



المعرفة Knowledge



DUBAI SCHOLARS PRIVATE SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Qusais
	Opening year of school	1976
	Website	www.dubaischolars.com
	Telephone	+971 (0) 47069000
	Principal	Ms. Aparna Verma
	Principal - date appointed	9/1/2008
	Language of instruction	English
	Inspection dates	09 to 13 October 2023



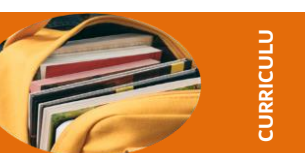
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2356
	Number of Emirati students	0
	Number of students of determination	95
	Largest nationality group of students	Indian



TEACHERS

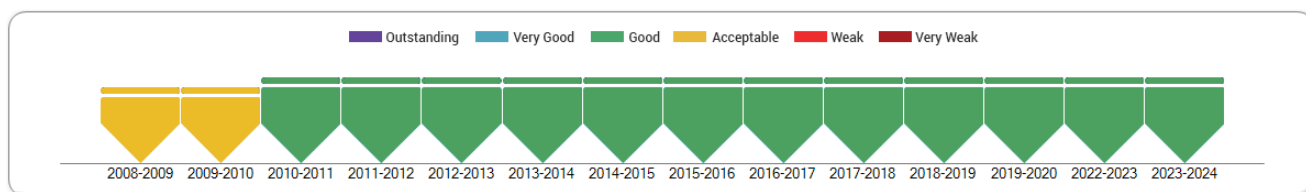
	Number of teachers	156
	Largest nationality group of teachers	Indian
	Number of teaching assistants	25
	Number of guidance counsellors	1



CURRICULUM

	curriculum	UK
	External Curriculum Examinations	IGCSE, A-Level
	Accreditation	British Schools in the Middle East

School Journey for DUBAI SCHOLARS 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

- Students' achievement is acceptable in Arabic and good in Islamic Education. Achievement in these subjects is improving because of strengthening leadership. Other than in Primary, where attainment in mathematics is good, achievement in English, mathematics and science in Primary, Secondary and at Post-16 is very good. In the Foundation Stage (FS), achievement in English, mathematics and science is good.
- Students actively engage in a variety of charitable campaigns and environmental initiatives. They display an excellent work ethic, participate in innovative competitions, and have a deep understanding of Islamic values. Emirati heritage, culture and national events, are appreciated. Students' behaviour, attitudes and relationships are exemplary. Their celebration of diverse cultures, through a variety of cultural learning projects and activities, fosters a respectful and inclusive school environment.

Provision For learners

- Teachers display strong subject knowledge, which is used well in purposeful and engaging lessons that cater for student' differing attainment levels. Time management is typically effective. Higher achieving students often have to wait until late in the lesson to be sufficiently challenged. Internal assessments align with curriculum standards and teachers know their students well. Teaching is less consistently strong in FS and Primary.
- The school fully complies with UK and Ministry requirements, with a very well-structured curriculum supporting students' progression in learning. The new Early Years Foundation Stage (EYFS) curriculum review is ongoing. Older students benefit from a good range of subject choices that prepare them well for future education and foster a broad understanding of the wider World. Curriculum adjustments are assessment driven, although not always consistent. Extra-curricular activities offer multiple opportunities to learn about the local culture and environmental responsibility.
- The school is secure and there are regular safety checks. Supervision both in school and on school transport is effective. Health and safety records are comprehensive and stored securely. The school encourages children and students to make healthy lifestyle choices. Inclusivity is promoted but provision for some students of determination is not a consistently strong feature, especially in Primary.

Leadership and management

- A very strong and resilient leadership team, implement a clear vision and have significantly improved the school's work in Secondary, Post-16, and in Arabic and Islamic Education. New leadership in inclusion and the EYFS has potential, but it is too soon for their impact to be seen. The school encourages parental involvement and has a dedicated and effective governing body.

HIGHLIGHTS OF THE SCHOOL:

- Students' excellent personal and social development, their wellbeing and appreciation of their own and other cultures
- Very strong senior leaders and governors who ensure excellent partnerships with parents
- Improving standards of teaching, learning and students' progress in the secondary and post-16 phases
- Very well organised day-to-day management of a community in which students feel safe and highly valued

KEY RECOMMENDATIONS:

- Improve the consistency of teaching, particularly in FS and lower Primary by:
 - strengthening the capacities of leaders to enhance teachers' lesson planning and classroom management skills,
 - improving the identification and consistency of classroom support for students of determination,
 - ensuring that differentiated learning activities are informed by accurate assessment data, and implemented as early as possible in lessons, and
 - ensuring teachers consistently provide high-quality, diagnostic feedback to students when their work is assessed.
- Improve the effectiveness of leaders' monitoring of teaching by:
 - prioritising the evaluation of the impact of teaching on students' progress and the development of their learning skills, and
 - ensuring that a significant focus is placed on the provision for, and progress of, students of determination in relation the learning targets in their individual education plans (IEPs).



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Good	Very good	Very good	Very good
	Progress	Good ↓	Very good	Very good	Very good
 Mathematics	Attainment	Good	Good ↓	Very good	Very good
	Progress	Good ↓	Very good	Very good	Very good
 Science	Attainment	Good	Very good	Very good	Very good
	Progress	↓ Good	Very good	Very good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good ↓	Very good	Very good	Very good

02 Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
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	Outstanding	Outstanding	Outstanding	Outstanding

03 Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good 	Very good
Assessment	Good	Good	Good	Good

04 Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Very good	Very good
Curriculum adaptation	Good	Very good	Very good	Very good

05 The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Good 	Very good	Very good

06 Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Very 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	Outstanding	Not applicable

- In the Progress in International Reading Literacy Study (PIRLS), the school exceeded its targets. The performance of students in the annual benchmark tests between the 2022 and 2023 cycles, indicates continued high standards in science and improved performances in English and mathematics.

C. Leadership: International and Emirati Achievement	Very Good	
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- Leaders at all levels use the reports of benchmark assessments to identify learning gaps. The school analyses data well, enabling it to implement appropriate strategies to close these gaps. However, not all teachers build effective interventions into their lesson plans.

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

- Literacy skills are promoted in most subjects. In science, for example, older students compiled a selection of scientific writings contributed by students for inclusion in a magazine. In English, reading literacy is very well promoted through focused reading lessons and the close reading of texts, library lessons and online reading resources.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Ensure that there is a consistent emphasis on the development of reading literacy in all subjects.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of wellbeing promotion and outcomes is provided below:

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

- The school demonstrates a very strong commitment to wellbeing, which is deeply integrated into its culture and ethos. The vision clearly prioritises inclusivity and optimising support for students of determination. School policies are implemented very well leading to positive impacts on community wellbeing. A skilled senior leader and proficient team ensure effective support and outcomes. However, specific leadership actions for successfully implementing an inclusive vision for all students of determination, is not sufficiently thought through and implemented.
- A notable strength of the school lies in nurturing positive staff-student relationships, that significantly improve students' emotional wellbeing. These relationships establish a secure and supportive atmosphere, ultimately bolstering students' self-esteem and confidence. Additionally, the school excels in establishing clear expectations and boundaries for managing students' behaviour and enhancing an overall sense of security. This approach contributes to a positive school culture, within which, all students are treated with fairness and respect.
- While the school has excellent initiatives for student engagement, such as, the student council and suggestion boxes, actual student influence in school policy decisions is not extensive. There are excellent initiatives like 'Mindful Monday' and 'Wellbeing Wednesday' but students do not always play leading roles in these drives. Teachers' fostering of higher order thinking skills is a strength in some areas, but not in others, notably in the younger year groups.

For Development:

- Enhance strategies to promote wellbeing for all groups of students by leaders providing more specific and detailed guidance and support.
- Focus on increasing student influence in policy decisions to align initiatives more closely with students' needs and their expectations.
- Prioritise the development of higher order thinking skills, especially in FS and Primary.

UAE social studies and Moral Education

- Social studies and moral education are taught through the medium of English. They are taught in two stand-alone lessons until the end of Secondary. In Post-16, moral education is integrated into the curriculum. The provision ensures compliance with the Ministry of Education (MoE) requirements. The curriculum draws on MoE textbooks and incorporates supplementary offline and online resources. Teaching and assessment are highly effective in fostering critical thinking and reading literacy. Various assessment methods evaluate students' achievement.
- The moral education curriculum broadly adheres to MoE textbooks alongside additional resources. Classroom teaching is complemented by effective moral values assemblies. While some discussion opportunities exist, lessons lack creativity and tend to be overly teacher-directed particularly for older students. Clear connections with other subjects enable links to be made with everyday life. Assessment is conducted through end-of-lesson reflections.

Arabic in Early Years

- Arabic is not taught in Early years or Year 1.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good ↑	Good	Good

- In most observed lessons and students' work, the majority surpass curriculum standards, aligning with the school's data, demonstrating a strong understanding of Islamic principles and beliefs, particularly the Prophet's (PBUH) Seerah. However, memorisation and recitation skills are less well-developed.
- Across all phases, students show commendable progress. Primary students grasp Islamic worship practices, while secondary students delve into the sources of Islamic law and the impact of doctrinal diversity. Post-16 students understand prohibited sales and the reasons behind such prohibition.
- Initiatives to link lessons with everyday situations and support through Holy Qur'anic verses and Hadiths are largely successful. However, connections are not always fully secure, and students do not have enough opportunity to research the verses and Hadiths.

For Development:

- Improve student memorisation and recitation skills and their knowledge of Tajweed rules.
- Deepen students' consideration of links to everyday life.
- Provide students with opportunities to search Holy Qur'anic verses and Hadiths.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students' progress and attainment in language skills align with curriculum expectations, Secondary students make slightly better progress than those in Primary. Newly enrolled students' performance is consistent with their years of learning the language
- Students demonstrate adequate reading skills and comprehension of short and familiar texts, particularly in Years 5 and 6. However, their ability to respond to texts in modern standard Arabic varies across all year groups.
- Collaborative links between the French and Arabic departments is impacting positively on students' engagement through enjoyable learning activities such as, role-play and singing. Students' ability to communicate and express ideas is developing, with improvement noted in guided writing.

For Development:

- Improve students' communication skills by providing more opportunities for them to use Arabic in lessons and other school activities

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Very good	Very good
Progress	Good ↓	Very good	Very good	Very good

- The large majority of students demonstrate strong reading and writing skills. These are consistent from Primary to Post-16. However, writing skills are less well-developed in FS. Students gradually improve their speaking abilities, becoming more articulate as they progress throughout the school.
- Most students read confidently and comprehend well, although a minority of younger students have less secure phonics knowledge. Critical reading skills develop effectively from upper primary through to Post-16, along with improved extended writing and knowledge of syntax. However, occasional errors in spelling or punctuation remain.
- Students across Primary, Secondary and Post-16 engage in reading for purpose and pleasure. In upper Primary, students analyse texts accurately, exploring deeper meanings. Their writing reflects an extensive vocabulary, with an increased emphasis on creative writing as they advance.

For Development:

- Improve younger students understanding of letters and sounds, and the accuracy of their spelling.
- Provide more opportunities for students to develop their writing skills through extended creative writing.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good ↓	Very good	Very good
Progress	Good ↓	Very good	Very good	Very good

- The results of IGCSE and A-Level examinations are consistently above the Year 11 and Year 13 curriculum standards. External benchmark assessments show mixed attainment levels in the primary phase, ranging from acceptable to very good.
- In Primary, students have made notable improvements in numerical manipulation, geometry, and data strands. However, their attainment is sometimes constrained by the level of challenge provided in lessons. High achievement in Secondary and at Post-16 is grounded in students' strong grasp of complex mathematical concepts.
- In FS, children make good progress in early concept development in number, shape and pattern. However, their problem-solving skills and application of learning to everyday life are less well-developed. Higher achieving children are not always challenged adequately.

For Development:

- Ensure that attainment and progress in FS and Primary matches that of the other phases.
- Increase the level of challenge in lessons in Primary, particularly for higher achieving students.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Very good	Very good
Progress	Good ↓	Very good	Very good	Very good

- Internal assessment data reveal that students' progress and attainment are very strong across Primary, Secondary, and Post-16. Results, IGCSE and A-level examinations, are also strong, although with a dip in the most recent Post-16 outcomes. Progress in FS is slightly below that seen in the other phases.
- Students exhibit a secure understanding of scientific concepts in their oral responses, and their writing skills are developing effectively. Older students produce extensive written work on current scientific issues, while younger students in Primary lack confidence in using scientific terminology.
- The consistent promotion of investigative work is enabling students to link theoretical learning to their daily lives and fostering their critical thinking and problem-solving skills.

For Development:

- Improve students' understanding and use of scientific terminology, particularly in lower Primary.
- Address the recent decline in student's performance in external assessments at Post-16.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↓	Very good	Very good	Very good

- Students show enthusiasm for learning across all phases. In Primary, Secondary, and at Post-16 students collaborate effectively and express their ideas clearly. In FS, children have too few opportunities to engage in age-appropriate, collaborative learning activities.
- Students are able to make meaningful connections across various learning areas, particularly in social studies, science, and English. Such connections support the development of critical thinking skills. Students' ability to support learning through the use of technology, is underutilised.
- All students display impressive levels of independence in their work. They actively take charge of their learning, conducting research, innovating, and problem-solving in creative writing and debates. Nevertheless, these opportunities are not consistently available across all subjects.

For Development:

- Provide more opportunities for the youngest children to work and learn collaboratively.
- Make more use of students' ability to use technology to support their learning.

2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students of all ages exhibit positive and enthusiastic attitudes towards their schoolwork and life within the school community. They demonstrate a strong sense of responsibility for their own learning. Their behaviour is exemplary, and they maintain high levels of self-discipline. Instances of bullying are extremely rare.
- Students foster respectful and empathetic relationships with one another and with their teachers. They actively embrace a healthy lifestyle, exemplifying their understanding of the benefits of regular exercise by enthusiastically participating in physical activities.
- Attendance in most year groups is very good, with a few areas of less-than-optimal attendance. Students genuinely enjoy attending school and engaging in their learning activities.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate a deep understanding of universal Islamic values, evident in their self-discipline, respect, and acceptance of all. They actively participate in organising and leading Islamic events, such as, the Islamic Expo and Ramadan campaigns, and engage in charitable initiatives.
- Emirati heritage and culture hold a significant place in students' knowledge and appreciation. They closely follow UAE events and possess comprehensive knowledge of the nation's history, sports, and the contributions of its notable leaders., with Sheikh Zayed as a role model.
- Students take pride in their own cultures and celebrate them during Cultural Day, with students making presentations on their own heritages. Their appreciation of different cultures is reflected in projects, that promote acceptance and celebrate the diverse nature of the school community.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students actively initiate and engage in activities that positively impact the school and the broader community. These activities include contributions to those living in labour camps and support for campaigns such as, 'Old Books for New Eyes', donating books to Kenya.
- Students consistently exhibit an excellent work ethic, participating in innovative competitions and enterprise activities. Initiatives such as 'Bargain Bob,' provide students with the opportunity to market and sell self-made items, while 'Star Bake' sales at Oasis Mall have been highly successful.
- The school maintains a strong focus on environmental awareness throughout, with initiatives such as, 'Energy Superheroes' in FS promoting electricity conservation. Older students actively engage in forums and competitions, exploring ideas such as, extracting plastic from the ocean for conversion into aviation fuel.

For Development:

- Increase opportunities for more students to initiate and run projects and events.

3. TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good ↑	Very good

- Most teachers demonstrate strong subject knowledge. Lessons are purposeful, with activities that usually engage and motivate students well. Teaching offers appropriate support and challenge for students working at different levels although personalised learning for students of determination is less strong.
- Across subjects, lesson time is usually used effectively. However, the pace of learning does not always match students' needs, for example when differentiated learning activities are introduced too late into a lesson. Learning technologies are not always used imaginatively enough to support students' learning.
- Teaching in Arabic and Islamic Education has improved. Across subjects, questioning assesses and advances learning effectively. In the stronger lessons, students think deeply, examining texts and global topics, such as, deforestation. However, teachers do not promote enquiry and critical thinking consistently across all subjects.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- In all subjects, internal assessment is aligned to the expected curriculum standards. External data allow accurate identification of curriculum gaps, as well as identifying trends and patterns in students' attainment and progress.
- The school is secure in its analyses of assessment data. It triangulates results from cognitive, internal, and external benchmark assessments and takes appropriate measures to ensure their reliability and validity.
- A majority of teachers know their students' strengths and what they need to do to improve. In the most effective lessons, teachers provide well-focused challenge and support. In a minority of lessons, teachers do not make enough use this information to adapt the learning activities to meet students' needs. Students' involvement in the assessment of their own and other's work is seen in most subjects.

For Development:

- Ensure that there is a consistent emphasis on the development of enquiry and critical thinking skills in all subjects.
- Make the best use of lesson time and technology to support learning.
- Ensure that teachers make full use of assessment data to match learning activities to students' needs.

4. CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Very good	Very good

- The school fully meets the requirements of the UK and MoE curricula. The well-organised curriculum supports students' smooth progression across the phases. There is an ongoing review of the new EYFS curriculum.
- Older students benefit from a variety of subject choices that prepares them well for their future education and beyond. Effective cross-curricular links provide opportunities for students to explore the wider world.
- Regular curriculum reviews ensure gaps are addressed, and students' interests are identified and catered for. While the school offers an increasing number of subjects for IGCSE and A-Level, there are few opportunities in the performing arts and vocational curriculum pathways are not yet available.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Very good	Very good	Very good

- Curriculum adaptations are guided by the analyses of assessment data and identified student needs. These result in modifications such as, separate reading and library periods in English and a mental mathematics period in Primary. However, modifications to meet the needs of all student groups in lessons, including students of determination, vary across the phases.
- Extra-curricular activities and external competitions enable students to demonstrate and extend their innovation and enterprise skills while developing talents in various sports and other activities.
- The school offers numerous opportunities for students to learn about culture of the UAE, values and life, along with celebrations of local and national events. Students are provided with many opportunities to cultivate responsible attitudes toward environmental conservation.

For Development:

- Fully implement the new EYFS curriculum and strengthen cross-curricular links.
- Ensure that curriculum modifications provide appropriate support and challenge for all groups of students, particularly students of determination.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school ensures a safe, hygienic, and secure community. While safety checks are regular, they are not always sufficiently rigorous. Effective student supervision is maintained throughout the school day and on school transport.
- Buildings and equipment receive regular maintenance, and the school diligently maintains detailed records related to all aspects of health and safety, including incidents and subsequent actions.
- The school is dedicated to promoting healthy lifestyle choices among students, with clear aims embedded in the curriculum. This commitment is evident in the food choices many students make. Additionally, the medical team monitors lunchbox contents, including portion size, and attends to students' medical needs.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Good ↓	Very good	Very good

- The school promotes a vision for an inclusive school and creates a nurturing environment where students are happy and feel safe. They receive and appreciate very strong support, advice and guidance.
- Appropriate processes are in place to identify students of determination and are developing for those who are gifted or talented. However, teachers are not always adept in ensuring effective learning modifications are implemented in lessons, particularly within the primary phase.
- The school maintains robust personal support systems, the inclusion and wellbeing team provide care and support. They contribute to the overall monitoring of students' wellbeing and personal development. These support systems have yet to be fully consolidated, particularly within the primary phase.

For Development:

- Ensure that all teachers plan and implement appropriate learning modifications for students of determination and higher achievers, particularly in the primary phase.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The school's clear commitment to inclusion in its vision and policies is a strength. However, inconsistencies in implementing it across the school, especially in Primary, results in varying standards of provision, which affect student outcomes. These discrepancies are yet to be monitored and addressed by leaders.
- There have been notable improvements in the identification process and the quality of individual education plans (IEPs). However, the inconsistent adoption of these plans is hindering support for students of determination and, subsequently, students' outcomes.
- Parents are kept well informed of their children's progress. Many are actively involved in developing the support strategies for their children. The level of parental involvement, and the effectiveness of support strategies is, however, variable and influences the quality of provision and support for students.
- Inconsistencies in differentiated lesson planning and delivery results in varying engagement, challenge, and support across subjects and phases, which impacts on students' progress, especially for students with the most complex learning profiles.
- Most students of determination are making the expected progress in relation to their learning targets. However, the targets are not always specific enough to enable detailed tracking of students' progress.

For Development:

- Improve consistency in target setting and provision planning to ensure the adequate support for students of determination, particularly in Primary.
- Improve the tracking of students' progress against individual targets and make use of this information to review and modify support as necessary.

6. LEADERSHIP AND MANAGEMENT

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

- The strong principal and senior leaders establish an engaging vision for excellence and build effective staff teams, delegating responsibilities thoughtfully. This robust leadership directly leads to significant enhancements in provision in Secondary and at Post-16. As a result of strengthening leadership, notable improvements are now seen in Arabic and Islamic Education. However, the relatively recent leadership changes in inclusion and FS have resulted in a delay, where provision and outcomes are not yet as strong as in other areas of the school.
- Leaders possess a good understanding of the school's strengths and the key priorities for improvement. Their approach to whole school improvement planning and to the implementation of action plans is generally rigorous. The monitoring and evaluation of standards across the school is mostly accurate but is not always sufficiently evaluative. Leaders take positive steps to gather and act swiftly upon the views of parents, staff, and students.
- Parents are actively encouraged to participate in school improvement and contribute to their children's learning. They appreciate the level of access that they have to senior leaders and other staff. They see the school as an extended family and are highly appreciative of the school's excellent platforms for communication. Parents express satisfaction with the quality of written reports they receive which are comprehensive and informative.
- The governing board has a bold vision and possesses a high-level of educational expertise. It frequently engages with, and acts upon, feedback from parents, staff, and students. Board members convene on a regular basis to assess standards across the school, offering leaders their support and ensuring accountability. As the school experiences continued growth, the board demonstrates unwavering dedication to enhancing the school's physical infrastructure.
- Although the physical core of the school has been in place for nearly 50 years, it is very well maintained and presents a learning environment which supports students' achievement. The relatively new classroom blocks, specialist areas and sports facilities, together with other resources, are used well to support improving standards of teaching and learning, most notably in the upper phases. The accommodation is very well maintained, and the day-to-day organisation of the school is highly effective. The well-qualified staff enjoy general and personalised professional learning opportunities.

For Development:

- Prioritise the improvement of standards of teaching in both FS and the early primary phase.
- Align the writing in the school's self-evaluation more closely to the descriptors of the KHDA Framework so that it is less descriptive and more evaluative.



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