

INSPECTION REPORT

2022-2023



AL GHAF PRIVATE SCHOOL L.L.C

UK CURRICULUM

WEAK

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Jebel Ali
	Opening year of School	2020
	Website	www.ghafschoo.com
	Telephone	97148522295
	Principal	Juliet Elizabeth Coley-Irwin
	Principal - Date appointed	9/1/2023
	Language of Instruction	English
	Inspection Dates	13 to 17 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS1 to Year 8
	Number of students on roll	133
	Number of Emirati students	0
	Number of students of determination	20
	Largest nationality group of students	UK

TEACHERS

	Number of teachers	13
	Largest nationality group of teachers	British
	Number of teaching assistants	6
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	38%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	N/A

School Journey for AL GHAF PRIVATE SCHOOL L.L.C

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2022-2023

Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children's attainment, progress and learning skills in the Foundation Stage (FS) are acceptable. Students' attainment in Islamic Education, Arabic as an additional language, English and science, along with their learning skills, are weak in Primary. In Secondary, attainment is weak in Islamic Education, Arabic as an additional language, and English. Students' progress is acceptable in mathematics and science in Primary and Secondary.
- Children's behaviour, attitudes to learning, relationships and knowledge of Islamic values are acceptable in the FS. In Primary, students' learning skills, understanding of Islamic values and awareness of Emirati and world cultures are weak. Across the phases, opportunities for students to lead aspects of school life are limited.

PROVISION FOR LEARNERS

- The quality of teaching is variable across the school. In the FS, teachers understand how young children learn. They encourage children to become independent learners. Where teaching is less than acceptable, teachers are inconsistent in their use of assessment data to personalise learning for students. These inconsistencies are most apparent in Primary.
- The curriculum is matched to the National Curriculum for England (NCfE). Implementation of the Early Years Foundation Stage (EYFS) curriculum is strong. The curriculum content in Islamic Education and Arabic as an additional language have yet to meet the Ministry of Education (MoE) standards. Links within lessons to UAE culture and heritage are encouraged. However, purposeful opportunities within the curriculum for students to understand and appreciate the culture and heritage of the UAE are limited.
- The systems and procedures for ensuring students' health, safety and safeguarding are acceptable. Teachers have been trained in child protection arrangements. Strategies to promote and support the continuous improvement of attendance and punctuality are not yet in place. As a result, students' attendance is low. The provision of appropriate and accurate support for students of determination is limited.

LEADERSHIP AND MANAGEMENT

- Leaders have not been successful in implementing provision that has promoted students' personal and social development, inclusion or their wellbeing. The processes for self-evaluation are underdeveloped. School leaders have yet to ensure a sufficient focus on evaluating the impact of improvement priorities and initiatives. The school is at an early stage of using students' attainment and progress data to set, and inform, targets for raising students' achievement.

The best features of the school:

- The work of the Learning Support Assistants (LSA) in supporting the academic and emotional needs of students.
- Provision and outcomes in the FS.
- Student's enjoyment of school and confidence in the adults around them.

Key recommendations:

- Improve leadership and management so that the school's weaknesses are tackled decisively by ensuring that leaders at all levels:
 - pursue improvements rigorously by developing strategic plans that focus on students' outcomes, and define specifically the responsibilities, timescales and criteria for monitoring and evaluating progress.
- Improve the quality of teaching and learning in order to raise standards and to ensure that students experience consistently high-quality practice. In particular, ensure that:
 - teachers' planning uses information about students' prior learning, including data, to challenge all students.
 - teachers are skilled in checking students' understanding within lessons so that teaching best matches their needs; and
 - teachers employ behaviour management strategies which promote good behaviour for learning and provide opportunities for students to develop their skills.
- Improve outcomes and provision for students of determination and those students with gifts and talents by:
 - strengthening the quality of leadership.
 - identifying students' needs more specifically; and
 - monitoring students' progress carefully.
- Improve the ways in which the Executive Governing Board evaluates the work of the school and holds leaders to account for its performance.

Overall School Performance

Weak

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Weak	Weak
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Weak	Weak
 English	Attainment	Acceptable	Weak	Weak
	Progress	Acceptable	Weak	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
		Foundation Stage	Primary	Secondary
Learning skills		Acceptable	Weak	Weak

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

	Foundation Stage	Primary	Secondary
Personal development	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Weak	Weak
Social responsibility and innovation skills	Acceptable	Weak	Acceptable

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Weak	Acceptable
Assessment	Acceptable	Weak	Weak

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Weak	Weak
Curriculum adaptation	Acceptable	Weak	Weak

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Weak	Acceptable

6. Leadership and management

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

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
Progress in international assessment	is below expectations.	Not applicable.

- The school has not yet taken part in international assessments although it will take part in the forthcoming TIMSS cycle. Progression in the GL benchmark assessments of English, mathematics and science is weak.

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations.

- School leaders are at an early stage of addressing key priorities through the National Agenda action plan. Data analyses, and the use and application of data, have yet to have an impact on students' outcomes. Teachers' use of data to review their current practices and to modify their lessons and the curriculum is underdeveloped.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations.	Not applicable.

- Students' critical thinking skills are insecure in all subjects. Enquiry-based learning is only sporadic, as is connecting students' learning to contexts outside school.

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

For Development:

- Improve students' outcomes in external benchmark tests by developing their competencies and confidence in skills and content.
- Provide opportunities in lessons for critical thinking, enquiry, research, investigation and problem-solving.

Wellbeing

The quality of wellbeing provision and outcome is at a **low level**

- The development of the wellbeing vision, improvement, and action plan is still in the early stages. Senior leaders recognise the importance of wellbeing, but further planning and implementation are necessary. The school wellbeing committee, which includes student representatives, promotes awareness and identifies areas for improvement. Surveys have been conducted, but their results have not been evaluated or used to make further progress. The school's day-to-day management does not yet reflect a progressive ethos or culture of wellbeing.
- Comprehensive and accessible structures for students to address wellbeing concerns have not yet been established. There are no systems in place to retrieve, analyse and act on internal wellbeing data. Teachers report high morale with a positive work-life balance. Parents feel welcome in the school and trust staff to care for their children. However, they are not aware of wellbeing initiatives or strategic plans, and they would appreciate more frequent communication to support the school.
- Extra-curricular activities, anti-bullying campaigns, and healthy lifestyle talks help to educate and initiate wellbeing awareness for students. However, opportunities for students to voice their opinions and be creative and innovative are not consistently promoted across all phases. Students are unaware of any meaningful and purposeful wellbeing action plans. Confidence-building, critical thinking, and self-reliance skills are not core elements of any formal wellbeing structure. There is little evidence of student-led initiatives to foster a comprehensive and progressive wellbeing culture.

UAE social studies and Moral Education

- The school follows the moral, social and cultural studies (MSC) curriculum from Years 2 to 8. The school is currently understaffed, and so provision is interrupted. No teachers are assigned for all year groups. The school manages coverage of the lessons on a weekly basis.
- Teaching, learning and assessment of MSC currently do not meet the statutory requirements.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- School assessment data do not reflect students' current attainment and progress levels in lessons. Across the school, students do not have secure levels of knowledge of Islamic principles. Girls' knowledge of Islamic concepts is stronger than boys.
- Across the school, students demonstrate an emerging understanding of Islamic law and Qur'anic verses. Students in Primary are more confident when learning about the Pillars of Islam, Seerah, and Islamic etiquette. Students' ability in recitation and in memorisation of the Holy Qur'an and Hadeeth is weak.
- Teachers attempt to engage students of determination in learning. As a result, they are beginning to progress in their understanding of Islamic concepts. Fewer opportunities exist for students across the phases to develop their critical thinking skills when debating Islamic beliefs.

For Development:

- Enhance the ability of students to memorise and recite verses from the Holy Qur'an using Tajweed rules, and link them to their lives.
- Ensure that all students are engaged and improve their ability to think critically, to investigate and to become independent learners.

Arabic as a First Language

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

- Girls' attainment is slightly stronger than that of boys. Students' achievements in the upper year groups in Primary are relatively stronger than in lower year groups. The progress of higher ability students is less rapid than that of other groups of students.
- Students' listening, speaking, and reading skills are in line with expectations. Their reading comprehension and writing skills are weak. They make acceptable progress in developing listening skills and in reading familiar texts. However, their speaking skills using standard Arabic, and the progress which they make in developing their independent extended writing, are limited.
- For the small number of students who are studying Arabic as a first language, the use of technology to engage and enhance their learning is having limited impact in improving their literacy skills.

For Development:

- Improve students' speaking skills in using standard Arabic.
- Enhance students' writing and reading comprehension skills by provide more regular opportunities to practice.

Arabic as an Additional Language

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

- The progress of the more able students in Secondary and upper years in Primary is slower than that of other year groups. Girls' achievement in Secondary is stronger than that of boys. Students' listening, speaking and reading skills of are below age-related expectations. Their progress in these skills is weak.
- Students' learning tasks and assessment are in line with the MoE standards. However, teachers do not always consider the number of years that students have studied Arabic when planning learning.
- Teachers use technology in some learning activities to engage students. However, these activities do not always enhance students' learning because they are not student focused.

For Development:

- Ensure that students' learning tasks and assessment are in line with the MoE standards and take into account their number of years of studying Arabic.
- Improve learning by promoting a more student-focused approach in lessons.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Weak	Acceptable

- Students' outcomes across the phases are below the minimum expectations of the NCfE, except in FS. Children in the FS and students in Secondary make adequate progress. That of students in Primary is variable, but mostly below expectations for all groups.
- Students in Primary have adequate listening skills. Most respond to their teachers' questioning with basic sentences Their knowledge and ability to apply rules of grammar, punctuation and spelling to their written work is limited. Students for whom English is an additional language, and students of determination, make slower progress. Girls make better progress than boys.
- In Secondary, students speak audibly with an increasing command of English. Their progress is limited because they have too few opportunities to participate in oral discussions, presentations and role-play.

For Development:

- Accelerate students' progress by providing them with challenging and more balanced provision that develops all their language skills.
- Improve students' speaking skills by increasing the opportunities for them to participate in oral discussions, presentations and role-play.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Children in the FS have developed the basic mathematical skills of counting, ordering, and basic arithmetic. Additionally, they can compare objects based on their characteristics for instance, shape, size, and capacity.
- In the primary and secondary phases, most students are making expected progress in lessons and learning appropriate mathematical concepts and activities. However, the main emphasis is often on knowledge acquisition rather than the understanding and application of the mathematical concepts.
- Most students are not sufficiently challenged in their learning. As a result, achievement is restricted to only meeting expectations. Progress is often restricted by poor lesson planning and implementation.

For Development:

- Improve lesson planning and implementation to provide more challenging and engaging learning experiences which develop students' mathematical knowledge and skills.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Weak	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Students' achievement in internal examinations in the primary and secondary phases varies from weak to outstanding. This is not reflected in external examinations where attainment levels are weak.
- In the FS, observation and comparison skills are well established. However, lessons are biased more towards content rather than the acquisition of skills. In the secondary phase, students are making adequate progress in acquiring knowledge and practical skills. In Primary, their understanding is less secure. Across both phases, there are limited opportunities for students to explore, investigate and test ideas on their own.
- Overall, learning experiences are not challenging enough, and students are not given sufficient opportunities to design and carry out independent investigations or to apply the scientific method during experiments.

For Development:

- Improve attainment levels in external benchmarking assessments.
- Provide more opportunities for practical experimentation and independent investigation to support students' higher-order thinking skills of analysis and evaluation.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Weak	Weak

- Students have positive attitudes and are keen to learn. Children in FS are more actively involved in their work. Older students are sometimes passive and less engaged. Students have too few opportunities to work independently. The less able students are sometimes disengaged and dependent on their classmates or teachers for what to say or to write.
- Students have limited opportunities for group work and collaboration. Their ability to communicate their learning is varied. They have few opportunities to contribute their personal views or to form independent opinions.
- In a limited number of mathematics and science lessons, students make simple predictions, solve problem and research concepts. In most subjects, they are rarely required to think critically or to reflect on their ideas.

For Development:

- Encourage students to be more independent.
- Provide opportunities for students to be more critical and creative.

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

	Foundation Stage	Primary	Secondary
Personal development	Acceptable	Acceptable	Acceptable

- Students have positive attitudes to their fellow students and warmly greet adults and visitors to the school. They interact positively in class, support one another in their learning and welcome their teachers' guidance and advice. Students feel safe and happy and know to whom to speak if they have concerns.
- Students are aware of what constitutes a healthy lifestyle, although they make uneven choices about their own health and safety. They enjoy participating in physical education lessons and in sporting activities during their breaks.
- Although most students arrive at school and class on time, attendance is below average levels and of serious concern. As a result, learning and teaching time is compromised.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Weak	Weak

- A minority of students across the phases demonstrates an appropriate understanding of Islamic values. Some appreciate and respect the role of Islam and understand how Islam influences aspects of life in the UAE.
- Children in the FS have an age-appropriate understanding of the culture of the UAE. They benefit from opportunities to link UAE culture and heritage to some learning activities.
- National and Islamic occasions are celebrated through assemblies and some activities in Islamic Education. Students' understanding of world cultures, celebrated through international day and displays around the school, is slightly stronger than their understanding of the UAE culture.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Weak	Acceptable

- Students' understanding of social responsibilities is stronger in Secondary. The student council makes a superficial contribution to the school's decision-making. Students do appreciate the opportunity to contribute their opinions when they have the chance to do so.
- Students participate in limited volunteering activities, During the month of Ramadan, and on a few other occasions, they donate food, clothing, and money to those less fortunate than themselves. Students are not often involved in broader community events and lack confidence in initiating projects.
- Students' understanding and knowledge of environmental issues is beginning to develop. They take part in a few initiatives such as, recycling and tending the school garden.

For Development:

- Provide opportunities for students to develop a more active approach to innovation and independent decision-making.
- Increase students' awareness of sustainability and environmental issues.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Weak	Acceptable

- Across the phases, teaching is underdeveloped. Teachers do not yet engage all students fully and actively in their learning. In the FS, teachers provide interesting environments for children to explore and engage in play-based activities. In Primary and Secondary, teachers regularly plan and deliver lessons that do not meet the needs of all groups of students.
- In Primary, teachers' subject knowledge is variable. Teaching does not always promote critical thinking or problem-solving. Although tasks are generally differentiated, interventions depend heavily on LSAs. Questioning in lessons is often closed and tasks are mostly derived from worksheets.
- The overemphasis on teacher-talk at the expense of students' independent thinking restricts the development of critical thinking, enquiry and problem-solving skills. The recent professional development activities have not been successful in improving teaching and learning.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Weak	Weak

- The school's assessment systems align with the NCfE, but less so in Islamic Education and Arabic. In the FS, internal assessment allows teachers to track children's achievements. There is evidence in other phases that assessment data are used to review the curriculum and to modify planning. This is not the situation in all classes.
- Regular internal assessments are scheduled throughout the year and supplemented by external tests, CAT4 and GL. Although these tests have generated information on students' performance, they have not led to improved outcomes. Feedback in students' books is cursory. It consists mostly of ticks with some praise. It does not inform students of their next steps in learning.
- The analysis and use of data to influence students' progress, teaching strategies and curriculum adaptation have yet to impact on student achievement. The school's tracking of students' progress is also not effectively aligned with learning targets or expectations set by the curriculum.

For Development:

- Provide meaningful tasks that are well aligned with the needs of all groups of students and ensure that marking in books provides students with the next steps in their learning.
- Ensure that internal data are reliable and valid, and that teachers use the data to meet the learning needs of all students.
- Support all teachers in making more effective use of the school's assessment information in planning lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Weak	Weak

- The curriculum is matched to the NCfE and implementation is strongest in the FS. The curriculum is enriched in Primary through the weekly inclusion of the International Primary Curriculum (IPC). The curriculum content in Islamic Education and in Arabic as an additional language does not meet the MoE standards.
- There are gaps in students' knowledge in core subjects in Primary and Secondary. Links are developing between each of the phases, but they are not fully embedded. There is repetition of topics and content.
- Within the curriculum, there is an overemphasis on the acquisition of knowledge to the detriment of the development of skills. Cross-curricular links are evident in the FS but are more limited in other phases.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Weak	Weak

- Curriculum adaptations to meet students' differing learning needs are evident, but they do not sufficiently meet the needs of all groups of students. They do not enable students to make the best possible progress.
- Students' learning, and their personal and social development, are enriched by a range of extra-curricular activities. Opportunities for students to participate in innovation, creativity, enterprise and social contribution are limited.
- Links within lessons to the UAE culture and heritage are encouraged. However, there are insufficient purposeful opportunities within the curriculum for students to understand and appreciate the culture and heritage of the UAE.
- There is no provision in FS for learning Arabic.

For Development:

- Complete the curriculum programmes for all subjects, including Islamic Education and Arabic, by making sure that the programmes are aligned for continuity and progression.
- Ensure that teachers effectively adapt the curriculum to meet the needs of all groups of students.

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

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

- The school's systems, policies and procedures for safeguarding students are adequate. Safety checks are regular, emergency procedures are undertaken frequently, and members of staff are trained in implementing the policies.
- The school site and buildings are repeatedly checked, kept clean and maintained. The students are well supervised on school transport, at arrival and departure times, and during the school day. Students say that they feel safe in school.
- The clinic is adequately staffed with a medical team which is fully involved in providing the required medical checks, levels of care and promotion of healthy living. Risk and safety assessment processes are in place. They are neither sufficiently detailed nor rigorous enough in identifying hazards promptly.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Weak	Acceptable

- Relationships between members of staff and students are mainly positive. Most students have safe and valued interactions with staff. A system for behaviour management is in place but is not fully maximised. Strategies to support the improvement of attendance and punctuality rates are inadequate
- The identification of children with emerging developmental needs in the FS is robust. This, however, is less developed in the other phases, and particularly in Primary. There is no formal policy to identify and support students with gifts and talents.
- Appropriate and accurate support for students of determination is limited. Individual education plans (IEPs) lack appropriate timescales and detail. Purposeful challenge for students in lessons is not embedded. LSAs provide care and enable learning in most classes. Viable educational pathways for older students are developing.

For Development:

- Modify the school's child protection and safeguarding policies so that they are well understood and ensure that risk assessments and actions taken are vigorous and prompt.
- Provide IEPs that are rigorous, relevant and measurable, and are used in all lessons.
- Ensure that students with gifts and talents are accurately identified and supported.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- The school wishes to be inclusive and welcomes students with a diverse range of abilities. While school leaders are committed, the policies, action plans and interventions do not yet meet the requirements for effective provision.
- There are no systematic procedures for identifying the primary barriers to students' learning. The KHDA categories for inclusion are not consistently applied. Consequently, IEPs and teaching are not clearly focused on meeting students' needs. There is no whole-school approach to the identification and provision for students with gifts and talents.
- Parents are mainly positive. They value the care and empathy shown to their children. They are, however, not routinely involved in the construction and revision of the IEPs. Updates on their children's progress are communicated periodically.
- Modifications to the curriculum are inconsistent. They are often neither sufficiently challenging nor supportive. Low expectations, generic targets and protracted time frames limit students' progress.
- Student's work in lessons, and in their books, indicates that most make only limited progress from their individual starting points. Data collection and analysis are established in the FS, but are variable elsewhere.

For Development:

- As a matter of urgency, appoint an experienced and fully qualified inclusion specialist.
- Identify students' learning needs and support teachers in providing effective provision for students in lessons.
- Implement systems to identify, support and celebrate students with gifts and talents.

6. Leadership and management

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

- Leaders are willing and well intentioned. They are keen to develop their skills to raise academic standards. However, their awareness of the strengths and areas for development in the school is weak. Their understanding of high-quality provision, and of how to lead and manage necessary improvements, is also weak. Leaders have had limited impact on the performance of the school. The capacity to improve rapidly, and significantly, is weak.
- Systems for self-evaluation and monitoring the quality of teaching lack rigour and are not consistent across the school. Consequently, senior leaders do not have a realistic view of the school's strengths, weaknesses and priorities. The school improvement plan is not sufficiently coherent or aligned to a clear strategic direction. Therefore, improvements in key areas such as the quality of teaching, learning and assessment remain weak.
- Parents consider that communication is adequate, but would welcome more detailed information about events, wellbeing initiatives and celebrations. They feel that the school deals with concerns promptly and effectively. The school has limited links with the local and wider community. In general, parents feel that their children are settled, safe, happy and that they enjoy coming to school.
- The Executive Governing Board is committed. Board members are supportive of leaders. They rely heavily on students' achievement data and the results from the monitoring and evaluation of teaching, provided by leaders. However, the information does not always give an accurate overview of the school. Systems that are in place to collect the views of stakeholders are underdeveloped. Governors have not held senior leaders to account for the quality of the school's performance.
- Despite changes in leadership and staffing vacancies, the school's day-to-day management runs smoothly. Most staff are committed, loyal and hardworking. A substantial proportion of the teaching staff does not have suitable teaching qualifications. The premises and facilities provide an appropriate environment for learning. Science laboratory resources are limited. The library is underutilised.

For Development:

- Improve leadership and management so that the school's weaknesses are tackled decisively by leaders at all levels.
- Develop strategic plans that focus on students' outcomes, and define the responsibilities, timescales and criteria for monitoring and evaluating progress.
- Improve students' attainment and progress in all subjects by setting specific improvement targets and by measuring the impact on students' progress.

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