



INSPECTION REPORT

DURHAM SCHOOL L.L.C

UK CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Investment Park
	Opening year of School	2022
	Website	www.durhamdubai.com
	Telephone	048170600
	Principal	Kieran McLaughlin
	Principal - Date appointed	07/04/2025
	Language of Instruction	English
	Inspection Dates	21 April to 24 April 2025

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 10
	Number of students on roll	479
	Number of Emirati students	5
	Number of students of determination	50
	Largest nationality group of students	UK

TEACHERS

	Number of teachers	42
	Largest nationality group of teachers	UK
	Number of teaching assistants	12
	Number of guidance counsellors	0

CURRICULUM

	Main Curriculum	UK
	External Curriculum Examinations	IGCSE
	Accreditation	None

School Journey for DURHAM SCHOOL L.L.C

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



2024-2025

Summary of Inspection Findings 2024-2025

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 is acceptable across all subjects and phases. Progress is mostly good in the primary phase. It is good in English and mathematics in the secondary phase, and acceptable in the other core subjects. Across the school, students increasingly take responsibility for their own learning. They work productively in groups, although the quality of their interactions is varied, and their collaboration can be limited. Opportunities for students to make connections across areas of learning are inconsistent.
- Students display responsible attitudes, mutual respect and strong relationships. Bullying is rare, and healthy living is well understood. Not all students are in regular attendance. Students value Islamic principles, UAE heritage and cultural diversity, although their understanding of some aspects of the local culture remain unclear. The student council contributes positively to the life of the school. Older students mentor younger ones, and environmental projects are student-led. Innovation and research skills are developing but not fully embedded.

PROVISION FOR LEARNERS

- Most teachers show strong subject knowledge and enjoy positive relationships with their students. A focus on questioning promotes deeper thinking, with primary students gaining more opportunities for enquiry-based learning. Lesson planning considers students' needs, but delivery lacks consistent support and challenge. Assessment in the Foundation Stage (FS) is underdeveloped, and the use of data is inconsistent. Feedback to students varies, with best practice in science and Islamic Education, although guidance on how to improve the work is often missing.
- The curriculum follows the National Curriculum for England and the UAE requirements for Arabic and Islamic Education. It emphasises knowledge over skills, with limited opportunities for the development of critical thinking and independent learning. Transitions across phases are supported, but cross-curricular links and challenges for higher attainers are less strong. Curriculum areas lack subject leadership. Extra-curricular activities are broad, and UAE heritage and Emirati culture are suitably integrated through themed events and wider learning experiences.
- Student wellbeing and safety are promoted through school policies, health education and transport supervision. Inconsistent staff practices and less rigorous implementation of risk assessments reduce the overall effectiveness of safeguarding measures. The school promotes positive behaviour and wellbeing through consistent routines, strong relationships and positive reinforcement. Attendance systems are well structured, although inclusive planning and wellbeing evaluation lack consistency and depth.

LEADERSHIP AND MANAGEMENT

- Leaders are strongly committed to the school's values of moral integrity, ambition, responsibility and kindness. Leadership is secure but middle leadership lacks clarity and capacity. Self-evaluation is overly optimistic, with outdated development plans and slow responses to external feedback. Parental engagement is strong and communication effective. Governors have recruited quality teachers but have not yet established a middle leadership structure. The school is well run and welcoming but understaffed.

Highlights of the school:

- Students' attitudes, behaviour, relationships and personal development.
- Students' appreciation of Islamic values, world cultures, social contribution and environmental awareness.
- Teaching and learning in the primary phase.
- Strong partnerships with parents.

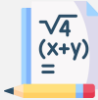
Key Recommendations:

- Ensure that governors fully understand their role in supporting school improvement, establish a middle leadership structure and provide staff with sufficient time to fulfil their responsibilities.
- Improve the consistency of teaching for learning and assessment by:
 - Supporting students to become more independent learners and critical thinkers.
 - Making consistent use of accurate assessment data to guide curriculum adaptations and modifications and plan interventions to meet students differing learning needs.
- Develop a systematic approach to the provision, monitoring and evaluation of wellbeing, drawing on students' views with structured participation.
- Increase capacity for the planning, implementation and evaluation of inclusion, including reviewing and redesigning Individual Education Plans (IEPs) to inform lesson planning, differentiated learning activities and classroom practice.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary
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	Good
Governance	Weak
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

B. International and Benchmark Achievement

Whole school

Emirati cohort

Good

Acceptable

- Over the last two years, External Benchmark Assessment data in English and science have improved from weak to acceptable, with the greatest improvement made in upper Primary. In mathematics, less progress has been evident, although, an acceptable level of attainment has been maintained. With few Emiratis in the school at ages where progress tests are taken, the progress data of Emiratis is limited to early Primary.

C. Leadership: International and Emirati Achievement

Acceptable

- The action plan identifies issues that the school needs to address but these actions are insufficiently specific, measurable and time dependent. Leadership of the National Agenda (NA), with responsibility for driving the plan forward, analysing data and raising attainment, is not yet in place. The monitoring of the use of NAP data to modify the curriculum and adjust teaching is inadequate.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Good

Very good

- In the latest New Group Reading Test (NGRT), most students reached the minimum required level of reading to obtain an acceptable rating. The few Emiratis taking the test, demonstrated higher levels of reading than their fellow students. Progress between tests has been very strong for the whole school and the small number of Emiratis. Although teachers have the NGRT data, they do not make enough use of it to support students in lessons.

Overall school standards in the National Agenda Parameter are: Good

For Development:

- Ensure that NAP data is accurately analysed and disseminated to staff and that the information is used effectively in modifying the curriculum and in adjusting teaching practices.
 - Ensure that all teachers fully understand NGRT data and what interventions are required for those students identified as weaker readers.
-

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

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

- The school has established a values-driven wellbeing vision that is evident across the school. However, the assessment and monitoring of wellbeing remains underdeveloped. Data collection is inconsistent and lacks sufficient analysis to inform planning or evaluate impact. While leadership demonstrates strong intent and commitment, capacity constraints and limited formal self-review processes restrict the school's ability to embed improvements and sustain impactful wellbeing practice.
- While students feel safe and supported by trusted adults, the school lacks consistent systems for obtaining students' views, limiting their influence on wellbeing provision. Support structures are in place, but access to specialist support staff is limited. Staff wellbeing is valued, but structured monitoring and work-life balance strategies are underdeveloped. Partnerships with parents are positive but not consistently strategic or embedded in wellbeing planning, thus reducing the shared ownership of wellbeing goals.
- Students articulate a strong sense of belonging, community and satisfaction with school life. They engage positively with one another and adults, demonstrating good emotional literacy and relational awareness. However, the curriculum lacks a structured wellbeing programme and progression across phases. Students are not consistently taught self-regulation strategies, nor are they empowered to lead or help design wellbeing initiatives. The absence of targeted interventions and digital wellbeing education further limits the development of students managing their wellbeing.

For Development:

- Develop a systematic approach to the monitoring and evaluation of wellbeing provision and ensure that outcomes are evidenced and acted upon promptly.
- Design and implement formal mechanisms for obtaining students' views and extend opportunities for students to participate in the shaping of wellbeing practices across the school.

UAE social studies and Moral Education

- The school closely follows the UAE Moral, Social and Cultural Education framework. The subject is taught in English as combined lessons from Years 2 to 10. Students have one 50-minute lesson a week. Additionally, each half-term there is a 'drop-down day' that focuses on learning within a unit that is taught across the day.
- The curriculum is delivered appropriately with a growing number of additional cross-curriculum links. A wide range of appealing extra-curricular activities and focused assemblies enhance the curriculum. Students develop their learning skills and build their knowledge and understanding. Using a range of resources, most teachers engage students effectively. Students are regularly assessed through quizzes, end of unit tests and more formal assessments.

Arabic in Early Years

- The school does not offer Arabic in FS. In Year 1, Arab and non-Arab students receive 150 minutes of Arabic instruction a week. The school has developed its own curriculum for this year with a focus on phonics and the acquisition of vocabulary. Children learn through singing, play-based activities and workstations.
- Children can introduce themselves and respond to greetings, count, name colours and sing rhymes. One teacher is responsible for teaching these groups. The school is aware of the new policy requirements, and they have started planning to comply with them. The assessment of students' learning is undertaken informally through observations.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- In lessons and in their recent work, the level of knowledge and understanding of most students is in line with the Ministry of Education (MoE) curriculum expectations. Internal and external assessment data indicate similar levels of attainment. Students' progress in Primary is stronger than in Secondary. Boys and girls generally make similar rates of progress.
- Students demonstrate a secure understanding of Islamic values and key Islamic concepts. Their knowledge and understanding of the Holy Qur'an and the Noble Hadith are stronger. However, students make fewer references to them for evidence of rulings or values. Their knowledge of Seerah and Islamic law is improving but is not yet fully secure.
- The school has improved students' memorisation skills of the Holy Qur'an in all phases by providing more opportunities for recitation during lessons. However, students' understanding of Tajweed rules remains underdeveloped.

For Development:

- Improve students' recitation skills by encouraging them to apply Tajweed rules and by making recitations more individualised.
- Enhance students' knowledge of Seerah by making more references to the life of the Prophet (PBUH)

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Internal attainment data reflects students' attainment observed in lessons and work samples. However, progress data is more variable. Students in both phases make adequate progress in lessons but, in some lessons in lower Primary, progress is slow due to low teacher expectations.
- Students in Primary read and can identify the main elements in short stories. In Secondary, students analyse short information texts adequately. While students' spelling has improved, their writing and speaking skills are inconsistent.
- The school identifies students struggling with literacy on entry to the school and provides them with appropriate interventions to bridge the gap in their literacy skills.

For Development:

- Improve students' speaking and writing skills.
- Raise teachers' expectations of what students can achieve to accelerate progress in all phases.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- External and internal data indicate that students are meeting curriculum expectations in relation to their years of studying Arabic. Primary students make stronger progress from their individual starting points. Secondary students often rely on English translations and word lists to interpret texts and create Arabic sentences. This slows the rate of vocabulary acquisition.
- Students in Primary acquire a range of relevant vocabulary which they use to speak about self, family, school and interests. They use different verbs correctly. In Secondary, students' ability to read and interpret texts is inconsistent and the needs of lower attaining students are not always met. In some lessons, teachers make too much use of English.

- The school is successful in planning and delivering the curriculum in Primary. Students in this phase are successful in developing communication skills relevant to their daily lives.

For Development:

- Use more effective strategies to teach vocabulary in Secondary.
- Improve students' understanding by limiting the use of English in Arabic lessons.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Good

- In FS, children's communication skills develop well from their starting points. Progress in reading and writing is slower and acceptable overall. In Primary and Secondary, progress is gaining momentum. In all phases, attainment is in line with curriculum standards. Most internal and external assessment outcomes align.
- Most students can express themselves clearly using an increasing range of vocabulary. Confidence in speaking and reading aloud is variable. In Primary, the use of phonics is having a positive impact on reading development. In external benchmark tests, reading scores are at the expected levels and improving.
- Students write in a range of styles with increasing skill. Guidelines are helping students to improve the quality of their writing. Drafting and editing skills are not used consistently to ensure correct spelling, punctuation and grammar.

For Development:

- Increase opportunities for students to develop confidence when speaking and reading aloud.
- Encourage students to edit their own writing and provide more frequent opportunities for extended writing.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Good

- In Primary and Secondary, internal and external progress test data show that not enough students are reaching beyond the basic curriculum standards. Although children make a good start to learning in FS1, progress slows in FS2. Rapid progress is evident in GL assessments for students in Year 6 and above.
- Number skills develop appropriately in early Primary, with understanding of geometry and algebra developing steadily in upper Primary and Secondary. In lessons, attainment and progress is higher than that seen in assessment data. In FS, the level of challenge is not always sufficient to fully prepare children for Year 1.
- A newly adopted learning scheme is working more effectively in Primary. Setting in Secondary is allowing more support for those who need it and challenge for the more able. The Higher and Foundation tier courses are preparing students adequately for their IGCSEs in Year 11. Students from Year 3 onwards are not adequately prepared for the style of the external progress test questions. .

For Development:

- Build more external progress test style questions into the teaching and learning experience of students.
- Challenge students to tackle tasks and handle questions that stretch beyond the basic lesson objective or curriculum standard.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- Acceptable achievement across phases reflects that most students' work, as measured against the curriculum standards, is broadly in line with age related expectations. Not enough attention is given to improving students' language and scientific vocabulary skills to enhance their access to the science curriculum and accelerate progress.
- Children in FS engage in experiential science to develop their natural curiosity. The better progress in Primary is due to the, 'Working Scientifically' curriculum framework. This is helping to develop students' research, problem solving and enquiry skills. However, it does not yet contain the depth and breadth of scientific knowledge required to fully prepare students for the secondary phase.

- In Secondary, there is a lack of regular challenging open-ended, enquiry-based practical work. This hinders the development of students' strong scientific thinking and investigative skills which are essential for future success.

For Development:

- Develop a stronger focus on improving language and scientific vocabulary skills.
- Engage all students in regular practical laboratory work to develop their confidence in performing investigative practical work.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Good	Acceptable

- Across the school, students demonstrate positive attitudes to learning. In primary, students increasingly take responsibility for their own learning where they work independently and follow instructions. In FS, children's independent learnings skills and their ability to solve problems without adult direction are under developed.
- Students can work productively in groups although collaboration can be limited, and the quality of their interactions are varied. Opportunities for students to make connections between different subjects and areas of learning, are inconsistent. However, students are often able to relate their learning to everyday situations.
- In Primary, problem-solving skills are a key feature in mathematics and practical enquiry skills are developing well in science. These skills are less well-developed in other phases and subjects. Students often engage in research for homework but do so less frequently during lessons.

For Development:

- Increase opportunities for students to work collaboratively to achieve shared goals.
- Support students across all phases in the development of their research, enquiry and problem-solving skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Student behaviour across the school is commendable. They demonstrate very positive and responsible attitudes towards learning and their school. The culture of mutual respect positively supports strong relationships among all students. Bullying is very rare.
- Students demonstrate a strong awareness of healthy living. They consistently make healthy eating choices and adopt a healthy lifestyle. They understand the need for exercise to stay mentally and physically fit. Most students participate in school sports and encourage one another to do so.
- Most students responded positively to the action taken to improve attendance and punctuality in the school. This is reflected in the noticeable improvements in punctuality. However, although there has been some improvement, the overall attendance rates remain below expectations.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- In all phases, children and students are well aware of Islamic values and their positive impact on modern UAE society. Most appreciate the country's diversity, with people of different national, ethnic and religious backgrounds living in harmony.
- A particular strength is students' awareness of their own and wider world cultures. Across all phases, students take pride in their cultural identities and confidently discuss the history, food, art and tourist attractions of their own countries.
- Students' understanding of UAE heritage and culture has improved across the school because of a variety of cultural activities, including celebrations and school assemblies. However, some aspects of UAE culture and heritage remain insufficiently understood by students.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Very good

- The student council are a proactive body. They are listened to and make an effective contribution to the life of the school. Students take pride in the volunteering roles that are available to them. They engage in charitable fundraising and older students assist younger ones with reading activities.
- Students demonstrate a good work ethic whenever they are given the opportunity. The development of innovation and research skills is not fully embedded into the curriculum, especially in the lower phases of the school.
- Students are focused on improving the environment. They actively support and initiate schemes that have a positive environmental impact through activities such as, fashion shows to showcase clothes made from recycled materials and arranging 'Book Swap' days to highlight the importance of recycling books.

For Development:

- Ensure that students take greater responsibility for regular attendance.
- Enhance students' understanding of UAE culture.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Good	Acceptable

- Across all phases and subjects, teachers demonstrate secure subject knowledge. They build positive relationships with students and create learning environments that give students the confidence to ask questions and seek clarification when needed.
- Teachers' interactions with students promote active engagement in learning. A recent focus on teachers' use of questioning ensures most teachers now promote high-quality dialogue with students and encourage deeper thinking. This is less effective in FS where teachers do not always allow children time to think before moving on to the next question. In the primary phase, teachers provide consistent opportunities for students to develop scientific enquiry and problem-solving skills.
- Lesson planning ensures that most teachers make effective use of time and resources to enable students to meet learning expectations. Teachers plan lessons that show clear intent to meet the needs of all groups of students. However, in the delivery of lessons, learning activities are not always modified enough to provide suitable support or sufficient challenge.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Assessment practices in FS do not provide an accurate picture of children's 'attainment and progress. Baseline assessments help establish starting points. In Primary and Secondary, internal testing is mostly valid and reliable. Benchmarking assessments are used in all core subjects from the middle of Primary to Year 10.
- Data analysis, including benchmarking data, is not always accurate. Although it is available to teachers, it is not used effectively to inform planning. Data is used to identify students who need additional support. Teachers know their students and provide them with support and some challenge. Assessment in lessons is sometimes used to adjust the learning experiences, especially in mathematics.
- Both verbal and written feedback is variable in quality, although in science and Islamic Education it is generally effective. Guidance, through teachers' marking of students work, is not seen often enough and, when given, comments are not always constructive.

For Development:

- Ensure all forms of data are accurately analysed and used to adjust the curriculum and to inform planning so that learning activities are appropriately challenging for all groups of students
- Improve the quality and consistency of marking and feedback with special attention given to providing regular guidance on how to improve.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum has a clear rationale and follows the National Curriculum for England up to Year 10. Arabic and Islamic Education meet all the requirements of the UAE Ministry of Education. There is a strong emphasis on the development of knowledge, but too little focus on the development of skills. The FS curriculum does not build well enough across the early years to ensure all groups of children effectively develop the skills and understanding needed to make good progress.
- Students are supported through transitions to be ready for their next stage in school life. Transition is stronger in the subjects where communication across phases is most effective. The wide range of IGCSE curricular options prepares older students to support future study and career pathway ambitions.
- Cross-curricular links are incorporated across the phases in most but not all subjects. The inclusion of independent learning, research and critical thinking is an inconsistent feature of the planned curriculum. The process of curriculum review is insufficiently informed by the views of subject leaders and teachers.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Assessment data is used by teachers to make modifications to the curriculum and to plan interventions to meet the differing needs of students. However, planned modifications are often not delivered in lessons, and the work provided for higher attaining students is often not challenging enough.
- Students have too few opportunities to enhance their learning by engaging in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. The extensive extra-curricular programme includes sport, drama, music, yoga, hip-hop dance, robotics and coding. It is strongly appreciated and supported by students across all phases.
- Several subjects in the wider curriculum include programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. Emirati traditions, values and culture are also celebrated on special days.

For Development:

- Ensure that planned modifications to support students' learning are effectively delivered in all lessons and that the work provided for higher attaining students is appropriately challenging.
- Ensure that full account is taken of the views of subject leaders and teachers in the process of curriculum review and development.

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

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

- The school has detailed safeguarding policies and procedures that outline the steps taken to ensure student safety. However, staff do not consistently follow all of the procedures, such as, closing doors that require access codes. Students report that they feel safe within the school and express confidence in reporting any concerns to an appropriate adult.
- The school building is well maintained, and risk assessments are conducted regularly. However, these assessments are not always implemented with sufficient rigour to moderate all potential risks, although swift action is taken to address risks once identified. The supervision of students on school transport is efficiently managed.
- Healthy lifestyles are effectively promoted by the medical and physical education staff. Appropriate attention is given to issues such as, obesity and wellbeing. This includes the provision of a wide range of diet and exercise programmes.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable	Acceptable

- Students benefit from strong, respectful relationships with staff across all phases, fostering a culture of security, empathy and care. Expectations for students' behaviour are clear and consistently upheld. In FS, children do not consistently receive the support and guidance they need to do as well as they can.
- Systems for recording and following up on student absence are robust. Appropriate emphasis is given to the importance of regular attendance. While pastoral support is strong, the use of data to support student wellbeing remains underdeveloped.
- Students of determination and including those who are gifted and talented are increasingly well-identified, although planning and in-class support for these students is inconsistent. Not enough use is made of students' IEPs to support learning. The availability of counselling, to meet the needs of more vulnerable students, is limited.

For Development:

- Ensure exit doors are secure and that key codes systems are maintained in working order.
- Ensure that risk assessment procedures are sufficiently robust to identify and address risks promptly.
- Ensure greater consistency in the use of students' IEPs to support learning in lessons. .

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The school's leadership demonstrates a clear commitment to inclusive values and vision, yet provision lacks the infrastructure, staffing and strategic oversight, to ensure the consistent implementation across all phases. The absence of a resourced inclusion team and inconsistent monitoring of inclusion practices, limits the coherence and impact of inclusive provision, particularly for students requiring more complex support.
- Early intervention pathways exist, but inconsistent application across the school leads to delayed or inadequate support. Insufficient staffing restricts the school's capacity to implement and monitor interventions effectively. Gaps in students' IEPs and review cycles are leading to provision that is reactive rather than developmental.
- Strong relationships exist between teachers and parents, with regular meetings and a positive pastoral culture that builds trust. However, the formal engagement of parents of students requiring specialist support is underdeveloped, and parents are not consistently involved in the production of IEPs.
- While students benefit from a caring and supportive culture, classroom adaptations are inconsistent and often not aligned to student needs or IEP goals. There is no formalised specialist pathway for students with more complex profiles, and lessons across core subjects show a lack of differentiation and continuity in planning, particularly in upper Primary.
- Student's IEPs are inconsistently structured, seldom linked to accurate baseline data, and rarely reviewed for measurable impact. In English and mathematics, students with additional needs show limited academic progress beyond task completion, especially where support is too generalised.

For Development:

- Establish a multi-disciplinary inclusion team to increase capacity for planning, implementation and evaluation of interventions for students of determination.
- Review and redesign IEPs to include clear baseline data, targets and measurable progress indicators.
- Ensure that all staff make full use of student's IEPs in lesson planning and classroom practice.

6. Leadership and management

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

- Leaders demonstrate a strong understanding of the school's values supporting moral integrity, ambition, responsibility, and kindness. They are committed to inclusion and opportunity. While senior leaders understand the curriculum, a lack of capacity limits middle leaders' ability to embed best practices. Staff morale is high, but middle leaders do not always have a clear idea of what is expected of them. Leaders recognise areas for improvement. They are committed to safeguarding and enhancing the quality of learning.
- Self-evaluation is seen as the responsibility of senior leaders. Strengths and areas for improvement are known but the school's assessment of its performance is sometimes overestimated. Teaching is monitored through lesson observations and book reviews but, too often, lacks a focus on learning outcomes and students' achievement. The development plan is out of date and lacks clear actions and measurable targets. Progress has been limited by a lack of time and resources. External recommendations are not all addressed swiftly enough.
- The school actively engages parents and values their involvement and feedback. Regular communication through newsletters, meetings and coffee mornings ensures parents are well informed. Communication with parents of students of determination has improved significantly. Reporting on student achievement is clear, personalised and appreciated. The school supports the wider community through partnerships with local organisations and schools.
- The governing board lacks stakeholder representation and has underdeveloped systems for gathering stakeholder views. Their involvement does not sufficiently ensure the rigour and accuracy of processes to improve outcomes. Governors have recruited quality teachers but they have not yet established a strong middle leadership structure. Members of staff are not given sufficient time to fulfil their responsibilities. There is little evidence that student performance data or stakeholder feedback is being routinely used to inform strategic decision-making at board level.
- The school runs smoothly on a day-to-day basis. Communications ensure that all staff are informed and engaged. Staff are qualified, enthusiastic and well-deployed, but professional development lacks personalisation and evaluation. Middle leadership capacity is insufficient to support school growth and ongoing improvement. Staffing levels to support students with additional needs are insufficient. The learning environment is clean, safe and welcoming, although sports and science facilities are limited. Resources are adequate.

For Development:

- Make sure that student performance data and stakeholder feedback is routinely used to inform strategic decision-making.
 - Ensure that all staff engage in the process of self-evaluation and that development plans contain clearly defined targets, appropriate time scales and clear success criteria.
 - Establish a strong middle leadership structure and ensure all staff are allocated sufficient time to fulfil their roles and responsibilities.
-

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