



المعرفة
Knowledge



M S B PRIVATE SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

CONTENTS

<i>SCHOOL INFORMATION</i>	<i>3</i>
SUMMARY OF INSPECTION FINDINGS 2023-2024...	4
OVERALL SCHOOL PERFORMANCE	6
Focus Areas.....	8
Main Inspection Report	11
WHAT HAPPENS NEXT?	22



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Nahda
	Opening year of school	1992
	Website	www.msbdubai.com
	Telephone	97142677100
	Principal	Nafisa Zoher Arsiwala
	Principal - date appointed	12/20/2019
	Language of instruction	English
	Inspection dates	16 to 20 October 2023



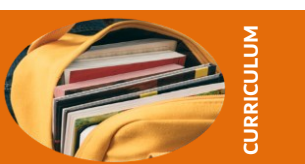
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1282
	Number of Emirati students	0
	Number of students of determination	78
	Largest nationality group of students	Indian



TEACHERS

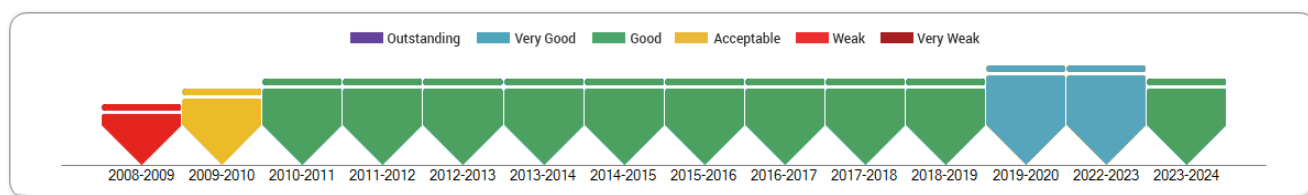
	Number of teachers	110
	Largest nationality group of teachers	Indian
	Number of teaching assistants	27
	Number of guidance counsellors	1



CURRICULUM

	curriculum	UK
	External Curriculum Examinations	IGCSE, AS Level, A Level
	Accreditation	Cambridge

School Journey for M S B 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

- Attainment of students in English, mathematics and science in Primary and Secondary as well as progress in Islamic Education and English in Secondary is very good. Attainment and progress in the Foundation Stage (FS) is good. At Post-16, attainment and progress are good in Islamic Education and English but acceptable in mathematics and science. Students' learning skills are very good in FS, Primary and Secondary.
- Students demonstrate responsible and positive behaviour and attitudes. They are self-disciplined, highly motivated, respectful and supportive. Students have a clear understanding of Islamic values, a positive awareness of Emirati culture and a strong awareness of their own and other cultures. Students are responsible members of the school and wider communities. They care for their school and its environment.

Provision For learners

- The quality of teaching across the school is variable. Most teachers have secure subject knowledge. Teachers in FS are developing children's listening and speaking skills but do not systematically develop their literacy skills. The school has well-developed internal and external assessment processes, but assessment in FS is neither robust nor accurate.
- The curriculum has a clear rationale and is closely aligned to the National Curriculum for England (NCfE), and the Early Years Foundation Stage (EYFS). The process of reviewing the curriculum is strongest in Primary and Secondary. Learning activities are yet to be closely matched to the needs of all groups of students. Enterprise, innovation and creativity are not evident in all subjects.
- The school has excellent procedures for ensuring the health and safety of students. Premises and facilities are very well suited to students' learning needs. Relationships are mutually respectful. The school has appropriate systems in place for the initial identification of students of determination, including those who are gifted and talented. In lessons, support for these students is variable. Higher achieving students are not always sufficiently challenged.

Leadership and management

- Leaders and governors are committed and determined, but they are not doing enough to halt the decline in key aspects of the school's performance. Leaders have a clear understanding of the school, but improvement planning is not rigorous nor effective. Parents are strongly supportive of the school. Staff are very well deployed to ensure the best possible educational experience for students. Facilities and resources are conducive to teaching and learning.

HIGHLIGHTS OF THE SCHOOL:

- The attainment of students in English, mathematics and science in Primary and Secondary as well as their very good progress in Islamic Education and English in Secondary
- Students' outstanding attitudes, behaviour and relationships, their strong understanding of Islamic values and Emirati culture together with their strong environmental awareness
- The welfare and safeguarding of all students as well as the promotion of safe and healthy lifestyles
- The partnerships with parents and strong links with the community and the very good management, staffing, facilities and resources provided by the school

KEY RECOMMENDATIONS:

- Raise the quality of teaching and assessment by:
 - identifying, sharing and embedding the best practice that already exists across the school,
 - ensuring learning activities are closely matched to the needs of all students, and
 - making better use of assessment to plan and deliver lessons and improve rates of progress.
- Improve leadership and governance by:
 - monitoring, evaluating and analysing the quality of teaching more robustly,
 - ensuring available data is accurate and used to inform self-evaluation, and
 - making sure that development planning considers how actions will be assessed.
- Raise achievement in FS by:
 - ensuring that all staff are competent, confident and knowledgeable enough to model key skills,
 - improving planning and adapting strategies to meet the needs of all groups of children, and
 - developing reliable procedures for assessing children's work and tracking their progress. ,





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	Very 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	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Very good	Very good	Good
	Progress	Good	Good ↓	Very good	Good
 Mathematics	Attainment	Good ↓	Very good	Very good	Acceptable
	Progress	Good ↓	Good ↓	Good ↓	Acceptable
 Science	Attainment	Good ↓	Very good	Very good	Acceptable
	Progress	↓ Good	Good ↓	Good ↓	Acceptable

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

03 Teaching and assessment

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

04 Curriculum

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

06 Leadership and management

The effectiveness of leadership	Good 
School self-evaluation and improvement planning	Good 
Parents and the community	Outstanding
Governance	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
-------------------------------------	------------------

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- The school's achievement in the Progress in International Reading Literacy Study (PIRLS) benchmark tests improved in 2021 in comparison with the school's performance in 2016. The school comfortably exceeded its target. The level of achievement now compares favourably with other Dubai schools. The school also scored above the global average which confirms this achievement.

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

- Internal and subject specific benchmark reports are analysed to produce individualised student assessment information for use by class teachers. The use of this data by teachers needs is not always prominent in lesson and curriculum design. The monitoring of the impact of this data on improved student learning and progress is inconsistent.

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

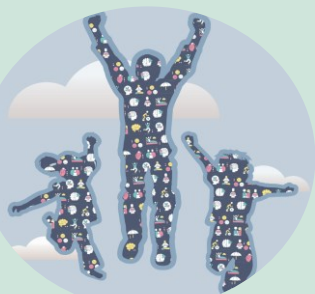
- A culture of reading is in its early stages of development within the school. Assessments show that a majority of students' reading literacy scores are at, or above age-related expectations. Reading interventions are beginning to support students' skill development in each phase. The programme is strongest in English where better use is made of reading assessment data. Other literacy initiatives lead to moderate enhancements in students' reading proficiency. There is little evidence of any school wide reading programme in mathematics or science.

Overall school standards in the National Agenda Parameter are good

For Development:

- Improve students' reading by ensuring that all subject plans include specific reference to reading and actions, accountabilities, timelines and success criteria.

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 a good level

- The school demonstrates a strong commitment to wellbeing by integrating it into the school's ethos and culture. School policies provide a clear vision for wellbeing development. Leadership of wellbeing is gradually developing and having an increasing impact on provision and outcomes. Relevant information is gathered, largely through informal methods. This information is not yet being used sufficiently to improve planning and inform curriculum decisions.
- Positive staff-student relationships ensure that students can readily access trusted adults for guidance. The monitoring of students' wellbeing results in staff making referrals where students might benefit from appropriate interventions. Students contribute to whole-school wellbeing activities but only occasionally initiate and lead them. They have limited input into the overall development of wellbeing provision. Staff induction includes helpful information and guidance. Most staff experience high levels of work satisfaction. Parents regularly receive helpful information on topics such as, healthy eating and e-safety.
- Most teachers create a positive classroom climate where wellbeing is actively promoted. Students say they feel a strong sense of belonging to their school community. They have a developing awareness of their own wellbeing needs as well as those of others. Students use a range of strategies to support their own wellbeing with increasing independence. Curricular and extra-curricular programmes include activities that promote wellbeing development but not all these initiatives engage all students.

For Development:

- Encourage students to initiate and lead wellbeing projects and contribute to the overall development of wellbeing provision.
- Assess the impact of wellbeing initiatives and use the data to improve planning and inform curriculum decisions regarding the development of wellbeing.

UAE social studies and Moral Education

- Both subjects follow the UAE Ministry of Education (MoE) curriculum and guidance for moral education and UAE social studies. Moral education has 40 minutes of instruction per week for Years 2 to 13. Social Studies has 40 minutes of instruction per week for Years 1 to 10. They are taught as separate subjects.
- Effective teaching ensures students are fully engaged and immersed in classwork, research, and discussions around social, moral, cultural, ethical and global issues. Teaching and formative assessment in moral education includes classwork, projects, presentations and community involvement including volunteering. An assessment tracker records the development of students' skills. Formative and summative assessment in social studies includes classwork, projects, presentations and field trips.

Arabic in Early Years

- Arabic is taught in FS2 for 35 minutes each week by one teacher who is appropriately qualified and has early years training. The school uses their own curriculum for Arabic, which is based on activities such as, songs and language games. Children learn about the alphabet and numbers as well as food, animals and greetings. Arabic is being assessed as a subject in FS this year. Teachers track children's progress in lessons and record this formally.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- A majority of students demonstrate better than expected knowledge and understanding of the subject in lessons and in their recent work. A large majority of secondary students make better than expected progress. Boys in Secondary make better progress than girls in lessons, but girls' achievement is stronger across the school.
- Students have a secure knowledge and understanding of the Holy Qur'an and the Noble Hadith. They demonstrate a strong understanding and application of Islamic values. Their knowledge of Seerah and key events of the life of the Prophet (PBUH) and his companions is less secure.
- Tajweed classes have improved students' recitation skills and their understanding of Arabic vocabulary. As a result, most students have a better understanding of the Holy Qur'an. However, a significant number of students, across all phases, do not have enough practice of Tajweed.

For Development:

- Improve students' recitation and memorisation skills of the Holy Qur'an to be consistently strong in all the phases.
- Improve students' knowledge of Seerah by making links to the life the Prophet (PBUH) along with the links to the Holy Qur'an and the Noble Hadith.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- A majority of students attain better than expected levels against the Ministry of Education (MoE) curriculum standards. Primary students make stronger progress than students in Secondary. Results from external assessments are not consistent with the school's internal data. Secondary boys make better progress than girls in lessons.
- Students understand most of their teachers' instructions and interact with them and with each other using simple sentences. Students use an adequate range of vocabulary in their writing and speaking. Most students are able to understand words and comprehend age-appropriate texts.
- More opportunities for students to use language in various contexts are beginning to improve their language skills, particularly in Primary. However, there are still too few opportunities for students to use language extensively with a wider range of structures and sentence forms.

For Development:

- Provide further opportunities for students to write and speak Arabic more creatively using a wider range of structure and sentence forms.

ENGLISH

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

- External and internal assessment results are not consistently strong. Attainment and progress in Secondary are better because of higher teacher expectations and greater challenge. Attainment and progress in Post-16 are less secure as student's thinking skills are not being sufficiently developed.
- Listening and speaking are developing well in FS, and are the strongest skills in the other phases. There is little difference between girls and boys. Students in all phases show a good capacity for enquiry and research. Critical thinking and problem-solving are not always evident in all lessons.
- Reading is an evolving skill. There is limited support for students who struggle with reading fluency and insufficient challenge for the most able. The reading literacy programme is supported by class teachers and reading coaches in Primary, but this is not yet having a significant impact on students' reading skills.

For Development:

- Provide differentiated activities for students based on what the assessment data show and ensure there is sufficient challenge for all groups of students in all lessons.
- Improve the provision for reading so that it has a greater impact on the development of students' reading skills.

MATHEMATICS

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

- Children's ability to count and understand numbers develops steadily in FS. Students continue to make steady progress throughout the primary and secondary phases. Post-16 students make the expected levels of progress, but they are not yet sufficiently challenged by their learning activities.
- Children in FS can write single digit number sentences using the correct symbols. In Primary, students know about mathematical functions, calculating averages and two-dimensional shapes. In Secondary and Post-16, students develop their understanding of increasingly complex mathematical ideas.
- External test results in Primary and Secondary vary across year groups. Mathematics has a record of consistently high results in IGCSE. Students in all phases are not competent problem solvers and problem-solving is not a regular feature of most lessons.

For Development:

- Accelerate students' progress across the school by providing learning activities which challenge and stimulate all groups of students more effectively.
- Engage students in regular activities which promote their thinking skills and their skills of problem- solving.

SCIENCE

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

- Primary and Secondary students' attainment in internal and external assessments demonstrates high levels of scientific knowledge, skills and understanding. Levels of attainment are insecure in FS, while the small classes in Post-16 restrict valid and reliable judgements.
- Students demonstrate secure knowledge and understanding of scientific concepts. Their enquiry skills are slowly developed across the school. Students' skills in planning and conducting independent investigations are secure in the secondary phase. The curriculum is further enriched through the development and application of scientific vocabulary.
- A particular strength of students in the secondary phase is the recent focus on the development of their thinking skills and understanding of scientific concepts.

For Development:

- Raise the progress of all students in science by providing more learning activities which challenge and stimulate their thinking and application of science.
- Support all students to make better than expected progress by greater challenge and application of scientific learning in lessons.

LEARNING SKILLS

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

- Students have a positive attitude to learning and most enjoy their studying. Children in FS, as well as students in Primary and Secondary, are the most actively involved and enthusiastic. Students in a few subjects in Post-16 are more passive learners and less actively engaged in their learning.
- Children and students demonstrate a strong capacity to collaborate for common goals. They communicate their knowledge very well. Children in FS work effectively in groups. Most students make meaningful connections to the wider world. The use of technology is a developing feature of most lessons.
- There is a systematic reading programme for students in Primary and a corrective reading programme in lower secondary. Enterprise, enquiry, research, critical thinking and independent learning are not routinely part of all lessons.

For Development:

- Ensure that enterprise, enquiry, research and critical thinking skills are regular features of all lessons and, across all phases.

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

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

- Students are self-disciplined and respond positively to critical feedback. They are respectful, friendly and willing to help each other. The behaviour of students is exceptional especially in FS and Post-16. Students report that they feel safe and valued.
- Students demonstrate very positive and responsible attitudes towards learning and the school. They are sensitive to the needs of others and show genuine concern for one another. As a result, their relationships with each other and with their teachers are strong.
- The school has improved students' attendance this year. Attendance rates are high, and students are more punctual to classes. Students are very aware of healthy lifestyles. Most of them make healthy choices for their food and drink and actively participate in school sports.

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

- Students are very aware of Islamic values and understand their relevance and give examples of them. Students are also able to explain how all people living in the UAE are respected irrespective of their nationality or religion.
- Students are proud of their own heritage. Most can give details about aspects of their own countries. Their knowledge of the world is strongest in Secondary and Post-16. Students speak knowingly about the Colosseum in Greece, Petra in Jordan and the Great Wall of China.
- Students' knowledge of UAE heritage and culture is enhanced by a range of activities integrated into the school's curriculum and in subjects such as, Arabic and social studies. All students are respectful of the UAE and talk with confidence about its traditions, food, history and tourist attractions.

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

- Students develop a strong sense of responsibility from a very early age. They willingly support the local community through activities such as, 'the collection drive'. Students take their volunteering and leadership roles very seriously and enjoy participating in events for instance, World food and World poverty days.
- Children and students across the school have a very positive work ethic. In FS, children make choices about their learning activities and have the resilience and stamina to concentrate on completing them.
- Students participate in environmental awareness activities and explore a variety of ecological and global issues. Students are developing an understanding of conservation and sustainability. They enjoy going to the beach to pick litter up for the World clean-up day.

For Development:

- Ensure that the recent improvements in students' attendance and, in their social responsibility and innovation skills, continue to develop across all phases of the school.

3. TEACHING AND ASSESSMENT

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

- Teaching in the secondary phase is strongest because it consistently ensures high-quality learning, challenge and support for student progress. Expectations and challenge are much lower in FS and Primary. Teaching in Post-16 is variable with the best teaching seen in commerce and business subjects.
- Effective questioning and dialogue are more often found in the secondary phase. Open-ended questions and critical thinking are not strong features of most lessons. Teaching does not always ensure that all groups of students are successful learners.
- Class activities are often engaging but are not personalised to meet all children's and students' individual needs. The quality of teaching does not yet decisively develop students' critical thinking, problem-solving and independent learning skills.

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

- The school has well-developed internal and external assessment processes. Data are, for the most part, analysed accurately and linked to measures which increase students' potential. In FS, assessment processes are less robust and accurate.
- Assessment information is beginning to be used to identify students' progress over time. However, it has not yet had a positive impact on curriculum adaptation, nor on strategies to improve teachers' lesson planning. This, in turn, is restricting improvements in students' achievement in most subjects and across most phases.
- Most teachers know their students well and plan improvement over time. Students have an emerging awareness of their own strengths and areas for development through self-assessment. However, self- and-peer assessment and quality teacher feedback are not yet embedded in all subjects and phases.

For Development:

- Ensure teaching is more consistent across the school and that all groups of students are provided with greater challenge, critical thinking, and independent learning opportunities in all lessons.
- Use assessment information to influence teaching, progress and curriculum adaptation.
- Ensure self-assessment and quality teacher feedback is embedded in all phases and all subjects.

4. CURRICULUM

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

- The curriculum is aligned to the NCfE and EYFS. The implementation of the curriculum supports the development of students' knowledge, skills and understanding well in FS and Post-16, and very well in Primary and Secondary.
- Older students can choose from a range of courses and options to meet their individual interests and aspirations. The structure of the current Post-16 curriculum is based on the range of subjects studied in the secondary phase. Only a very small number of students have completed any of these courses.
- The process of reviewing the curriculum provision is ensuring continuity and progression for almost all students in the primary and secondary phases. This is not the case in FS and Post-16. This process has yet to be an integral part of the school's self-evaluation planning and procedures.

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

- The curriculum is effectively adapted to meet the personal and academic needs of all groups of students in Primary and Secondary, but not in FS and Post-16. Adaptations of the curriculum to meet the needs of students of determination are variable.
- The provision of activities promoting students' creativity, enterprise and innovative skills is uneven across the school. However, a wide range of extra-curricular activities effectively promote students' personal, social, creative and physical development.
- Coherent learning experiences, embedded across the curriculum, are developing students understanding of the values, culture and history of the UAE. Most subjects, especially Islamic Education, Arabic and social studies, contribute to students' understanding of UAE culture. This is also supported by students' participation in a range of national festivals and cultural events.

For Development:

- Review the curriculum, especially in FS and Post-16, to ensure that it is coherent and meets the personal and academic needs of all groups of students.
- Improve the effectiveness with which the curriculum meets the learning needs of students of determination and those who are gifted and talented.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Rigorous policies, systems, and practices ensure the safety and protection of students and staff. Supervision is highly visible and effective across both sites. Bus transport, drop off and pick-up arrangements are safe, very closely monitored and extremely well-managed. Technology is used very effectively to register and to report to parents.
- The school premises and facilities are of excellent quality and very well maintained. Regular fire and safety drills are conducted and comprehensively documented. The school is very effective in ensuring the safety and security of all.
- The medical teams, counsellors and wellbeing ambassadors make a strong contribution to students' physical, emotional and mental health. The school promotes exercise and healthy lifestyles, affirming students' healthy food choices and appropriately involving parents.

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

- Relationships between staff and students are very positive and contribute to a supportive learning environment. The recently introduced behaviour management approach is already having a calming effect. The promotion of higher levels of attendance is also having a positive impact.
- Support for students is variable. There is not always sufficient support for those requiring additional help. Higher achieving students are not always challenged sufficiently, or else they wait too long to start more challenging activities. This impacts negatively on students' progress.
- The wellbeing and personal development of students is monitored and supported as necessary. Available counselling services are valued by the school community. As the school expands, careers advice and guidance continue to evolve to ensure that students are effectively supported.

For Development:

- Ensure learning activities in lessons are closely matched to the needs of all groups of students so that they are consistently supported and challenged to make rapid progress.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
- The principal and the governing body promote an inclusive ethos. Systems for monitoring and review are developing but are not linked sufficiently to self-evaluation and improvement planning. Data are gathered but not analysed appropriately to inform decision-making and planning. Systems of accountability are limited. - The identification of students' needs begins during the admissions process and teachers contribute further to this. A range of basic internal assessment strategies identify students' broad educational needs. External specialists provide formal identification of the needs of some students. - Parents are happy with the communications they receive from the school. Most contribute to their children's education programmes. Parents are regularly informed of their children's progress through formal and informal reporting methods. Opportunities to support and expand parental knowledge and understanding are increasing. - Most classrooms provide calm and caring learning environments. Differentiated lesson planning and delivery are variable, leading to inconsistent levels of engagement, challenge and support. The ASDAN programme has been introduced this academic year as a part-time alternative pathway for a small number of students. - Mostly accurate assessment of students' starting points informs their next steps and systems of monitoring and assessment identify their achievement. Students' progress against individual targets is tracked. Information from students' work and teachers' assessments indicates that most students of determination are making the expected levels of progress.	

For Development:

- Ensure learning in lessons is consistently adjusted and matched to the needs of students of determination so that they are appropriately supported and challenged.
- Systematically assess students' progress and analyse data to accurately inform self-evaluation and improvement planning.

6. LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels are well intentioned and fully committed. Middle leaders work cooperatively but most are still developing their leadership skills. Roles and responsibilities are well known. Staff feel recognised and appreciated. Ongoing professional training is having a positive impact, but staff are not always confident in taking on new initiatives, especially in FS. Teaching across the school remains variable.
- The process of school self-evaluation is a developing feature of the school. Leaders have a clear understanding of strengths and weaknesses but not all middle leaders can articulate what needs improving and how this will be done. Lesson observations are not yet sufficiently analysed to identify areas for enhancement and development. Improvement planning does not consider fully how actions will be assessed. Leaders have made little progress in addressing the recommendations from the previous inspection report.
- The school is working hard to foster parental involvement and competently engages parents as valued partners. Parents say they are consulted, and their views are acted upon. They value the school reports and opportunities to meet and discuss issues around student behaviour, anxiety and wellbeing. The school benefits from strong links with the local and international communities especially schools in India as part of the group of schools. Community outreach is very strong.
- The governing board has a strong commitment to the school community and its participants. It includes representation from all stakeholders including parents. Feedback from stakeholders, including parents, staff and students, ensures that governors are kept well informed. The governing board has a good understanding of the school's strengths. However, they are not sufficiently aware of the school's shortfalls, and have not been proactive enough to halt the decline in the school's performance over recent times.
- The day-to-day management of the school is well organised and managed across both sites. Procedures and routines allow teachers to focus on teaching and students to concentrate on their learning. Corridor and classroom display enhance the school's environment. Governors ensure that there are sufficient appropriately qualified teachers. Staff undergo appropriate professional training aligned with the school's priorities. Staff are well deployed. Resources are well-matched to curriculum requirements.

For Development:

- Improve leadership and governance by monitoring, evaluating and analysing more robustly all aspects of the school's performance.
- Ensure that all collected data are accurate and used to inform self-evaluation, and that development planning considers how the effectiveness of all actions will be assessed.



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