



المعرفة
Knowledge



PAKISTAN EDUCATIONAL ACADEMY

PAKISTANI CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



WEAK

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SCHOOL INFORMATION

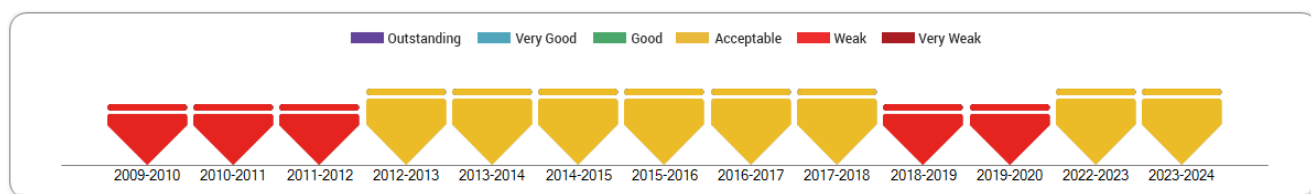
 GENERAL INFORMATION	 Location	Umm Hurair
	 Opening year of school	1983
	 Website	NA
	 Telephone	97143370126
	 Principal	Shamaela Al Quaid Ahmad
	 Principal - date appointed	1/9/2022
	 Language of instruction	English
	 Inspection dates	09 to 13 October 2023

 STUDENTS	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1629
	 Number of Emirati students	0
	 Number of students of determination	75
	 Largest nationality group of students	Pakistani

 TEACHERS	 Number of teachers	160
	 Largest nationality group of teachers	PAKISTANI
	 Number of teaching assistants	44
	 Number of guidance counsellors	2

 CURRICULUM	 curriculum	Pakistani
	 External Curriculum Examinations	FBISE
	 Accreditation	FBISE

School Journey for PAKISTAN EDUCATIONAL ACADEMY



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Levels of students' achievements have improved in the Kindergarten (KG), and also in Islamic Education and in science in the high phase. Students have a strong role in all aspects of school life. Students' learning skills have generally improved, especially in KG and High. Their attainment in the primary and middle phases remains generally acceptable. Students in High are motivated and increasingly take responsibility for their learning.
- Students demonstrate positive and responsible attitudes. They respond well to critical feedback. Most are self-disciplined and show maturity when resolving issues and challenges. They are very knowledgeable and respectful of Emirati culture and of Islamic values. All students, including children in KG, enjoy opportunities for innovation. Their achievements and initiatives in the area of social responsibility have improved. Attendance rates remain relatively low.

Provision For learners

- The quality of teaching is good in KG and acceptable in the other phases. The school has improved its internal assessment procedures, which now provide appropriate measures of students' progress against curriculum standards. However, some lessons are more focused on the acquisition of knowledge rather than on deepening students' conceptual understanding and developing their skills.
- In KG, children's progress in different subject areas is carefully mapped. They have many opportunities for investigative learning. The curriculum is periodically reviewed by subject leaders. Cross-curricular links are now being identified in many subjects in the primary and middle phases. The provision of science, technology, engineering, arts and mathematics (STEAM) course options, particularly in High, are a positive addition to the curriculum.
- The quality of health and safety provision is acceptable. Training for the care, welfare and safeguarding of students is provided. All members of staff have opportunities to be kept up to date. There is an atmosphere of mutual respect between students and teachers. School counsellors have important roles in supporting students. A newly introduced code of behaviour is effective.

Leadership and management

- The principal and senior leaders provide effective direction for teaching and learning in the school. They are fully committed to its improvement. They are supported by an engaged and ambitious governing body. They are creating effective leadership structures across the school, particularly in KG and High. Parents are very supportive of the school and of the positive learning environment which it provides.

Highlights of the school:

- The range of learning skills which students develop and apply, especially in KG and High.
- Students' strong awareness of Emirati culture and Islamic values.
- The positive, inclusive and stimulating learning environment in KG.
- The enhanced role which students play in all aspects of school life.

Key recommendations:

- Ensure that the increasing amount of data and of information from assessments directly informs the planning of lessons and the quality of teaching.
- Create professional training opportunities to ensure that that the KG curriculum also informs teaching practices in Grade 1.
- Improve the consistency of the school's self-evaluation process so that it accurately reflects the school's strengths and weaknesses.
- Ensure that the appropriate use of digital technologies supports and adds value to learning.
- Take measures to improve attendance.





OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

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

	KG	Primary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable	Good ↑

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

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good	Very good	Very good
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good

03 Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

04 Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

05 The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Good	Acceptable	Acceptable	Acceptable

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met fully	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Not applicable

- The school's score in the Progress in International Reading Literacy Study (PIRLS) in 2021 was 472, down by three points from 2016. The school was below its target of 500 by 28 points and is rated 'low international standard'. The target for 2026 is 512. The results of benchmark assessments for the last two years are weak in all key subjects.

C. Leadership: International and Emirati Achievement	Acceptable	
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- The school has action plans in place to improve the outcomes for students in the National Agenda Parameter. The analysis from these assessments is used to make curriculum adaptations. Leaders have yet to ensure that teachers consistently make adaptations in their lessons to address the issues which they have identified.

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

- Students' literacy skills are weak across the school. Results from international assessments show the school to be below its target in 2021. Action plans are in place, but they are having insignificant effects on students' reading outcomes. In some classes, teachers make use of the ideas and strategies in these plans, but they are applied inconsistently across the school.

Overall, the school's achievement of standards in the National Agenda Parameter are weak.

For Development:

- Ensure that curriculum adaptations, as a result of the analysis of benchmark assessments, have observable effects on how the subjects are taught.
- Provide appropriate training so that all teachers are better equipped to be teachers of reading.
- Make more effective use of the librarians and library resources to develop students' literacy.

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 well-being provision and outcomes is provided below:

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

- The school has a strong commitment to wellbeing. The active wellbeing committee includes governors, counsellors, parents, teachers and students. A range of policies provides a clear vision for wellbeing. They are effectively implemented. Results from comprehensive surveys are considered and inform the school's action plan. Leaders take feedback seriously, and, as a result, revise some plans which directly impact on students' experiences and outcomes.
- All stakeholders are engaged in wellbeing processes. Students contribute directly to the development of wellbeing initiatives. Parents report that they are happy with the levels of communication from the school. New members of the staff receive specific wellbeing training as part of their induction process. Staff wellbeing is important to leaders.
- Wellbeing initiatives are beginning to inform curriculum design and implementation. Lesson plans routinely include wellbeing themes. Individual education plans (IEPs) for students of determination support inclusive and positive learning experiences. The learning environment in KG is exciting and interesting. Children and students are happy and able to express themselves well. The sense of belonging to their classes underpins the development of their wellbeing. Older students are confident that they have the skills to reflect on their feelings.

For Development:

- Strengthen the focus on wellbeing in subject lesson plans.
- Focus on the wellbeing of all stakeholders when making decisions and developing policy.

UAE social studies and Moral Education

- The school has taken an integrated approach to teaching the UAE social studies and moral education curriculum, based on the latest Moral, Social and Cultural (MSC) framework. Students have one lesson of 40 minutes each week, from Grades 3 to 12. The UAE social studies curriculum is integrated with the Pakistani curriculum in High. Once every year a day is devoted to celebrating the diversity of the UAE. It involves the whole school and its stakeholders.
- Teachers have good subject knowledge. Their strong and confident expositions engage and enthuse students. Lessons are taught through modules, as set out in the MSC and Pakistani textbooks. Students' learning is assessed at the end of each module and at the end of the year. Parents and students receive termly progress reports.

Arabic in Early Years

- Children in KG have two lessons of 40 minutes per week. Teachers focus on acquainting children with Arabic letters and on teaching simple vocabulary in order to prepare them for learning Arabic in the primary phase. Teachers have developed a range of teaching resources. Children have workbooks to support their learning. Worksheets are used for assessments.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Good ↑
Progress	Not applicable	Acceptable	Acceptable	Good ↑

- Students' achievements in High are better than in Primary and Middle. Girls make better progress than boys. In their lessons and workbooks, most students are able to reflect on their knowledge of faith when they are discussing contemporary issues.
- Students demonstrate understanding of Seerah, Hadith and Islamic etiquettes. They make stronger progress learning Islamic morals and values by discussing contemporary issues, particularly in High. However, progress is slower when developing students' abilities to quote verses from the Holy Qur'an for reference.
- The improvements in students' memorisation skills results from their weekly Holy Qur'anic sessions. Involvement in a range of Islamic activities and events has developed students' recitation skills. However, their abilities in recitation vary across all grades and phases.

For Development:

- Modify the curriculum and the raise the level of challenge in lessons in order to bring about improvements in all aspects of Islamic Education.
- Ensure that the quality of teaching is consistently good across all phases.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in all phases are making adequate progress. However, in the middle and high phases most students' speaking, reading and writing skills remain just at curriculum standards. Some students' skills are below the standards.
- Students' listening skills are strong in all phases. Their reading comprehension and their use of effective reading strategies are underdeveloped, especially in the middle and high phases. In all phases, students usually respond to questions in short phrases and sentences.
- Students now have more opportunities to write creatively. As a result, there are moderate, though inconsistent, improvements throughout. A more comprehensive system of measuring students' progress gives teachers a realistic view of students' abilities, leading to improved provision.

For Development:

- Improve students' reading comprehension in all phases through teaching effective reading strategies.
- Accelerate the acquisition of standard Arabic vocabulary to improve students' speaking and writing skills in all phases.

ENGLISH

	KG	Primary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- Most students attain in line with curriculum expectations. Many children in KG perform above expectations. Lessons in the primary and middle phases are overly directed by teachers. Students have few opportunities to give extended answers, as they have insufficient time to reflect on their teachers' questions.
- Children in KG enjoy reading and writing. They can write a 'story map' to predict the outcome of a story. Students' reading and speaking skills are well developed in High, but less so in the primary and middle phases.
- Most teachers have adequate knowledge of the subject, particularly in the primary and middle phases. They plan lessons with clear learning objectives and relevant tasks. However, teachers do not always follow the plans effectively. Most give appropriate feedback to their students.

For Development:

- Enhance performance in all four language skills through regular use of effective teaching strategies and practices.
- Ensure that, when assessing students' work, all teachers give feedback to students on the quality of their work.

MATHEMATICS

	KG	Primary	Middle	High
Attainment	Good ↑	Acceptable	Acceptable	Weak
Progress	Good	Acceptable	Acceptable	Acceptable

- Students' attainment and progress are strongest in KG, where teachers use assessment information well to plan activities that meet the children's learning needs. Their attainment is weaker in High, where learning outcomes are below the expected standards. Progress is consistent across Primary, Middle and High.
- Children in KG confidently develop their skills with numbers up to 99. Primary students develop skills in geometry to include transformations. In the middle phase, they work on rational and irrational numbers. In High, there is an emphasis on algebra and quadratic equations.
- Teachers have now developed a more rigorous mathematics curriculum, which better matches the external assessment demands. Some lessons allow students opportunities to develop their critical thinking and problem-solving skills and thus consolidate learning.

For Development:

- Increase the number of occasions when all students can consolidate their learning.
- Ensure that there are additional challenges for students in lessons so that all can make better progress.

SCIENCE

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good ↑
Progress	Good ↑	Acceptable	Acceptable	Good ↑

- Children in KG develop their scientific knowledge by exploring and discussing what they see. In the other phases, learning begins with questioning, which is linked to learning objectives. However, students generally have fewer opportunities for practical experiences than children in KG.
- In all phases, students are adequately developing their research and enquiry skills. As they move through the school, they show increasing understanding of the scientific method. They hypothesise, observe, record results and present their findings effectively, especially in High.
- Generally, students work well together to solve problems and to complete investigations. However, apart from in KG, they are insufficiently challenged to take full responsibility for learning and to become independent. This is especially the case in Primary and Middle.

For Development:

- Ensure that learning tasks challenge students and consistently promote the development of higher-order thinking skills.
- Increase the number of practical scientific activities for students.

LEARNING SKILLS

	KG	Primary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable	Good ↑

- Students in KG and High can work independently and concentrate well. Students in the primary and middle phases are beginning to assess their own work and thus to identify their strengths and weaknesses.
- Students interact well with one another. They collaborate effectively when working in small groups. Older students are confident when communicating and presenting their learning. Most are able to apply their learning to contemporary situations and contexts.
- Students use digital technologies, where available, to extend their research and critical thinking skills. In High, students discuss and reflect on a range of environmental issues, including efforts to deal with climate change and improve the quality of life for future generations.

For Development:

- Enable students to make more use of digital technologies to explore, research and draw conclusions.
- Provide more opportunities for all students to engage in self-assessments of their learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good

- Students have positive and responsible attitudes to school. They respond well to their teachers' critical feedback. They are generally self-disciplined and engage respectfully with others. They often show maturity when resolving issues and challenges.
- Relationships are friendly and respectful. Students are sensitive to the needs of others, and they extend help when needed. They feel safe and supported at school. The learning atmosphere, underpinned by a wellbeing focus, is developing well.
- Students clearly understand the importance of healthy eating and of maintaining active lifestyles. Most participate enthusiastically in physical education classes and in sports events. Attendance levels show a little improvement since the previous inspection. Leaders are developing new procedures to improve the rate of attendance.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good	Very good	Very good

- Students, particularly in the upper grades, have secure appreciation and understanding of Islamic values. They are very aware of Emirati culture and of the influence of Islam on life in the UAE. They put these values into practice in thoughtful ways and embrace cultural diversity.
- Students are very respectful of Emirati culture. Children in KG are developing an awareness of the features of Dubai. Older students can talk in detail about the cultural activities in which they have participated.
- Students demonstrate good understanding and appreciation of their own cultures. In all phases, students are interested in learning about other cultures. They are aware of common cultural elements through sharing views in assemblies and in National and International Day activities.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good

- All students, including children in KG, enjoy being innovative. They consider ways to improve the environment, for example through a system for generating electricity from a windmill.
- Students take on roles of responsibility as prefects and counsellors. They respond well to the challenges given to them. However, their volunteering in the local community is limited. In KG, children lack opportunities to take on school responsibilities.
- Throughout the school, students consider environmental issues, including the impact of air pollution and the importance of energy conservation. They are helped by Eco-Champions and Grade 12 Eco-Commanders, who have responsibilities to promote awareness of the sustainability development goals.

For Development:

- Ensure that effective systems to improve and monitor students' attendance and punctuality are established.
- Provide opportunities for students to do volunteer work at school and in the local community.

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable

- Most teachers have secure subject knowledge. In KG, teachers have clear understanding of how children learn. Their lesson plans develop children's independent learning skills. This is an irregular feature in other phases and subjects, where information from assessments is used to guide lesson planning and teaching inconsistently.
- Lesson plans follow a detailed format that specifies the activities to be provided. At times, lesson plans are too focused on the acquisition of knowledge rather than on deepening students' conceptual understanding or on developing specific skills.
- The effectiveness of teachers' questioning varies in a majority of lessons. Questions are sometimes open, challenging and prompt students to reflect on their learning. However, they rarely encourage critical thinking. Students' use of digital devices is better developed in High.

	KG	Primary	Middle	High
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Assessments of learning are most effective in KG, where teachers use a mixture of baseline, ongoing and final assessments. Children's progress is tracked by frequent observations and is recorded in learning journals. In other phases, assessment policies and practices are showing improvement,
- Data from external assessments are analysed and identify strengths and weaknesses in students' learning. Teachers use this information to inform their lesson plans and to identify students who need additional support. However, leaders analyse the progress of only some students. Data are used by many teachers to plan different teaching strategies.
- The school has improved its internal assessment procedures. They are now more consistent and better linked to the school's developing curriculum. They provide appropriate measures of students' progress against the relevant curriculum standards.

For Development:

- Ensure that data analysis includes the progress made by different groups of students, so that teachers can implement appropriate strategies to meet their needs.
- Ensure that teachers develop their questioning so that students' critical thinking skills improve.

04 CURRICULUM

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable

- In KG, the progression of skills across different subjects is carefully mapped and provides many opportunities for developing children's investigative learning. This is less so in the primary phase, where students' learning outcomes are less strong.
- The STEAM activities are integrated into the curriculum and meet students' aspirations and interests. Extra laboratories have been provided. Digital technologies are used in some lessons. However, apart from in High, students' research skills are insufficiently promoted.
- The curriculum is periodically reviewed by teachers and subject leaders. Curriculum modifications, informed by assessment data, are developing in different subject areas. Cross-curricular links are being developed across many subjects, but less successfully in the primary and middle phases.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum in KG is well adapted through the use of a small group collaborative strategy, which helps to meet children's different needs. This type of differentiated planning varies across subjects in the primary and middle phases.
- During and after school time, students engage in projects through which they develop innovative thinking skills. Other curricular activities sometimes incorporate opportunities for problem solving, critical thinking and the use of digital technologies.
- Appropriate learning experiences are provided to develop students' understanding of the culture and society of the UAE. They have yet to be fully integrated into the curriculum. Extra-curricular activities and community links are too limited to affect students' academic and social development.

For Development:

- Improve the transition from KG into Grade 1 by developing, in Primary, teachers' understanding of the KG curriculum.
- Ensure that the curriculum is adapted to meet the needs of individual students.
- Increase extra-curricular activities.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Members of staff and students are well served by the school's medical clinic. The doctor and medical personnel maintain a shared and effective focus on the promotion of safe and healthy lifestyles throughout school. They communicate effectively with parents.
- Regular training for the care, welfare and safeguarding of students ensures that all members of staff are kept up to date. Record keeping is generally effective. However, the monitoring of records is not rigorous enough.
- The school premises provide well for students' needs. The STEAM laboratories are available to all, including children in KG. Lifts in the different blocks provide access to all floors. Each block has a cafeteria which serves a range of healthy food.

	KG	Primary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- There is an atmosphere of mutual respect in the school. Teachers in KG are generally aware of children's needs. This is less so in the upper phases. Records of attendance are carefully maintained. A new code of behaviour is beginning to enhance students' experiences.
- The school's admission procedures are inclusive. Leaders work diligently to ensure that identification procedures and policies reflect an inclusive school. Students with gifts and talents are identified. Support for them is being developed. A thorough strategic approach for supporting students of all abilities is lacking.
- School counsellors play key supportive roles, especially with older students in High. They advise and share strategies which help to resolve students' personal and emotional issues. They give appropriate advice on career choices and on possible higher education and career pathways.

For Development:

- Develop a strategic approach to the provision of support.
- Improve the monitoring of health and safety policies and procedures.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The governing board, leaders, members of staff and parents are committed to inclusive provision. The premises, facilities and resources address the needs of students of determination. An inclusion governor promotes the implementation of an appropriate policy which guides provision and measures outcomes.
- Teachers are knowledgeable about their students. Effective systems are in place to promote communication between class teachers and specialist members of staff. Only some teachers make appropriate reference to their students' IEPs.
- A range of formal and informal assessment strategies is used to identify the needs of students of determination. External specialists contribute to an improved identification process and the associated planning. Provision for those with gifts and talents is inadequately developed.
- The school has good relations with the parents of students of determination. Parents are generally engaged with their children's educational programme. Their involvement and feedback make positive contributions to the quality of provision.

For Development:

- Provide further training, especially to new teachers, in the use of IEPs and the accompanying teaching strategies.
- Ensure that all students with gifts and talents are identified and their learning fully supported.

06 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, together with senior and middle leaders, provides a clear vision for teaching and learning. The school provides a positive and welcoming learning atmosphere for students, teachers and the whole community. Leaders have developed strategic plans which provide a framework for improvement in teaching, learning and assessment. Leadership capacity is developing in all phases.
- Leaders collect and analyse a range of internal and external assessment data which inform the school's self-evaluation process. They have identified the school's strengths and areas for improvement. They have developed strategic priorities and expectations to inform practice at the classroom level. The harmonisation of planning templates has increased consistency in the lesson planning process. Leaders have made progress in addressing the recommendations made in the previous inspection report.
- Parents are very supportive of the school and of the positive learning environment. They view the school as the hub of their community. The communication channels which exist between parents and members of staff are effective. Parents feel that their opinions are valued. Regular meetings are held between the parents' council and the governing body, and also with the students' council. Reports to parents are regular and informative.
- The governing body includes representation from all stakeholders. Members visit the school frequently. The governing body meets on a regular basis. All members are involved in all aspects of school life. The governing body holds school leaders accountable for the quality of the school's performance. Members have begun to implement a range of strategic practices and procedures which are designed to have a sustainable, positive impact on students' outcomes.
- Most aspects of the daily management of the school are adequately organised, helping to create a positive, friendly atmosphere for students and members of staff. Almost all teachers are suitably qualified and receive regular professional training. However, the availability and quality of digital resources, which could support teaching and learning, are insufficient. The role of the library as a reading hub for the whole school the school is underdeveloped.

For Development:

- Enhance the role of the school's library.
- Ensure that the use of all teaching and learning resources, especially digital resources, adds value to students' learning.



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