



**DEWVALE SCHOOL L.L.C**

**INDIAN CURRICULUM**

**ACCEPTABLE**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

|  |                            |                        |
|--|----------------------------|------------------------|
|  | Location                   | Al Qouz 4              |
|  | Opening year of School     | 2023                   |
|  | Website                    | www.dewvaleschool.ae   |
|  | Telephone                  | 042230033              |
|  | Principal                  | Seema Banu Umar        |
|  | Principal - Date appointed | 4/6/2023               |
|  | Language of Instruction    | English                |
|  | Inspection Dates           | 02 to 06 February 2026 |

### STUDENTS

|  |                                       |                |
|--|---------------------------------------|----------------|
|  | Gender of students                    | Boys and girls |
|  | Age range                             | 3 to 13        |
|  | Grades or year groups                 | KG1 to Grade 7 |
|  | Number of students on roll            | 895            |
|  | Number of Emirati students            | 0              |
|  | Number of students of determination   | 68             |
|  | Largest nationality group of students | Indian         |

### TEACHERS

|  |                                       |        |
|--|---------------------------------------|--------|
|  | Number of teachers                    | 66     |
|  | Largest nationality group of teachers | Indian |
|  | Number of teaching assistants         | 16     |
|  | Teacher-student ratio                 | 1:14   |
|  | Number of guidance counsellors        | 1      |
|  | Teacher turnover                      | 14%    |

### CURRICULUM

|  |                                 |        |
|--|---------------------------------|--------|
|  | Educational Permit/ License     | Indian |
|  | Main Curriculum                 | Indian |
|  | External Tests and Examinations | CBSC   |
|  | Accreditation                   | CBSC   |

## School Journey for DEWVALE SCHOOL L.L.C

Outstanding Very Good Good Acceptable Weak Very Weak



2025-2026

## Summary of Inspection Findings 2025-2026

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

- Attainment and progress, although good in science in the Kindergarten (KG) are mostly acceptable across the core subjects. Progress is good in Islamic Education across all phases, and in mathematics in the middle phase. Students engage enthusiastically in practical and interactive activities. The application of learning to everyday contexts is uneven, and opportunities to develop innovation, enterprise, and higher-order thinking remain limited.
- Students make a positive contribution to an orderly, and culturally rich learning environment. They demonstrate respectful behaviour, strong relationships with staff, and a clear appreciation of Islamic values and the UAE's heritage. They actively participate in healthy initiatives and take on meaningful leadership roles with pride. While generally responsive, some younger students are less self-reliant.

### PROVISION FOR LEARNERS

- Teachers build supportive learning environments. Although their subject knowledge is secure, their understanding in the method and practice of teaching is still developing. Planning is consistent but delivery in lessons is variable. Work is not always well matched to students' ability levels and the use of questioning to deepen students' thinking is underdeveloped. Not enough use is being made of the information obtained through the school's assessment procedures to guide teaching and curriculum adaptations.
- The school's curriculum is broad, balanced, and aligned with regulatory frameworks, providing adequate continuity between phases. It is enriched by opportunities that support cultural understanding but adaptations to meet the differing needs of student groups are insufficiently precise. There are not enough opportunities for innovation, enterprise, and cross-curricular learning to extend and deepen students' engagement.
- The school maintains suitable safeguarding procedures. There is a clear emphasis on students' wellbeing, that is underpinned by respectful relationships. Attendance is well-managed. However, inconsistencies in safeguarding exist, including locked fire doors and insufficient supervision of KG transportation. Additionally, the processes for identifying and adapting the curriculum to support students of determination are underdeveloped.

LEADERSHIP AND  
MANAGEMENT

- Leaders have established a positive learning culture and effective community partnerships. Although effective use is made of self-evaluation to guide planning, success criteria are not focused enough on students' outcomes. The school's judgements on the quality of teaching are overly generous. Governance lacks sufficient challenge and follow-through on critical actions. Limited resources impact the quality of students' learning. Safety checks and aspects of staff supervision for children in the KG are not rigorous enough.

The best features of the school:

- Good attainment and progress in science in KG and good progress in Islamic Education across the school and in mathematics in the middle phase.
- Students' positive attitudes, behaviour, relationships, and attendance.
- Students' understanding of Islamic values and Emirati culture.
- Students' involvement in the school community, leadership roles and environmental awareness.
- The positive partnerships with parents and supportive links with the community.

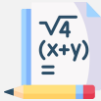
Key Recommendations:

- Raise students' attainment and rates of progress to be at least good in all subjects and phases.
- Improve the quality of teaching and learning and ensure that work in lessons is matched to students' attainment levels.
- Ensure that regular and rigorous safety checks are carried out across the school site and that children in KG are supervised as they enter and leave the school.
- Improve the effectiveness of governance and ensure that governors provide school leaders with an appropriate level of challenge for school improvement.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

|                                                                                                                       |            | KG             | Primary        | Middle         |
|-----------------------------------------------------------------------------------------------------------------------|------------|----------------|----------------|----------------|
| <br>Islamic Education                | Attainment | Not applicable | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Not applicable | Good           | Good           |
| <br>Arabic as a First Language       | Attainment | Not applicable | Not applicable | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Not applicable | Not applicable |
| <br>Arabic as an Additional Language | Attainment | Not applicable | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Not applicable | Acceptable     | Acceptable     |
| <br>Language of instruction        | Attainment | Not applicable | Not applicable | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Not applicable | Not applicable |
| <br>English                        | Attainment | Acceptable     | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Acceptable     | Acceptable     | Acceptable     |
| <br>Mathematics                    | Attainment | Acceptable     | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Acceptable     | Acceptable     | Good           |
| <br>Science                        | Attainment | Good           | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Good           | Acceptable     | Acceptable     |
| Learning skills                                                                                                       |            | Acceptable     | Acceptable     | Acceptable     |

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

|                                                                             | KG   | Primary | Middle |
|-----------------------------------------------------------------------------|------|---------|--------|
| Personal development                                                        | Good | Good    | Good   |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good    | Good   |
| Social responsibility and innovation skills                                 | Good | Good    | Good   |

## 3. Teaching and assessment

|                                 | KG         | Primary    | Middle     |
|---------------------------------|------------|------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable |
| Assessment                      | Acceptable | Acceptable | Acceptable |

## 4. Curriculum

|                                      | KG         | Primary    | Middle     |
|--------------------------------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                | Acceptable | Acceptable | Acceptable |

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

|                                                                              | KG         | Primary    | Middle     |
|------------------------------------------------------------------------------|------------|------------|------------|
| Health and safety, including arrangements for child protection/ safeguarding | Acceptable | Acceptable | Acceptable |
| Care and support                                                             | Acceptable | Acceptable | Acceptable |

## 6. Leadership and management

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



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 :

|                                     |                  |
|-------------------------------------|------------------|
| <b>A. Registration Requirements</b> | <b>Met Fully</b> |
|-------------------------------------|------------------|

|                                                   | Whole school | Emirati cohort        |
|---------------------------------------------------|--------------|-----------------------|
| <b>B. International and Benchmark Achievement</b> | <b>Good</b>  | <b>Not applicable</b> |

- The school did not take part in the Progress in International Reading Literacy Study (PIRLS) 2021 assessment. The Assessment of Scholastic Skills through Education Testing (ASSET) results over the preceding two years show there is an improvement in achievement for the corresponding group from one assessment round to the next. Most students who sat both tests are showing improved stanine scores.

|                                                             |                   |
|-------------------------------------------------------------|-------------------|
| <b>C. Leadership: International and Emirati Achievement</b> | <b>Acceptable</b> |
|-------------------------------------------------------------|-------------------|

- The school has comprehensive action plans for the National Agenda (NA) based on recent ASSET tests and Cognitive Abilities Test (CAT4) data. This information is being used to inform planning and the delivery of the curriculum. However, this process is inconsistent, and the monitoring of actions remains underdeveloped. Subsequently the effective use of the data to improve student outcomes is limited.

|                                                             | Whole school      | Emirati cohort        |
|-------------------------------------------------------------|-------------------|-----------------------|
| <b>D. Teaching and Learning: Improving reading literacy</b> | <b>Acceptable</b> | <b>Not applicable</b> |

- A whole school strategy to improve the reading level of all students has been implemented, with the intention of getting a majority of students to achieve an above average Standardised Age Score (SAS) in the reading assessments. While there is an emerging reading culture across the school it has not yet developed effective interventions and procedures to support and measure improved reading standards for all groups of students.

**Overall school standards in the National Agenda Parameter are acceptable**



### For Development:

- Ensure that more effective use is made of assessment data in the planning and delivery of a modified curriculum to better meet the needs of all students.
- Review and develop the NA and reading literacy action plans to incorporate measurable targets to enable the impact of the plans to be evaluated.

## Wellbeing

### Overall, the quality of wellbeing provision and outcome is at an acceptable level

- Leadership has established wellbeing as a clear and consistent priority across the school. Review cycles and the use of assessment information are in the early stages of informing decisions, and support identifying and supporting students' emotional and social development, particularly in relation to students of determination. Students benefit from a culture of care and positive support. Leaders are committed to refining assessment, monitoring, and evaluation processes to enhance consistency, guide planning, and improve outcomes for all groups of students.
- The school engages stakeholders through regular communications, surveys, and wellbeing initiatives, creating a supportive and open culture. Students access emotional and pastoral support through trusted adults and referral systems, resulting in positive outcomes. Staff wellbeing is valued, and through effective induction procedures and ongoing development training, engagement and job satisfaction are obtained. All stakeholders are aware of the school's wellbeing vision, and emerging monitoring and feedback systems are beginning to guide improvements and develop structured opportunities for the community.
- The school provides a wellbeing curriculum that supports emotional literacy and positive relationships. Most students understand and manage their wellbeing effectively and are keen to take on leadership roles. Most teachers prioritise wellbeing in lessons, and students feel safe and supported. Strategies effectively promote independence, online safety awareness, and social-emotional skills. Leaders are continuing to develop personalised support and inclusive wellbeing provision to meet the needs of all learners, including students of determination.

### For Development:

- Strengthen systems to identify the wellbeing and personal development needs of all students, particularly students of determination.
- Make full use of assessment data and monitoring to enable informed decisions and consistent improvements for all students.

### UAE social studies and Moral Education

- Moral education and social studies are taught as two discrete subjects. The school follows the UAE's moral education and social studies programmes. The number of timetabled lessons meets requirements. Lessons in moral, social and cultural education as well as social studies are taught in English.
- Teachers provide engaging lessons in which students have opportunities to gain knowledge, a deeper level of understanding of social and moral issues and develop a variety of skills. Lessons are focused on exploring values and reflect on both historical and current global issues. Appropriate arrangements are in place for the regular assessment and the tracking of students' learning.

### Arabic in Early Years

- The school offers one 40-minute Arabic lesson per week in KG1 and KG2. The curriculum is aligned with the Ministry of Education (MoE) standards and focused on teaching the alphabet in preparation for Grade 1. The school is aware of the new MoE guidelines requiring 200 hours of Arabic instruction for KG. As the school follows the Indian curriculum with the school year starting in April, these guidelines will be implemented from April 2026.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

|            | KG             | Primary    | Middle     |
|------------|----------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress   | Not applicable | Good       | Good       |

- Internal assessment data in both phases is significantly higher than the levels demonstrated during lessons and in students' work. Although most students meet the expected attainment levels across the school, students consistently in Middle perform better than those in Primary.
- Students show a strong understanding of the Holy Qur'an and Hadith. Their knowledge of Seerah and Aqeedah is developing, with growing awareness of key concepts. However, students' make limited use of independent evidence in discussions.
- Recitation practices and school initiatives, such as the Holy Qur'an passport, have enabled students across all grades to make steady progress in recitation and Tajweed application. While many students can apply Tajweed rules in familiar recitations, their conceptual understanding of these rules is inconsistent.

#### For Development:

- Deepen students' ability to apply evidence independently from Seerah and Aqeedah in analysis and discussion.
- Strengthen students' conceptual understanding of Tajweed rules to ensure consistent application beyond familiar recitations.

#### Arabic as an Additional Language

|            | KG             | Primary    | Middle     |
|------------|----------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress   | Not applicable | Acceptable | Acceptable |

- Across Primary and Middle, most students demonstrate steady progress in reading and listening. Students in both phases remain over-dependent on support when forming sentences and responding to questions, particularly those related to everyday experiences.

- In Primary, most students can write short sentences using familiar vocabulary and insert missing words into simple sentences. In Middle, higher attaining students can produce short written paragraphs. However, in both phases, students' writing and speaking skills are not sufficiently practiced, which restricts their progress.
- Students are beginning to respond to the introduction of audio texts by answering questions about the main characters and key events. However, only a small proportion of students can follow basic conversations and understand the meaning of simple texts.

#### For Development:

- Increase more structured opportunities for students to practice and develop their reading, writing, and speaking skills.
- Implement systematic and regular reinforcement of new vocabulary to ensure students improve their comprehension skills.

#### English

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Acceptable | Acceptable | Acceptable |

- Internal and external assessment outcomes broadly align and show that in all phases attainment and progress are in line with the expected standards. Children in KG make a positive start in the development of their communication skills. In Primary and Middle, girls make more rapid progress than boys, but the progress made by students of determination is often slower.
- Most students can express themselves clearly using an increasing range of vocabulary. The early reading skills of younger students develop steadily. Most students have a basic range of reading skills. Across the phases, reading standards are broadly at the expected level and slowly improving.
- The development of students' writing is at an early stage, and their use of literary devices is limited. Not enough use is made of guidelines to support extended writing. Students' drafting and editing skills are underdeveloped.

#### For Development:

- Ensure that the rate of progress made by boys at least matches that of girls, and that the progress of students of determination matches that of other students.
- Provide more opportunities for students to draft and edit their own writing, using well-considered guidelines.

## Mathematics

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Acceptable | Acceptable | Good       |

- Progress in mathematics is more rapid in the middle phase because learning skills are stronger and teaching is more effective in providing challenge and support. Internal and external assessment data do not provide accurate measures of students' achievement.
- Students' knowledge and use of number and mental calculation strategies are less developed in KG and early Primary. In all phases students' ability to think critically and explain their reasoning clearly, using age-appropriate mathematical vocabulary, is underdeveloped.
- Recent efforts to improve reasoning and problem-solving have had a limited impact, especially in KG and Primary. This is due to a lack of opportunities and effective strategies to allow students to explain their mathematical reasoning.

### For Development:

- Improve students' knowledge of number and the use of mental calculation strategies, especially in KG and Primary.
- Develop students' ability to think critically and explain their reasoning using age-appropriate mathematical vocabulary as they challenge more complex problems.

## Science

|            | KG   | Primary    | Middle     |
|------------|------|------------|------------|
| Attainment | Good | Acceptable | Acceptable |
| Progress   | Good | Acceptable | Acceptable |

- Attainment and progress are good in KG because children benefit from a range of positive practical learning opportunities that successfully develop their understanding of the world. In Primary and Middle, students' progress is slowed by practical investigations that are less effective in supporting key scientific skills and critical thinking.
- The variable support for students requiring additional assistance, and students of determination, and an inconsistent level of challenge for higher attaining students, limits the extent to which these students can make above the expected levels of progress.

- There are planned opportunities for all students to connect their learning with their local environment and the wider world. In KG especially, these links are utilised well to enhance understanding. In upper Primary and Middle, such links are not used effectively to illustrate the practical application of scientific concepts in everyday life.

#### For Development:

- Provide more consistent opportunities for students to plan and carry out practical investigations, and collect, analyse and evaluate experimental data.
- Ensure that all students requiring additional assistance and students of determination are provided with appropriate support in all lessons.

### Learning Skills

|                 | KG         | Primary    | Middle     |
|-----------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable |

- Across subjects, students in all phases show positive attitudes to learning and are generally well engaged. They display considerable enthusiasm during practical and interactive activities. Most students cooperate well in small groups and build well on their prior learning when lessons are well-structured.
- Independence and personal responsibility for learning are strongest in Islamic Education and mathematics in the middle phase, but less well-developed in other subjects and phases, where students rely heavily on support from their teachers. Collaboration is limited to structured tasks, and communication skills are less secure among younger students.
- The ability of students to apply their learning to everyday contexts is evident in mathematics in Middle, but more variable in other subjects and phases. Students' critical thinking, innovation, and enterprise skills remain underdeveloped. Tasks often lack sufficient challenge to promote their higher-order thinking.

#### For Development:

- Provide more opportunities for students to develop their independent learning skills.
- Improve students' critical thinking, innovation and enterprise skills across all subjects and all phases.

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

|                      | KG   | Primary | Middle |
|----------------------|------|---------|--------|
| Personal development | Good | Good    | Good   |

- Students demonstrate positive behaviour and respectful relationships across all phases with students in Middle showing greater independence in managing routines. In KG and Primary, there are fewer opportunities for students to be self-reliant and respond to teachers' feedback.
- Students collaborate well and communicate respectfully. Students in Middle articulate their learning and challenges with confidence. Younger students show a growing awareness of their strengths and learning. Punctuality and attendance are very good for all students.
- The school's healthy living initiative has had a positive impact, with students increasingly making healthy choices, supporting one another, and engaging in regular physical activity. These behaviours contribute positively to their wellbeing and reflect a strong culture of responsibility across the school.

|                                                                             | KG   | Primary | Middle |
|-----------------------------------------------------------------------------|------|---------|--------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good    | Good   |

- Across all phases, students display a strong appreciation and respect for Emirati heritage and culture. They are actively engaged in events and activities that celebrate the UAE such as National Day, Women's Day and Flag Day. Such celebrations support their cultural appreciation and national pride.
- From KG to Middle, students demonstrate a strong awareness of Islamic values. Respect, kindness, responsibility and tolerance are regularly reflected in their behaviours. Noticeboard displays and the promotion of the Arabic language further enhance students' awareness of UAE traditions.
- Students take pride in their own cultures and engage confidently with different world cultures during International Day, United Nations (UN) events and language assemblies. They have a growing appreciation of other cultures through art and music.

|                                             | KG   | Primary | Middle |
|---------------------------------------------|------|---------|--------|
| Social responsibility and innovation skills | Good | Good    | Good   |

- In all phases, students take great pride in a wide range of leadership roles and responsibilities. They talk about these with enthusiasm and can articulate what each role involves. They take their responsibilities very seriously.
- Students are proud members of the school with and possess a strong sense of belonging. The community extends beyond the school in many ways including participation in inter-school competitions, charitable activities and UAE events.



- Students talk with great enthusiasm about sustainability at age-appropriate levels. From KG onwards they can describe why it is important to recycle and reuse objects. In all phases, they are well informed and knowledgeable about the environment.

#### For Development:

- Provide more opportunities for students to be independent and self-reliant learners, particularly in KG and Primary.

### 3. Teaching and assessment

|                                 | KG         | Primary    | Middle     |
|---------------------------------|------------|------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable |

- Teachers, across all phases, create positive learning environments. While teachers' subject knowledge is secure, particularly in Middle, their understanding of how students learn best is less well-developed. In most lessons, teachers use questioning well to check students' knowledge, but its use to promote higher-order thinking and dialogue is less evident.
- Although most teachers in Primary and Middle plan lessons to meet the needs of most groups of students, the plans do not always match what happens in lessons. In KG, not enough use is made of assessment in lesson planning. In general, lessons often end abruptly without a review of learning.
- The demonstration of skills and the provision of examples of what good outcomes might look like are inconsistent. Planned opportunities for students to develop critical thinking, innovation, enterprise and independent learning skills in lessons are limited.

|            | KG         | Primary    | Middle     |
|------------|------------|------------|------------|
| Assessment | Acceptable | Acceptable | Acceptable |

- The school has an established assessment policy and procedures linked to curriculum goals. However, in all phases, key practices, such as identifying students' next steps in their learning, are not yet fully developed or secure.
- The evaluation of assessment data is uneven. Current practices, using internal and external assessment data, do not provide a reliable measure of progress, and international benchmarking data is not yet available.
- Teachers effectively use ongoing assessments to identify strengths and weaknesses. However, in Primary and Middle, they do not use assessment data well enough to plan modifications or provide specific feedback to students on their current and future learning.

### For Development:

- Improve the effectiveness of teachers' questioning to develop students' deeper learning and critical thinking skills.
- Ensure teachers plan and deliver learning activities that effectively support and challenge all groups of students.
- Develop accurate assessment procedures to provide more reliable information on students' attainment and progress.

## 4. Curriculum

|                                      | KG         | Primary    | Middle     |
|--------------------------------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable |

- The curriculum in KG and across the phases, has a clear rationale and aligns well with all statutory requirements. However, curriculum delivery is inconsistent, particularly in Primary and Middle, where there is an emphasis on the acquisition of knowledge rather than the development of skills.
- Continuity and progression across the phases prepare students well for the next stage of their learning. Cross-curricular links are few, particularly in Primary and Middle. Links with the Emirati culture and heritage are developed well.
- Regular curriculum reviews take account of students' academic and personal requirements. The curriculum includes a range of activities to develop students' interests, talents and aspirations. For example, the Model United Nations, where global issues are debated.

|                       | KG         | Primary    | Middle     |
|-----------------------|------------|------------|------------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable |

- Use is made of assessment information to plan curriculum modifications that meet the needs of students. However, the delivery of these modifications in lessons, in all phases, is inconsistent, especially regarding students of determination and those identified as gifted and talented.
- While some students participate in science and environmental events, the curriculum for fostering critical thinking, innovation, enterprise, and creativity is in the early stages of implementation.
- Links with the local community are used to enhance students' understanding of Islamic values and Emirati culture. Students actively engage in UAE celebrations and visits to places of historical and cultural interest.

### For Development:

- Ensure that there is a more even balance between the acquisition of knowledge and the development of critical thinking, problem-solving, innovation, enterprise and creativity skills.
- Improve curriculum adaptation and delivery in lessons to ensure that the needs of all groups of students, especially students of determination and those who are gifted and talented, are fully met.

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

|                                                                               | KG         | Primary    | Middle     |
|-------------------------------------------------------------------------------|------------|------------|------------|
| Health and safety, including arrangements for child protection / safeguarding | Acceptable | Acceptable | Acceptable |

- Child safeguarding and child protection procedures are communicated to students and staff in all phases. As a result, students know what to do if they feel unsafe or have any concerns about bullying. Numerous initiatives by the school are helping to promote safe and healthy living successfully.
- The school provides a hygienic environment. However, some aspects of the school buildings are not well maintained, and fire drills and site security procedures are not pursued with sufficient rigour. While incident records are comprehensive, they lack the necessary detail and recorded follow-up actions.
- Students' health and safety records are maintained securely. While students are generally supervised, there is insufficient adult supervision of KG children on school transport.

|                  | KG         | Primary    | Middle     |
|------------------|------------|------------|------------|
| Care and support | Acceptable | Acceptable | Acceptable |

- Across all phases, relationships between staff and students are respectful and purposeful, contributing to positive behaviour and a calm school environment. Attendance and punctuality are managed well through policies, incentives, and regular communication with parents.
- Systems to identify students of determination and those who are gifted and talented are developing but lack consistency. Not enough use is made of assessment information to guide curriculum modification and classroom adaptations. The impact of Individual Education Plan (IEP) targets and support is not evaluated, leading to inconsistent outcomes for students of determination.

- Guidance, pastoral support, and wellbeing provision are effective and valued by students. Students report feeling safe, supported, and confident to seek help from trusted adults. Counselling services, wellbeing initiatives, and student voice contribute to the provision of wellbeing.

#### For Development:

- Ensure that all fire doors are unlocked throughout the school day and that there is full adult supervision of KG children on school transport.
- Prioritise developing consistent systems to identify and support all learners, ensuring assessment data directly informs tailored classroom strategies and IEP evaluation.

### Inclusion of students of determination

#### Provision and outcomes for students of determination

#### Acceptable

- Leaders' understanding of inclusion is developing but is not yet consistently accurate across the school. Improvement planning and monitoring lack precision and measurable goals, limiting their ability to drive sustained improvement in provision and outcomes for these students.
- Identification and assessment systems are in place, but practices are variable and not always timely. Information from assessments does not routinely lead to effective classroom adaptation or targeted intervention, particularly for students with more significant or complex learning needs.
- Relationships with parents are positive, and communication is regular. Parents value the school's support but are not always clear about their children's IEP targets or their progress. Opportunities for deeper parental involvement in planning and reviewing provision remain too few.
- Curriculum adaptation, differentiation and in-class support are inconsistent. Students' IEPs do not reliably guide daily planning, and adult support does not consistently promote independence. This uneven provision limits access to meaningful and appropriately challenging learning.
- While most students of determination make expected levels of progress, assessment systems do not reliably track starting points, next steps or progress against IEP targets. This lack of precise tracking limits timely adaptation of support and results in variable outcomes, particularly for students with more complex learning needs.

#### For Development:

- Improve the accuracy and consistency of assessment systems to ensure students' starting points, next steps and progress against IEP targets are clearly identified, tracked and used to adapt teaching.
- Ensure assessment information and IEP targets consistently guide curriculum planning, differentiation, and classroom support across all phases and subjects.

## 6. Leadership and management

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

- The leadership team has successfully established a value-driven vision and a collaborative school culture. Relationships are positive and communication is effective. There is a clear commitment to improvement. School morale is high and staff feel recognised and valued. Leaders are not yet securing good outcomes for all student groups, including students of determination, and monitoring and evaluation systems are not yet used with sufficient precision to challenge over-generous internal judgements.
- Self-evaluation guides improvement planning, creating a coherent cycle of planning focused on core priorities. The school has a realistic view of its priorities although success criteria often measure activity rather than impact on student outcomes. There is an adequate suite of monitoring tools in place to evaluate teaching and learning but judgements on the quality of teaching and learning are too generous and do not accurately reflect the progress made by students, especially students of determination.
- The school is successful in building a collaborative and effective partnership with parents and the wider community. Parental representation and governance roles ensure full engagement. This is underpinned by regular communication with feedback sought and acted upon. Parents value the opportunities to meet and talk with teachers as well as attend workshops on Arabic and internet safety. A network of partnerships in the local community provide students with valuable learning experiences.
- The school's governance is well-structured, with meaningful involvement from parents, staff, and students ensuring stakeholder input in key decisions. Governors are well-informed but their effectiveness in driving accountability remains inconsistent. While they set strategic priorities, they do not sufficiently challenge the school's self-evaluation or ensure follow-through on critical actions. Additionally, inspection findings raise concerns about safety checks and aspects of supervision.
- The school's day-to-day operations are well-managed and efficient, fostering a positive, and supportive environment for student welfare. The deployment of well-qualified staff is underpinned by effective induction procedures and ongoing development training. The allocation of lesson time is not always sufficient for meaningful practical work, particularly in science. In addition, a lack of access lifts, insufficient space for projected growth, limited access to computers, and an absence of musical instruments, present barriers to both accessibility and the quality of students' learning experiences.

#### For Development:

- Ensure that judgements on the quality of teaching are directly correlated with, and evidenced by, the actual progress made by students in lessons.
- Enhance the governing body's role in providing rigorous challenge to the school's self-evaluation and holding leadership accountable for progress on strategic priorities.
- Rectify identified concerns regarding safety checks and aspects of staff supervision.

## What happens next?

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

- recommendations from QACA
- 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.

Quality Assurance and Compliance Agency

Knowledge and Human Development Authority

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