

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



Inspection Report
2018-2019

Raffles World Academy

11 YEARS OF INSPECTIONS

Very good

Curriculum
IB



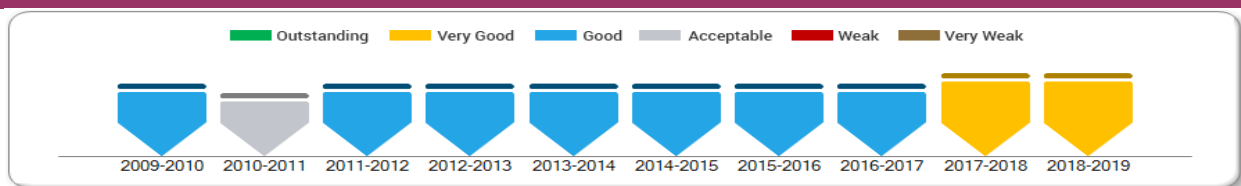
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School Information

General Information	Location	Umm Suqeim
	Opening year of School	2008
	Website	www.rafflesis.com
	Telephone	04-4271200
	Principal	Mr. Timothy Roberts
	Principal - Date appointed	8/1/2016
	Language of Instruction	English
	Inspection Dates:	22 to 25 October 2018
Students	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1716
	Number of Emirati students	118
	Number of students of determination	130
	Largest nationality group of students	Indian
Teachers	Number of teachers	161
	Largest nationality group of teachers	UK and the Republic of Ireland
	Number of teaching assistants	7
	Teacher-student ratio	1:11
	Number of guidance counsellors	3
	Teacher turnover	16%
Curriculum	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IGCSE, IBDP
	Accreditation	CIS, IB
	National Agenda Benchmark Tests	GL

School Journey for Raffles World Academy



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment and progress are good or better in all subjects across the school. Students' attainment in the International General Certificate of Secondary Education (IGCSE) English Language and Chemistry and in the International Baccalaureate (IB) Diploma Programme (DP) English A Language and Literature at both levels, English Literature standard level and DP Biology higher level was outstanding in the last external examinations. Attainment in science in Kindergarten is an improving picture.
- Students' personal and social development, their understanding of Islamic values, Emirati and world cultures and their participation in community services and implementation of innovative ideas is outstanding in all phases and is a feature of the school. They are confident, engaged learners who can clearly communicate their learning in a variety of ways.

Provision for learners

- Teaching for effective learning and underlying assessment practice is now very good across the school. Overall, teaching and assessment practice is more consistent in the Kindergarten and DP phases. There are indications that practice is significantly improved in Secondary where the IB Middle Years Programme (MYP) is now delivered in all grades.
- The curriculum provision and curriculum adaptation are very good or better across all phases. The school is now authorised for MYP in Grades 6 to 10, providing a consistent curriculum pathway through the school. Last year's Grade 10 was the final cohort to sit IGCSE. The support for students who may benefit from alternative curriculum pathways is developing. There is a wide range of activities and experiences available for students.
- The school is a safe, supportive and caring environment for the students. The buildings are maintained to a very good standard. The day-to-day management is highly effective. This is an inclusive school that identifies and supports students of determination as well as those with gifts and talents. The needs of almost all students are being met. Counselling services have been further developed to provide improved support for all students.

Leadership and management

- The school leaders and governors have a passionate vision and direction for the school. There is a focus on student well-being and the development of positive relationships between all stakeholders, resulting in an atmosphere of inclusion and care that pervades the school. The morale throughout the school community is very positive and parents are particularly positive and supportive. The processes for driving and supporting change are well developed and are implemented effectively across the school.

What the School does Best:

- The inclusive ethos of the school and its ambition for students of determination
- Students' personal and social development and their understanding of Islamic and world cultures
- Students' willingness to be active participants in their learning and to take responsibility to become independent learners in all subjects, including Arabic and Islamic education
- The senior school leaders' and governors' vision, direction and their action to strengthen the approaches to teaching and learning and to achieve the school's UAE National Agenda targets
- The parents' involvement in and active support of the school.







Key Recommendations:

- Develop the skills of teachers, by sharing examples of best practice already evident in the school, to ensure consistency by:
 - providing effective opportunities for students to use their transferable learning skills for improved conceptual understanding
 - assessing students' achievement accurately based on progression of their learning from their starting points and the use of rubrics in assessment for learning
 - using assessment data effectively in planning and identifying the support to meet the needs of all students.

Overall School Performance

Very good

1. Students' Achievement

		KG	PYP	Secondary	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 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	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good	Very good	Good
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good ↑	Very good	Very good	Good ↓
	Progress	Very good	Very good	Very good	Very good
Learning skills		KG	PYP	Secondary	DP
		Very good	Very good	Very good	Very good

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

	KG	PYP	Secondary	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

3. Teaching and assessment

	KG	PYP	Secondary	DP
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good ↑	Very good ↑	Very good

4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Very good	Outstanding ↑
Curriculum adaptation	Very good	Very good	Very good	Very good

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

	KG	PYP	Secondary	DP
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	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**](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments **meets expectations.**

- International assessments show an inconsistent picture with all 2015 TIMSS scores showing improvements over the previous testing in 2011, with Grade 4 science demonstrating the largest increase. The 2015 PISA scores are not so impressive with both mathematics and reading scores dropping slightly and all scores below the targets set. In 2017, the PISA-based test for schools produced significantly better results, with mathematics and science exceeding the 2015 targets. When GL Progress Tests are compared to CAT4 measures of potential, both mathematics and science indicate positive improvements, with English attainment generally in line with potential.

Impact of Leadership **is above expectations.**

- All senior leaders, including the Board, are committed to the goals of the National Agenda (N.A.). The school's N.A. action plan addresses all issues raised in reports from the testing organisations. Leaders analyse the testing data rigorously ensuring necessary curriculum modifications are made and teachers are trained in using the data to adjust teaching.

Impact on Learning **is above expectations.**

- Enquiry is central to all learning in the school. Teachers are skilled in setting open tasks to develop critical thinking; this is especially true in English and in the Diploma Programme. Students apply reasoning skills flexibly and creatively. Independent research skills develop steadily from KG to DP, although this could be monitored more closely.

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

For Development:

- Investigate whether the GL progress tests are the most appropriate benchmarking instruments to use now that the school is a three-programme IB school, and is no longer linked to a UK curriculum.
- Develop the horizontal and vertical articulation of research skills across the school.

Reading Across the Curriculum

- Achievement in reading across the curriculum is improving. The continuous enhancement of the school's reading programme is beginning to raise the performance of boys and close the attainment gap with girls.
- The large majority of students are skilled and confident in the use of reading strategies and actively engage with digital and printed texts across genres and purposes.
- The implementation of the school's library programme as a tool for engaging, developing and supporting confident, lifelong learners is very well developed.
- School leaders and governors are committed to the development of reading throughout the school. The school continues to improve the effectiveness of its whole-school approach to reading across the curriculum.

The school's provision, leading to raised outcomes in reading across the curriculum is Well Developed.

For Development:

- Enhance the school's reading policy by including reading strategies and reading intervention protocols for the secondary phase and non-language specific subject areas.

UAE Social Studies

- The UAE social studies programme is skilfully planned and integrated into the school's IB curriculum. Skills, knowledge and concepts are carefully balanced to provide enrichment.
- Course work, in the form of units of investigation, are viewed enthusiastically by students who settle quickly into their group and independent work.
- Attainment is above average and tracked effectively across year groups. Data is used systematically to guide planning for lessons to meet different needs of students.
- Progress is very good because lessons are well planned, expectations of students' work are high, and lessons are engaging for students.

The school's implementation of the UAE social studies programme is Above Expectations.

Innovation

- Students are independent and confident in expressing their own views. The skill of critical analysis is evident across all grades. The students have well-developed transferable learning skills available to use in a variety of contexts.
- Students' advanced work ethic and entrepreneurship set the scene for dynamic and meaningful innovations that address significant issues of interest and relevance to them. There are effective opportunities for participation at all levels.
- The IB enquiry approach explicitly expects that teachers will continually foster a sense of enquiry across all phases. This is evident in almost all classes. Teachers modify their lesson plans to promote a range of innovative methods to develop students' learning skills.
- The curriculum enshrines creativity and critical thinking as a vital and intrinsic part of learning across the phases. Opportunities for reflection is a feature of almost all lessons. Students are encouraged to think innovatively, and, in most lessons, there is time for discussion and extending learning.
- Across all phases, the school's leaders promote a culture of continual development, and contribution from all stakeholders is encouraged. This results in a vibrant and thoughtful learning environment. The features required for innovation to be developed further are identified with appropriate actions and targets.

The school's promotion of a culture of innovation is Systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	Secondary	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- The majority of students demonstrate knowledge and understanding that are above Ministry of Education (MoE) curriculum expectations in lessons and recent work. However, the school's data show higher attainment. Students in the Primary Years Programme (PYP) phase are starting to make better progress than those in other phases.
- Students demonstrate better understanding of Seerah and the principles of worship than that of the Holy Qur'an and Hadith, where many students have difficulty in understanding their meaning or referring to these for guidance or evidence of rulings. Recitation and memorisation skills of the Holy Qur'an are under developed.
- Students' understanding and application of Islamic values in real life situations have improved significantly this year as evidenced by students' projects, activities and their behaviour in the school.

For Development:

- Improve students' understanding of the Holy Qur'an, Hadith and Seerah by making sure that these are linked to all areas of learning.

Arabic as a First Language

	KG	PYP	Secondary	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students' outcomes in both attainment and progress are continuing to be sustained across the phases. The majority of students have listening and reading analysis skills that exceed the MoE curriculum expectations.
- Most students have effective listening and reading comprehension skills. In the upper phases, speaking is showing signs of improvement, although frequent inaccuracies and aspects of local dialects remain evident. Students are developing their writing skills at a slower pace.
- The recent changes in the quality of teaching experiences and assessment practices are playing a positive role in consolidating students' progress in lessons and over time.

For Development:

- Foster more independence in learning through planning for focused challenge levels.
- Raise the expectations of students' use of standard Arabic in their spoken and written work by providing focused and timely oral feedback in lessons and through written comment on students' work.

Arabic as an Additional Language

	KG	PYP	Secondary	DP
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students' outcomes in both attainment and progress are being sustained across both phases. Improvements are emerging in students' listening, speaking, and reading comprehensions skills, especially in PYP.
- Beginner students in both phases are developing their listening and reading comprehension skills steadily. The more experienced learners are starting to improve their ability to speak and take more risks in writing.
- The recent curriculum reviews, and the updated teaching and assessment practices are beginning to have a positive impact on students' application of language skills in unfamiliar contexts.

For Development:

- Develop further independence in students' learning through the planning of more consistently focused teaching strategies.
- Review the writing expectations and assessment practices to allow students to develop and extend their writing skills over time.

English

	KG	PYP	Secondary	DP
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- From the Kindergarten onwards, students make rapid progress in English and attainment is well above curriculum standards in all grades. This level of attainment is confirmed by lesson observations and external examination results, but not by international benchmark tests.
- Students' oral skills are particularly well developed and in discussion, they articulate their thoughts clearly and with confidence. Writing is often varied and imaginative. Reading skills are improving because of the emphasis being given to reading for pleasure across all grades.
- The development of critical thinking and enquiry skills is embedded in most lessons. As a result, students' literary analysis skills are particularly strong. Teaching strategies that place emphasis on investigative, collaborative learning are underpinning the development of these skills.

For Development:

- Ensure closer alignment between internal assessments and external benchmarking tests.

Mathematics

	KG	PYP	Secondary	DP
Attainment	Very good	Very good	Very good	Good
Progress	Very good	Very good	Very good	Very good

- Algebraic proficiency in the secondary phase is built upon strong number skills developed in the PYP. Problem-solving develops most rapidly in the PYP and early secondary. Attainment over time is least consistent in the DP. Progress in lessons is fastest in Kindergarten and PYP.
- In Kindergarten and PYP, students develop confidence in handling number bonds. Mathematical enquiry is a strong feature in all phases. Organisation and communication skills develop well, so that by DP, students can construct detailed multi-step solutions. Critical thinking is developed successfully in all phases.
- Improved rubrics in the secondary phase encourage students to achieve higher standards on assessed work. Students in the middle two phases develop mathematical understanding by progressing through structured levels of knowledge and skill acquisition. Students in DP more often construct understanding through critical thinking.

For Development:

- As a three programme IB school, the characteristics of the IB inquiry processes should be visibly more explicit in all learning in mathematics classes.

Science

	KG	PYP	Secondary	DP
Attainment	Very good ↑	Very good	Very good	Good ↓
Progress	Very good	Very good	Very good	Very good

- In all but the DP phase, the large majority of students attain at levels above the IB standards. Only the majority of students achieve above these standards in the DP phase, where the strongest attainment is evident in biology compared to chemistry or physics. Progress by the large majority of students across all phases is better than expected when observed during lessons and over time.
- As students move through the school, they increasingly apply a more complex enquiry approach. Incorporated in this approach is an enhanced range of thinking, questioning, vocabulary, and research and investigation skills. Students build on their prior knowledge and understanding, as they construct an increasingly sophisticated conceptual understanding of their world.
- Students' independent investigation skills, teamwork, higher-order thinking and scientific understanding are increasingly developed in well-resourced, purpose-built laboratories. The development of deeper, critical thinking is supported by regular problem-solving, analysing, synthesising, evaluating and creative activities.

For Development:

- Improve attainment in the DP phase by developing an action plan and strategies to enhance advice to students on subject selection, teaching, the tracking of students' levels of attainment and timely teacher interventions.

Learning Skills

	KG	PYP	Secondary	DP
Learning skills	Very good	Very good	Very good	Very good

- From the Kindergarten onwards, students are increasingly able to take responsibility for their own learning. They very quickly become capable, independent learners. Students work well collaboratively and are very competent in the use of technology to support their learning.
- Students are highly motivated and keen to learn. Communication skills are well developed and, when working in small groups, students listen thoughtfully and respond appropriately to ideas that are shared. They routinely make links between their learning and their everyday lives.
- A continuing focus on innovation encourages students to be creative and enterprising. They are always ready to use their well-developed problem-solving skills. In a few lessons, in all phases, teachers do not make enough use of students' capacity for independent learning.

For Development:

- Share best practice and ensure that full use is made of students' well-developed learning skills in all lessons.

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

	KG	PYP	Secondary	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' exemplary behaviour remains embedded across the school as in previous years. Students' advanced personal development outcomes are the fruit of well-established systems of care, driven by the IB's core values.
- From a young age, students develop relationships with friends and adults of the highest quality. They apply themselves in mature ways for their age. They show respect and appreciation for their peers, especially for their friends who are students of determination.
- Students continue to make healthy lifestyle choices. The school's all-encompassing and growing international ethos has resulted in increasing student commitment towards their school.

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

- Students across the school demonstrate very strong appreciation of cultural diversity in the UAE. They are proud of their own culture. Students are also keenly aware of cultural differences and of the world around them. Those in the higher phases have better awareness of world cultures than younger students and can give more details about these cultures.
- A particular strength is the students' understanding of Islamic values which is clearly evident in students' behaviour in the four phases. Many of these values are enhanced and promoted in the school by being an integrated part of the IB programme.
- Students' understanding of UAE heritage and culture is having more positive impact in all phases this year. Students can talk knowledgeably about the UAE and can explain how the country changed from desert to become a vibrant, modern state.

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

- Students exhibit high levels of social responsibility, work ethic and proactivity. They are active 'givers' to their school and wider community. Older students, often working in committees, make strategic arrangements to address issues such as inclusion, bullying, and recycling.
- Students fully understand their environmental responsibilities and respond to these effectively. Their projects that raise awareness about academic honesty and the inclusion conference are examples of best practice.
- Students are taking strategic action and leading on developing their social responsibility and innovation skills.

For Development:

- Promote student-led initiatives in the wider community.

3. Teaching and assessment

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

- All teachers exhibit a strong subject knowledge. The large majority plan well-structured enquiry-based lessons using their knowledge of their students' learning attributes, increasingly gleaned from regular assessment activities. Teachers provide work aligned to meet their students' individual needs.
- Teachers include appropriate IB goals and learning objectives in their 'five-minute lesson plans', as well as cross-curricular links, real life applications and opportunities for student leadership. Teachers design purposeful tasks to motivate students and develop their learning skills.
- Teachers' expectations of students' academic and personal progress are very high. They are increasingly adept at engaging students in dialogue, group work and collaboration and challenging them using probing, open-ended questions to enhance their deeper critical thinking. In Kindergarten, teachers subtly intervene in free play to challenge and support children in their own learning.

	KG	PYP	Secondary	DP
Assessment	Very good	Very good ↑	Very good ↑	Very good

- The school uses different, yet valid, mechanisms for assessing starting points and measuring progress in each phase. Across the school, the IB 1 to 7 scale is now used to evaluate and record attainment. Excellent use of data to adjust teaching is demonstrated by the large majority of teachers, but not yet by all.
- Assessment processes have improved in PYP and Secondary. Progress measurements, against learning objectives, give teachers detailed information. The consistency of approach to assessing attainment across the subjects and phases helps students to move smoothly between programmes. Benchmark testing is rather excessive. School leaders should decide which benchmark will best suit their needs now that MYP has been fully implemented in the secondary phase.
- Tracking of progress has been made more accurate and moderation in PYP has increased reliability. Professional development has led to greater data literacy and aided the production of more appropriate MYP rubrics. Adopting the IB 1 to 7 scale across the school has improved clarity and consistency.

For Development:

- Ensure that the quality of all teachers' performance exceeds the expectations of the UAE.
- Consider refining and streamlining the benchmark testing currently used in order to simplify the triangulation of data and to provide rich information, which is more important than quantity and breadth of data.

4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Very good	Outstanding ↑

- From the Kindergarten onwards, the curriculum provides students with a rich variety of learning experiences. The integration of skills in Kindergarten aligns well with conceptual development in PYP. In DP, the increased range of courses offers students more achievement opportunities.
- Considerable choice is available to students through the school's extensive co-curricular programme. This provides students with excellent opportunities to follow their talents and interests. The curriculum choices prepare students exceptionally well for their next steps in learning in and beyond school.
- Regular reviews ensure that the curriculum is up-to-date and meets all statutory requirements, including the UAE National Agenda. The recently introduced MYP in the secondary phase is in the process of being embedded. Particularly successful developments include the sharp focus on developing students' reasoning and critical thinking skills.
- Moral education is taught using an integrated, cross-curricular approach.

	KG	PYP	Secondary	DP
Curriculum adaptation	Very good	Very good	Very good	Very good

- Whilst there is still a measure of inconsistency across the phases, teachers are continually improving and modifying lessons and strategies to meet the needs of all learners. The large majority of lessons succeed in supporting and building learning, encouraging students to be ambitious learners.
- Problem-solving and relating learning to the real world are strengths of the curriculum, and this approach pervades school life. Extra-curricular activities provide further opportunities for many students to widen their breadth of experience and to develop skills, such as leadership.
- The local context of students' learning is evident in almost all lessons. This results in students having a very wide knowledge of and respect for Arabic culture and heritage, which extends far beyond local celebrations and events.
- Arabic is delivered in Kindergarten 1 and 2 for two and four periods each week respectively.

For Development:

- Embed and evaluate the outcomes of recent positive curricular developments for all groups of students.

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

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

- Safeguarding and child protection are strong features of practice across the school. Buildings and equipment are very well-maintained and thorough measures are in place to maximise the protection of students using school transport. The school takes rigorous steps towards protecting students from all forms of abuse.
- The strengths of health and safety practices of the school include excellent record keeping, regular safety checks, a comprehensive set of policies and a strong health education programme.
- The school continuously strives to improve its provision for health and safety. Recent facility enhancements to improve safety arrangements include new flooring in the drama room and selected primary rooms and the replacement of artificial grass on the soccer field.

	KG	PYP	Secondary	DP
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Relationships between students and staff are respectful and friendly and are built upon the clear mission of the school. Systems to support relationships are very well developed. This community genuinely works together to minimize any challenges to the overall caring and supportive ethos.
- Students of determination are effectively identified. In Kindergarten, they are sensibly given time to become comfortable in school before diagnostic decisions are made. Students with gifts and talents are carefully identified and the majority of lessons are well-adapted to students' needs.
- Students are exceptionally well guided toward appropriate opportunities in future education and work. Counsellors provide individual support for students when needed, and almost all students are comfortable with accessing the advice they may need from any member of staff in the school.

For Development:

- Ensure teachers have and use the strategies necessary to produce exceptional student behaviour for learning, particularly in Kindergarten and the primary phase.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders at all levels are committed to inclusion and passionately ensure that the ethos is reflected in their service to students and parents. Teamwork and clarity of purpose by the whole school, including students, results in a continuous concentration on improving learning outcomes.
- Students of determination are accurately identified and diagnosed using a range of appropriate information and techniques. Children in Kindergarten are given time to settle into school before a diagnosis is undertaken. Interventions are well-targeted to meet academic and social needs.
- Parents are true partners in the education of their children, and their contribution is sought, valued and utilised by the school. As a result, students receive support which fosters consistency between school and home. Almost all parents ably contribute to curriculum planning.
- The curriculum is collaborative and concentrates well on the development of useful learning skills for students of determination. Training for support staff is improving students' progress, but is insufficiently refined to ensure continuous improvement in outcomes, particularly for students with very complex learning needs.
- Across the phases, students almost always make good or better progress in lessons and over time. Curriculum developments are ensuring that present and future students have stimulating opportunities for accreditation which recognise and celebrate their learning.

For Development:

- Ensure that individual learning plans help students to overcome barriers to learning identified in the school's 'student passport'.

6. 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

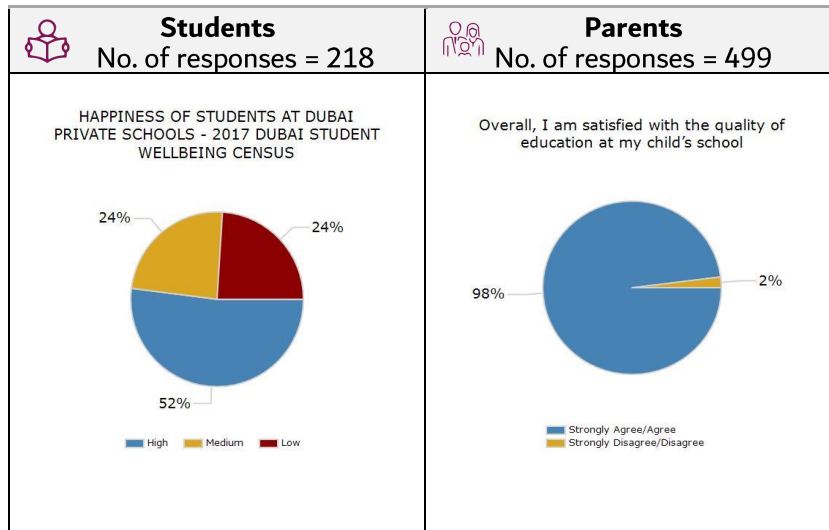
- There have been changes in the school leadership structure and personnel this school year. Their commitment to improvement and further development remains very strong. The school leadership team has a clear and passionate vision for the school that is closely linked to the UAE national and Dubai priorities. Leaders promote and achieve an inclusive and caring ethos that is focused on student well-being through developing positive relationships. Morale throughout the school community is very positive.
- School leaders recognise and prioritise areas for further development using an effective self-evaluation process involving almost all stakeholders. Action plans for school development and improvement are produced to implement strategies aligned to their identified priorities. These are often, but not exclusively based on the key recommendation and development points in the last inspection report. These strategies are beginning to have a positive impact on student achievement and National Agenda outcomes. However, overall, planning remains insufficiently target-driven and lacks focus on the short-term goals needed to achieve long-term aims.
- Parents have a profound appreciation of the wide range of information they receive, and especially the detailed reports and follow-up conferences with staff to discuss their children's achievements. They have a very good understanding of the school's positive approach to inclusion, and greatly respect the close focus on developing students' reading skills. The very active parents' association (PARWA), and impressively wide range of school initiatives, keep parents closely involved in school life.
- The corporate executive board and the advisory council, composed of a range of representatives including parents and students, meet regularly. The governing board and advisory council supported the school leaders effectively in responding to the key recommendation and development points in the previous inspection report. They ensure that appropriate staffing and resources are available, including additional resources for student guidance. They exert a positive and direct impact on, and hold school leaders to account for the performance of the school.
- The quality of the management of the day-to-day life of the school is extremely high. The sufficiency, deployment and development of suitably qualified staff, and the quality of relevant resources to support and promote the school mission are all significant contributors to the improving learning seen in this school.



For Development:

- Focus on short-term, target-driven goals to achieve long-term aims.

The Views of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Most students who responded identified that they are happy at school, are optimistic and are able to persevere with tasks. All students think that they have some connection with adults at the school and indicate that they have a high level of engagement with their schoolwork. The inspection findings support, in general, the students' views.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the education the school provides for their children. They believe their children are happy and feel safe at school. Parents are positive about their children's well-being. A few parents say they are never involved in activities at the school. There is no common theme to the negative comments received in the survey. Overall, the inspection findings support the parents' views.

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 inspection@khda.gov.ae