

# INSPECTION REPORT

2022-2023



**THE ARBOR SCHOOL L.L.C**

**UK CURRICULUM**

**GOOD**

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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	5/1/2019
	Language of Instruction	English
	Inspection Dates	13 to 17 March 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	FS1 to Year 10
	Number of students on roll	1092
	Number of Emirati students	9
	Number of students of determination	92
	Largest nationality group of students	UK

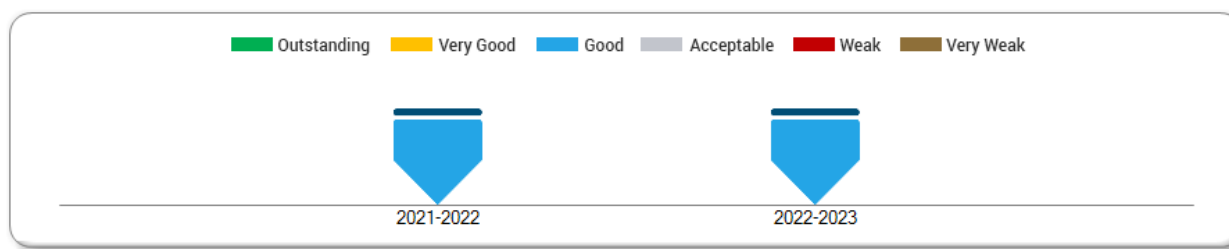
### TEACHERS

	Number of teachers	94
	Largest nationality group of teachers	UK
	Number of teaching assistants	69
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	7%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	BSO

### School Journey for THE ARBOR SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

- There is an improving picture across the school and in most subject areas. Students' attainment is at least acceptable in all subjects. The progress of all groups of students is predominantly good. In Foundation Stage (FS), supported by the vibrant learning environment, children's achievement is stronger than in the other phases. Students' learning skills are at least good across the school.
- The students are respectful and tolerant towards others. They embrace the school's philosophy of a sustainable future, being actively involved in a wide range of environmental projects. They have positive attitudes and work ethic. They have an effective understanding of Islamic values and respect for the UAE. They take part in many in different activities and take on responsibilities and leadership roles.

### PROVISION FOR LEARNERS

- Teaching for effective learning is at least good in all phases of the school. In FS, it is very good. In almost all subjects, teaching is having a positive impact on students' achievement, but successful strategies are still to become fully embedded. Teaching in Islamic Education and Arabic is developing. Assessment processes are effective, and the analyses of data give a reliable picture of students' achievement. These analyses have yet to be used effectively.
- The school offers the National Curriculum for England (NCfE). It is enhanced by the school's own "Ecoliteracy" curriculum that challenges students' understanding of the world. In FS, the curriculum engages children, allowing them to participate in a variety of inquiries relating to sustainability. The curriculum is modified appropriately to meet the needs of most groups of students but will need to continue to adapt as the school grows to full Key Stage 4 and 5 provision.
- Health and safety and the protection of students are very good and support the caring and wellbeing ethos that permeates the school. Support and guidance for students, including students of determination, are also very good. Parents report that their children feel happy and safe at school.

**LEADERSHIP AND  
MANAGEMENT**

- The Arbor Executive Governing Board (AEGB) and senior leaders have a strong vision and direction for the school, underpinned by the philosophy for a sustainable future. School development plans are prioritised and aligned with that vision. Communication within the school and with parents is open and respectful. The AEGB is actively supporting the school as it develops its Key Stage 4 provision. The campus, facilities and resources are conducive to learning and fully support the philosophy of the school.

**The best features of the school:**

- The ethos of wellbeing closely linked with a sense of purpose for a sustainable future
- The school's curriculum provision for, and the positive outcomes achieved by, students in their understanding and action towards developing a sustainable future
- The active involvement of parents in their support of the school and their engagement with their children's learning
- The range of school facilities, high-quality resources, and the safeguarding of students combining to provide a vibrant learning environment

**Key recommendations:**

- Improve the consistency of teaching and learning, and therefore students' outcomes, by
  - sharing the best practice that is evident in the school;
  - focusing the monitoring of teachers on the impact which they are having on students' outcomes; and by
  - providing additional support to improve teaching strategies where necessary.
- Ensure, as the school continues to develop, that all groups of students are provided with rigorous learning opportunities that are closely aligned with the requirements of the NCfE and are fully prepared for Key Stage 4 and beyond.
- Make better use of the available assessment data in modifying the curriculum and in lesson planning, to provide more targeted learning opportunities to meet the needs of all groups of students.
- Strengthen the role of middle leaders by ensuring that they carry out all their responsibilities, including action-planning, review and self-evaluation.



## Overall School Performance

**Good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
<p>English</p>	Attainment	Very good ↑	Good	Good
	Progress	Very good	Good	Good
<p>Mathematics</p>	Attainment	Good	Good ↑	Acceptable
	Progress	Good	Good	Good ↑
<p>Science</p>	Attainment	Very good ↑	Good	Good ↑
	Progress	Very good	Good	Good

	Foundation Stage	Primary	Secondary
<b>Learning skills</b>	Very good	Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>is above expectations.</b>	<b>Not applicable.</b>

- The school does not yet have PISA scores. In TIMSS 2019, students scored above the set targets in Year 5 mathematics and science. Students' scores on the GL tests have improved in primary school mathematics and science and remained at high levels in English. In Secondary, GL scores improved in science and maintained adequate levels in mathematics.

	Whole school	Emirati cohort
<b>Leadership: data analysis and curricular adaptation</b>	<b>is approaching expectations.</b>	<b>Not applicable</b>

- The school analyses students' achievement in internal and external assessments. Data analysis is used to identify areas for development in the curriculum, primarily in terms of content and order of units. The information gained from the data does not always make its way into classroom practice. Teachers do not sufficiently use the assessment data to plan differentiated tasks.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations.</b>	<b>Not applicable.</b>

- The school analyses the reading levels data coming from the external reading assessments. These data enable the school to identify students who need support to develop their reading literacy skills. Teachers use that information to support those students inside and outside the classroom. The school develops students' critical thinking and problem-solving skills by providing them with



ample opportunities to investigate and explore things on their own, especially in science and through the Ecoliteracy classes.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

**For Development:**

- Ensure that information gained from data analysis is used effectively and consistently in meeting students' different learning needs in lessons.
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## Wellbeing

The quality of wellbeing provision and outcomes is at a **high level**.

- The school promotes a wellbeing vision where all members of the community treat each other with respect. Students' participation in extra-curricular activities helps to create a sense of community, and teachers encourage student-led initiatives. The principal and governors are aware of the strengths and areas for development of the school. Data on students, including those with special educational needs, is used to inform whole-school curriculum planning. The school promotes self-care breaks during the day to support students' wellbeing.
- Staff members are skilled at identifying students with wellbeing issues and helping them to self-regulate. The school provides biodomes, open spaces, and giant bean bags as wellbeing spaces for students to use when needed. Wellbeing programs are well developed, and feedback from students is taken into account when reviewing their needs. School counsellors are available to support staff, students, and parents with their concerns. The message of wellbeing is incorporated into every classroom.
- The school's positive education curriculum promotes a safe and happy learning environment. Extra-curricular activities provide opportunities for students to socialise while pursuing their interests. The school emphasises e-safety, teaching students to consider their own and others' safety and to look out for their friends. Students are aware of societal influences such as peer pressure, social media, family, and cultural values. The school encourages healthy lifestyle choices by providing healthy food options and opportunities for exercise.

## UAE social studies and Moral Education

- The school teaches the UAE social studies and moral education through an integrated approach following the latest moral, social, and cultural studies (MSC) Framework. Lessons are taught in English for all students from Years 2 to 10.
- In Primary, MSC is taught by the class teacher through an integrated approach within the project lessons. In Secondary, all students receive one MSC lesson each week taught by specialist teachers. This is supplemented by integrating MSC into the pastoral programme, form time and assemblies. The curriculum is not yet fully aligned to ensure adequate coverage or appropriate balance between each of the required elements of the MSC framework for each year group.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Lesson observations and students' work show that most students attain in line with expected curriculum standards in Primary and Secondary. In both phases, students' knowledge of Seerah and Tajweed rules are broadly in line with expectations.
- Primary and secondary students make expected progress in identifying Islamic etiquettes and principles. They can express their thoughts and link their learning to everyday life. Students read The Holy Qur'anic verses and memorise them. However, their understanding of the whole meaning of the verses is less secure.
- Providing parents with Tajweed lessons is helping to promote the reading of The Holy Qur'an. However, there is no evident improvement in students' recitation skills.

#### For Development:

- Improve students' knowledge of the Seerah and the Holy Prophet (PBUH).
- Improve students' understanding of The Holy Qur'anic verses.

#### Arabic as a First Language

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

- Most primary students understand the main message of appropriate spoken passages. Most secondary students have limited knowledge of vocabulary. They can read and understand high frequency sentences. Across the school, the use of accurate grammar is insecure, as is speaking and creative writing.
- Primary students read and analyse the main elements of a short story. In Secondary, most students show progress when discussing ideas. Only a minority can speak standard Arabic confidently or produce cohesive ideas in their written work.

- Only a few students who are participating in formalised reading programmes are enhancing their reading and developing their comprehension skills. Teachers have low expectations of their students. They make little use of assessment to inform teaching to support improvement in student outcomes.

**For Development:**

- Provide innovative and motivating opportunities for students to read a variety of texts at their reading level, gradually increasing the complexity as they become more proficient readers.
- Bridge the gaps in students’ weaker linguistic skills by raising teacher’s expectations and by using data to inform learning.

**Arabic as an Additional Language**

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

- Students in Primary understand simple instructions and read out familiar words and write simple sentences. In Secondary, they can answer basic questions and speak with few errors in pronunciation. Reading comprehension and independent writing skills are insecure.
- In Primary, students’ handwriting is clear but often contains errors. Secondary students can create a limited number of simple sentences. Due to limited vocabulary and insecure grammar, writing longer sentences for most students remains underdeveloped and challenging.
- The use of language and topics close to students’ interest motivates them to study Arabic. However, students do not develop their language skills outside lessons.

**For Development:**

- Improve students’ skills in speaking and writing.
- Encourage students to broaden their vocabulary and to apply it in speaking and writing about unfamiliar topics.

**English**

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

- Children in FS rapidly develop their communication, pre-reading, and writing skills. In Primary and Secondary, students progressively improve their knowledge, understanding and application of English writing conventions and techniques. Senior students use examination board guidelines to plan and evaluate their work.
- Most students are relatively confident and articulate speakers, who communicate their thinking effectively and justify their opinions. Students’ reading comprehension and analytical skills are developing more rapidly than their writing skills. Some students consistently apply what they learn in their written work.
- The streamed phonics programme in FS and Lower Primary lays a secure foundation for the development of students’ literacy skills. Students are encouraged to check their written work for accuracy and application of what they learn, although many do not always do so effectively.

**For Development:**

- Provide more opportunities for secondary students to write extensively and to apply their learned skills into their work.
- Ensure that all students check their work rigorously for accurate use of spelling, punctuation, and grammar.

**Mathematics**

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

- Students’ external benchmark assessment outcomes in both Primary and Secondary vary significantly between year groups. Inconsistent and insufficient development of number and early algebraic concepts are major contributors to the lower outcomes in some year groups.
- Children in FS2 confidently talk about measuring. They use dinosaur footprints to show their expertise. In Primary, students convert fractions and decimals. In Secondary, they are learning about algebraic fractions and factorisation. Higher-achieving students do not have sufficient focused challenges or pace in their learning tasks.
- Most students in the school enjoy their varied learning tasks in mathematics. In the stronger lessons, students self-assess their achievement using comments or symbols and teachers add supportive and comments. However, this is not a regular and consistent practice in lessons.

**For Development:**

- Ensure that students’ skills and understanding in number, and early algebraic skills, are improved.
- Provide higher-achieving students with more focus and pace in their learning tasks.
- Ensure that there is a more consistent approach to assessment feedback in students’ workbooks.

## Science

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

- Students' external benchmark assessment data are stronger in Primary than in Secondary. Students' work in lessons is largely in line with the curriculum requirements but is better when the challenge is greater. In FS, children's progress is supported by ample opportunities for independent learning.
- In lessons across the school, students demonstrate a solid understanding of scientific concepts and make rapid progress through practical work that engages them in experiments and investigations. Therefore, students develop their scientific skills at an accelerated rate.
- In a small number of observed lessons, students' progress may have been more rapid if given greater opportunity by the teacher to work independently during practical experiments. The department now provides virtual laboratories for students and provides additional lessons to support the lower achievers.

### For Development:

- Make students more independent when completing investigations in lessons.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- Children in FS rapidly develop their communication skills, quickly become self reliant, and take responsibility for their own learning. Students in Primary and Secondary are keen to learn and concentrate on their work for increasingly longer periods of time.
- Across the school, students interact very well with their teachers and fellow students. They regularly engage in collaborative learning activities to discuss their thinking and assess their work. Key Stage 4 students are beginning to make effective use of examination marking schemes to plan and evaluate their work.
- Critical thinking and problem-solving are features of most lessons. Students' practical scientific skills are developing. Their use of educational technologies to conduct research and to initiate their own learning is also a developing aspect of students' learning. In many subjects, students connect their learning to everyday issues.



**For Development:**

- Encourage students to take even greater ownership of their learning by using resources, particularly educational technologies, to conduct independent research and to find things out for themselves.

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

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

- Students show positive and responsible attitudes towards learning and their school. They respond well to their teachers and other staff. They are keen to learn and, when given opportunities, take responsibility for their own learning.
- Students demonstrate very positive standards of behaviour across the school, thus supporting the harmonious learning community. Their respectful and considerate relationships lead to an encouraging school environment for learning. Although bullying is rare, students' behaviour during break times can be on occasion, excessively robust.
- Students demonstrate a secure understanding of safe and healthy lifestyles and are keen on exercising regularly. They enjoy the environment provided to them through the school's bio-diverse areas and gardens. Attendance and punctuality are strong across the school.

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

- Students have clear appreciation and understanding of Islamic values. They demonstrate sympathy, tolerance, honesty, and the values of the UAE. This is evident in their celebrations of Islamic events, such as the birth of the Prophet (PBUH), and in their participation for donations for Ramadan.
- Students appreciate the Emirati heritage and culture. They are knowledgeable about a range of Emirati customs and understand the developments that have occurred in Dubai. Students' opportunities to initiate cultural events are emerging.
- Students demonstrate an understanding and appreciation of their own and other world cultures. They believe that the diversity within the school community supports their understanding of other cultures and helps them to develop acceptance of others.

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

- Students readily take the initiative and are responsible. They develop a sense of service through their leadership roles. Younger students take responsibility as ‘tiny’ teachers. Older students lead research, for example, on the impact of traffic reduction systems to improve the environment.
- Students demonstrate an excellent work ethic. They are resourceful, innovative, and creative. They have used business skills to maximise sales at the Winter Fair to raise money for charity. Students increase awareness of global challenges through assemblies that they lead, and documentaries that they produce.
- Students are extremely passionate about the environment and their impact on it, thus demonstrating their understanding of sustainability and awareness of local ecology. For example, they have taken action to re-establish oyster beds and they have cleaned up the beach after a cargo spill.

**For Development:**

- Encourage students to be more responsible during break times.
- Provide more opportunities for students to initiate cultural events in the school.

**3. Teaching and assessment**

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

- The quality of teaching varies between phases and subjects. Teachers in FS know the children’s needs very well and effectively cater for them. The high-quality teaching seen in some lessons is less evident in Islamic Education and Arabic.
- Teachers routinely plan effective units of work. However, lesson objectives are not always sufficiently well defined, nor achievable within the time available. Differentiation of tasks to meet the needs and abilities of all students is not always evident. Teachers successfully use a range of resources to assist teaching and to promote learning.
- Most teachers use of questioning engages students. The recently introduced ‘Seeds of Growth’ and ‘Learning Cycle’ initiatives are beginning to improve the development of students’ higher-order thinking and independent learning skills.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good

- The school benchmarks students' outcomes against appropriate international standards. The processes to collect and analyse assessment data produce relatively accurate information about students' achievement. In FS, highly rigorous and systematic procedures to track children's attainment and progress are in place. These are used to provide effectively personalised learning.
- The use of assessment information to guide teaching, and to provide tasks that match students' different needs, is developing. In the stronger lessons, teachers challenge students through differentiated work that allows them to extend their learning.
- Most teachers provide written feedback that allows students to improve the quality of their work. The school is working with middle leaders to ensure that they become more familiar with the assessment data, to enable them to use it more effectively within their areas of responsibility.

#### For Development:

- Develop greater consistency in the provision of high-quality teaching in all subjects, particularly in Islamic Education and Arabic.
- Ensure that teachers make better use of the assessment information to provide tasks that match students' learning needs and abilities.

## 4. Curriculum

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

- The school's curriculum meets the requirements of the NCfE and the MoE but requires further alignment to ensure that all aspects are being delivered. Students' learning experiences are further extended through the school's specially designed Ecoliteracy curriculum.
- The curriculum offers a variety of subjects to secondary students, and as Key Stage 4 develops will continue to broaden. Transitions between phases are well planned, so that learning is not interrupted, and successfully builds upon knowledge and skills.
- Regular reviews of the curriculum are in place. Cross-curricular links that promote students' transfer of learning across different subjects are meaningfully planned, developed, and linked to the Ecoliteracy curriculum. In mathematics, however, the planning and identification of cross-curricular opportunities are less developed.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Good

- The review of the curriculum and analysis of assessment data enable modifications to be made to meet the needs of different groups of students. The integration of ecology, and sustainability principles and concepts, are also features of the school.
- The curriculum is interesting, offering a range of opportunities designed to motivate most students. There are links with activities which include falconry, debating, and growth mindset psychology.
- Most students have opportunities to develop their understanding of UAE values, culture, and society. This is less evident in FS. Students have been actively involved in the regeneration of a number of areas throughout Dubai by planting their nurtured saplings from the school biodome.
- Arabic is taught in FS for 80 minutes per week.

#### For Development:

- Ensure that the curriculum provides more opportunities in FS for children to develop their understanding of the UAE culture and society.
- Ensure that cross-curricular learning in mathematics is improved.
- Ensure that all curriculum requirements are mapped and delivered.

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

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

- A wide range of rigorous policies and procedures is in place to promote the safety and protection of students. Safeguarding training, quizzes, and annual audits ensure that safeguarding remains a high priority and that all adults fully understand their child protection duties.
- Safety checks, for instance, on air quality, are frequent and thorough. Comprehensive records are kept of any incidents and subsequent responsive actions are noted. Buildings and facilities are very well maintained.

- The supervision of students on site is usually very effective, although there are a few instances where it is less so. The school's ethos of promoting healthy lifestyles influences all aspects of life at the school. The organic vegetables grown at school are served in the canteen and students have opportunities to interact with animals safely on the site.

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

- The school's approach to promoting very good attendance and punctuality is successful. Relationships between members of staff and students are respectful and friendly. The clear procedures for managing behaviour are largely effective.
- Teachers are committed to the early identification and design of appropriate interventions for students of determination and those with gifts and talents. They cater for them in lessons and during well-planned extra-curricular activities. Students of determination are also encouraged to be leaders through the school's ambassador programme.
- Parents report that their children are happy at school and feel safe. They receive targeted support when this is deemed appropriate. The wellbeing of students is given a high priority and is monitored closely, alongside the provision for students of determination. The school recognises the need to develop career guidance for students.

#### For Development:

- Review the risk assessments for the safety and hygiene of having animals on the site.
- Ensure the careful monitoring of students at break times.
- Provide careers and guidance for students moving into Key Stage 4 and beyond.

### Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The governors, inclusion team and teachers provide an inclusive ethos across the whole school. They respond to the diverse needs of all students and take full responsibility for their learning and progress.
- The inclusion team makes effective use of assessment trackers, accurately identifying all students of determination and leading to the development of tailored interventions. The school articulates the range of barriers to learning experienced by students in line with KHDA categories.

- The school keeps parents well informed of their children’s progress through effective formal and informal reporting. This includes personalised feedback through an online platform where they can access their children’s work and parents’ groups. Parents and students are involved in the development and review of individual education programmes (IEPs), which are sharply focused on students’ needs.
- Provision for inclusion is modified according to need. This ensures that relevant and meaningful learning opportunities are in place for students of determination. Curriculum modifications promote independent learning skills and ensure that additional interventions promote students’ personal and social development.
- Assessment informs teaching and is leading to progress. Students display good behaviour, positive attitudes, and are developing independence. However, there is inconsistency in the quality of teachers’ feedback to students on their written work.

**For Development:**

- Ensure greater consistency in the marking and feedback of students’ workbooks.
-



## 6. Leadership and management

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

- The school has a sense of vision and purpose engendered by an ethos of sustainability that underpins much of the school day. The mission is shared among the whole community. Senior leaders are effective in developing the learning culture in the school and especially in relation to the Ecoliteracy programme. This is less evident within middle leadership roles.
- The school has systematic procedures for self-evaluation that have been used to develop the school's priorities and action plans. The plans provide for improvement in students' outcomes but are not always effective in identifying how the success criteria will be met. The monitoring of teachers is regular but is insufficiently focused on students' outcomes. The school is continuing to implement the recommendations of the previous report.
- Parents are actively involved in supporting the school and are engaged in their children's learning. Communication with the school is open and respectful. Parents are kept well informed about their children's development and progress through formal and informal channels. However, a few parents consider that there are too many channels. Links with the wider community support students' learning, especially in relation to sustainability and the environment.
- The school is governed by the AEGB, supported by the Arbor Governing Board Advisory Group. The latter represents all stakeholder groups but has limited responsibility for governance. The executive board has a good knowledge of the school and its outcomes. Members hold leaders accountable for the development of the school and for students' outcomes. The board has ensured that the school has sufficient resources for learning.
- The day-to-day management of the school is effective. The movement of students lacks a systematic approach, particularly as the school develops Key Stage 4 and beyond. Teachers are suitably deployed in most areas of the school. The range of resources adequately supports students' learning opportunities, especially in relation to the school's philosophy for a sustainable future.

**For Development:**

- Improve the leadership skills of all middle leaders.
  - Rationalise communication channels within the school community, and for parents.
  - Ensure that the targeted support staff for Islamic Education and Arabic Languages are appropriately trained and deployed, and teacher deployment optimised to accelerate progress.
-

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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](mailto:QA.Schools@khda.gov.ae)