



المعرفة
Knowledge



THE ARBOR SCHOOL L.L.C

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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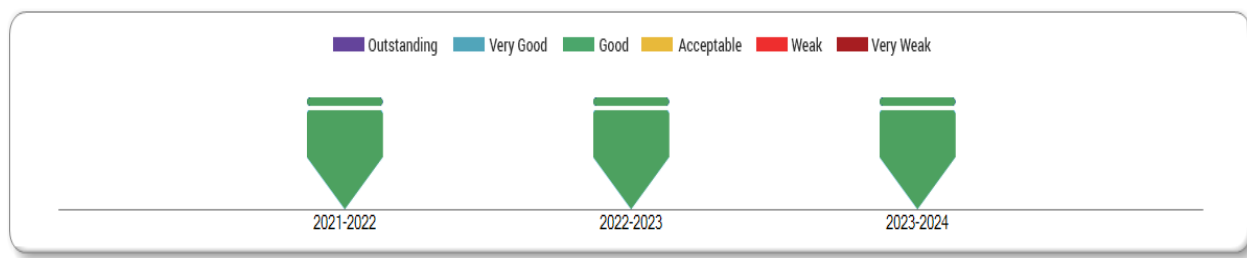
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Al Furjan
		Opening year of school	2018
		Website	www.thearborschool.ae
		Telephone	97145814100
		Principal	Brett Steven Girven
		Principal - date appointed	8/1/2019
		Language of instruction	English, Arabic
		Inspection dates	05 to 08 February 2024
 STUDENTS		Gender of students	Boys and girls
		Age range	3 to 15
		Grades or year groups	FS1 to Year 11
		Number of students on roll	1229
		Number of Emirati students	15
		Number of students of determination	109
		Largest nationality group of students	UK
 TEACHERS		Number of teachers	89
		Largest nationality group of teachers	UK
		Number of teaching assistants	56
		Number of guidance counsellors	4
 CURRICULUM		Curriculum	UK
		External Curriculum Examinations	GCSE
		Accreditation	BSME, BSO

School Journey for THE ARBOR SCHOOL L.L.C



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

- Children's achievements in the Foundation Stage (FS) remain very high. There is improved achievement in mathematics. The progress of students in Primary is good or better in most core subjects. There are improvements to achievements in English, mathematics and science, and to progress in Arabic. Attainment and progress of students in Secondary are good or better in the majority of the core subjects. They are improved in mathematics.
- Students in all phases show improved and exemplary behaviour and attitudes to learning. Children in FS have a very good understanding of Islamic culture and Emirati traditions, appropriate to their age. This understanding is less developed in other phases. All students show a sound knowledge of their world. Most play a part in environmental sustainability.

Provision For learners

- Teaching, the development of students' learning skills and assessment are very strong in FS and Primary, with improvement in the latter. Improvements in Secondary are more inconsistent across subjects and year groups, as developments in teaching practices are not yet fully embedded.
- The curriculum in all phases is extremely well designed, appropriately enhanced and innovative. It is continuously developed to meet students' evolving academic, personal and pastoral needs. It offers a wide range of pathways for students of determination, those with gifts and talents and those taking external examinations. Opportunities for cross-curricular learning and modifications to provide challenge are stronger in FS and Primary than in Secondary.
- Relationships within the school are exemplary. Systems to manage behaviour are effective and focus on the positive. There are rigorous procedures for monitoring attendance and for promoting punctuality. Students of determination and those with a range of differing learning needs are accurately identified. Overall, they receive very good assistance. Students receive high-quality support from counsellors, pastoral teams, inclusion staff and the medical personnel.

Leadership and management

- The school's mission is aligned with national priorities and drives decision making. Leaders at all levels have a clear understanding of best educational practice. Self-evaluation and improvement planning are effective. Parents are very supportive and are engaged in the life of the school. Governors are well informed and support the school's improvement. Efficient management and investments ensure learning environments and resources of high quality.

Highlights of the school:

- Students' excellent attitude to learning, their behaviour and their desire to promote ecological awareness and conservation.
- The innovative approach to curriculum design.
- The strong focus on wellbeing and the inclusive nature of the school.
- The Executive Board's provision of staff, facilities and resources.
- The clarity of purpose that drives every aspect of school life.

Key recommendations:

- Improve achievement in all subjects in the secondary phase.
- Improve attainment in Islamic Education and Arabic.



OVERALL SCHOOL PERFORMANCE

Good

01 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	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good ↑	Good
	Progress	Very good	Very good ↑	Good
 Mathematics	Attainment	Very good ↑	Very good ↑	Good ↑
	Progress	Very good ↑	Very good ↑	Good
 Science	Attainment	Very good	Very good ↑	Good
	Progress	Very good	Very good ↑	Good
		Foundation Stage	Primary	Secondary
Learning skills		Very good	Very good ↑	Good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Outstanding 	Very good
Curriculum adaptation	Outstanding 	Very good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding 	Outstanding 	Outstanding 
Care and support	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

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

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	Good	Not applicable
With an average score of 542, the school achieved in line with the International Benchmark and significantly higher than the PIRLS centre point. Arbor Schools target for the 2026 assessment in the International Reading Literacy Study is to improve by 20points, moving it into the High International Benchmark. In science, students progressed to an outstanding judgement over two years, and in English and mathematics improved by two judgements to attain very good overall, over two years.		
C. Leadership: International and Emirati Achievement	Very good	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable
The school's latest reading literacy profile indicates that a majority of students exceed age-related expectations in reading. Teachers effectively analyse assessment data from reading benchmarks and devise purposeful interventions. Their positive use of standardised reading materials accurately pinpoints gaps in students' reading skills. Readers who are experiencing difficulties receive well-matched support, resulting in significant progress.		

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Make greater reference to the skills gaps identified from tests in National Agenda plans, and effectively monitor the interventions for impact.
- Continuously review and monitor the impact of plans to improve reading literacy skills to ensure strong and rapid improvement.

Wellbeing



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

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

- Governors have provided significant additional resources to enhance students' personal and social development, thus demonstrating the very strong commitment to wellbeing by all leaders. Surveys of wellbeing ensure that the views of all stakeholders are considered. The Thrive team carefully reviews the progress of students of determination towards their personal goals. Counsellors and wellbeing and pastoral leaders ensure that all students have access to adults who are responsible for their welfare.
- Students have influence through the School Councils and Ambassador roles, in which they contribute to the wellbeing of their classmates. A range of professional training opportunities enables teachers to enhance their academic and wellbeing skills. Leaders review work/life balance. Staff morale is high. Strong relationships ensure a welcoming and harmonious community. Partnerships with parents are very positive. Revisions to methods of communication ensure that parents are well informed of their children's academic progress and of school events.
- An increasing range of extra-curricular opportunities gives students access to cultural, academic and sporting activities. Students are aware of the potential dangers of the internet. They understand and respect the needs of others and successfully regulate their own wellbeing. They feel valued and safe in school. School leaders and the medical personnel actively promote healthy lifestyle choices. Students reflect these in their own lives.

For Development:

- Ensure the extension of extra-curricular choices as the school develops its post-16 phase.

UAE Social Studies and Moral Education

- Moral, social and cultural studies (MSCS) are taught as separate subjects in timetabled weekly lessons from Year 2 to Year 11, in sessions of 40 or 60 minutes. Children in FS and Year 1 follow a personalised curriculum which embeds parts of the MSCS curriculum, acquaintance with world cultures and the development of curiosity. The programme uses the MSCS Framework and ensures that all strands are covered and assessed. Coverage is also included in the school's 'Positive Education' curriculum, assemblies, field trips and external visits.
- Lessons are carefully planned and structured to build on what students already know. Teaching is collaborative and engaging. Students are enabled to understand key concepts and encouraged to adopt high personal and moral values. Assessment strategies are appropriately applied across phases. Regular collaboration between subject coordinators ensures a cohesive, whole-school approach.

Arabic in Early Years

- Students learn the basics of Arabic in FS1, FS2 and Year 1, in one period of 40 minutes per week. The programmes of study, for both Arabic and non-Arabic speakers, are based on the MoE syllabus. Early learning includes phonics and letter recognition. Children practise letter formation. They can read and write simple words. All the common nursery rhymes are translated and are recited in both Arabic and English. Assessment practices align with those in other subjects.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The internal and external assessments show higher achievements than those seen in lesson observations and students' notebooks.
- Students in Primary understand the Pillars of Islam and Iman. They know the biography of the Prophet (PBUH). In Secondary, students have adequate understanding of Islamic values, the Sunnahs of the Prophet (PBUH) and Fiqh. Their recitation of the Holy Qur'an using Tajweed rules is underdeveloped.
- Teachers have devised strategies to improve students' knowledge of the Seerah and the Prophet (PBUH), and their understanding of Holy Qur'anic verses. As yet, there is no measurable progress. Students' ability to refer to the Holy Qur'an for support in their responses is limited.

For Development:

- Ensure that students reference their answers with quotes from either the Holy Qur'an or Sunnah.
- Improve students' recitation of the Holy Qur'an by creating further opportunities in lessons.

ARABIC AS A FIRST LANGUAGE

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

- Internal and external assessments show a higher level of attainment than that seen in lessons. However, teachers' judgements of progress in Primary reflect that observed.
- Students' speaking is restricted. Their use of standard Arabic is inconsistent. Guided writing skills are well developed. Students can respond well to a wide variety of prompts. The quality of independent writing is improving but varies within and across phases.
- Students' skills of reading and comprehension are improving, as a result of the newly-established reading programme and an increased range of external resources. A variety of teaching strategies supports students in their lessons.

For Development:

- Provide students with a higher level of challenge in oral communication and encourage the use of standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal and external assessments show a higher level of attainment than that seen in lessons and in students' recent learning. Progress measured in their assessments reflects classwork.
- Students' knowledge and understanding of a range of texts on familiar subjects is well developed. Oral responses to texts vary across all classes, year groups and phases. This is as a result of the extensive use of English in the teaching of Arabic.
- Students respond well in guided writing tasks, but their ability to write independently is limited. Students develop their language skills through online reading programmes, Arabic assemblies and competitions.

For Development:

- Improve students' speaking skills and their independent writing.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good ↑	Good
Progress	Very good	Very good ↑	Good

- Students' achievements in lessons are generally in line with internal and external assessments. In FS, children make rapid progress in acquiring vocabulary, pre-reading and writing skills. This accelerated progress continues into the primary phase, as students continue to build on these skills. In Secondary, the rate of progress slows.
- Across the school, students' reading comprehension and language skills are progressively developed. Most students can analyse increasingly challenging texts from different styles. They can express their views confidently and articulately. Students understand how to write for different audiences but their writing is insufficiently extended.
- Since the previous inspection, efforts to enhance reading and writing proficiency, such as a focus on spelling, punctuation and grammar, along with close tracking and support when needed, are improving students' performance.

For Development:

- Improve students' writing skills, particularly in writing at greater length.

MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Very good ↑	Very good ↑	Good ↑
Progress	Very good ↑	Very good ↑	Good

- Students' attainment in internal and external assessments are consistent with that seen in lessons. A large majority of students throughout FS and upper Primary make rapid progress in developing their understanding of mathematical concepts.
- In FS, children quickly master the skill of measuring, using non-standard units. They can use mathematical language accurately. In the primary phase, students have secure numerical skills, although rapid recall of number facts is inconsistent. Problem-solving activities are routine in upper Primary, less so in lower Primary and in Secondary.
- The effective use of problem-solving to teach mathematics in FS and Primary has been successful in promoting critical thinking and reasoning skills. These aspects are less well developed in the secondary phase.

For Development:

- Ensure that students in the lower primary and secondary phases have more opportunities for problem-solving and independent investigations.
- Ensure that all students have secure recall of numerical facts.

SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good ↑	Good
Progress	Very good	Very good ↑	Good

- Students' achievements in their assessments are in line with lessons observed. In FS, children know how to work scientifically and can use skills of observation and prediction. In Primary, engaging teaching strengthens and deepens students' knowledge and skills. In Secondary, students' knowledge is secure, but their skills progress at a slower pace.
- In FS and Primary, learning opportunities, firmly based on everyday scenarios and inquiry, are fostering a deeper understanding and application of scientific and eco-skills. In Secondary, opportunities to strengthen these skills are developing.
- Independent investigations are evident in the more successful lessons, but they are infrequent and inconsistent in the secondary phase.

For Development:

- Ensure that experimentation and investigation, following the appropriate scientific method, are more consistently implemented in Secondary.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good ↑	Good

- Learning skills develop rapidly for children in FS. These skills are further nurtured in most areas of the primary phase, promoting independence and collaborative learning. Secondary students do not always use or apply the inquiry-based learning skills that are developed in FS and Primary.
- Students are keen and eager to learn. They successfully apply their skills to everyday situations. They establish connections across various parts of the curriculum, through thematic and project- based activities. Students' critical thinking skills are very secure and evident in lessons and in their work.
- Secondary students have regular opportunities to assess their own progress and are learning to develop self-assessment further. Most students use and apply technology with confidence.

For Development:

- Provide opportunities to explore and discover information independently, especially in the Secondary phase.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Children and students behave extremely well and have positive and improved attitudes towards learning. They enjoy learning, as they consider it a major factor in promoting and shaping their futures. Students feel valued and know that their opinions are heard.
- Students' relationships with their classmates and the adults in the school are built on mutual respect. Students are thoughtful. They value their friends. The positive ethos of the school enhances students' perspective and aspirations.
- Most students have a good understanding of healthy lifestyles and nutrition. Their attendance and punctuality are excellent. They enjoy coming to school, meeting their friends and extending their understanding of how to improve the world.

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

- Children and students show appreciation of the role and values of Islam in the UAE. They understand how the harmony that exists between different cultures and societies plays a major role in the enjoyment of life in Dubai.
- Students respect the heritage and culture of the UAE, through the daily and programmed events. At age-appropriate levels, children's knowledge is sounder in FS than that of students in the other two phases.
- Students show awareness of their own and other cultures. They gain cultural knowledge and understanding from the different events that the school holds, such as National and International Days. Students initiate some cultural projects, but the practice is in its early stages.

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

- Students are responsible members of the school and wider communities. They participate in charitable work and gather donations for the less fortunate. During Ramadan, they set up a community fridge to demonstrate their appreciation of those who have a positive impact on the school.
- Students have an excellent work ethic. They participate in projects which develop their entrepreneurial skills. They participate in a programme which extends their understanding of business. They learn about brand awareness and methods to raise capital, before launching their own designs.
- Students initiate schemes to promote ecological awareness and conservation. Student Council members lead the way in promoting the use of bio-fuel in the running of school transport. They are involved in the conservation of marine wildlife.

For Development:

- Improve older students' knowledge and awareness of Islamic values, Emirati culture and heritage, and of world cultures.

03 TEACHING AND ASSESSMENT

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

- The very effective teaching in FS and Primary is supported by teachers' strong understanding of how young children learn. In the secondary phase, the quality of teaching varies across subjects. Students have limited opportunities in this phase to develop their own learning approaches, as teaching is at times less student centred.
- Teachers have secure subject knowledge. They plan lessons to cater for the needs of most students, manage time efficiently, and employ questioning that encourages deeper thinking. However, expectations and challenge are not always sufficiently high to ensure that all students progress at an appropriate rate.
- Structured plans for learning are in place. Learning objectives and success criteria are not always adequately defined or appropriately tailored to meet the differing needs of students.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good ↑	Good

- Internal assessment processes are coherent and consistent. They provide reliable measures of students' progress. However, in the secondary phase, data are not as effectively used to modify teaching and the curriculum, impacting adversely on the progress made by students.
- Teachers implement a robust tracking system which provides strong information on students' progress. The information gathered is not, however, always used effectively to modify the learning of higher achieving students.
- Leaders support improvements to the quality of classroom assessment practice to accelerate progress. These practices are not yet sufficiently embedded in the growing body of staff that are joining the developing secondary school.

For Development:

- Use assessment information, particularly in Secondary, in a more consistent way to support teaching and curriculum adaptation, and to address the needs of all groups of students.
- Define and match success criteria to meet the differing needs of students and to provide appropriate challenge.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Outstanding ↑	Very good

- The curriculum is fully aligned to the school's vision, the National Curriculum for England (NCfE) and national regulations. It is comprehensive and innovative. It is enhanced through the Global Impact certificate. There is a strong focus on the systematic development of knowledge, skills and understanding, through enquiry-based investigations in many instances.
- The curriculum provides children with an excellent start in FS. This continues through the primary phase. In Secondary, students have fewer opportunities to engage in enquiry-led learning. Students choose from an extensive range of options for study at IGCSE.
- The curriculum is constantly reviewed, taking into consideration all information relating to students' academic and personal needs. It is adapted, where necessary, to ensure that any learning gaps are identified and addressed.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding ↑	Very good	Good

- The curriculum is modified to provide a wide range of stimulating and interesting learning opportunities for most groups of students. It is more effective in FS and in upper Primary. In lower Primary and Secondary, the curriculum is insufficiently modified to challenge higher attaining students.
- Curriculum adaptations encourage students to be enterprising, innovative, creative, and to make strong contributions to society. Students in FS and Primary grow some of the vegetables used in the cafeteria to make salads. Primary and Secondary students engage in environmental projects, such as protecting turtle eggs from predators.
- Students in FS are immersed in Emirati culture. Children sit with their friends and use authentic Arabian pots for tea. Students in Primary and Secondary do not have a deep knowledge of Emirati culture.

For Development:

- Increase the use of enquiry-based learning in the Secondary curriculum, while maintaining academic rigour. .
- Ensure that the curriculum is adapted to meet the needs of high attaining students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Rigorous child protection and safeguarding procedures are in place. Members of staff, parents and students are fully aware of them. Safeguarding is reinforced by the use of QR codes around the school. Members of the safeguarding team are clearly identified with badges.
- Frequent safety checks ensure that the premises are free from risks and hazards. Emerging issues are quickly identified and managed. Detailed records of actions taken are kept. The buildings and equipment are in excellent condition.
- The school's promotion of healthy lifestyles is highly successful. Food options in the cafeteria are nutritious. Students appreciate the sustainable food sources. They enjoy the lessons which support their understanding of good hygiene, healthy food and exercise.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- This is a caring, very inclusive school with a positive community atmosphere. Relationships between staff and students reflect mutual respect. They help in the successful meeting of expectations of behaviour. Rigorous procedures for monitoring attendance and punctuality support high levels of attendance.
- Students of determination and those with a range of learning needs are accurately identified. Overall, they receive very good support. In a few lessons the needs of the higher attaining students are not consistently met.
- Wellbeing and personal development are school priorities. Academic progress is closely monitored by teachers and subject leaders. Successful transition arrangements are provided between phases. In Secondary, students receive advice on course and career options.

For Development:

- Match tasks to individual needs, in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Governors and school leaders are committed to offering consistently high-quality provision and access for a wide range of students of determination. As a result, this is a caring and very inclusive school. The experienced and knowledgeable inclusion leader effectively leads the team of specialists in the Thrive centres.
- Needs are accurately assessed through a wide range of procedures, which include advice from the school's educational psychologist and speech therapist. Effective strategies are developed to overcome individual barriers to learning. Provision for students with gifts and talents is considerable, with specified staff responsible for provision and an extensive programme available for Scholarship students in the secondary school.
- Parents are close partners in their children's education. They are very positive about the support and help that their children receive. Regular termly meetings fully involve parents in reviewing and setting goals for their children. Some parents would like them to be even more frequent.
- Individual education plans (IEPs) accurately identify the prime needs of students and give clear direction for intervention and support. In a few lessons, identified goals are not sufficiently considered in teachers' planning. The inclusion leader and team provide high-quality training for staff and parents.
- Students overall make very good progress from their various starting points. Most are meeting and often exceeding their individual goals, as the result of personalised, creative and innovative curriculum pathways.

For Development:

- Ensure that all lesson planning takes clear account of identified learning goals.
- Provide additional activities for students who have gifts and talents.

06 LEADERSHIP AND MANAGEMENT

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

- Most leaders, guided by the principal, have a clear understanding of best educational practice and have a sharp focus on students' achievement. The distributed leadership is effective. Leaders generally have been innovative and creative in strengthening the school's performance. They have ensured that the school is fully inclusive and that it remains fully compliant with all statutory and regulatory requirements.
- The processes for school self-evaluation and improvement planning are effective. A full range of information is gathered. Leaders know the school well but have been overly generous in a few areas. Effective practices measure students' progress, including a systematic schedule of lesson observations. The school improvement plan contains key priorities, drawn from self-evaluation. The plan is effectively adapted for subjects and phases, but some individual action plans lack measurements of their impact, especially in Secondary.
- Parents are extremely positive about the school. They have a wide range of opportunities to become involved in the life of the school and their children's education. They appreciate the changes made to communication channels and value the roles of the parent liaison officer and the parent link volunteers. Secondary reports have been revised and include succinct comments on academic and personal developments. Students' involvement in the community is growing.
- The Governing Body has a wider representation of stakeholders, including parents and members of staff. The director of education is the chairman. He meets regularly with the principal and the executive board and is well informed. The executive board includes the owners and their representatives. Members of the executive board obtain very accurate information, allowing them to hold the principal to account for the school's performance. The executive board targets resources, which are accelerating school improvements.
- The management of the school is extremely effective. Efficient procedures enable the school day to run smoothly. Staffing has been enhanced, often in advance of increase in the school roll. Support for the wide range of complex needs is considerable. The premises are bright, attractive and conducive to learning. Resources for all students are of high quality and are plentiful. All management, staffing, facilities and resourcing decisions link directly back to the school's vision.

For Development:

- Extend the capacity of all leaders to discharge their responsibilities effectively.
- Improve the accuracy of school self-evaluation and the use of measured success criteria in action planning.



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