



GLENDALE INTERNATIONAL SCHOOL LLC

UK CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Oud Metha
	Opening year of School	2023
	Website	https://glendaleschool.org/ae/
	Telephone	045949911
	Principal	Jasmit Kaur Kang
	Principal - Date appointed	4/26/2023
	Language of Instruction	English, Arabic
	Inspection Dates	26 to 30 January 2026

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 12
	Grades or year groups	FS1 to Year 8
	Number of students on roll	522
	Number of Emirati students	2
	Number of students of determination	42
	Largest nationality group of students	Indian

TEACHERS

	Number of teachers	47
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	36%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NGRT, GL, ABT, ISBT
	Accreditation	BSO

School Journey for GLENDALE INTERNATIONAL SCHOOL LLC

Outstanding Very Good Good Acceptable Weak Very Weak



2025-2026

Summary of Inspection Findings 2025-2026

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES

- Students' achievement in all subjects across the school is acceptable. In science, younger children enjoy practical opportunities to learn about a range of themes and topics relating to their understanding of the world. This continues in Primary and Secondary, but investigative opportunities are limited. Students demonstrate a secure understanding of Islamic values and key concepts. In mathematics, problem-solving in lessons is helping students to develop an age-appropriate understanding of the number system and its use.
- Relationships across the school are respectful and supportive. Students interact well and show genuine care for one another. In the upper phases, students have a particularly clear understanding of how Islamic values and the Emirati cultural values play crucial roles in shaping the life and character of the UAE. Students demonstrate a positive work ethic. They are committed to their responsibilities and leadership roles.

PROVISION FOR LEARNERS

- Across all phases and subjects, teachers demonstrate secure subject knowledge. In the Foundation Stage (FS), the stimulating environment helps to engage learners in a variety of hands-on activities. The quality of teachers' questioning is variable. Most use questioning effectively to check students' knowledge but questioning to promote dialogue and deepen their thinking is less well developed. There is not always enough support or sufficient challenge in lessons, especially for higher achievers.
- The curriculum in FS and Primary is broad and balanced and has a clear rationale that is aligned to the school's mission and vision. The curriculum in Secondary is developing well. Across all phases, planning ensures that there are continuity and progression. However, the systematic adaptation of the curriculum to meet students' differing needs is not a regular feature of curriculum planning.
- Teachers know their students well and have positive relationships that are based on mutual respect and a strong sense of responsibility. Children in FS receive a safe and secure start to their school lives. Students' attendance is not monitored effectively and is, overall, low. Students and staff are well informed and trained about safeguarding. Capable managers oversee well-established systems and checklists to provide a safe, hygienic and secure environment.

LEADERSHIP AND
MANAGEMENT

- The principal and senior staff ensure that the school ethos is welcoming and respectful. Parents are highly supportive of the school and the school leadership. Students enjoy coming to school. Governors are focused effectively on the wellbeing of students and staff. However, the mechanisms in place to hold school leaders to account for the school's performance are not rigorous enough. Senior leaders monitor the quality of teaching, but do not focus enough on students' progress. As a result, the overall quality of teaching and students' learning is still variable.

The best features of the school:

- The supportive partnerships with parents.
- The development of children's learning skills in FS.
- Students' personal development and their understanding of Islamic values and Emirati culture.
- The design and implementation of the curriculum.
- The arrangements to ensure students' health, safety and wellbeing.

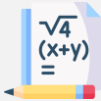
Key Recommendations:

- Raise students' progress and attainment in all subjects and phases.
- Improve the quality and effectiveness of teaching and learning by ensuring that full use is made of assessment information to match work in lessons more closely to the needs and abilities of students.
- Ensure that through the rigorous implementation of effective monitoring procedures, governors hold senior leaders to account for the school's performance.
- Improve the effectiveness of school and subject leaders monitoring of teaching and learning and ensure that there is a focus on the progress that students make in lessons.
- Urgently improve students' attendance.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

A. Registration Requirements	Met Fully	
Not Applicable		
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Not applicable
The school has only been open for two years and cohorts have changed greatly. Benchmark outcomes in Granada Learning (GL) test in English, mathematics and science show secure performance in attainment but weaker progress with some variance across the various groups of students.		
C. Leadership: International and Emirati Achievement	Acceptable	
Leaders use the GL questionnaire level analysis and the Cognitive Abilities Tests (CAT4) assessment data to identify gaps in vocabulary, comprehension, number, algebra and enquiry skills. These findings inform curriculum adjustments and intervention cycles. Study skills sessions and targeted grouping is helping to address specific learning gaps.		
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable
Reading outcomes improve throughout the primary phase, with teachers using standardised reading test (NGRT) data to plan targeted support in lessons. However, limited reading resources and inconsistent teaching practice across phases restrict the wider impact. Vocabulary support for those with special educational needs and disabilities (SEND) is embedded through structured resources and displays.		

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Strengthen checks on the effectiveness of interventions across subjects and phases and develop more systematic checks on the progress of higher attaining students.
- Expand the library and other resources to support students' independent reading.

Wellbeing

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

- The governors, principal and senior leaders are dedicated to a wellbeing vision. They are embedding a culture of wellbeing in the ethos of the school. Evidence from observations and discussions with students and staff demonstrate the ways in which wellbeing permeates the school. There is a detailed action plan designed to enhance provision. Active wellbeing student ambassadors and school council members are alert to the importance of health and happiness in the school community.
- The wellbeing members of staff make up an approachable team. They listen to students and provide the school community with academic, social and emotional support. All staff are alert to, and report on, any wellbeing concerns through an established referral process. New teachers are provided with an effective induction programme and support. All staff receive regular development training. However, the development training of learning support staff is not always well coordinated. Planned activities and leaders' commitment to the welfare of all staff are well-received.
- Wellbeing is integrated into the social and emotional curriculum and school life. Teaching teams nurture and build positive classroom climates that feature wellbeing. Students have opportunities to build confidence, work together and achieve personal success. Students feel safe, have a sense of belonging and are positive about their school. However, they say that there are not enough opportunities for them to contribute to the development of wellbeing. Positive relationships between students and staff permeate classrooms and the wider school.

For Development:

- Improve the coordination and effectiveness of development training for learning support staff.
- Increase opportunities for students to contribute to the development of wellbeing initiatives.

UAE social studies and Moral Education

- Moral education and social studies are taught as two discrete subjects. The school follows the UAE's moral education and social studies programmes very closely. The allocation of lesson time is in line with the prescribed requirements. Lessons in moral education are taught in English, and social studies lessons are taught in Arabic.
- Teachers provide engaging lessons in which students have opportunities to gain knowledge, develop a variety of skills and a greater depth of understanding. Lessons are focused on exploring values, reflection and critical thinking related to historical and current global issues. Appropriate arrangements are in place for the regular assessment and tracking of students' learning.

Arabic in Early Years

- The school provides Arabic in FS2 for 50 minutes per week as a standalone lesson. The Ministry of Education (MoE) Arabic curriculum is followed with a focus on phonics. Children learn basic vocabulary, such as the names of animals, fruits and vegetables, through structured whole-class lessons using rhymes and songs. Lessons are formally planned by teachers and delivered in a classroom environment that provides an appropriate range of resources to support teaching and learning. There is currently no formal assessment of children's progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and in their recent work, most students demonstrate the expected levels of knowledge and understanding. External and internal assessment data indicate similar levels of attainment. Boys and girls generally make similar levels of progress.
- Students demonstrate a secure understanding of Islamic values and key Islamic concepts. However, their knowledge and understanding of the Holy Qur'an and the Noble Hadith are less secure, and they make limited reference to them as evidence for rulings or values. Their knowledge of Seerah and Islamic Law is improving but not yet securely developed.
- The school has improved students' memorisation of the Holy Qur'an in both phases this year by providing more opportunities for recitation in lessons. However, students' knowledge of Tajweed rules and their ability to apply them accurately in recitation is insecure.

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 incorporating more references to the life of the Prophet (PBUH).

Arabic as a First Language

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

- In lessons and in students' recent work, most students demonstrate the expected levels of knowledge and language skills. The school's assessment data shows similar levels of achievement. Students in the lower and upper years make better progress than those in the middle years.

- Students' listening and reading skills are strengths across the phase. In most classes, students' speaking and writing skills are less well developed, particularly free writing and extended conversations. Although students can comprehend a range of texts, their ability to analyse texts in depth is less secure.
- Increased opportunities for students to read extensively and apply language in everyday situations have improved their language skills, particularly in developing confidence and basic fluency. However, their ability to express themselves accurately and consistently using standard Arabic is less secure.

For Development:

- Increase opportunities for extended speaking and writing, with a stronger focus on grammatical accuracy and the use of standard Arabic, particularly in the upper years.

Arabic as an Additional Language

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

- Inspection evidence shows that most students reach the expected attainment levels. However, school's internal assessment data is not fully consistent with the level of students' performance seen in lessons and their recent work. Students in the primary phase achieve slightly better than students in the secondary phase.
- Students' listening skills are a strength. They understand teachers' basic instructions and respond appropriately. However, their answers are often very brief and demonstrate a limited range of vocabulary. Reading skills are improving, and most students can decode words and comprehend age-appropriate texts, although reading fluency is less well developed.
- Improved opportunities for students to write extensively on a range of topics, such as food, family, and daily routines, have supported overall language development. However, many students continue to use a limited range of vocabulary and rely on simple sentence structures, which restrict further progress in language development.

For Development:

- Broaden students' vocabulary and sentence use and strengthen their reading skills.

English

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

- In FS, children's communication skills are adequate, and they make the expected levels of progress. In the primary and secondary phases, progress is gaining momentum. In all phases, attainment is in line with curriculum standards. Most internal assessments are higher than external outcomes.
- Most students can express themselves clearly using an increasing range of vocabulary. The phonics skills of younger students develop steadily. Students' reading scores in external benchmark tests are below the expected levels in lower primary and, above in upper primary and secondary.
- Students write in a range of styles with increasing skill. When students are given the opportunity to discuss before they write, outcomes are more successful. Drafting and editing skills are not used consistently to ensure correct spelling, punctuation and grammar.

For Development:

- Accelerate reading progress especially in the lower primary years.
- Improve methods for students drafting and editing their own writing, supported by guidelines and success criteria.
- Increase opportunities for students to talk prior to writing.

Mathematics

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

- Most students in all phases, make the expected progress and achieve in line with curriculum expectations. In FS and Primary, their learning is supported by using manipulatives, models and images, and in Secondary through the growing application of their knowledge and understanding to everyday problems.
- Exploring and solving problems in all lessons has helped students to develop a growing, age-appropriate understanding of the number system and its use. In the primary phase students often find it difficult to apply this knowledge to more complex word problems.

- The school is promoting students' understanding of mathematical vocabulary in all phases, and while it is having an impact, many find it difficult to apply this understanding when explaining their mathematical reasoning.

For Development:

- Strengthen students' ability to solve more complex mathematical problems.
- Deepen students' capacity to explain their reasoning, using appropriate mathematical vocabulary.

Science

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

- In lessons in all phases, most students are working at the levels expected within the curriculum. A few are achieving above expectations, but lessons often lack the challenge these students need. This inconsistent challenge and support for those who need it most results in too few students making better than expected progress.
- In FS, children enjoy positive practical opportunities to learn about a wide range of themes and topics relating to their understanding of the world. This continues in the primary and secondary years, but investigative opportunities that develop key skills and understandings are more limited.
- In FS and Primary, there are planned opportunities for cross-curricular links, and these support the students' understanding of the everyday world. This is less evident in Secondary. Students do not have enough opportunities to develop critical thinking skills through the application of the scientific method.

For Development:

- Provide students with more opportunities to engage in practical investigations, allowing them to measure, record, and display variables.
- Use the results from students' findings to build analytical and evaluative skills.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Acceptable

- Across the school, students have positive attitudes and enjoy learning. In FS, a wide range of activities enables children to collaborate effectively and develop problem-solving and independent learning skills. In the primary and secondary years, most students can communicate their learning adequately.
- Most students work well in groups, but the quality of their interactions is varied, and collaborations can be limited without adult support. Students' ability to work independently varies. In lessons some students are over-reliant on their teachers and wait for adult support to help them to tackle problems or challenges.
- Students use technologies effectively to support their learning when they have access to digital devices in lessons. Opportunities for the development of critical thinking, research, innovation and problem-solving skills are inconsistent.

For Development:

- Improve students' ability to collaborate and work effectively in groups.
- Develop students' critical thinking, problem-solving, innovation and independent learning skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Students demonstrate positive attitudes and behave with maturity and respect. They generally remain focused on tasks and follow expectations. Older students are generally self-directed and reflective, while younger students require more adult encouragement. Most students respond positively to supportive learning environments.
- Relationships across the school are strong, respectful, and supportive. Students interact positively and show genuine care for one another. Although students' punctuality is generally secure, attendance is low.
- Students demonstrate a commitment to living safe and healthy lifestyles. They participate enthusiastically in wellbeing initiatives. Most students make sensible and informed choices and understand the benefits of physical activity and healthy routines.

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

- Across the school, students demonstrate a clear awareness of Islamic values. They understand how these values influence life in the UAE, particularly the importance of kindness and tolerance. Older students can explain the role of Emirati cultural values in shaping the life and character of the UAE.
- Students participate respectfully and enthusiastically in national events such as National Day, Flag Day, and Martyrs' Day, and demonstrate their appreciation of Emirati heritage, for example, through artwork.
- Students show a secure understanding of their own cultural identities and celebrate a variety of festivals and events. However, their awareness and understanding of a wider range of cultures are underdeveloped, particularly among students in the lower years.

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

- Students enjoy community-related activities, including representing the school in inter-school sports and cultural events. From FS onwards, students willingly take on increasing responsibilities. Student leaders take their roles in the school and wider communities very seriously.
- Students are eager to support areas that are important to them. They lead assemblies, engage in creative activities and contribute ideas for special events, such as the Model United Nations.

- Students demonstrate a secure awareness of sustainability and express pride in the school's eco-friendly approaches, including recycling, gardening, curriculum themes and educational visits. They show a developing awareness of global environmental issues.

For Development:

- Improve students' understanding of the importance of, and commitment, to regular attendance.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers demonstrate secure knowledge of the subjects they teach. They build positive relationships with students and create learning environments that give students the confidence to ask questions and seek clarification.
- Lesson plans are logically sequenced to help manage time and resources, but lessons delivered do not always match the planned intentions. Most teachers use questioning effectively to check students' knowledge. However, questioning to promote dialogue and deeper thinking is less well developed.
- The implementation of teachers' plans to meet the needs of individual students in lessons is variable. There is not always enough support or challenge, especially for higher achievers. Teaching does not always place enough emphasis is placed on the development of problem-solving, critical thinking and independent learning skills.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Assessment practices are inconsistent across phases, especially where staff are new and systems are still being embedded. Rapid expansion and shifting cohorts of students contribute to the uneven reliability of progress information, particularly for students of determination.
- Although internal assessments are well organised and linked to curriculum expectations, they focus too heavily on knowledge recall. Peer and self-assessment, as well as teachers' marking of students' work, vary widely, limiting their effectiveness in identifying gaps in understanding and guiding future learning.

- Improvement in the collection and analysis of assessment data is beginning to influence lesson planning, but impact is limited. The moderation and classroom use of assessment information to match work to students' needs is inconsistent across subjects and phases.

For Development:

- Ensure teachers make full use of assessment data to plan and deliver learning activities that support and challenge all groups of students.
- Improve the quality of teachers' questioning skills to promote a higher level of thinking and response.
- Ensure teachers systematically develop students' critical thinking, problem-solving, innovation and independent learning skills.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum in FS and Primary is broad and balanced and has a clear rationale that is aligned to the school's mission and vision. The curriculum in Secondary, although still in the process of being fully developed, is more effective for students in Years 7 and 8.
- Planning across all phases ensures continuity and progression across the phases. Curriculum choice is limited as the school does not yet accept students beyond Year 8, but there is choice for students within modern languages and the wellbeing curriculum.
- The curriculum has been reviewed for this academic year, with the revised curriculum in primary explicitly planning for cross-curricular links to support the development of key skills.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Coherent and systematic adaptations to meet the needs of all groups is not a regular feature of curriculum planning. In some subjects, modifications are made to meet students' differing needs and attainment levels, but this is an inconsistent feature of curriculum provision.
- The curriculum, especially the recently reviewed primary curriculum, is interesting and designed to motivate students. Opportunities for enterprise, innovation and social contribution are provided through extra-curricular and wellbeing activities, for example, photography.

- The curriculum provides opportunities to allow all students to develop their knowledge and understanding of Emirati and UAE culture, at least one unit in each year of the primary curriculum has this aspect as its focus.

For Development:

- Improve the consistency of modifications and adaptations to the planned curriculum to meet the learning needs of all groups of students.
- Provide more opportunities for creativity, critical thinking and problem-solving, particularly in upper primary and secondary.

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

- Students and staff are well informed and trained in safeguarding. Students know what to do and who to speak to if they feel unsafe or have any concerns. They can report safeguarding issues to adults in school through a QR code and evidence shows this is used when it is needed.
- The implementation of well-established systems and checklists provides a safe, hygienic and secure environment. Record keeping is robust, and incidents are logged in detail with appropriate reviews of risk assessments that adapt control measures to strengthen safety even further.
- Students learn how to stay healthy and how to keep themselves safe in the community and when using school transport. The school promotes healthy living through a variety of strategies linking to healthy lunch boxes and the value of exercise.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- Teachers know their students well and enjoy positive relationships based on mutual trust, respect and a strong sense of responsibility. Children in FS receive a positive, secure start to their school lives. The attendance of students is not monitored rigorously enough and is low.

- Processes to identify the educational and personal needs of students of determination are underdeveloped. Resultant targets are frequently inaccurate with subsequent modifications insufficiently developed to suit students' needs.
- The school identifies students with gifts and talents and is building opportunities for them to excel. Committed staff provide informed personalised advice and guidance. The wellbeing of students is monitored effectively and behaviour in the whole school is managed consistently.

For Development:

- Ensure that there is a rigorous and systematic system to manage, monitor and promote full attendance of students.
- Ensure that student's individual education plans (IEPs) identify the key barriers to learning and that subsequent modifications are appropriate to support good levels of progress.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Despite an inclusive vision, the premises and resources do not fully meet the needs of all students of determination, and there are weaknesses in the recruitment and deployment of suitably qualified staff.
- Identification and intervention processes are established but they are not rigorous enough. Knowledge of barriers to learning is inconsistent. Students whose needs are most significant are provided with IEPs, but the learning targets are not sufficiently accurate or precise.
- Parents value the open channels of communication and the support the school provides for their children. Most parents receive enough information to help support learning at home.
- Generally, classroom cultures are sufficiently supportive and engaging to build skills and promote wellbeing. Support staff and some class teachers do not yet have the skills needed to ensure the effective delivery of programmes to support those students with the most complex needs.
- Measures of students' progress are inconsistent. Monitoring is not structured to enable regular reviews of individual student's progress so that gaps in learning can be identified and closed.

For Development:

- Strengthening leadership to ensure effective support for a wider range of students who present a concern.
- Ensure that the impact of staff training on the delivery of individualised curriculum experiences is monitored effectively and lesson modifications and support are expertly delivered.
- Provide measurable and achievable academic and personal targets for all students of determination so that their progress can be monitored accurately.

6. Leadership and management

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

- The principal and senior leaders have been instrumental in creating a welcoming and respectful school community. Relationships and communication are professional. However, middle leaders' effectiveness varies. A significant number are new in post and have yet to develop the full range of leadership skills. They monitor provision in their areas of responsibility but systems for following up their findings are either not in place or not sufficiently robust. Although leaders have targeted teachers' development, training on improving student outcomes, teaching and learning remain inconsistent.
- Self-evaluation processes, take account of information gathered from internal and external assessments, and from staff and governors. However, optimistic judgements are not thoroughly supported by appropriate evidence. The school improvement plan identifies key areas for development, including the quality of teaching and learning. However, the plan lacks measurable targets and rigorous monitoring and evaluation procedures. Leaders monitoring the quality of teaching does not focus enough on the impact of teaching on students' learning and progress in lessons.
- Parents express strong support for the school and the school leadership. Communications with parents are frequent and much appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many opportunities to talk to members of staff. They describe the school as welcoming and caring. Parents who spoke to inspectors say their children are settled, safe, happy and enjoy coming to school.
- Governors have a range of skills that allow them to support school leaders. They seek the views of parents and staff through surveys and have acted on some of the findings. Information on the school's performance is gathered through visits and reports from senior staff. However, this information is not evaluated rigorously enough to ensure that leaders are held accountable for the school's performance.
- The school runs smoothly on a day-to-day basis. The significant turnover of staff is managed well, and new staff are given appropriate induction and support. The premises and most classrooms are well maintained. The classrooms in FS and Primary are small in size, which affects students' learning experiences. The library is understocked and the few books on offer do not adequately meet students' needs and interests. Displays of students' work enliven the public areas of the school. However, the displays rarely celebrate students' work in Arabic and Islamic Education.

For Development:

- Ensure that all staff with leadership roles have the skills necessary to drive improvement in their areas of responsibility.
- Include measurable success criteria in the school improvement plan that are clearly linked to students' achievement.
- Ensure that governors monitoring procedures are sufficiently rigorous to hold senior leaders fully to account for the school's performance.

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