

# INSPECTION REPORT

2022-2023



**THE AQUILA SCHOOL**

**UK CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Dubai Land
	Opening year of School	2018
	Website	www.theaquilaschool.com
	Telephone	97145862700
	Principal	Wayne Howsen
	Principal - Date appointed	1/1/2018
	Language of Instruction	English
	Inspection Dates	13 to 17 March 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	FS to Year 10
	Number of students on roll	1083
	Number of Emirati students	21
	Number of students of determination	78
	Largest nationality group of students	Arabic

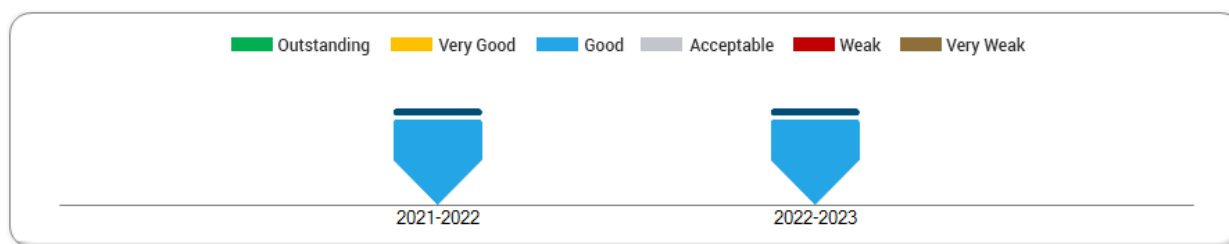
### TEACHERS

	Number of teachers	79
	Largest nationality group of teachers	British
	Number of teaching assistants	39
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	14%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	BSO

### School Journey for THE AQUILA SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Across all three phases, students' attainment in English, mathematics and science is good. Achievement in other subjects, including the arts, languages, humanities and sport are also strong. The achievements of students in Islamic Education and Arabic have been maintained. Students' learning skills are at least good across the school.
- The personal and social development of students is very strong. Relationships across the school are warm, supportive and caring. Students have very good attitudes towards learning and often demonstrate positive self-discipline. They plan and introduce their own projects, involving sustainability, equality, diversity and innovation. Students have a good knowledge and appreciation of the UAE heritage and Islamic culture.

### PROVISION FOR LEARNERS

- Most teachers know their students well and use their secure subject knowledge and planning to guide learning effectively. In most classes, assessment data are used well to ensure that students who require support, receive it. However, for some teachers, a clear understanding of how to modify teaching and the curriculum to support the needs of all groups of students is still evolving.
- The design of the curriculum is clear, broad and balanced. In the FS the curriculum is very strong and supports the talents, interests and learning needs of children. To broaden students' experiences, the school provides a wide range of curricular choices and extra-curricular opportunities. Creativity, enterprise and innovation are well established through effective programmes.
- Arrangements to ensure the health and safety of students and their wellbeing are very strong. Security and safeguarding procedures are robust. All students are highly valued, supported and included. Guidance for students when making choices is evolving alongside the different pathways available, as the school grows. The school is a very happy place, characterised by high morale.

### LEADERSHIP AND MANAGEMENT

- The distribution of leadership roles has grown. Capacity for improvement has expanded. Systems to evaluate the school's effectiveness are good and improving. Leaders' partnerships and communication with parents are very strong. The governing body has a secure understanding of the school and its areas for improvement, for which it holds leaders to account. The school's facilities, including specialist areas, are of a very high standard.

**The best features of the school:**

- The strong learning, curriculum design and provision in FS.
- Students' positive and responsible attitudes to learning, and their warm and positive relationships with fellow students and adults.
- The strong partnerships developed with parents and the local and wider communities, and their commitment and support for the school.
- All leaders' dedication to maintaining high standards of students' personal development, safeguarding, health and safety and academic outcomes.

**Key recommendations:**

- Improve students' linguistic skills and attainment in Arabic, as a first language.
- Ensure that the best teaching practice, including the careful adaptation of the curriculum, is effectively shared, supports all students and raises standards across all subjects.
- Maintain the development and impact of middle leaders in helping to raise all aspects of students' achievement.

## Overall School Performance

Good

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
<p>English</p>	Attainment	Good	Good	Good
	Progress	Very good ↑	Good	Good
<p>Mathematics</p>	Attainment	Good	Good	Good
	Progress	Good	Good	Good
<p>Science</p>	Attainment	Good	Good	Good
	Progress	Good	Very good ↑	Good

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Good	Good
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

## 4. Curriculum

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

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good	Good	Good

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

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

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations.</b>	<b>meets expectations.</b>

- The TIMSS and PISA assessment outcomes have not been relevant to this school up until now. The school has undertaken the GL Progress Tests in English, mathematics and science. On average, students' progression achieved a very good judgement for each of the subjects.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations.</b>

- Leaders, at all levels, support the vision and goals of the National Agenda. The school's National Agenda action plan identifies and describes planned interventions to address gaps in students' knowledge and skills. Teachers in English, mathematics and science build into their lessons some opportunities to close gaps in skills and knowledge identified from the National Agenda Parameter assessments.

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

- Leaders have developed a school-wide literacy programme. The New Group Reading Test is administered three times per year. There are now clear signs of improvements in students' wider literacy skills.

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

#### For Development:

- Provide students with more opportunities for independent learning to develop their research and investigative skills.
- Ensure that on-going improvements in literacy support development in English, mathematics and science.



## Wellbeing

### The overall quality of wellbeing is at a high level.

- The school has a clear wellbeing vision and policy. Wellbeing is prioritised. Evaluation, monitoring and review systems highlight strengths and inform improvement. Increasingly, governors and leaders recognise the importance of wellbeing, and promote it. They analyse and use data from a range of stakeholders to monitor and modify their approach to wellbeing. The wellbeing needs of students are prioritised when selecting resources and planning daily routines.
- Care, guidance and support are provided by trusted adults and a trained school counsellor. As a result, students feel safe and have access to appropriate wellbeing help. The wellbeing needs of members of staff are reviewed on a regular basis. Whenever possible, leaders respond positively to suggestions and are supportive of individual needs and circumstances. The school seeks the views of students, parents and staff. As a result, most stakeholders feel that they have been listened to and that their wellbeing is considered important.
- There is a whole-school approach to wellbeing development. Wellbeing is increasingly included in aspects of the curriculum, across all phases. Most students have a growing knowledge of the importance of living healthy lifestyles. They make informed decisions about their health and safety, demonstrated through their daily food and exercise choices. Increasingly, internal surveys and other information alert the school to students' wellbeing needs. The Dubai Student Wellbeing Census suggests that most students feel safe and valued at school.

## UAE social studies and Moral Education

- Moral, social and cultural education is taught as a separate subject, in English, for 50 minutes per week and also integrated into the personal, social and health education (PSHE) lessons, whole school events and cross-curricular activities. The school uses the moral social and cultural framework and the school textbooks supplied by the Ministry of Education (MoE) and supplemented by a range of resources. Curriculum standards for both subjects are covered in the curriculum maps for each year group.
- Teachers engage students well by creating opportunities for them to be active and involved learners who develop their knowledge and skills well. Students make links to their own experiences and increase their critical thinking skills effectively. Assessment is regular and provides meaningful information about students' progress.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- In both cycles, students' attainment is above the curriculum standards. Students have a strong understanding of the rules of worship. Primary students make strong connections between Islam and their everyday lives. Teachers provide adequate opportunities for students to increase critical thinking.
- Primary students develop a strong understanding of Islamic rulings and aims. They are knowledgeable about Islamic manners, including manners in the Mosque, the greatest mosques in Islam and congregational prayers. Secondary students have developed a strong understanding of the Divine Revelation.
- With improved classroom resources including reference books and use of the internet, students now can refer to Holy Qur'anic verses and Hadith to support their ideas. Memorisation of the Holy Qur'an is stronger among Arab students. Students' recitation skills using Tajweed rules are still underdeveloped.

#### For Development:

- Improve and consolidate students' recitation skills using the Tajweed rules.

#### Arabic as a First Language

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

- Students' attainment in both phases is in line with curriculum standards. Progress in lessons and over time is stronger as students' listening and reading skills are more developed. Secondary students are more confident in conversing and debating.
- Students demonstrate secure comprehension skills. Those in Primary analyse age-appropriate texts and communicate their thoughts in full sentences with few mistakes in grammar. Secondary students can summarise lengthy texts. However, students in both phases are less fluent in speaking and writing.
- More engaging and purposefully planned activities, for instance reading and writing competitions, encourage students to feel confident when talking about topics of interest. Primary students enjoy learning through a range of engaging activities. Improvements are required in providing feedback to students on their work.

#### For Development:

- Improve students' fluency in speaking.
- Improve writing by modelling and by providing informative and constructive feedback on students' work.
- Adapt individual and group tasks, particularly in speaking and writing, to meet the needs of all students.

### Arabic as an Additional Language

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

- Students' attainment in both phases is above the curriculum standards. They maintain good levels of progress because lesson content and skills are closely related to their interests and to everyday situations.
- In Primary and Secondary, students demonstrate secure comprehension skills. They respond appropriately to oral questions and communicate their thoughts in full sentences, with correct word choices and structures. However, their writing skills are less developed.
- Modifications to the curriculum, particularly in adding a range of topics that meet students' interests and real communication needs, have increased students' motivation. Group work and well-planned tasks provide wide opportunities for using Arabic. The use of digital technology is contributing to improved learning.

#### For Development:

- Improve and consolidate students' skills in speaking and writing Arabic.

### English

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

- In all phases, students' reading skills are well developed, from reading simple words in FS to high-level fiction and non-fiction texts in Secondary. By the end of Primary, most can infer meaning from texts. In the FS, children's language development is rapid.
- A majority of students uses descriptive language well, can use a wide vocabulary and can express opinions. Students are able to listen to age-appropriate spoken English and can identify key facts. However, the quality of written work is variable. Many students make frequent errors of spelling, punctuation and grammar.
- The school's emphasis on literacy has led to improvements in reading comprehension. The majority of students can read at age-appropriate levels, and those with secure reading skills are able to read and understand from a range of types of writing. Students are progressively using their reading skills to conduct detailed research.

#### For Development:

- Improve students' written work, particularly their ability to use accurate grammar, punctuation and spelling.
- Encourage students to explain or justify their opinions in grammatically correct English.

## Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Children in FS use a wide variety of materials to develop their understanding of number. In all phases, both internal and external data show that at least a majority of students is making better than expected progress in mathematics.
- Children in FS become familiar with basic number and shape. Work in Primary includes fractions, simple angles and co-ordinates. Students in secondary mathematics classes explore topics, including sequences, angles along a straight line and quadratic equations.
- This year, a new mathematics leadership team has been appointed in the school. They have worked effectively with all mathematics teachers, analysing assessment outcomes and amending the curriculum and teaching, as necessary, to strengthen provision and to bring about improvements.

### For Development:

- Ensure consistently high expectations of students' skills in mathematics classes in relation to the quality of organisation and presentation of their work.
- Provide even more opportunities for students to engage in mathematical problem-solving skills, critical thinking and inquiry-led learning.

## Science

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

- Children's science skills of observation, exploration and investigation develop rapidly in the FS. The emphasis on interesting, practical, enquiry-based learning is evident in most science lessons. The progress and attainment of students are now consistently above curriculum expectations in all phases.
- Students demonstrate increasingly detailed knowledge of scientific thinking and the application of scientific concepts. They make predictions, test theories, interpret results and communicate their findings accurately. The development of critical thinking and problem-solving skills is strong across all phases.
- Increased opportunities to engage in practical investigations support improvement in independent enquiry, research and understanding of scientific theories. This is underpinning students' improving attainment, particularly in the FS and Primary. A few higher attaining students, however, are not always fully challenged.

### For Development:

- Ensure greater challenge for higher attaining students more consistently.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Good

- In all phases, students are enthusiastic, engaged and eager to learn. They enjoy working in groups and supporting one another. In the FS, children exercise strong choice and show independence, especially in activities which are not directed by teachers.
- Students participate actively in gaining knowledge. They can take increasing responsibility for their own learning, sometimes using technology. They link what they learn to other subjects and to the wider world. Students in all phases are developing critical thinking and enquiry skills well. However, they are not always able to use these skills effectively to achieve the highest quality outcomes.
- The school has prioritised the development of learning skills through a focused, whole-school approach. As a result, students are increasingly aware of how they learn most efficiently and effectively.

### For Development:

- Improve students' ability to use their skills of enquiry and critical thinking to raise their attainment and progress in all subjects.
- Encourage students to work independently and become even more self-reliant.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Across the school, students have positive attitudes to learning. They are always supportive and sensitive to the needs of their fellow students, and especially those of students of determination. As a result, they enjoy respectful and considerate relationships.
- Primary and Secondary students demonstrate strong self-discipline and take increasing responsibility for their actions. Children in the FS are developing age-appropriate skills of self-reliance. They are not easily distracted when completing tasks. Bullying across the school is very rare.
- Attendance is very good. Students understand the impact of punctuality on their learning. They know how to maintain a healthy lifestyle and how to keep fit. They enjoy participating in a range of sporting activities.

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

- Across the school, students have a clear understanding of, and appreciation for, the Islamic values of tolerance, caring and honesty. They understand their relevance. They can give examples of how these values influence daily life in the UAE.
- Students are knowledgeable and respectful of the UAE heritage and culture. Secondary students talk clearly about the UAE history, the transformational achievements in space, renewable energy and tourism. Children in the FS can describe the UAE symbols and attractions in the Emirates.
- Students develop a clear awareness and appreciation of their own cultures through participation in a range of school activities, projects and global and world language days. They can describe with pride the traditional elements of their own countries, in music, songs, dances and food.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

- Students, particularly in Secondary, establish a wide range of opportunities for social and environmental responsibility, community engagement and charity work.
- Students have a purposeful work ethic, they are resourceful, creative and are active in the life of the school. Greater opportunities for students to develop their own creative and innovative projects are still developing.
- Recycling and environmental responsibility are evident throughout the school, often with initiatives set up and run by students. Students have positive attitudes to learning and show pride in their work.

### For Development:

- Provide more opportunities for students to develop their own creative and innovation projects, in order to foster their higher-order thinking skills.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers are knowledgeable and most use effective strategies to engage students in their learning. Relationships are invariably warm and positive, supporting a positive environment for students.
- Teachers plan lessons well and most use time and resources effectively. In a few lessons, teachers do not always make the best use of time, so students do not make maximum progress. The majority of teachers adapts lessons well to support and challenge students. Many teachers use questions effectively, alongside strategies to develop critical thinking and reflection.
- The school's focus on the stronger monitoring of teaching and learning, and the responsive professional training programme, are beginning to have a positive impact on standards across the school.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- In the FS, assessment is rigorous and consistent. Teachers evaluate children's attainment against the Early Learning Goals (ELG) and use a tracking system to assess individual progress on a daily basis. In all phases, assessment processes provide valid information about students' progress against the school's curriculum standards.
- Leaders support class teachers in analysing data, so that teachers understand this information and use it meaningfully to plan and modify teaching. Most teachers use the assessment information in planning to ensure that the needs of all students are met.
- Teachers know the individual strengths and weaknesses of their students. They adapt their teaching to address gaps in skills and knowledge. Some provide constructive guidance towards improvement in students' written work. Peer- and self-assessment of students' work is not reliably established.

#### For Development:

- Ensure that time management in lessons allows students to achieve high-quality outcomes.
- Ensure that teachers' feedback to students conveys appropriately high expectations and offers regular constructive guidance towards improvement.
- Increase the quality of students' self-assessment and peer-assessment.

## 4. Curriculum

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

- The curriculum is broad, balanced and meets the requirements for the National Curriculum for England (NCfE) and the UAE national requirements. There is an appropriate focus on building students' knowledge and skills. A balance of subjects and courses meets the needs of almost all students.
- The curriculum provides a strong foundation in FS and supports continuity and progression across the phases. The introduction of a wide range of additional courses has extended the range of options to meet students' interests and aspirations. Cross-curricular links are well established. They enable students to transfer and consolidate their learning and skills across subjects.
- The curriculum is continuously reviewed and, where necessary, modified to ensure that most students' learning gaps are identified and closed.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- The curriculum is adapted to provide a wide range of motivating learning opportunities for most groups of students. Learning provides challenge and support to meet the needs of individual students. Effective challenges for a few higher attaining students, and support for those with lower literacy skills, are not yet fully secure.
- Opportunities for students to be enterprising, creative, innovative and to contribute to society are well established. These include fundraising for building a school in Nepal, mini-business ventures of making T-shirts, recycling bottles, and several environmental projects.
- Links to the UAE culture and heritage provide learning experiences embedded throughout the curriculum. Students regularly participate in national celebration days. A broad range of extra-curricular activities is well attended and provides further enhancement of students' learning experiences.
- Arabic is taught in the FS for 100 minutes per week.

### For Development:

- Increase the range of strategies to adapt the curriculum to challenge and meet the needs of higher attaining students.
- Provide further support for students with lower levels of reading and literacy skills in English.



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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school provides a safe environment for students in all phases. Buses are well supervised, entrances are manned or locked, and all adults are issued with lanyards and badges. The site manager assesses and addresses any risks.
- Safeguarding students is a strength of the school. All members of staff receive safeguarding training and updates. Designated safeguarding leads address and record any incidents. There are first aiders and first-aid boxes throughout the school. Detailed records of any accidents are kept.
- The school premises are quite new and provide excellent facilities for all students. The campus is well maintained, and the buildings and equipment are clean. In the swimming pool area, there are significant measures to ensure the safety of all students.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Relationships between teachers and students are highly positive and contribute to a caring and enabling school environment. Procedures for managing students' behaviour are successful. Policies and systems for monitoring and tracking attendance and punctuality result in at least good attendance.
- Effective systems are in place to identify students of determination and those who are most able and have gifts or talents. In response to previous recommendations, the quality of provision for students of determination and for their personal and academic progress has improved.
- In lessons, support is still too variable. Higher achieving students are not always challenged sufficiently, or they wait too long to start more difficult activities. Careers advice and guidance are effective and continue to evolve as the school expands. Counselling services are highly valued by the school community.

### For Development:

- Modify the curriculum more effectively in lessons to meet the needs of all groups of learners, ensuring both sufficient support and greater challenge.
- Ensure that appropriate careers advice and support are available as the school expands and accepts older students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good 

- Leaders, including the governor and champion for inclusion, share a clear vision and commitment to providing high quality provision for students of determination. An inclusive education improvement plan is in place. A well-qualified and increasingly experienced team supports students' needs.
- Students' learning needs are accurately identified, often on entry to the school or by referrals made by teachers or parents. The school has an accurate understanding of the range of disabilities experienced by its students. Interventions are suitably matched to the type and level of need.
- The school involves parents when producing individual education plans (IEPs). Parents are informed about their children's progress at regular intervals. Most parents are very appreciative of all that the school does to support their children.
- Specialist teachers provide skilled support for students of determination. Learning support assistants (LSAs) receive regular training to support students' active engagement in lessons and increasing independence. Support provided by class teachers in lessons is too variable.
- The school has responded to previous recommendations. Progress is measured more accurately. The majority of students is now making better than expected progress. Assessment data and samples of students' work show that most students of determination acquire appropriate knowledge, skills and understanding.

### For Development:

- Increase consistency in the quality of support provided by classroom teachers for students of determination.

## 6. Leadership and management

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

- The principal and leaders at all levels set a clear vision and strategic direction for the school. They are committed to improving standards and to supporting the vision of the UAE. Leaders strongly promote inclusion and the wellbeing of everyone in the school. The school has built a culture of collegiate responsibility and support and is distributing leadership even further to include all teams and individuals. Leaders' understanding of the curriculum and of best practices to improve teaching is secure. They have the capacity to sustain further improvement.
- The school's quality assurance practices are systematic, effective and provide mostly accurate self-evaluation. From this, reliable evidence is used to identify areas for improvement. Effective monitoring of students' work takes place through learning walks, lesson observations and book moderations. Leaders' actions to address issues raised in the previous inspection have been mostly successful, with the exception of raising attainment even further and across most subjects.
- Parents are effectively engaged as partners in their children's learning. They hold all aspects of the school in high esteem. They value and praise teachers and leaders, who know their children personally and care strongly for their interests. Effective systems of communication ensure that parents are well informed of routines and events in the school and on their children's achievements. Links with the local, wider and international communities have been highly successful in contributing to students' personal development and learning.
- The governing board has secure systems to ensure the effectiveness of the school. The board has ensured representation from a range of stakeholders, including students. However, these roles are still evolving with representative governors. Members of the board take on areas of responsibility and monitor teaching and learning. The information gained is used effectively to hold leaders to account and to guide plans for improvement.
- The school runs efficiently. Operational systems are very well organised. All staff are suitably qualified and deployed effectively to deliver a good and improving curriculum. The accommodation is of a high quality. Resourcing is very strong for both curricular and extra-curricular activities. The numerous specialist facilities, including performing arts, art and textiles and sport, are maintained to a very strong standard. As the school continues to evolve, additional high-quality buildings are being added to the existing campus.

### For Development:

- Improve the capacity of all leaders to raise achievement across all core subjects.
- Ensure that the roles and responsibilities of parent governors are clear and supportive.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)