



المعروف
Knowledge



AL RASHID AL SALEH PRIVATE SCHOOL

MOE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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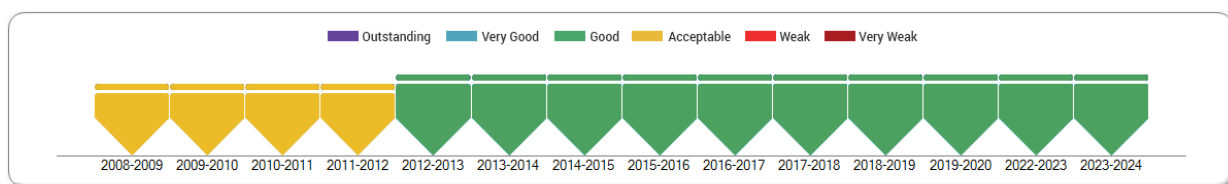
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Oud Metha
	 Opening year of school	1973
	 Website	www.alrashed-alsaleh.com
	 Telephone	97143376126
	 Principal	Lina Adil Yohana Mayoma
	 Principal - date appointed	26/6/2023
	 Language of instruction	Arabic
	 Inspection dates	15 to 19 January 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2692
	 Number of Emirati students	76
	 Number of students of determination	57
 TEACHERS	 Largest nationality group of students	Arabic
	 Number of teachers	175
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	30
	 Number of guidance counsellors	6
 CURRICULUM	 Curriculum	MoE
	 External Curriculum Examinations	EMSAT
	 Accreditation	None

School Journey for AL RASHID AL SALEH PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Children's outcomes in the Kindergarten (KG) and Cycle 3 are better than those in Cycles 1 and 2. In KG, children's progress is better in Arabic, English, mathematics and science, than in Islamic Education. Students in Cycle 2 and Cycle 3 perform better in English and science compared with those in Cycle 1. Students' attainment in Islamic Education is consistent across the school. Attainment in Arabic is stronger in KG and Cycle 3.
- Students consistently exhibit self-reliance. Their thoughtfulness, mutual respect and commitment to activities create a collaborative and inclusive school environment. Students enjoy healthy lifestyles through participating in sports. They make wise choices for their health and safety. They show an excellent understanding of Islamic values. Their respect for Emirati culture and heritage is noteworthy. Students have a strong awareness of environmental issues and of sustainability.

Provision For learners

- Teaching standards vary across the school. Most teachers effectively use their subject knowledge and a range of strategies to promote learning. Teachers in KG skilfully apply their knowledge of how children learn best. Teachers use assessment data to plan lessons which meet the needs of most groups of students. Their use of assessment to support learning is inconsistent, with stronger practice in KG and Cycle 3.
- The curriculum is compliant with MoE requirements and is supported by extra lessons, projects and digital platforms. It meets the needs of almost all groups of students, particularly in KG and Cycle 3. Students engage in activities, projects and initiatives that promote enterprise, innovation, creativity and social contribution. Leaders ensure that students benefit from the limited range of extra-curricular activities.
- The safety and welfare of students is of the highest priority. Rigorous risk assessments are in place, both inside the school and when planning external visits. Members of staff understand the child protection and safeguarding policies. The school promotes the importance of healthy living. Effective behaviour management and positive relationships are strengths in KG and Cycle 1, but less so in Cycles 2 and 3, particularly for boys.

Leadership and management

- All leaders are committed to the UAE national priorities and have a shared vision focused on improving students' outcomes, wellbeing and inclusion. Most display positive understanding of the curriculum and effective teaching practices. They know the school's strengths and areas for improvement. They effectively engage all parents. The governing board directly impacts on the school's overall performance. Members are expanding specialist facilities to provide stimulating learning environments.

Highlights of the school:

- Students' achievements in KG and Cycle 3.
- Students' personal and social development, and their understanding of Islamic values and Emirati culture.
- Health and safety, and pastoral care.
- The strong relationships with parents.

Key recommendations:

- Raise students' attainment by making more effective use of data from assessments to identify and address gaps in their learning.
- Develop more robust systems to measure students' progress.
- Ensure that the self-evaluation processes, including the monitoring of teaching and learning, are rigorous and lead to the accurate identification of improvement priorities.
- Develop the capacity of leaders, so that all understand and demonstrate the best practices in teaching, learning and assessment, together with full understanding of the curriculum.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Arabic as a First Language	Attainment	Very good	Good	Good	Very good
	Progress	Very good	Very good	Good	Very good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Good	Very good	Outstanding
	Progress	Very good	Good	Very good	Very good ↓
 Mathematics	Attainment	Very good	Good	Good ↓	Very good
	Progress	Very good	Very good ↑	Very good	Very good
 Science	Attainment	Good	Good	Very good	Very good
	Progress	Very good	Good	Very good	Very good

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Very good	Good	Very good	Very good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

03 TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very good	Good	Very good	Very good
Assessment	Very good	Good	Good	Very good

04 CURRICULUM

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very good	Good	Good	Very good
Curriculum adaptation	Very good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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	Good

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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Weak

- The school missed its target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 8 points. On average, in English and mathematics, benchmark assessment results over two years have declined to a weak position. In science they have remained in a weak position. Emirati students have demonstrated a weak performance in all assessments over two years.

C. Leadership: International and Emirati Achievement	Acceptable
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- Some senior and the majority of middle leaders possess a reasonable understanding of subject skills and content, corresponding to proficiency levels and international benchmark levels. They can identify gaps identified in benchmark assessment reports, particularly in reading, and have initiated some actions. However, their efforts have not had sufficient impact. Students' progress across all phases has not improved. The school's National Agenda action plans are well structured and outline appropriate targets but lack a strong connection to the accurate analysis of data.

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

- A majority of students, including Emirati students, have reading literacy scores at an adequate level. Most teachers use assessment information from assessments to plan meaningful interventions. However, their understanding of students' reading abilities is still developing, leading to inconsistent intervention practices. Additionally, struggling readers, including Emirati students, do not always receive appropriate support for their needs.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that reading and subject benchmark assessments are consistently used to identify gaps in students' learning and to support high quality improvement plans.
- Develop and establish an overall school reading programme.
- Ensure that plans to improve the reading proficiency of Emirati students are fully implemented and monitored for success.

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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a good level.

- Leaders have a clear commitment to the development of wellbeing. They collect relevant information through surveys and some informal methods and foster positive relationships between students and adults. The current wellbeing vision is not comprehensive or well enough defined, particularly in the areas of setting, pursuing and embedding this vision. Although wellbeing initiatives are a notable strength, the process of assessing, sustaining and evaluating improvements lacks clear guidelines and a systematic monitoring approach.
- Leaders have successfully cultivated robust and positive relationships between students and adults, which enhances the overall wellbeing of the school community. The supportive induction process for members of staff is commendable. Specific wellbeing initiatives have been taken. However, a methodical approach to support, evaluate and drive provision is lacking.
- Students exhibit a growing independence in managing their wellbeing. Teachers, especially in KG, create a positive classroom atmosphere that promotes wellbeing. Students say that they feel happy and safe and have a strong sense of belonging. Interventions, although needing further evaluation, have had a positive impact on wellbeing, suggesting the potential for enhancement.

For Development:

- Develop a comprehensive and integrated wellbeing vision that permeates all aspects of school life.
- Enhance wellbeing provision and outcomes, and work towards achieving consistency in the application, measurement, assessment and evaluation of wellbeing initiatives.

UAE social studies and Moral Education

- The UAE social studies and moral education curriculum complies with MoE requirements. Social studies and moral education are taught by qualified teachers as separate subjects with weekly lessons in Grades 1 to 8. Social studies is taught as a separate subject in Grades 9 to 12. Moral education is integrated into social studies and other curriculum subjects.
- Teachers supplement the MoE textbooks with a range of resources including videos, worksheets, films and online resources. Lessons include a wide variety range of activities that celebrate the culture, heritage, traditions, life and values of the UAE. Students develop their research skills, particularly through project work. They engage in active learning to develop their critical thinking in relation to everyday topics and issues.

Arabic in Early Years

- Arabic is taught in KG1 and KG2 for 315 minutes per week, divided into five sessions. The Arabic language curriculum is in line with MoE requirements and offers a solid groundwork for children's linguistic development. The adapted curriculum places a significant emphasis on engaging activities such as storytelling, songs and games. It is implemented by early years specialists, using interactive age-related activities. Assessments are integrated into lessons, and include questioning, observation and simple written exercises. Final assessments align closely with MoE requirements.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Students across the school have a secure understanding of Islamic values. In Cycle 3, students demonstrate a deep understanding of Fiqh. They deduce, conclude and apply their learning to everyday situations. Girls in the higher phases are progressing more rapidly than boys.
- In KG, children demonstrate appropriate understanding of the Pillars of Islam, faith and the Holy Qur'an and Dua'a. Older students have a strong grasp of acts of worship. In higher grades, students' understanding of Islamic morals and etiquette is well developed.
- Enrichment materials, competitions and extra lessons have begun to improve students' capacity to connect various facets of Islamic Education and to cite relevant verses and Hadith. The impact is yet to be seen on students' comprehension of faith and proficiency in recitation.

For Development:

- Improve students' skills in memorisation and recitation of the Holy Qur'an.

ARABIC AS A FIRST LANGUAGE

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Good	Very good
Progress	Very good	Very good	Good	Very good

- Reading comprehension and speaking are the stronger skills. Students in all phases can analyse texts, including poems, and extract key ideas and figurative language. Their extended and creative writing is less developed, especially in Cycles 1 and 2.
- In Cycle 3, students' language skills, speaking and grammar are very well developed. In KG, listening skills surpass speaking. The children can understand teachers' standard Arabic. Students in Cycle 2 employ a variety of dialects and colloquial language.
- Enrichment reading and writing programmes and extra resources, including digital platforms, support students. However, the effect is not yet visible, particularly in terms of students' creative writing skills, due to teachers' low expectations.

For Development:

- Provide more accurate and consistent feedback to students on the quality of their work and how to improve it.
- Raise teachers' expectations of speaking and writing, especially in Cycles 1 and 2.

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ENGLISH

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Very good	Outstanding
Progress	Very good	Good	Very good	Very good 

- Students' high attainment and progress in internal assessments are not replicated in external benchmark assessments. Students' attainment and progress in Cycle 1 is not so strong as in the other cycles.
- Children in KG make rapid progress in developing their early language skills through enjoyable active learning. Students' listening, speaking and reading skills are significantly stronger than their writing and inferential skills. Most students are relatively confident and articulate speakers. They are not eager readers, in the main.
- Students in Cycles 2 and 3 are skilful in using digital technology to access learning platforms to enhance their knowledge and presentation skills. Students progressively develop their understanding and application of English writing conventions and techniques. They do not always check their work for accuracy.

For Development:

- Improve students' attainment in external benchmark assessments by equipping them with the knowledge and skills to perform well in these assessments.
- Promote students' love of reading and exposure to a wider variety of styles.
- Ensure that students consistently apply what they learn in their writing.

MATHEMATICS

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Good 	Very good
Progress	Very good	Very good 	Very good	Very good

- This year, students' achievements have improved in international benchmark tests, particularly in Cycle 1. Across the school, students use mathematical language effectively. In KG, children's numeracy skills are above curriculum standards.
- In Cycle 1, mental mathematics and number skills are improving. In Cycle 2, algebraic skills are developing steadily, but consolidation of learning is hindered by the pace of lessons. In Cycle 3, students are improving their ability to apply the rules of calculus to unfamiliar contexts.
- Adapting the curriculum has impacted positively on students' achievements, for example providing practical activities in KG and differentiated class worksheets in Cycle 1. Boys do not have sufficient opportunities to lead their own learning in class or to conduct mathematical investigations.

For Development:

- Ensure that the knowledge and understanding of all students is secure before moving on to next steps during lessons.
- Ensure the consistency of teaching in all grades, particularly for boys.

SCIENCE

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Very good	Very good
Progress	Very good	Good	Very good	Very good

- In KG, scientific knowledge and skills improve as children's understanding of their world evolves. Students in Cycles 2 and 3 make better progress than those in Cycle 1, due to improved scientific skills and reasoning.
- In Cycle 1, students relate the structure of the molecule to the state of matter. In Cycle 2, students explain the use of science in surgeries. In Cycle 3, they identify the use of DNA in forensic medicine. Cross-curricular links are not consistent.
- Teachers have made some progress in providing students with more opportunities to use scientific skills to conduct independent science investigations. The opportunities are less frequent in Cycle 1.

For Development:

- Ensure that skills related to scientific inquiry, method and reasoning are consistently reinforced, particularly in Cycle 1.
- Enhance learning through cross-curricular links, particularly in Cycle 1.

LEARNING SKILLS

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Very good	Good	Very good	Very good

- Children in KG make rapid progress in developing and applying their learning skills through enjoyable activities. Students in all cycles are keen to learn. They increasingly take responsibility for their own learning, less so in Cycle 1.
- Students interact very well with their teachers. They frequently engage in collaborative learning activities to share their thinking, complete learning tasks and present their work. Students regularly make connections in their learning to everyday issues and to other subjects.
- Critical thinking and problem-solving activities are features of most lessons. Students' scientific inquiry, investigative and entrepreneurial skills are less well developed. Older students, particularly girls, are highly skilled in using digital technology to research information, develop their innovative ideas and present their work.

For Development:

- Encourage students in Cycle 1 to take greater ownership of their learning and develop their independent learning skills.
- Develop students' scientific inquiry and investigative skills.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students consistently exhibit self-reliance and positive attitudes. Their thoughtfulness, mutual respect and commitment to activities create a collaborative and inclusive school environment, actively contributing to a positive atmosphere for all.
- The school excels in fostering strong relationships between students and members of staff. Adequate punctuality and a high attendance rate emphasise students' commitment and reflect the school's strengths.
- Students enjoy healthy lifestyles through participating in sports and consistently making wise choices for their health and safety. They lead activities promoting awareness and participation through school broadcasts and competitions to foster a culture of safe and healthy lifestyles.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students show an excellent understanding of Islamic values and Emirati culture. They integrate values, such as honesty, tolerance and respect, into their daily lives. They demonstrate the positive impact of Emirati culture on society.
- Students' respect for Emirati culture and heritage is strong. They participate in school trips to heritage and cultural sites. They celebrate Flag Day, National Day and Merit Day, all of which enrich their understanding and appreciation.
- Through participation in international events, trips abroad and visits to Expo Dubai, students learn about diverse national and international characteristics. They show a strong understanding of their heritage and traditions, while also demonstrating good knowledge of other cultures.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students have positive attitudes to learning and actively participate in lessons. They generate interesting ideas and demonstrate the initiative to implement them. Students are creative and benefit from some opportunities to develop entrepreneurial skills.
- Students have a strong awareness of environmental issues and the importance of sustainability. They share ways to improve the school environment and take part in projects beyond school that promote ecological awareness.
- Students develop a sense of civic responsibility towards others through their participation in charity and voluntary work, in school and in the wider community. Children in KG willingly take on classroom responsibilities. Student council members work diligently to implement their ideas.

For Development:

- Enhance opportunities for students to initiate and lead activities to demonstrate their innovative skills in the wider community.

03 TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very good	Good	Very good	Very good

- Teaching standards vary between cycles, within and across subjects and between boys' and girls' sections. Most teachers effectively use their subject knowledge and a range of strategies to promote learning. In KG, teachers skilfully apply their knowledge of how children learn best.
- Teachers routinely plan their lessons, identify learning objectives, explain them and provide associated learning tasks which sometimes include success criteria. Teachers generally interact well with students. They use questioning effectively to engage students in dialogue, to promote thinking and to check understanding.
- Teachers use assessment data to plan lessons which meet the needs of most groups of students. Learning activities are not yet sufficiently adapted to the needs of the lowest and highest ability students. Problem-solving and critical thinking activities are embedded in most lessons.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very good	Good	Good	Very good

- Across all phases, internal assessment processes are consistent and coherent. They provide clear information on students' progress. Assessments in KG and Cycle 3 are particularly reliable. Information is gathered and is useful for most groups of students.
- Most teachers have secure knowledge of their students' strengths and weaknesses. However, across all phases, teachers' use of assessment to support students' learning is inconsistent. The strongest practice is in KG and Cycle 3.
- Leaders have reviewed the use of assessment to plan teaching and to modify the curriculum. However, particularly in Cycles 1 and 2, practice remains variable. Students' needs are not always met, nor is provision always appropriate.

For Development:

- Ensure that all teachers consistently provide lesson objectives that have associated success criteria.
- Improve teachers' use of assessment data to plan learning activities tailored to the needs of all.

04 CURRICULUM

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very good	Good	Good	Very good

- The curriculum is compliant with MoE requirements and is supported by extra lessons, projects, digital platforms and booklets. It is broad and based on a clear rationale. It meets the needs of almost all groups of students, particularly in KG and Cycle 3.
- The curriculum is designed to take account of previous content and to build on students' existing knowledge. It provides some opportunities for students to develop their creative, imaginative and innovatory skills, but these aspects are not always incorporated into lessons.
- Through regular reviews, the curriculum in KG is enriched by carefully designed activities and extra content. In other Cycles, the curriculum does not include all skills that are needed to prepare students to meet the national vision. In Cycle 3, students' curricular choices are limited.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Very good	Good	Good	Good

- Students have opportunities to engage in activities, projects and initiatives that promote enterprise, innovation, creativity and social contribution across the curriculum. These activities focus on developing students' knowledge and skills to prepare them for external benchmark assessments and to address gaps in their learning.
- Strategies for curriculum modification, adaptation, enhancement and enrichment are stronger in KG, where children have opportunities to enrich their learning experiences. The curriculum is not yet sufficiently modified to meet the needs of individuals and different groups of students.
- Leaders take steps to ensure that students benefit from the limited range of extra-curricular activities. The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE.

For Development:

- Provide more opportunities for students to develop enterprise, innovation and creativity.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The safety and welfare of students are high priorities. There are rigorous risk assessments, both inside the school and when planning external visits. Members of staff know their roles and responsibilities in protecting young people from harm. They understand the child protection and safeguarding policies.
- Highly effective procedures keep students safe on school transport. Drop-off and collection areas are well monitored. Medical personnel keep comprehensive records for all students. They share information with teachers to ensure that students' medical needs are met.
- Teachers effectively promote the importance of healthy living. They offer students and parents good advice regarding sensible food choices and the importance of exercise.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very good	Very good	Very good	Very good

- Effective behaviour management and positive relationships are strengths in KG and Cycle 1, but less so in Cycles 2 and 3, particularly for boys. High attendance rates demonstrate effective co-operation with parents, but punctuality remains a challenge.
- The presence of specialist staff aids support for students of determination and those with gifts and talents. However, unclear identification processes and inconsistent implementation of individual education programmes (IEPs) hinder effective assistance. Some improvements have resulted from professional training.
- Comprehensive guidance and support services are available from social workers. In Cycle 3, there is a particular focus on advice on careers and further education. The impact of these efforts is not systematically measured.

For Development:

- Refine the identification process and support activities for students of determination and those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Although leaders appreciate inclusion principles, a unified vision for inclusion activities is lacking. Teachers show inconsistent understanding of learning barriers. This affects the effectiveness of interventions and results in uneven alignment with students' needs, leading to variable outcomes in different subjects and stages.
- Teachers use a range of formal and informal assessment strategies, but their inconsistent application results in uneven quality of provision. While some individual interventions are effective, the lack of consistency in implementation of strategies suggested by IEPs leads to varying impacts on students' outcomes.
- Partnerships with parents are positive. Sometimes, communication and collaboration are not clear enough. The provision of support for parents not only enriches their experience but also contributes to their improved understanding of need. Currently there are no specialised pathways in place.
- The absence of alternative curricula and the reliance on standardised teaching approaches limit the adaptability of teaching methods. This affects the quality of provision, especially for students with complex learning profiles, leading to inconsistencies in outcomes across subjects and phases.
- The assessment system in place to determine students' starting points is not effectively used to tailor provision. The tracking of progress, while sometimes implemented, does not consistently inform the review and improvement of provision.

For Development:

- Improve teachers' understanding of barriers to students' learning and the effective implementation of strategies suggested by IEPs.
- Introduce alternative curricula and encourage teachers to develop individualised learning pathways.

06 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	Good

- Leaders at all levels, led by the newly appointed principal, are committed to the UAE national priorities. They have a shared vision which is focused on improving students' outcomes, wellbeing and inclusion. Leaders display understanding of the curriculum and effective teaching practices. Professional relationships and distributive leadership contribute to a positive school culture. Leaders' capacity to improve and innovate is yet to be consistent and impactful on addressing barriers to improvement.
- The self-evaluation process considers both internal and external data. Leaders know the school's strengths and areas for improvement. The majority of key priorities are identified. Leaders systematically monitor teaching and learning. However, they have yet to evaluate the impact on students' progress in lessons and over time. School improvement plans identify key areas for development. However, they lack quantifiable targets that can be measured and monitored periodically. There has been progress in addressing most of the recommendations of the previous report.
- Leaders successfully engage parents in school life. Effective communication channels, such as social media and emails, encourage parents to be partners in their children's learning. Reporting on students' academic progress is regular. It does not convey key aspects of students' social and personal development. There are local partnerships, but limited national and international links.
- The governing body includes parents and community members. The board consistently seeks and considers stakeholders' input. Members have a detailed knowledge of the school. Those with educational expertise provide essential support and guidance to help develop academic provision. The board has a direct impact on the overall performance of the school. Members regularly monitor leaders' actions and hold them accountable for the quality of the school's performance.
- Leaders effectively oversee the day-to-day operations and implement appropriate routines and procedures. Teachers are mostly qualified. They engage in ongoing professional training. However, the training is generic in nature and not necessarily linked to observations of teaching and learning. The school premises are clean and well maintained. The new investment in expanding specialist facilities provides a stimulating learning environment that enhances teaching and learning.

For Development:

- Develop a rigorous self-evaluation process that makes effective use of external and internal assessment information.
- Improve reports to parents to convey key aspects of students' social and personal development.
- Ensure that professional training addresses identified gaps in teaching and learning to ensure improved students' outcomes.



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