



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

DUBAI ENGLISH SPEAKING SCHOOL

UK

OUTSTANDING

DUBAI ENGLISH SPEAKING SCHOOL UK

Inspection Dates
13 - 17 November 2023

Principal
Catherine Dando

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1017 Students

21 Emirati Students

64 Students of Determination

69 Teachers

52 Teaching Assistants

0 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

OUTSTANDING

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The clear vision of a very effective leadership team, ensuring that students' personal and social development, their well-being and strong partnerships with parents lie at the heart of this inclusive school
- Highly successful outcomes in benchmark tests and students' outstanding attainment and progress in English and mathematics and science
- The attention to detail given to health and safety procedures
- The innovative, alternative curriculum which inspires and entuses students to lead change

POINTS TO IMPROVE

- Improve the quality of teaching and learning in Arabic to raise achievement, by raising teachers' expectations of what children can do and ensuring their effective use of assessment information to plan work that is suitably challenging for students of all ability and needs
- Review and strengthen the procedures to establish the starting points of all children in the Foundation Stage, to enable the accurate tracking and monitoring of all groups of children

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **OUTSTANDING**



Well-being is central to the school's ethos, encompassing students, staff, and parents. An expert and perceptive well-being team ensures exceptional care and support. Trustees, leaders, and students across the board demonstrate a profound understanding of well-being necessities, excelling in the enactment and maintenance of enhancements. Staff members report substantial support for their personal well-being, with new staff receiving tailored inductions. A deeply ingrained sense of belonging pervades the school, contributing to its positive and inclusive atmosphere.

STUDENTS' ACHIEVEMENTS

In the Early Years, children make better than expected progress. In the primary phase, students' achievement in English, mathematics and science is outstanding. Their achievement in Islamic Education is good. Students have acceptable attainment, making good progress in Arabic as a first language. Their attainment and progress have slightly reduced in Arabic as an additional language.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: OUTSTANDING, OUTSTANDING	FOUNDATION STAGE: OUTSTANDING, OUTSTANDING	FOUNDATION STAGE: OUTSTANDING, OUTSTANDING
PRIMARY: OUTSTANDING, OUTSTANDING	PRIMARY: OUTSTANDING, OUTSTANDING	PRIMARY: OUTSTANDING, OUTSTANDING
ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE
PRIMARY: ACCEPTABLE, GOOD	PRIMARY: ACCEPTABLE, ACCEPTABLE	PRIMARY: GOOD, GOOD
LEARNING SKILLS		
FOUNDATION STAGE: OUTSTANDING		
PRIMARY: OUTSTANDING		

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students have exceptionally positive attitudes to learning. They manage their own behaviour very well and play a very active part in maintaining the positive atmosphere in the school. They are enormously proud of their school. Students demonstrate self-discipline and responsibility. The relationships between both adults and students are exceptional positive. They say that they feel very safe in school. If they have any concerns, they say that there are adults who they can turn to for help.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING
PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING

PROVISION FOR LEARNERS

In the Early Years Foundation Stage (EYFS), teachers plan engaging and imaginative activities tailored to children's needs and interests. A shared understanding of excellent teaching across the school leads to strong, consistent practices. Teachers skilfully build upon what students know, frequently re-grouping them for purposeful collaborative work and idea sharing.

The school's ambitious curriculum ensures high achievement for all students, complemented by the 'Inspire, Explore, and Invent' program, offering diverse learning opportunities. Strong support for students with particular needs and seamless yearly transitions are underpinned by consistent expectations and routines.

Positive relationships between staff and students are fundamental here. Staff's deep knowledge of their students allows for personalised, respectful interactions. Effective systems for managing behaviour and promoting attendance and punctuality reflect the school's commitment to student well-being and personal development.



TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: OUTSTANDING
PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING
CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING
PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **OUTSTANDING**

The school welcomes all students. Teachers have a well-developed understanding of their students and their needs. Very effective learning support assistants offer personalised support for learning and most students make sustained progress. Additional life skills classes have been added to support students with more complex needs. Student's progress is effectively tracked and monitored using informal and formal measures. Assessments are regular and inform targets. Parents are highly positive and are well informed at all stages of their children's progress.



LEADERSHIP AND MANAGEMENT

School leaders work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school. Relationships at all levels are highly professional and very supportive. Leaders review all aspects of the schools' work thoroughly and ensure that students' well-being and academic achievement are at the heart of this inclusive school. Plans to raise standards are linked to close checks on the quality of teaching and learning.

THE EFFECTIVENESS OF LEADERSHIP	OUTSTANDING
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	OUTSTANDING
PARENTS AND THE COMMUNITY	OUTSTANDING
GOVERNANCE	OUTSTANDING
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	OUTSTANDING



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