DUBAI
Knowledge المعرفة

INSPECTION REPORT

2025-2026

DHRUV GLOBAL SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

CONTENTS

CONTENTS 2

SCHOOL INFORMATION 3

Summary of Inspection Findings 2025-2026 4

Overall School Performance 6

Focus Areas 8

Main Inspection Report 11

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha South
Opening year of School	2023
Website	www.dhruv.ae
Telephone	045703311
Principal	Ritika Anand
Principal - Date appointed	4/1/2025
Language of Instruction	English
Inspection Dates	02 to 06 February 2026

STUDENTS

Gender of students	Boys and girls
Age range	3 to 14
Grades or year groups	KG 1 to Grade 7
Number of students on roll	330
Number of Emirati students	0
Number of students of determination	22
Largest nationality group of students	Indian

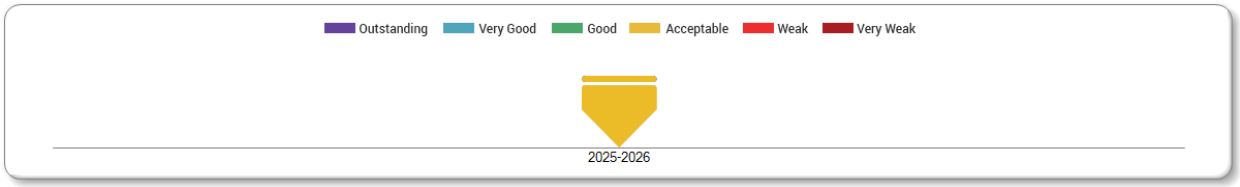
TEACHERS

Number of teachers	43
Largest nationality group of teachers	Indian
Number of teaching assistants	14
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	85%

CURRICULUM

Educational Permit/ License	Indian Curriculum
Main Curriculum	CBSE
External Tests and Examinations	ASSET, ABT, NGRT,
Accreditation	awaiting

School Journey for DHRUV GLOBAL SCHOOL



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	• Students' achievement in the Kindergarten (KG) is acceptable in English and mathematics but weak in science. In Primary, achievement in Islamic Education, English, mathematics and science is acceptable. Attainment in Arabic, for second language learners, is weak across the school despite progress being acceptable. Progress is good in science in the middle phase. • Across the school students demonstrate positive attitudes and behaviour, reflected in the strong, respectful relationships between students and members of staff. Students demonstrate a secure understanding of safe and healthy lifestyles. They understand their own responsibilities within the school and show respect and consideration for each other. Students are keenly aware of environmental issues and engage enthusiastically, in projects to enhance the school's environment.
PROVISION FOR LEARNERS	• Teachers have secure subject knowledge; plan lessons aligned to the curriculum and create positive learning environments for their students. Teachers are beginning to use assessments to help them to check on students' progress. They are being supported by leaders who understand the importance of collecting accurate assessment information from a variety of sources. The use of assessments is at an early stage in supporting teachers to determine gaps in students' knowledge, skills and understanding. • The curriculum offers a broad, balanced blend of academic and broader learning experiences, ensuring age-appropriate physical, social, and emotional development. Continuity and progression are evident in the schemes of work, with concepts sequenced logically. Modifications of the curriculum promote independence through basic differentiation, mainly in the higher grades of the school. Students develop their understanding of the UAE heritage and culture through themed activities and programmes. • The school has effective safeguarding policies and procedures to ensure that students are kept safe. Child protection procedures are given high priority. The school actively promotes safe and healthy living through the integrated wellbeing values of Yoga. Positive student and adult relationships permeate the school. Processes to identify the educational and personal needs of students of determination are improving.

LEADERSHIP AND MANAGEMENT	
	• The principal and senior leaders are working to provide effective leadership of the school. Communication channels between parents and the school are appreciated by all. The school's advisory board includes representation from most stakeholders and members are keen to listen to all partners. Most aspects of the daily management of the school are efficiently organised, creating a student-friendly atmosphere for learning.

The best features of the school:

- The commitment of all leaders and members of staff to the improvement of the school, and the academic and personal growth of students.
- The positive attitudes and trusting relationships between students and staff.
- The school's safe, hygienic and secure environment which allow all stakeholders to feel safe on the campus.
- The support which parents have for their school and the positive learning environment which it creates for their children.

Key Recommendations:

- Raise students' attainment and their rates of progress to be at least good in all subjects and phases.
- Improve the quality of teaching and learning and ensure that in all lessons, teachers' expectations are high, and regular checks are made on students' understanding.
- Improve the use of assessment data to support students' learning.
- Improve the effectiveness of leadership by ensuring that strategic planning, monitoring, and review lead to clearer and more measurable improvements in students' learning outcomes.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Science	Attainment	Weak	Acceptable	Acceptable
	Progress	Weak	Acceptable	Good

	KG	Primary	Middle
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	Acceptable	Acceptable	Acceptable
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	Good	Good	Good
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	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

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 (NAP), 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 :

A. Registration Requirements	**Met Fully**

	Whole school	Emirati cohort
B. International and Benchmark Achievement	**Weak**	**Not applicable**

- The data for external NAP and Assessment of Scholastic Skills through Educational Testing (ASSET) testing is weak across all Grades from 3 to 6 in English, mathematics and science. The school's view is that as only 64% of students sat the tests and, on their own computers, the results are unreliable and fail to provide a true academic profile.

C. Leadership: International and Emirati Achievement	**Good**

- The leadership of the school strongly supports the vision and goals of the National Agenda. An action plan is in place covering some, but not all, of the National Agenda requirements. Future action planning has yet to include a clear process for monitoring and measuring student outcomes. Targeted modifications have become better aligned to the curriculum and assessment information is being evaluated more closely.

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

- Almost all teachers now make use of the reading test data to inform their teaching practice. The school's use of benchmark reading assessments and, a broad range of other literacy initiatives is supporting improvement in students' reading proficiency. The school is embedding a reading culture prioritising literacy as a whole school focus across English and Arabic.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Address all mandated National Agenda requirements.
- Increase the focus on reading literacy across all subject areas and closely monitor the impact of improvements on attainment and progress.

Wellbeing

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

- The governing board, principal and leaders have set a clear vision for wellbeing. While this is understood by the school community it is not always evident in practice. Systems to monitor the impact of wellbeing practices are not yet fully imbedded. As a result, routines in lessons do not always take full account of students' wellbeing, particularly for students with specific learning needs.
- All staff are committed to the care and safeguarding of students. Members of staff understand how to report any safeguarding concerns. Not all have the skills needed to fully support students with more complex learning needs. Confident student leaders of wellbeing and, school council members, play an important role in ensuring that students' voices are heard in relation to their health and their happiness. Staff welfare is also fully considered and contributes to a positive morale in the school.
- Wellbeing is integrated into the pastoral curriculum. Students report that they feel safe, have a sense of belonging and are positive about their school. Additional curriculum programmes offer students some opportunities to represent the school, build confidence and help to improve the school's environment. However, modifications to the curriculum to ensure the supportive wellbeing of all students are not always applied.

For Development:

- Improve modifications to the curriculum to ensure the wellbeing of all students.
- Improve monitoring procedures to measure the impact of wellbeing practices.

UAE social studies and Moral Education

- The school teaches moral, social and cultural studies (MSCS) from Grades 1 to 7, based on the Ministry of Education (MoE) programme. Each grade has one 40-minute lesson per week using the grade-related MoE textbook, as well as other relevant themes, for example, 'Understanding Ramadan.'
- Provision for MSCS is often supported by digital and audio-visual resources. In each class, students' project work is assessed along with summative tests, and teachers include a comment on MSCS outcomes in the reports to parents. Most students enjoy their MSCS lessons and particularly like the focus on environmental and global issues.

Arabic in Early Years

- Children in the Early Years learn Arabic in KG1 and 2. They attend five combined Arabic sessions each week, of 40-minutes duration. The school deploys two qualified Arabic teachers with Early Years experience and specialist qualifications. The school delivers a modified MoE curriculum with clear progression from KG to Grade 1 which supports the readiness for Arabic in Primary. Assessments align with whole-school Early Years practices, using baseline information and ongoing tracking of the four language skills. Teaching promotes engagement through play-based activities and resources, although independent learning opportunities are limited.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and recent work, most students demonstrate expected levels of knowledge, skills, and understanding of Islamic concepts and beliefs. There are no significant differences in the achievement of different groups of students or across the phases of the school.
- In Primary, students demonstrate a secure understanding of the Five Pillars of Islam, distinguish between Zakat and charity, and explain the practices of prayer. In Middle, students demonstrate an adequate understanding of Islamic values, etiquette, and behaviour. They are beginning to explain how Islamic teachings can be applied in everyday life.
- Across the school, students show a developing knowledge of the concepts of Seerah. However, the memorisation of the Holy Qur'an and recitation skills, as well as students' ability to use appropriate references from the Holy Qur'an, Hadith, and Seerah are less well-developed.

For Development:

- Ensure that students' understanding of the Holy Qur'an, Hadith and Seerah are linked to all areas of learning.
- Improve students' memorisation of the Holy Qur'an and recitation skills by providing more opportunities for them for practice.

Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable

- In both Primary and Middle, students' progress is better than their attainment levels. Older students can recognise familiar words and read short sentences, although fluency and comprehension are limited. In both phases, students' listening skills are underdeveloped.
- Most students can copy words and short sentences accurately in structured tasks. However, a few can write independently or apply vocabulary meaningfully. Handwriting, spelling and sentence accuracy are uneven. Students' experiences of extended and creative writing are rare.
- Most students respond orally using single words or short phrases, often inaccurately. Only a small number can communicate simple ideas or transfer vocabulary beyond rehearsed classroom routines. The impact of action to develop these skills remains slow.

For Development:

- Accelerate students' progress in listening, reading and accuracy in speaking and writing.
- Increase students' independent use of the Arabic language beyond copying and prepared responses.

English

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Across all three phases in the school, most students are achieving in line with curriculum expectations in English. In KG, children can apply phonic knowledge effectively to decode words and blend sounds, thus supporting early reading and further development in Primary.
- Reading assessments show a modest improvement, from a low baseline test and across all phases. Older students listen well in class and are developing an acceptable level of speaking skills. The quality of writing of higher-attaining students in Primary is not being built upon systematically in the middle years.

- In this current academic year, the school has compiled action plans to address the weaknesses identified through external testing. Despite this, there is insufficient coherence in cross-phase curriculum planning to ensure continuity in students' learning.

For Development:

- Develop high quality and independent sustained writing, particularly in Primary and Middle.
- Ensure greater coherence in cross-phase planning and delivery for the English curriculum.

Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Across the school, most students attain in line with curriculum standards and make expected levels of progress However, the pace of progress in all phases is not as rapid as it could be because too many teachers do not adjust the learning in lessons to meet the needs of all students.
- In KG, there are too few opportunities for children to engage in independent problem-solving tasks. This limits their ability to deepen their understanding through active learning. Students in Primary are increasingly confident in using calculations, while students in Middle can link their learning when, for example, in drawing graphs.
- Opportunities are missed in lessons for students to reason, investigate, discuss and apply mathematical concepts. The increased use of technology for research, is promoting improvements in students' engagement and enjoyment.

For Development:

- Monitor students' progress more closely throughout lessons, adapting approaches and choice of resources to meet their needs.
- Provide more opportunities for students to discuss mathematics and develop their reasoning skills.

Science

	KG	Primary	Middle
Attainment	Weak	Acceptable	Acceptable
Progress	Weak	Acceptable	Good

- In KG weak attainment and progress reflect the lack of regular experiential science learning in lessons. The teaching of science, through everyday contexts, supports good progress in Middle. Acceptable achievement in Primary reflects the less effective delivery of science in the lower primary years.
- In Primary students are learning best when provided with practical opportunities, while in Middle, students are being well prepared for the challenge of more complex science. A greater focus on reading and more precise scientific vocabulary, provides students in all phases, with better access to the science curriculum.
- More opportunities to discuss and explain science are beginning to support students' confidence and their understanding. However, insufficient engagement in regular, open-ended investigative work delays the development of students' practical, problem-solving and skills of enquiry.

For Development:

- Ensure that regular, open ended investigative practical work is built into lessons at each grade level.
- Ensure that an enquiry-based curriculum is delivered in the KG, supporting more enjoyable and challenging experiential learning.

Learning Skills

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Most students show positive attitudes to learning across all phases. In KG, a few children show some curiosity despite learning being predominantly teacher-led with limited independent discovery. This pattern continues into Primary, while in Middle, higher-attaining students participate more confidently and are less dependent on guidance from their teachers.
- In most subjects, students can communicate learning and articulate their ideas verbally and in their written work. This is less evident in Islamic Education and Arabic. Students' collaborative skills are developing well, but opportunities for investigative work remain limited.
- Students are beginning to engage in enquiry, research, and critical thinking activities. However, these approaches are not yet consistently embedded in lessons, particularly in Arabic and science. Most students are beginning to use digital technologies adequately to support their learning.

For Development:

- Increase opportunities for collaborative, investigative, and innovative learning particularly in KG and Primary.
- Further embed enquiry, research, critical thinking skills and the use of digital technologies, across all subject areas.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- Across the school students consistently demonstrate positive attitudes and standards of behaviour. They interact courteously with others and display well-developed social skills when working collaboratively and in supporting each other.
- Students attend school happily and are motivated to engage in their learning. They follow school routines confidently and mostly independently. The school aims to provide a safe and inclusive environment in which incidents of bullying are rare.
- Students demonstrate an awareness and understanding of how to live a safe and healthy life. They participate in initiatives that promote their wellbeing and most make informed, healthy choices, regarding food. Attendance and punctuality are good reflecting students' strong sense of responsibility, commitment, and engagement in school.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable

- Students demonstrate an appropriate understanding of Islamic values and their influence on modern UAE society. They recognise and appreciate key values such as, cooperation, hospitality, and respect.
- Most students demonstrate an acceptable understanding of Emirati heritage and culture. They show respect and appreciation for traditions and engage in a range of cultural activities and national events. Children in KG are being provided with further support to develop their knowledge, understanding and engagement.
- Students demonstrate an acceptable awareness, and appreciation of their own cultures. Their knowledge of different faiths and world cultures is a developing feature within the school.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students understand their responsibilities within the life of the school and, particularly in showing respect and consideration for each other's needs. A sense of community responsibility is established through students' participation in charity work. Opportunities to make wider contributions, including volunteering, are limited.
- Students demonstrate a positive attitude and resilience in completing tasks. They contribute effectively to projects and activities although they do not always take the initiative, lead their own projects, and develop innovative and entrepreneurial ideas.

- Students are aware of environmental issues, including sustainability, and actively engage in projects to enhance their school environment. They have been active in engaging in the 'Planting Pots Initiative' and with the management of the school's eco-garden.

For Development:

- Strengthen students' independence in their learning through more personal goal setting.
- Increase students' global cultural awareness, especially in the lower grades.
- Expand community service and student-led projects to support innovation, leadership, and responsibility across the school.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers have secure subject knowledge and most plan appropriately curriculum-aligned lessons. The quality of teaching is variable across the school. At times, the effectiveness of teaching is restricted by poorly developed classroom routines. The teaching of science in Middle is particularly strong.
- Better standards of teaching across the school often have a focus on skills development, effective questioning and purposeful use of digital technologies. On occasion some lessons are overly dominated by the teacher, with insufficient focus on independent higher-order thinking and learning.
- Recently, leaders have ensured that planning for teaching and learning is informed by more reliable assessment outcomes. The better lessons are planned with full use of assessment data to cater for the range of abilities in a class.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Leaders have a secure understanding of the importance of collecting accurate assessment information from a variety of sources. This information is beginning to be analysed and used by them to help to identify strengths and weaknesses in student outcomes.
- Teachers are beginning to use assessments to check the progress students are making in lessons. Assessments are analysed to identify gaps in students' knowledge, skills and understanding. The next steps for supporting students' progress are planned but not always implemented successfully.
- Most teachers know their students well. However, not all students are provided with tasks and advice that meet their needs. Teachers' marking of students' work rarely includes written comments to help them to improve the quality of their work further. Peer-and-self-assessment are not regular features of lessons.

For Development:

- Ensure that lesson activities promote higher-order thinking, problem-solving and independence.
- Make full use of assessment data to personalise learning and meet students' different needs in lessons.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is based on the National Council of Educational Research and Training (NCERT) rationale, meeting the Central Board of Secondary Education (CBSE) and MoE requirements. It offers a broad, balanced blend of academic and wider learning, ensuring age-appropriate physical, social, and emotional development.
- Continuity and progression are evident within the schemes of work, concepts sequenced logically and strengthened through baseline and benchmark assessments. Regular reviews by department leaders and section heads are now beginning to ensure greater curriculum alignment across the phases.
- Cross-curricular links are planned but are not embedded in lessons thus limiting their impact on deeper learning and innovation. Regular, data-driven reviews, 'Super Teach Weeks', leadership learning walks, and the Positive Education Enhanced Curriculum (PEEC) wellbeing curriculum support students' progress, although enterprise and innovation opportunities remain underdeveloped.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is mapped for different abilities but learning activities do not always match students' needs and the level of challenge in lessons is often insufficient. Some curriculum modifications are now being made to support the learning needs of students of determination for instance, with Individual Education Plans (IEPs).
- Curriculum modifications promote independence through basic learning strategies but mainly in the higher grades. The use of digital learning technology to enhance teaching and student outcomes is too variable. The whole-school integration of innovation, enterprise and community links are underdeveloped.
- Students develop an understanding of the UAE heritage through themed activities such as, National Day events, field visits, assemblies, MSCS lessons, and other UAE-focused programmes. They are gaining a more positive awareness of national identity and culture, although cross-curricular integration to deepen this understanding further remains uneven.

For Development:

- Ensure that activities in lessons match the ability levels of different groups of students, particularly students of determination.
- Ensure that curriculum adaptations promote greater creativity, innovation and enterprise.
- Provide students with more opportunities for social contribution and volunteering.

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

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school has effective safeguarding policies and procedures in place to ensure that students are kept safe. Child protection procedures are given high priority. Students feel safe in school and have the confidence to report any concerns which they may have to an adult.
- The premises are designed to be fully inclusive. Maintenance standards are good, and any reported issues addressed efficiently. Transport arrangements are well planned and ensure student safety. Visitor identification systems exist, but lanyard identifications for visitors are not always used effectively during drop-off and collection times.
- The school actively promotes safe and healthy living. Students understand the connection between sensible eating, regular exercise and overall health, supported by regular lessons and discussions on healthy lifestyles.

	KG	Primary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Positive student and adult relationships permeate the school. Children in KG receive a positive, secure start to their school life. Systems ensure attendance is managed successfully. The behaviour of students is managed effectively.
- Processes to identify the educational and personal needs of students of determination are improving. The school has an alert system for those at risk of underachievement. However, subsequent targets do not always respond to students' key barriers to learning, resulting in most modifications and support provided in lessons, being underdeveloped.
- Gifted and talented students are identified but provision of a broad range of opportunities for these students is at an early stage of development. Committed staff provide informed personalised advice and guidance to students. The wellbeing of all students is not monitored as effectively as it could be.

For Development:

- Ensure that all adults on campus wear clear school identification badges or lanyards.
- Ensure that modifications and support for students are delivered to mmise progress for all groups of students, particularly the progress made by students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The school is committed to the vision of an inclusive environment. There is a detailed inclusion policy to guide practice. While governors are committed to this vision, resources are limited.
- Identification and intervention processes are established. They lack the rigor needed to ensure that the support for students whose needs are most significant is provided and that their IEP targets are met.
- Parents have positive relationships with the school. They can communicate easily with staff. Parents indicated that they appreciate the support both for them and for their children. They feel they are well informed to help support their children's academic and pastoral progress.
- Teachers planning of the curriculum is systematic. However, too many staff do not yet have the skills needed to modify the curriculum effectively and meet the required needs of all students of determination.
- Staff assessments of students' progress are not yet fully accurate. This, at times, hinders and slows staff response and the actions needed to build further improvement.

For Development:

- Improve IEPs to support more effective modification of the curriculum and maximise student progress.
- Improve the accuracy of assessments of student progress.
- Ensure staff have the skills to deliver relevant and appropriately challenging learning for all students of determination, including those with the most significant needs.

6. 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 senior leaders provide satisfactory leadership of teaching and learning. They have created a positive and welcoming school atmosphere for students, teachers and the school community. Leaders have developed strategic plans which provide a framework for ensuring progress in teaching, learning and assessment. However, the impact of these plans on students' learning outcomes has not yet been fully realised.
- The school collects a wide range of internal and external student data. This informs the school's self-evaluation and development plan, which identifies the main improvement priorities. The monitoring of lessons is generally effective and provides information about the impact of teaching on learning and students' achievement. It does not yet focus on the learning needs of all groups of students and how effectively they are supported in lessons.
- Parents are supportive of the school and the positive learning environment created for their children. The two-way communication channels are appreciated by parents. The school's reporting procedures are informative and effective. The school does not have an established representative parents' group for parent voice to be heard.
- The new School Advisory Board (SAB) includes representation from most stakeholders and members are keen to listen to all partners. The board has ambitious plans for the development of facilities and learning opportunities for students. It ensures that appropriate staffing and resources are available to support learning across the school. Board members are strengthening their leadership and oversight of the school, with a particular focus on self-evaluation.
- Most aspects of the day-to-day management of the school are efficiently organised and create a student-friendly atmosphere for learning. The availability of digital technologies to support teaching and learning is improving. The effectiveness of the current timetabled support lesson period has yet to be reviewed to ensure that learning support interventions are having a measurable impact on learning.

For Development:

- Leaders to focus on improving teaching and learning and raising student achievement across the school.
- Ensure assessment information is used more effectively to help improve student progress.
- Review the purpose and effectiveness of the current timetabled support lesson to ensure that learning support interventions have a measurable impact on learning.

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