



المعرفة
Knowledge



AL GHAF PRIVATE SCHOOL L.L.C

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



WEAK

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Jebel Ali
	Opening year of school	2020
	Website	www.ghafschoo.com
	Telephone	97148522295
	Principal	Janet Elizabeth Ipek
	Principal - date appointed	8/22/2023
	Language of instruction	English
	Inspection dates	04 to 08 March 2024



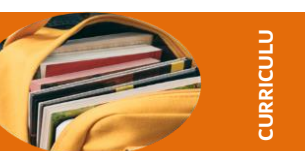
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS1 to Year 8
	Number of students on roll	54
	Number of Emirati students	0
	Number of students of determination	14
	Largest nationality group of students	Russian



TEACHERS

	Number of teachers	12
	Largest nationality group of teachers	British/Irish
	Number of teaching assistants	8
	Number of guidance counsellors	1



CURRICULU

	Curriculum	National Curriculum for England
	External Curriculum Examinations	NA
	Accreditation	None

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

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



2022-2023



2023-2024

SUMMARY OF INSPECTION FINDINGS 2023-2024

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



Students Outcomes

- Students' performance has improved in most subjects. Children in the Foundation Stage (FS) are now making good progress in English, mathematics and science, although attainment remains acceptable. In Primary, students' progress has improved to be good in science and to acceptable in Islamic Education, Arabic and English. Attainment improved to acceptable in English but remained weak in Islamic Education and Arabic. Progress and attainment in mathematics remained acceptable.
- Students enjoy school and they are in regular attendance. They are well-behaved, tolerant and empathetic to one another. Their responsible attitudes contribute to their strong personal development. They show a developing appreciation of Islamic values, such as, giving, honesty and respecting their elders. Although students enjoy being creative, they have few opportunities to initiate projects that enable them to develop and apply their innovation and entrepreneurial skills.

Provision For learners

- Teaching has improved since the previous inspection. In FS, lessons are more carefully planned to give children a secure start to learning. In Primary, teachers plan lessons carefully, but at times do not adapt their teaching to ensure that all students are learning at the same pace. Not all teachers have a secure understanding of the most effective strategies for developing students' reading and writing skills. Teachers' use of assessment information is variable.
- In FS, the well-designed curriculum has a positive effect on children's engagement in lessons and supports their learning and personal development. In Primary, the curriculum provides progression in learning in most, but not in all, subjects. In English, learning does not always build smoothly from year to year. Planned cross-curricular links between subjects are not always implemented in lessons.
- Relationships between members of staff and students are positive. Staff and students' wellbeing are appropriately monitored. Students and parents know who can help and support them if they have concerns. There are reliable systems for identifying students of determination and those with additional English language learning needs. The identification of more able students is under-developed. All staff are well trained in safeguarding matters.

Leadership and management

- The principal and the senior leadership team have begun to transform the school. They know what needs to be done to improve further. The executive governing board have invested in qualified teachers and, as a result, teaching has improved. Parents speak very highly of the school. They say that the principal has created a genuine team who treat the students 'as if they were their own children'.

Highlights of the school:

- The positive impact of school leaders on most aspects of the school's performance.
- The provision in FS which enables children to settle quickly into good routines and learning behaviours.
- The positive behaviour and attitudes of students, which contribute to the school's encouraging learning atmosphere.
- Students' enthusiasm for school and their excellent attendance.

Key recommendations:

- Further improve progress and raise attainment in all subjects, particularly in Islamic Education and Arabic.
- Ensure that all teachers and teaching assistants are properly trained to teach reading and promote English language acquisition.
- Ensure that in all lessons teachers regularly check students' learning to make certain that none are being left behind.
- Make full use of assessment data to inform planning and ensure that learning activities are matched to students' needs and abilities.



OVERALL SCHOOL PERFORMANCE

Acceptable ↑

01 Students' Achievement

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable
Curriculum adaptation	Good	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
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

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	Weak	Not applicable

- The school has not yet taken part in international assessments. On average, across English, mathematics and science, students sustained a weak judgement in benchmark assessments over the past two years. Attainment in mathematics and science was better than in English.

C. Leadership: International and Emirati Achievement	Weak	
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- Senior and middle leaders' awareness and knowledge of the information provided by benchmark assessments is developing. They understand the need for the curriculum to be adapted to ensure the development of the skills and knowledge that are assessed. Leaders' and teachers' use of assessment information to inform lesson planning is underdeveloped. There is little information in leaders' and teachers' planning that indicates what skills and strategies are to be supported and how differentiated strategies are to meet the needs of individual students.

D. Teaching and Learning: Improving reading literacy	Whole school	Emirati cohort
	Weak	Not applicable

- Teachers have limited understanding of students' reading literacy levels. Intervention plans to address students' low literacy levels are underdeveloped in Primary. Teachers have implemented few strategies to enhance vocabulary development. There is no evidence noted in action plans and lesson plans as to how reading data is being used to drive improvement.
- Overall school standards in the National Agenda Parameter are weak**

For Development:

- Implement a National Agenda action plan that is rooted in data and focused on improving students' benchmark test outcomes and literacy skills.
- Ensure that teachers understand and use reading assessment data to build students' English reading fluency and comprehension across all subjects.

Wellbeing



KHDA has placed wellbeing 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 an acceptable level

- School leaders understand and promote wellbeing principles. The many initiatives they have put into place have not had time to become fully embedded in the school's culture. Although the school collects relevant information to support provision through structured reviews, this is not yet used to guide planning. Leaders' monitoring of activities and support of professional development for members of staff is beginning to strengthen the school's approach to wellbeing.
- Members of staff and students understand the positive vision and provide examples of how their opinions have helped to improve wellbeing. Students know which adults can help them when they have concerns, and they believe that teachers create a positive school atmosphere. Staff say that supportive induction programmes prepare them well for their roles and that school leaders ensure a good work-life balance for all.
- The curriculum has been modified to include wellbeing themes, so that students have time to reflect on what they learn and consider the needs of others. This approach is most successfully implemented in FS. Students have a growing appreciation of their own and other people's wellbeing. Extra-curricular activities enable most students to pursue their interests and talents beyond the school day. Students are aware of common dangers including when using the internet. Most teachers establish a classroom climate where wellbeing is promoted. Students are generally positive about their experiences at school.

For Development:

- Strengthen wellbeing monitoring and assessment systems so that there is comprehensive information about the status of wellbeing across the school.
- Enhance the planning of wellbeing by including the views of all stakeholders.

UAE Social Studies and Moral Education

- Moral education and social studies is taught in English using the combined Moral, Social and Cultural Studies Framework (MSCS) framework from Years 2 to 8. Implementation now meets the requirements of the Ministry of Education (MoE).
- Teaching and the design of the curriculum enable students to make progress in their learning, which is assessed twice each term. Across the school, students extend their understanding of global and local issues through well-planned lessons. Teachers challenge students to think about social issues and moral questions linked to everyday situations. For example, Year 3 students were introduced to empathy and linked it to social compassion.

Arabic in Early Years

- Arabic and non-Arabic children are taught Arabic for one lesson of 50 minutes per week. Children in FS1 and FS2 are taught together. Lessons focus on speaking, listening, writing, basic vocabulary and phonics. In Year 1, there are three lessons of 50 minutes per week, taught by specialist teachers. The curriculum incorporates all four language skills. Regular assessments are conducted at the end of each term to gauge the levels of attainment and track progress. Ongoing formative assessments allow teachers to monitor achievements through learning activities.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable ↑

- Students' recitation of the Holy Qur'an and their knowledge of Islamic values is improving slowly. Older students in Primary have better knowledge of Seerah and Islamic laws. Younger students find it difficult to understand the meaning of Islamic terms and concepts.
- Students' knowledge of Islamic etiquette is a strength. Only a few students are able to demonstrate adequate knowledge of faith. Although involvement in the Holy Qur'anic club has developed some students' recitation skills, these remain inconsistent across all year groups.
- Students demonstrate basic critical thinking skills, which they can apply to everyday situations. However, their ability to provide supporting evidence from the Holy Qur'an and Hadith, is underdeveloped.

For Development:

- Improve students' ability to support their answers and findings with evidence from the Holy Qur'an and Hadith.
- Consolidate students' recitation and memorisation skills across all year groups.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable ↑

- Younger students make better progress overall than those in the upper years. Writing skills are underdeveloped in all years. Most students find difficulty in speaking Arabic, particularly when they are discussing unfamiliar topics.
- Students' listening skills are a particular strength. Students can read and understand short texts about common topics such as, food, sport, family and daily routines but only with the help of their teacher. Students' oral and written language production is weaker and limited to single words and short sentences.
- Students are making more progress, particularly in the lower year groups, because teaching is beginning to be better adapted to their needs. These improvements are too recent to have an impact on students' attainment.

For Development:

- Improve students' Arabic skills by increasing opportunities for them to use the language more frequently and independently.

ENGLISH

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable ↑
Progress	Good ↑	Acceptable ↑

- A majority of children in FS make a strong start in speaking and listening because of stronger teaching and learning. Work seen in lessons and in students' exercise books confirm that most primary students are making steady progress and reaching the expected standards.
- The development of students' speaking and listening skills is a feature of all English lessons. Students consolidate their spelling, punctuation and grammar skills as they move up through school. However, they have few opportunities to apply these skills in producing pieces of extended writing.
- The recently introduced teaching of phonics has resulted in improved reading skills in FS and lower Primary. Although slight improvements in reading and reading comprehension are noted in upper Primary, reading skills remain underdeveloped.

For Development:

- Improve students' reading and writing skills, especially in the upper primary phase.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good ↑	Acceptable

- Lesson observations indicate that most students meet curriculum expectations. Children in FS make better progress through regular number practice and a sharper focus in lesson planning.
- Children in FS can identify odd and even number bonds. In Year 1, students measure shapes using one strategy. In Year 3, students find perimeters using a grid to develop their spatial reasoning skills. In Year 5, students can identify different types of angles and communicate their mathematical thinking.
- Since the previous inspection, recent teaching strategies introduced to help students develop their problem-solving skills have made a positive impact. However, these practices are not fully embedded across all year groups.

For Development:

- Fully embed strategies to improve students' problem-solving skills.

SCIENCE

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable ↑
Progress	Good ↑	Good ↑

- There is an emphasis on practical work which is improving students' understanding of the scientific method. Students who speak English as an additional language, make more progress in practical activities, which demand less understanding of English. Most students' attainment is in line with curriculum standards.
- Investigation skills are improving. Students are getting better at hypothesising, analysing and evaluating, but their research skills are relatively underdeveloped. Some students who are at the early stages of learning English have difficulty with the key scientific vocabulary.
- Discovery learning and practical skills are stronger in FS. As a result, the skills of observing, measuring, manipulating and describing are relatively well developed, in an age-appropriate way.

For Development:

- Ensure that investigative work is seen in all year groups on a regular, planned basis.
- Offer more research opportunities so that students can discover, evaluate and form their own views.

LEARNING SKILLS		
	Foundation Stage	Primary
Learning skills	Good ↑	Acceptable ↑

- In FS, children take increasing responsibility for their learning through accessing resources independently and choosing their own activities. The use of learning technologies is limited across the school. Critical thinking is stronger in practical lessons and when students are presented with questions that make them think deeply.
- Making connections between areas of learning is stronger in FS. For example, the development of counting and writing skills when learning about dinosaurs. Connections to everyday life are made relevant in science lessons, for example, when students identify photographs of palm trees that thrive in the UAE.
- Discussions and interactions in Primary usually include direction from the teacher. However, students do engage well with learning and share ideas and communicate adequately when given the opportunity.

For Development:

- Ensure that students have more opportunities to make independent choices and work together collaboratively to share and develop their ideas.
- Provide opportunities for students to find things out for themselves, including the use of learning technologies.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary
Personal development	Good ↑	Good ↑

- Across both phases, almost all students display positive attitudes and behaviour. They are confident and caring towards one another. Students in Primary enjoy supportive and respectful relationships that contribute to a positive learning environment.
- Students' positive attitudes to learning are reflected in their outstanding attendance and punctuality. They exercise self-control, follow school rules, enjoy one another's friendship, and are respectful to all adults. Students show empathy and sensitivity to the needs of others, in keeping with the school's inclusive nature.
- Students benefit from planned activities that encourage physical exercise, outdoor play and keeping safe. Their learning experiences, often self-organised, develop a secure understanding of the importance of making consistently wise choices about eating well and keeping fit.

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

- Students demonstrate an adequate appreciation and understanding of Islamic values such as, giving, honesty, and respecting their elders, and, how these influence UAE society. In FS, children have an age-related understanding of these values.
- Most students have a basic knowledge of aspects of Emirati heritage and culture that underpin modern life in the UAE. They respect the national anthem and take part in the school's National Day celebrations. They can use Arabic expressions to respond to common greetings.
- Students are aware of their own cultures and demonstrate an appreciation and respect for other cultures. They interact positively with people from different nationalities. Although students participate in some cultural celebrations on International Day their knowledge of other global cultures is limited.

	Foundation Stage	Primary
Social responsibility and innovation skills	Acceptable	Acceptable ↑

- In FS, children happily take on responsibilities to look after resources and are considerate to others. Older students have some opportunities to be socially responsible by undertaking roles such as student councillors or ambassadors. Students have participated in community food donations and FS children fundraise for a local animal shelter.
- In FS, children enjoy being creative when making models from recycled materials. Older students enjoy being innovative but have few opportunities to initiate projects that involve enterprise and innovation.
- Children and students have a mature understanding of global issues relating to sustainability.

For Development:

- Deepen students' appreciation and understanding of the roles and values of Islam in UAE society.
- Provide more opportunities to improve students' knowledge and understanding of a wider range of world cultures.
- Provide more opportunities for students to initiate their own innovative and enterprising projects.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Good ↑	Acceptable ↑

- Teachers' interactions with students are positive across the school. Although lesson planning is comprehensive, learning activities are not sufficiently differentiated. This means that activities are too easy for some students and too hard for others.
- Some teachers ask questions that make students think deeply, such as, when Year 3 science students were tasked to work out how to change the size of a shadow cast by an object. In other lessons, teachers often use simple questioning techniques and do not encourage students to expand upon their answers.
- In FS, children are encouraged to learn independently. In Primary, learning is sometimes overly teacher directed. As a result, independent learning skills, innovation, problem-solving and critical thinking remain underdeveloped.

	Foundation Stage	Primary
Assessment	Good ↑	Acceptable ↑

- In FS, the consistent use of assessment information helps to promotes children's progress. Teachers have a clear understanding of each child's ability and are able to match activities to their developmental needs.
- Senior leaders analyse assessment data to check students' attainment and progress. The analysis of strengths and areas where improvement is needed is incorporated into students' profiles with the aim of meeting students' needs. Teachers' use of this information in lesson planning is inconsistent.
- Although the school has improved many of its assessment practices since the previous inspection, the use of external assessment information is not strong. Marking schemes support feedback and next steps in learning are provided on students' work in most subjects. Students use simple success criteria to evaluate their own learning.

For Development:

- Ensure teachers' questioning makes students think and speak, at greater length about their learning.
- Ensure teachers use internal and external assessment information to plan learning activities that meet the needs of all groups of students.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Good ↑	Acceptable ↑

- The curriculum in Primary meets the National Curriculum for England (NCfE) requirements. It is balanced, and students experience an appropriate range of subjects. Progression in learning is not as smooth in English, as it is in the other key subjects. In FS, the curriculum covers the seven areas of learning. of the Early Years Foundation Stage (EYFS).
- Cross-curricular connections are evident in planning but are inconsistently implemented in lessons. There are few opportunities for students to be engaged in research, where they discover ideas from multiple sources and then evaluate these to reach their own conclusions.
- The curriculum is reviewed regularly. Attention is given, in particular, to the needs of students for whom English is an additional language, and students of determination.

	Foundation Stage	Primary
Curriculum adaptation	Good ↑	Acceptable ↑

- Curriculum adaptations are most successful in subjects where effective use is made of assessment information to match learning activities to the differing needs of students. This is most often seen in FS. In Primary, more able students are not always provided with an appropriate level of challenge.
- There are few examples of enterprise and entrepreneurship playing a part within the curriculum. In FS, children took part in a bake sale that generated funds for an animal shelter, and in Year 3, a 'Dragons Den' activity introduced students to ideas of investment and salesmanship.
- The curriculum contains planned and relevant connections with Emirati culture and UAE society but are not always fully exploited during lessons. Some links with Emirati culture are made in the Arabic lessons in FS.

For Development:

- Ensure that planned cross-curricular links are implemented in all lessons.
- In making modifications to the curriculum ensure full use is made of assessment data to match work to students' ability levels.
- Ensure that the English syllabus is planned so that students' experience continuity and progression in their learning.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑

- There are now comprehensive policies in place covering safeguarding and child protection. Students are given effective guidance to keep them safe online. Links to policies are available to all stakeholders. All staff are trained in safeguarding matters.
- The fully accessible ground-level site is clean and well maintained. Regular, thorough checks of the premises ensure issues are noted and swiftly rectified. Students are properly supervised on school transport and during parent pick-up and drop-off. Parents adhere to the school's systems in relation to coming onto the site.
- Physical and mental health are promoted well through the 'Healthy Lunch Box' programme and monthly 'Wellness Wednesdays'. Effective advice and support are given to students and parents. Medical staff provide appropriate levels of care.

	Foundation Stage	Primary
Care and support	Good ↑	Acceptable ↑

- Relationships between staff and students are positive. Good relationships in FS help children to settle quickly. There are effective systems in place for managing behaviour and promoting high levels of attendance and punctuality.
- There are reliable systems for identifying students of determination and those who speak English, as an additional language. The identification of more-able students is underdeveloped. Initial assessment leads to the development of individual education plans (IEPs.) These are particularly well implemented in FS, but less so in Primary.
- New systems for guidance and support are understood and appreciated by staff and students. Staff and students' wellbeing are appropriately monitored. Students and parents know who can help and support them if they have concerns.

For Development:

- Introduce systems for identifying the needs of more-able students.
- Ensure that full account is taken of student's IEPs in primary lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- School leaders' commitment to improving inclusion is seen in their recruitment of an experienced, qualified leader. Suitably adapted premises accommodate most students' needs. Monitoring does not yet provide entirely accurate information about the quality of support for students of determination.
- Appropriate steps are taken to identify students of determination and students who speak English, as an additional language. These are yet to be matched by similarly robust systems for identifying students are more able and the gifted and talented. Student's IEPs are not delivered consistently well in lessons in Primary.
- Parents meet teachers to review their children's IEPs and work. The school is at an early stage of bringing parents together to share ideas with staff and with each other.
- Most teachers plan suitable work for students of different abilities. In FS, effective planning results in good progress. In Primary, the quality of support is more variable because they do not take enough account of students' language levels.
- Assessment systems for students of determination provide accurate starting points but are not reliable for the more-able students. Tracking systems indicate how much progress students make but teachers do not always report accurately the strength of achievements. Most students of determination make the expected levels of progress from their starting points.

For Development:

- Improve the monitoring and assessment so that a realistic understanding of the quality and support for students of determination is established.
- Ensure that there are effective systems for identifying more able and gifted and talented students.
- Ensure that teachers adopt appropriate strategies for communicating with early English language learners in lessons.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and her senior team have all been appointed since the previous inspection. They have begun to transform the school. They have speedily diagnosed the areas in which improvement is needed and acted with urgency to ensure that the students receive an improved standard of education. Newly appointed middle leaders, while showing potential, have not yet received training to improve their effectiveness.
- School leaders' evaluation of the school's performance ensures that development planning is based on a secure understanding of what needs to be done to improve the school further. However, the targets within the improvement plan are not consistently rooted in the need to improve students' academic performance. Senior leaders check the quality of teaching regularly through learning walks, looking at students' work and carrying out formal lesson observations. These processes are having a positive impact on teaching and learning.
- Parents speak very highly of the school. They say that the principal has created a team of teachers who treat the students 'as if they were their own children'. The school communicates well with parents, producing regular newsletters. Parents' meetings are held three times a year, and parents value the written reports they receive on their children's progress. Parents are impressed at the sensitive way in which teachers deal with any of their concerns.
- The executive board of governors has reduced in size since the previous inspection. Training has helped governors to understand their role in setting the school's direction and in holding the principal and leaders to account for students' performance. It has invested wisely to attract qualified teachers, and to ensure that the building provides a safe learning environment. The executive governors are well informed by the full board which comprises parents, staff and a student representative.
- The school is well run on a day-to-day basis. It is adequately resourced. A full staff team of qualified teachers are in place. Professional development training tends to be reactive to issues that arise rather than planned to meet the individual and strategic needs. The building is clean, and tidy, and there are a number of specialists teaching rooms for ICT and music. There is a calming sensory room as well as a library. Resources are sufficient to meet the needs of the curriculum.

For Development:

- Provide the necessary training for middle leaders so that they are able to play a full part in the continuing drive for school improvement.
- Ensure that the school development plans contain measurable targets that are centred on improving students' academic achievement.
- Provide training for teachers that focuses on both their individual professional development needs and the longer-term school improvement priorities.



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