, Social and Cultural Studies (MSCS) framework. Units are planned by grade level leaders to support the delivery of the curriculum. Assessments are appropriate and relevant.
- Meaningful action occurs in every grade, for example, the planting of saplings by Grade 2 students linked to COP28, and is enriched through projects, such as, the 'Moral May' and 'Joyous June', led by MYP students. Links with other subjects are made where possible to support student understanding.

Arabic in Early Years

- The school provides four 40-minute Arabic lessons per week in KG. Students learning Arabic as a first, language is taught separately from those learning Arabic, as an additional language. The Ministry of Education (MoE) curriculum criteria are adapted to meet the needs of both groups of students. Although the curriculum develops all language skills, there is a focus on phonics for all learners. There is currently no formal assessment made for either group. However, teachers monitor students' progress in lessons using procedures for assessing phonics and reading, as well as providing verbal feedback on writing skills.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Very good ↑	Very good ↑

- Across all phases, a majority of students, exceed expectations in their understanding and appreciation of Islamic worship, laws, and etiquette. The progress of MYP and DP students is stronger than students in PYP. Across all phases, the progress of girls is better than that of boys.
- Students in PYP exhibit enthusiasm for memorising the Holy Qur'an and connecting Islamic concepts to everyday contexts. In e-MYP and DP, students consistently demonstrate critical thinking skills and the ability to judge and evaluate different situations related to Islamic concepts.
- Teachers are effectively improving students' memorisation and recitation skills by providing more time to practice at the start of each lesson, implementing a Qur'anic tracker and fostering participation in Holy Qur'an competitions. The impact of these strategies is evident across all phases.

For Development:

- Ensure that the learning activities especially in PYP are tailored to the curriculum and individual needs, and to ensure greater challenge and support.
- Ensure that in all lessons there is sufficient time for students to grasp new concepts fully before transitioning into new activities.

ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Good ↑
Progress	Not applicable	Good	Good	Good

- Students' examination results in DP are above curriculum expectations. In lessons, DP most Emirati students, produce more in-depth analyses of different literary texts and make comparisons, using their evidence on the relevance to society.
- Students' listening and reading comprehension skills are strong across the school. However, speaking skills are still underdeveloped as they use only brief responses of single words or short phrases.
- The introduction of teaching strategies to develop students' styles of writing, is enabling students in PYP to produce more creative writing. However, these strategies are not yet improving students use of vocabulary, application of grammar and strengthening of correct sentence structures.

For Development:

- Improve students' use of vocabulary and application of grammar in order to support their writing skills.
- Improve further students' speaking skills by encouraging them to extend their range of speaking activities.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable ↓	Not applicable

- Internal assessment and international benchmark test data indicate that students are achieving above curriculum expectations. Lesson observations reflect this level of achievement in PYP, where students are able to build their writing skills by using acquired vocabulary and grammar.
- Students' listening skills are variable across the phases but stronger in PYP. Students' speaking skills are limited to the use of single words or short phrases. Upper PYP students analyse and identify elements of stories, whereas these skills are still developing in MYP.

- New teaching strategies to improve students' sentence construction have been introduced into MYP. However, application is inconsistent which is preventing students from making more rapid progress in their verbal and written expression.

For Development:

- Systematically develop MYP students sentence structure by supporting them to use correct grammar and compound sentences as they move up the grades.
- Improve students' speaking skills by providing more opportunities and tasks for all students to practice in lessons

ENGLISH

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Very good	Outstanding
Progress	Outstanding 	Very good	Very good	Outstanding

- Most children in KG start with little or no English. They make rapid progress in acquiring language and communication skills. Students build very well on this strong start as they move through the school and typically reach high standards by Grade 12.
- Across the phases students quickly gain confidence in their communication skills, although they often lack confidence in reading aloud with expression and in sharing their views orally. Students' writing becomes increasingly sophisticated, with many in MYP and DP writing with considerable flair.
- A whole-school approach to the promotion of reading across the curriculum is having an impact, and the use of information technology for instant translation is also having a significant impact on the progress of students who are learning English as an additional language.

For Development:

- Improve students' skills in reading aloud expressively and in sharing their views publicly.

MATHEMATICS

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- External assessment results in PYP and MYP are above expectations. A focus on number and patterns in KG is consolidated in PYP. Algebraic skills develop in MYP and advanced algebraic, trigonometric and calculus techniques are skills in DP.
- Children in KG2 use rulers to measure heights accurately. In Grade 4, students perform short division of number, including remainders. By Grade 10 students use calculus to find the equation of the tangent to a curve. In DP, students model everyday scenarios with trigonometry.
- Effective use of assessment in KG is supporting higher achievement. Introducing 'White Rose' in PYP is improving critical thinking skills. In Grade 11, attainment in DP is higher as some students now take alternative courses where mathematics is not mandated.

For Development:

- Provide opportunities in all phases for students to engage in more open-ended tasks to further develop their critical thinking skills.

SCIENCE

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Internal and external assessment data indicate that attainment is very strong across PYP and MYP, but less so in DP. External DP assessments are stronger in biology than in chemistry and physics, although the final grades do not align with those predicted by internal assessments.
- Most students display a very secure understanding of scientific concepts and use scientific terminology appropriately. Students in PYP and MYP are less confident when discussing or writing about their scientific learning.
- Investigative work enables students to link theoretical learning to their own lives and develop their critical thinking and problem-solving skills. Children in KG and the early years of PYP develop a strong understanding of the scientific method through their engagement in well-planned investigations.

For Development:

- Strengthen the opportunities for students in PYP and MYP to develop their scientific writing skills.
- Improve the outcomes in external assessments in DP by ensuring a closer alignment with the predicted grades and actual outcomes.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Outstanding ↑	Very good	Very good	Outstanding

- Children in the KG are extremely curious, eager to learn and quickly acquire a remarkable degree of independence. Older students are highly motivated learners. They know their own strengths and weaknesses, collaborate maturely and work with purpose to improve.
- Students frequently link learning to their daily lives during lessons, particularly in Arabic, mathematics, science, and MSCS. In MYP and DP, students offer insightful comments and maturely exchange ideas and opinions. Digital technology is an integral element of learning from KG to Grade 12.
- Since the last inspection, child-initiated learning in KG is embedded and now consistent across the phase. In most subjects elsewhere, students take increasing responsibility for their own learning, although this is less evident in mathematics.

For Development:

- Ensure everyday connections, critical thinking and problem-solving skills are intrinsic features of learning.
- Increase further students' confidence in taking responsibility for their own learning.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases are genuinely enthusiastic about attending school and consistently have positive attitudes toward learning. Most students, but not all in PYP, exhibit self-discipline thus maintaining respect for their teachers and each other.
- By cultivating excellent relationships, students demonstrate empathy, respect, care, and consideration when helping others. Student leaders are very positive role models. Punctuality is consistently observed, with children and students arriving on time. Attendance records reflect a very good level of commitment.
- Throughout all phases, there is a robust awareness and dedication to adopting healthy lifestyles. Students actively engage in initiatives for instance, the Dubai 30:30 challenge and Healthy Lifestyles Week, is helping them to make well-informed choices regarding nutrition and physical activity.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school most students possess an exceptional understanding of the influence of Islamic values in the UAE. The school's Ramadan assemblies, Umrah trips, and diverse events such as, community Iftars reflect their deep cultural understanding. The Learner Profile connections and active charity participation enriches students' perspectives.
- Students honour and engage with the UAE's heritage, actively participating in cultural events and leadership roles. The curriculum integrates genuine local connections, emphasising Emirati culture in various subjects and in fostering a strong appreciation and understanding across the school.
- Students demonstrate outstanding global cultural awareness. The annual International Day fosters community-wide celebrations. A highly multi-cultural environment promotes students' understanding of global cultures. They actively engage in making connections and in sharing and their understanding in all areas of the curriculum.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students speak with confidence about their roles in the school for example, as prefects, or Head Boy and Girl, or in Grade 3 where students help KG children with their reading. MYP students are proud of their contributions through Service as Action.
- Throughout the school, students display their strong work ethic. They are motivated to try new activities and confident to ask for support with their ideas; for example, as seen with the development of a student's business idea in 'Resin Art'.
- Students have a keen awareness of environmental issues. From KG, when children investigate the needs of plants in their Forest Garden, to older students who learn about deforestation and have planted saplings in the school grounds. Students are eager to make a difference.

For Development:

- Ensure consistently high standards of behaviour across all phases of the school, particularly in PYP.

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good

- Teachers in KG have an excellent understanding of how young children learn and are highly skilled in striking a balance between direct instruction and child-initiated learning. Across the school, teachers' contagious enthusiasm for their subjects inspires students and sustains their engagement.
- Teachers are adept at setting work at various levels of challenge for different groups of students, including the more able and those who are less confident. They use a variety of questioning strategies to elicit what students know, understand and can do, before moving learning forward.
- The introduction of an 'engagement point' in MYP has motivated students to take more responsibility for their own learning and enabled teachers to increase tasks that involve critical thinking. Occasionally, however, the pace of lessons leaves insufficient time for students to grasp fully the new concepts.

	KG	PYP	MYP	DP
Assessment	Very good	Very good	Very good	Very good

- Internal assessments are coherent and consistent and provide detailed measures of students' progress. Students' achievements are benchmarked against national and international comparators. Analyses of progress data are detailed but, and especially in MYP and DP, do not always provide an accurate measure of progress from year to year.
- Internal assessment data are analysed by senior leaders and subject coordinators. Learning gaps are identified which are used to inform curriculum planning for targeted interventions. Internal assessment information in DP are not used consistently to give reliable predictions of external assessment outcomes.
- Most teachers have a sound knowledge of students' strengths and the next steps needed to improve achievement. They monitor students' work in class and most provide immediate, helpful feedback. The implementation of the detailed marking policy and peer-and-self-assessment is variable.

For Development:

- Provide sufficient time for students to consolidate new learning before moving on to further tasks.
- Improve the analyses of students' progress across all subjects and ensure a closer alignment between predicted grades and final outcomes in DP.
- Ensure that all written feedback to students includes their next steps in learning.

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The school's rich and stimulating curriculum is fully compliant, meeting all statutory and IB requirements. It provides a steady progression across the subjects, so students develop a balance between knowledge, skills, and understanding.
- The curriculum has been extended with additional course choices. These include the IB Career-related Programme (CP) in Grade 11, as well as alternative pathways for students in the upper MYP phase. Some effective cross-curricular links are developed in all phases.
- School leaders are effective in modifying the curriculum in light of new information, whether that is from internal sources, external benchmarking or examinations. Alternative or additional provision is made for students who have difficulty accessing the four IB programmes.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The school's approach to providing a range of levelled tasks in each lesson is successful in providing suitable challenges for almost all students. Teachers provide opportunities for students to develop both personally and academically.
- Students' experiences are enriched through trips and visits and the wide-ranging extra-curricular programme that supports academic studies and caters to students' interests. Opportunities for enterprise, innovation, and social contributions are available to students, but are not yet regularly supported through the core curriculum.
- Students' understanding of Emirati culture and UAE society is developed mainly through assemblies, MSCS, Islamic Education and Arabic. Links to other subjects that build students understanding of UAE heritage and Emirati values are developing.

For Development:

- Strengthen cross-curricular links further in lessons so that students have regular opportunities to transfer skills and knowledge between subjects.
- Ensure opportunities for enterprise, innovation and social contribution are integrated in all areas of the curriculum.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Procedures and training for the care, welfare and safeguarding of all students are highly effective. Checks are put into place in a timely manner and meet all requirements. Record keeping is rigorous and monitored, both carefully and sensitively, by experienced leaders.
- Students benefit from the school's premises and grounds which are spacious and meet their needs, including for students of determination. Maintenance is carefully managed to ensure that any issues are addressed. Of equal importance is the strong focus on cleanliness throughout.
- The students' safe and healthy lifestyles are promoted effectively throughout the curriculum. The school cafeteria provides high quality, nutritious food. The care by the school's medical team, who maintain careful links with parents, is also of a high standard.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers know their students very well as individuals and enjoy excellent relationships with them. Mutual respect, trust and confidence can be seen in their highly positive interactions. Almost all students show highly positive behaviour. Systems for promoting attendance and punctuality are successful.
- Students with additional learning needs are identified by rigorous and informed procedures. Inclusive admission procedures are in place. Students of determination receive highly focused and comprehensive support. Excellent resources and facilities provide for a wide range of needs.
- Clear pathways to known, and trusted members of staff provide students with well-informed personal advice. Proactive support and expert personalised guidance are also provided for older students, regarding their future careers and further education.

For Development:

- Ensure that the systems and procedures for encouraging students to self-manage their conduct are even more effective in all phases.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Senior leaders and governors ensure that the school is very inclusive and caters for a wide range of needs. The highly effective and well-qualified inclusion lead provides very clear direction to the work of the team. The school's strong commitment to inclusion is demonstrated in its investment in resources and staff.
- Highly effective identification procedures include diagnostic assessments and referral to external specialists. Teachers personalise learning very effectively guided by students' individual education plans (IEPs). This ensures students are exceptionally well-supported. Individual and small group tuition supports learners, including those for whom English is not their first language.
- The school's engagement of parents as partners in their children's education is exceptional. In turn, parents value the school's inclusive and open ethos. Parents of students of determination are regularly involved in the life of the school.
- Very positive classroom cultures engage, motivate, and progressively empowers all learners. Learning support assistants (LSAs) support students effectively to develop their independence and resilience as learners. Alternative education pathways provide suitable choice and progression in learning for students of determination.
- Further learning experiences, such as, the sailing club, and highly effective curricular adaptations, motivate students of determination to succeed and thrive. This means that most make better than expected progress in their learning and personal development.

For Development:

- Consider providing even more opportunities for involvement in the school for parents of students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- Guided by the new principal, the senior leadership team is strategically shaping the school's vision to enhance student outcomes at all levels. There is a comprehensive understanding of curriculum and best teaching practices. This knowledge is being harnessed to foster a conducive learning culture. The principal's commitment to innovation and improvement is evident. The school's relationships with the community are strengthening, assisting the roles of distributed leadership. Senior leaders are now monitoring these developments to ensure maximum impact.
- The school's enhanced processes for self-evaluation are effective in providing accurate information about the school's performance. There are systematic and rigorous processes for the monitoring of teaching. The development of improvement plans has changed significantly this year, allowing for middle leaders to take greater responsibility for the development and implementation of new strategies. The process is having a positive impact on the morale and retention of staff. The new leadership has reviewed and acted upon the recommendations of the last inspection report.
- The school is very successful in engaging parents as partners in their child's learning. The school reports on academic and personal development formally three times a year. Communication channels are open and respectful. Parents report teachers are available and welcome conversations about their child's progress at any time. The school is continuing to develop relationships with the wider community to the benefit of the students and teachers.
- School governance is through the Board of Governors supported by a School Advisory Board. Parent and other stakeholder views are regularly sought and carefully considered by the the different groups. The board of governors carefully monitors the performance of the school ensuring that leadership is held responsible for the school's outcomes. They are supporting the school to meet the needs of the changing demographic of the students and the National Agenda priorities.

- The school's day-to-day management routines are efficient and effective. There are sufficient staff deployed to support student outcomes effectively. Teachers have relevant opportunities for continuing professional development both internally and from external providers. The facilities and resources for learning are of a very high quality and are used very successfully to meet student needs, especially in KG. With the school's reorganisation of classrooms in the secondary building there are further opportunities to promote both subject identity and student achievement.

For Development:

- Monitor rigorously the impact of actions taken by leaders, following the introduction of distributed leadership.
- Ensure that the implemented improvement strategies have a positive impact on student outcomes.
- Consider using the corridor space in Secondary to display departmental images and students' achievements.



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