



المعرفة
Knowledge



RAFFLES WORLD ACADEMY

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Umm Suqeim
	Opening year of school	2008
	Website	www.rwadubai.com
	Telephone	97144271200
	Principal	Timothy Craig Roberts
	Principal - date appointed	8/1/2016
	Language of instruction	English
	Inspection dates	16 to 20 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1831
	Number of Emirati students	96
	Number of students of determination	106
	Largest nationality group of students	Indian



TEACHERS

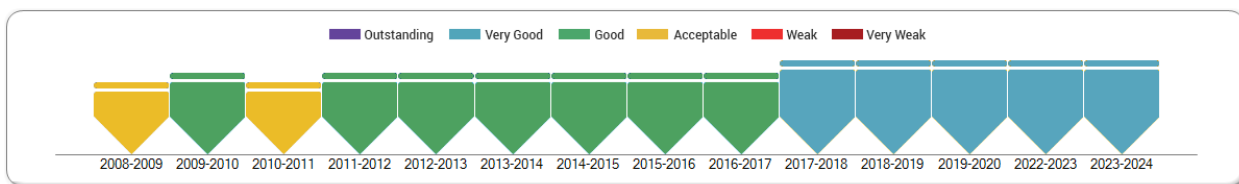
	Number of teachers	151
	Largest nationality group of teachers	Irish
	Number of teaching assistants	11
	Number of guidance counsellors	3



CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	MYP e-Assessment, IBDP, BTEC
	Accreditation	IB

School Journey for RAFFLES WORLD 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' achievement in English, mathematics, and science is at a higher level than in Islamic Education and Arabic. Student achievement in the Kindergarten (KG) and in PYP is stronger than in other phases. In the final phase, students' achievement is improving in most DP subjects, except in mathematics. Students following alternative pathways are achieving at a high standard, especially in the Business Technology Education Council (BTEC) components. Emirati students achieve similarly to other groups of students.
- Overall, students' attitudes and behaviour remain highly positive, although there is the occasional lapse among students in MYP. Their work ethic is strong with most students in all phases being fully engaged in their learning. Students' understanding of Islamic values, Emirati culture and other world cultures is being effectively developed. They participate in many extra-curricular activities including those focusing on support in the wider community.

Provision For learners

- Teaching is effective with some exemplary lessons seen in all phases. It is stronger overall in KG and PYP. Teachers' questioning is insightful, and they know their students well. However, there is insufficient focus on the IB style of inquiry to support students' conceptual understanding, especially in MYP. Processes for assessment and the tracking of progress are effective, especially in KG. Moderation procedures are rigorous. Teachers' verbal and written feedback to students is strong.
- The curriculum aligns with the requirements of the four IB programmes offered by the school. This ensures a progression of skills, achieved through careful mapping of the curriculum, and smooth transition between the different phases. Alternative pathways, through the Careers-related Programme and BTEC qualifications are well-embedded. Modification to meet the needs of most groups of students is effective. The school is working further on supporting the needs of the increasing number of students for whom English is an additional language.
- The care, guidance and support provided for all groups of students is very effective. The quality of support provided for students of determination, and for those with gift and talents is also successful. All staff are rigorously trained in safeguarding and child protection procedures. Students engage in safeguarding campaigns such as, anti-bullying. Risk assessments, policies and procedures relating to visitors and parents coming on-site and to ensure children in KG are always effectively supervised are not rigorous enough.

Leadership and management

- Leadership is successful in supporting an open and welcoming school and developing a purposeful inclusive learning culture. The analyses of data are used effectively to develop the improvement and action plans. Communication with parents is very effective and they are highly engaged with the school. Governance is very supportive, ensuring that facilities, including the new auditorium and resources, are maintained to high-level. The day-to-day management of the school is effective in supporting student outcomes.

HIGHLIGHTS OF THE SCHOOL

- The ethos of care, support and wellbeing that permeates the school’s diverse community
- The provision of Islamic Education and Arabic language in KG
- The well-balanced and coherent curriculum offering multiple pathways and supporting the needs of students, especially in the upper grades
- The positive and reassuring relationships between the school and parents
- The students’ outstanding understanding of Islamic values and world cultures, and their social responsibility and innovation skills

KEY RECOMMENDATIONS

- Improve the delivery of the curriculum by ensuring consistency in teaching and assessment practices, which enable all students to demonstrate their skills, learning and understanding, through the cycle of inquiry, action and reflection.
- Ensure that improvement plans have measurable success criteria focused on student outcomes.
- Review, update and subsequently monitor risk assessment policies and procedures and ensure these are rigorously enforced.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		KG	PYP	MYP	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	Very good ↑	Good	Not applicable
 English	Attainment	Very good	Outstanding ↑	Very good	Very good
	Progress	Outstanding	Outstanding ↑	Very good	Outstanding
 Mathematics	Attainment	Outstanding ↑	Very good	Very good	Good
	Progress	Outstanding	Outstanding ↑	Very good	Very good
 Science	Attainment	Very good	Outstanding	Very good	Very good
	Progress	Outstanding	Outstanding	Very good	Very good

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

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	Outstanding	Very good	Very good	Very good
Assessment	Outstanding	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	Very good ↓	Very good ↓	Very good ↓	Very good ↓
Care and support	Outstanding	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	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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Very good

- Progression in the National Agenda Parameter (NAP) benchmark tests is judged to be outstanding overall across English, mathematics, and science. The school exceeded its 2021 targets in the Progress In International Reading Literacy Study (PIRLS), demonstrating outstanding progression with very good attainment. No Emirati students participated in the last cycle of PIRLS.

C. Leadership: International and Emirati Achievement	Very good	
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- School leaders support the vision and goals of the National Agenda. Action planning specifies clear processes for monitoring and measuring student outcomes. Targeted modifications have improved the alignment of curriculum with the outcomes of benchmark tests. Teaching is supported by the use of external assessment information. Quality assurance, regular monitoring and focused action planning have ensured a significant improvement in both NAP and PIRLS results. Additional focused academic support for the Emirati cohort remains uneven across subjects.

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

- Analyses of the benchmark reading data support an acceptable judgement for reading literacy across the school. The majority of students achieve a score in the average to above range. Teachers make some use of the test data to inform their teaching practice. Teachers' understanding of student needs is variable leading to inconsistent interventions for below average readers. The school's use of benchmark reading assessments and a range of other literacy initiatives is still developing. An emerging reading culture is evolving across the school. However, reading support for Emiratis is variable across phases and subjects.

Overall school standards in the National Agenda Parameter are good

For Development:

- Monitor rigorously the effectiveness of teaching in meeting the learning needs of all students.
- Disseminate the well analysed reading data so that all teachers know each student's reading level and build this into their teaching.
- Evaluate the reading support provided to the Emirati students to ensure the level of reading assistance is sufficient.



Wellbeing



KHDA has placed well-being 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 a very good level

- The school demonstrates a strong commitment to wellbeing through its clear vision and commitment to improvement Wellbeing information is systematically gathered and analysed and used to inform decision-making. The school is developing its reporting and target setting in relation to the vision. Sustainability and embedding improvement are notable strengths, especially in staff wellbeing initiatives.
- The school excels in fostering the engagement of parents, students and staff. All feel well cared for and supported, contributing to a positive school culture. However, the school's engagement with the wider community is still emerging.
- The school's wellbeing programmes and initiatives promote students' learning and wellbeing experiences. However, assessment procedures for evaluating the effectiveness of wellbeing initiatives are not rigorous enough. Nevertheless, students' engagement in wellbeing initiatives and their diverse experiences create a highly positive and nurturing school environment, contributing significantly to their overall success and happiness.

For Development:

- Ensure that wellbeing initiatives have clear and measurable success criteria, with a specific focus on student outcomes.

UAE social studies and Moral Education

- Students very much enjoy moral, social and cultural studies (MSCS). They benefit from lively participation in debates about moral issues, as well as discovering more about the history and traditions of the UAE. The MSCS framework standards are mapped for each grade and designed to be covered in one standalone lesson per week up to Grade 10. In addition, elements are reinforced within other subjects, enhancing students' understanding and enjoyment.
- In DP, the MSCS is generally integrated across subjects, and students consider moral and social issues from a wider range of perspectives, particularly in English and Theory of Knowledge (TOK). Teaching is of a high quality and undertaken by staff who successfully motivate students. Students' performance is assessed regularly and reported to parents.

Arabic in Early Years

- Children are taught Arabic in KG1 and KG2. The school deploys 2 teachers to deliver the MoE programme, which is aligned with IB expectations, for two hours every week. In lessons, children learn about the alphabet, numbers, fruits, animals and colours from a range of activities. Assessment strategies include whole class questioning, worksheets, and several hands-on activities. Teachers use various learning resources, including outdoor learning spaces. Learning through play and making choices is not well-embedded in Arabic teaching in KG2. The school strengthens the transition to Grade 1 by deploying the same teachers for both phases.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students in PYP have a secure knowledge of Islamic concepts such as, the Pillars of Islam and faith. In MYP and DP, students have a secure knowledge and understanding of Islamic etiquette, values and principles.
- Students enjoy discussions about interesting topics. Their skills in linking the Hadith, and verses from the Holy Qur'an to the subject they are studying, are improving. However, a majority of Arabic speaking students still find it difficult to communicate their learning.
- The improvement in students' memorisation skills is due to improvements in the quality of teaching, especially at the beginning of each session. Involvement in Islamic competitions and activities have helped to improve students' recitation skills. However, this improvement is not consistent across all grades and phases.

For Development:

- Raise the level of challenge and support in order to meet the needs of different groups of students.
- Improve students' ability to communicate their learning in Arabic.
- Ensure that the quality of teaching is consistent across strands and phases.

ARABIC AS A FIRST LANGUAGE

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

- In lessons and in their recent work, the majority of students are achieving above the curriculum standards. The school's assessment data shows improving achievement across all phases. However, this is not always apparent in lessons.
- Students' listening and reading skills are strengths but their speaking and writing skills are less well-developed. In particular, speaking at length using standard Arabic is inconsistent, particularly in the higher grades. In PYP, speaking skills are age-related. Students' application of grammar and creative writing is insecure.
- Targeted interventions and increased opportunities to use standard Arabic are yet to impact on students' learning. Their ability to communicate in grammatically correct writing and with use of modern standard Arabic is insecure.

For Development:

- Provide more opportunities for students to write on a range of topics to improve their use of grammar.
- Provide more structured opportunities for students to improve their use of standard Arabic to communicate their learning.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The majority of students achieve better than expected attainment levels against the curriculum standards. Progress in students' recent work is stronger in PYP. The school's data are inconsistent with students' performance in lessons and in recent work in MYP.
- Students' listening skills are strong and reading comprehension is developed well across the phases. In PYP, students speak with confidence on different topics with use of a range of vocabulary. Students' writing lags behind the development of the other language skills, especially in MYP.
- Improvement in the quality of teaching and, increased opportunities in lessons for students to speak is having a positive impact in PYP. These improvements have not yet impacted on their writing skills.

For Development:

- Ensure learning activities match students' interests to encourage them to write with greater confidence.
- Provide more opportunities for students to practice and develop their language skills and review their learning against their targets in grammar and spelling.

ENGLISH

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

- Children in KG listen attentively to adults and each other. They make improvements in their speaking and listening skills and quickly develop their early reading and writing skills. Elsewhere, students' reading and writing skills improve as they progress through the school. Emirati students' performance is strong.
- Students become very proficient in identifying the key features of various texts. They are resilient writers who can draft and improve their writing and often write at length. The school's drive to improve reading is leading to more students reading aloud with good expression and paraphrasing what they have read.
- Students' vocabulary is enriched in some lessons because teachers clarify new and unfamiliar words or phrases and ensure that students are given opportunities to use them. This is not a common feature across the school.

For Development:

- Improve students' vocabulary by seizing opportunities to clarify unfamiliar words and phrases, and ensuring students practice them.

MATHEMATICS

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

- The strongest student engagement in mathematics is in PYP and DP. Progress is slower in MYP and DP, but solid progress and attainment are seen on external MYP benchmarking. Higher attainment is seen on internal assessments in the MYP and DP than on external examinations.
- In all phases, students make good progress in lessons through differentiated tasks, although support for EAL and lower ability students is inconsistent, especially in MYP. In the least effective lessons students are not actively engaged in inquiry and learning for long enough periods.
- Excellent use of focus groups in KG and the introduction of 'White Rose' in PYP, together with a stronger emphasis on problem-solving, are having a positive impact on attainment. In MYP, students are being more well prepared for the e-assessments in Grades 9 and 10.

For Development:

- Use more structured tasks and activities to engage the less motivated students, the lower ability learners and EAL students, to enable them to achieve success in each lesson, particularly in MYP.
- Provide more time for students to be actively engaged in learning activities during lessons

SCIENCE

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

- Exploring science through everyday contexts is supporting very high levels of achievement in PYP and strong achievement in the other phases. A greater focus on reading and the use of scientific vocabulary is strengthening progress. Emirati students achieve similar levels to other students.
- In KG, children observe their world through experimental science. In PYP, students learn well through practical opportunities. Students in MYP and DP are well prepared for the challenge of more complex scientific concepts and topics.
- Opportunities to discuss and explain science is helping to develop students' confidence and understanding. Insufficient engagement in regular open-ended investigative work in MYP is delaying the development of practical, problem-solving and inquiry skills. Research skills are developing well.

For Development:

- Ensure that all students, especially in MYP, understand the requirement for focused, safety-aware, and attentive behaviour in lessons to enable them to achieve their potential in science.

LEARNING SKILLS

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

- Children in KG are enthusiastic, self-motivated individuals who can talk confidently about what they are learning and explain what their next steps should be. Older students interact and collaborate very effectively to reach their goals.
- Across the school, students take time to think about issues and their contributions to debates are mature and thoughtful. They listen and building on each other's responses constructively. Students do not, however, routinely reflect on their performance and on what they have learned.
- Students are innovative and creative in the way in which they approach tasks. They make strong use of technology as a tool to research or share information. At all levels, almost all students are motivated and relish driving their own and others' learning.

For Development:

- Ensure that students always evaluate their learning within the cycle of inquiry, action and reflection.

2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated and eager to learn. They demonstrate positive attitudes towards school and enjoy the opportunities available to them. They are mostly well-behaved, thoughtful, respectful of one another and mindful of one another's needs. They thrive on giving and receiving critical feedback.
- Almost all students are self-disciplined. They enjoy excellent relationships with staff and feel valued and supported. This makes a significant contribution to the school's calm and purposeful learning atmosphere. Students are very supportive when given the opportunity.
- Students work well together to resolve differences. They show genuine concern and empathy towards each other and high levels of tolerance. Their understanding of the value of healthy eating and active lifestyles is reinforced through their participation in a range of sporting and other physical activities.

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

- Students demonstrate an excellent understanding and appreciation of the values and principles of Islam. They are aware of the importance of tolerance and diversity, and how these impact on their relationships with others. This understanding is developing well in KG.
- Students' understanding and appreciation of Emirati culture is a strength. They celebrate National Day and Flag Day with anticipation and eagerness. They are fully aware of Emirati traditions and culture, as well as of the importance of Islam on the lives of those in the UAE.
- Students are proud of their own cultures. They show respect to other nationalities and religions represented in the school. They are aware of the diversity and the shared aims of cultures from around the world.

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

- From KG onwards, students show exemplary levels of community awareness and leadership. Many students are highly proactive in school initiatives such as, the promotion of healthy eating and encouraging boys to read. They also participate in a variety of local and international charitable endeavours.
- Students' excellent work ethic and innovative skills are evident, especially through the STEAM initiatives which are led by students. These include designing an app for Grade 12 students to support those in Grade 11 and taking part in several inter-school robotics challenges.
- Children in KG show a very mature understanding of the need to protect the planet through recycling. The Eco teams are highly proactive in advocating sustainability throughout the school, as well as practical initiatives such as, maintaining the eco garden and creating goods from recycled materials.

For Development:

- Improve children's age-appropriate understanding of the values and principles of Islam in KG.

3. TEACHING AND ASSESSMENT

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

- Overall, teaching is very effective. Teachers generally know their students well and adapt their teaching to ensure that they make the best possible progress. They ensure that students in their classes are engaged and intervene swiftly during lessons to assist further learning.
- During the best lessons, teachers use their strong subject knowledge to inspire students. They have established well understood routines, so little learning time is wasted. Tasks are well-matched to students' differing abilities. However, pockets of inconsistency in the quality of teaching remain.
- Most approaches to teaching take account of the learning of students and appropriate tailored support are provided for the less confident. This support often includes collaborative group work. However, occasionally, teachers miss opportunities to consolidate learning by encouraging students to reflect on their work.

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

- Assessment processes are mainly clear and concise. Moderation processes are rigorous. Internal assessments align students' progress against curriculum standards, except in Islamic Education. Data are analysed and used well by the school. Teachers receive helpful assessment information. Assessment processes in KG are now more reliable.
- Teachers maintain detailed track of students' progress towards their learning targets. Data allow teachers to review and refocus their teaching as required. Although teachers use data to plan their lessons, differentiation is still inconsistent across subjects and phases, especially in supporting EAL students.
- Teachers know the strengths and weaknesses of their students. Verbal and written feedback is strong. Prescribed assessment guidelines are used effectively. Self-and-peer assessment are standard practice.

For Development:

- Improve the use of the inquiry, action and reflection cycle to reflect and evaluate student learning.
- Ensure that teachers make full use of assessment information in lesson planning learning to match learning activities to the needs of students, particularly EAL learners.

4. CURRICULUM

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

- As an IB school, the curriculum is matched to the requirements of each programme. Inquiry is seen most prominently in KG and PYP, it is less evident in MYP. The DP and CP programmes are well-embedded.
- The curriculum is modified whenever gaps are identified. It is adjusted to align with the requirements of external benchmarking tests and examinations. Transitions between grades and phases is smooth. Students are generally well-prepared for the next stage in their education, including future pathways.
- Additional opportunities for students in the upper phases have been strengthened and course choices increased. Cross-curricular links are not seen consistently across the curriculum, especially in MYP and DP. The curriculum throughout is challenging and balanced for knowledge, skills and understanding.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The personalisation of the curriculum to meet the specific needs of students is seen in all phases but is most effective in KG and PYP. With the rise in EAL student numbers the provision for their support in classes is a continuing focus for the school.
- The wealth of analysed data available to teachers is a strength and allows for differentiated tasks to be designed to cater for the needs of most groups. However, the regular use of reading data to support the weaker readers is still variable in lessons.
- The provision for students of determination i has improved with teachers appropriately modifying the curriculum for these students. The extensive extra-curricular programme supports the curriculum as well as offering opportunities for social contributions, enterprise, and creativity. Curriculum links to the UAE society are not as strong.

For Development:

- Ensure meaningful cross-curricular links and connections to Emirati culture and UAE society are central to units in all subjects and phases.
- Improve and embed the provision for EAL students to ensure the appropriate support is available in all lessons to accelerate their acquisition of English language skills.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good ↓	Very good ↓	Very good ↓

- All staff are rigorously trained in safeguarding and child protection procedures, including digital safety. The child protection team is alerted to any concerns through a variety of channels thus enabling them to give immediate support. Students are involved in safeguarding campaigns such as, anti-bullying.
- The site is very clean, well-maintained and fully accessible to all. Arrangements for students travelling by bus are very well-organised. However, risk assessments, policies and procedures relating to visitors and parents coming on-site and ensuring that children are always effectively supervised are not rigorous enough.
- Promoting healthy physical and mental lifestyles for staff and students is demonstrable across the school involving students, teachers, pastoral and medical staff. Medical personnel provide high levels of care and are proactive in promoting awareness of good hygiene and healthy lifestyles.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Strong teacher-student relationships, like those formed during, 'Meet and Greet' sessions, cultivate trust and belonging. Recognising the needs of EAL students, who may require extra resources and support in regular lessons and targeted interventions, is being improved further.
- Behaviour management methods enhance students' confidence and self-reliance. The 'Student of the Week' programme is helping to motivate students' academic and behavioural excellence. Some aspects of the support provided for students are still variable.
- The school has a comprehensive approach to the identification and support of students of determination and the gifted and talented. However, support for EAL students is still developing. Students have ready access to staff for academic, health, and career guidance.

For Development:

- Ensure EAL students are supported through targeted interventions and additional support during lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The strong school governance and leadership promotes high-quality inclusive provision. This results in a well-organised, inclusive learning environment and clear direction for all staff, students and parents. However, there is some inconsistency in the quality of support, particularly in MYP.
- The school's effective identification and intervention strategies are leading to improved student progress. By identifying student's individual needs and implementing tailored support, barriers to learning are being reduced. The identification of the needs of EAL students of determination are not yet always as precise as they could be.
- The school's strong partnerships with parents, including those of students accessing alternative education pathways, significantly enhances provision. The active involvement of parents and their feedback has a positive impact on their children's wellbeing and progress.
- The school's use of differentiated curricula and support, including alternative education pathways for students with more complex learning profiles, is helping to support inclusivity. But students are not always aware of their specific learning targets.
- The school's robust assessment systems are helping to inform the setting of more challenging achievement targets. While these systems work effectively for many students, outcomes for those following specialist education pathways vary

For Development:

- Improve provision for students of determination who also require additional English language support.
- Ensure that all students understand and can act on the targets set in their IEPs.

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

- Led by the principal, leaders at all levels champion a positive vision aligned with UAE priorities, fostering an inclusive school. Programme coordinators demonstrate a strong understanding of the IB curriculum. A purposeful learning culture supporting high student achievement is seen in most subjects. Reciprocal and respectful relationships thrive, supported by an effective distributed model of leadership. However, accountability within this model is insufficiently rigorous. The team skilfully identify potential barriers to improvement but strategies for addressing them are not always effective.
- The processes for self-evaluation are systematic using a range of valid and reliable data, leading to the development of the school's action and improvement plans. While comprehensive, the associated actions for improvement often focus on provision. Hence the monitoring of teaching follows a similar approach, not always focusing on the impact on students' outcomes. The school has acted on the recommendations and development points of the previous inspection report, but not all of these are fully embedded.
- The school is highly successful in engaging parents and has an active parent group. Communication with the school is open and respectful. Parents feel welcomed and able to discuss their concerns. The school has effective reporting processes to communicate a student's academic achievements and personal growth. Parents enjoy the opportunities they have to talk with teachers about their children. The school has many links with the local and wider community for both students and staff to enjoy and participate in.
- The school's governance structure consists of corporate governance, as well as the Local Advisory Council (LAC) that includes a number of experienced stakeholders and parents. The LAC acts as a supportive critical friend to the school. Together they ensure that the school is resourced and has appropriate up-to-date facilities, as seen in the new auditorium complex. Governors make a significant and effective contribution in sustaining the quality of provision in the school.
- The day-to-day management of the school is effective. The school has suitably qualified staff that are well-deployed to support students' learning. However, the support for newly arrived EAL students is inconsistent. Numerous professional training opportunities exist for teachers both in their own subjects and their career development. The school has a wide range of facilities, including a new auditorium and product design centre, and sufficient resources to support the needs of all students.

For Development:

- Ensure all leaders are effectively held accountable for their responsibilities in sustaining school improvement.
- Ensure that the monitoring of classroom practice focuses on the quality of teaching and, the impact on student outcomes.
- Monitor the impact of the changing demographics of the school and make use of EAL staff to support students in lessons.



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