



**المعرفة**  
Knowledge



## THE SCHOOL OF RESEARCH SCIENCE L.L.C

UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

# CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21

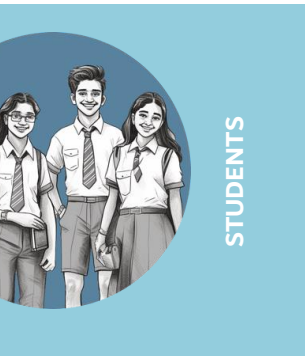


## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqa 4
	Opening year of school	1998
	Website	www.srsdubai.ae
	Telephone	97146011011
	Principal	Naseem Sahar Butt
	Principal - date appointed	1/1/2022
	Language of instruction	English and Arabic
	Inspection dates	05 to 09 February 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS 1 to Year 13
	Number of students on roll	3209
	Number of Emirati students	2414
	Number of students of determination	180
	Largest nationality group of students	Emirati



TEACHERS

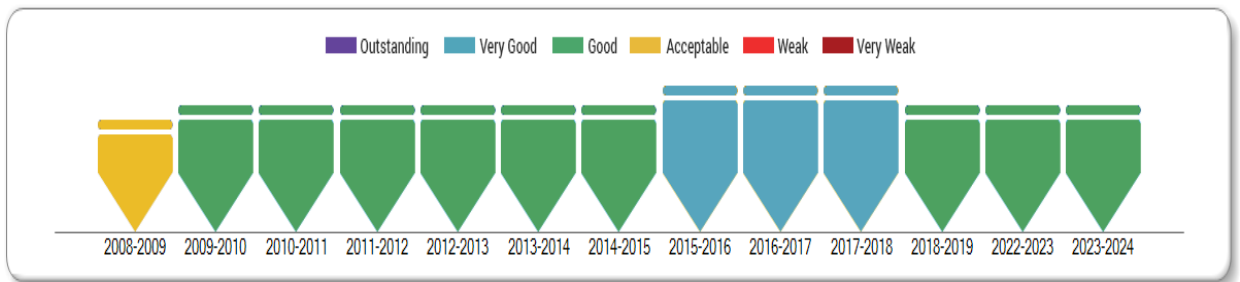
	Number of teachers	298
	Largest nationality group of teachers	United Kingdom
	Number of teaching assistants	68
	Number of guidance counsellors	18



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE, AS level, A level
	Accreditation	BSO

## School Journey for THE SCHOOL OF RESEARCH SCIENCE 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

- Students’ attainment and progress in Islamic Education and Arabic are consistently very strong. In the Foundation Stage (FS), children’s progress in English, mathematics and science is very good and attainment is good. In the other phases, progress in these subjects is good and occasionally very good. Apart from English in Primary, where attainment is acceptable, attainment is also good.
- Students feel safe and valued in a supportive environment where help is available whenever needed. Most display positive attitudes and self-discipline, although this a challenge for some boys in Secondary. Relationships between students and staff are friendly and respectful, especially towards students of determination. Most students demonstrate a strong sense of personal responsibility and commitment to the school ethos. However, not all students are punctual at the start of the day.

### Provision For learners

- Teaching is most effective in Islamic Education and Arabic, and in FS and Post-16. Teachers demonstrate strong subject knowledge, which is used effectively in the best lessons. However, work in lessons is not always well matched to students learning needs. Assessment practices are generally secure, but the guidance given to students on their work varies. Use is made of assessment data to personalise learning in FS and Post-16.
- The curriculum meets statutory requirements. Continuity and progression are ensured across subjects, with a balanced focus on knowledge and skills. The curriculum in FS supports children’s overall development. Ongoing reviews address curriculum breadth. Additional GSCE courses extend the range of options. The effectiveness of curriculum adaptations varies, with most success in Islamic Education and Arabic. UAE concepts are fully integrated.
- Staff are well-trained in safeguarding and diligently apply comprehensive policies. Security measures and evacuation drills are regularly practised. Maintenance and safety checks are routine, with quick responses to any issues and detailed record-keeping. The safety of students on school transport is well organised. The school promotes healthy lifestyles. Staff are attentive to individual student’s needs, promoting positive behaviour and inclusivity. Expert support is provided for students of determination.

### Leadership and management

- Senior leaders prioritise UAE national priorities, emphasising Emirati and Islamic values, academic achievement and inclusive learning. Systematic self-evaluation identifies strengths but lacks detailed analyses of the performance of different groups. Governance includes school improvement advisers, leading to a conflict of interest in their important role of holding school leaders to account. The daily operations of the school are efficient. Resources and facilities are of high quality.

### Highlights of the school:

- Students' achievement in Islamic Education and Arabic as a result of effective teaching and learning.
- The bilingual programme in FS.
- Students' personal and social development and their embracing of Islamic values.
- Arrangements for health, safety, pastoral care and support.
- The resources for learning and the specialist facilities.

### Key recommendations:








- Improve the quality and consistency of teaching and learning in Primary and Secondary.
- Ensure that lesson planning takes full account of assessment data to close any gaps in students' knowledge and skills.
- Build the capacity of middle leaders to drive improvement in their areas of responsibility.
- Ensure that self-evaluation includes analyses of the performance of all groups of students and that the outcomes are reflected in the school improvement priorities.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Outstanding ↑	Very good	Outstanding
	Progress	Not applicable	Outstanding	Outstanding	Outstanding
 Arabic as a First Language	Attainment	Not applicable	Outstanding	Very good	Very good
	Progress	Not applicable	Outstanding	Very good	Outstanding ↑
 Arabic as an Additional Language	Attainment	Not applicable	Outstanding	Outstanding	Not applicable
	Progress	Not applicable	Outstanding	Outstanding	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Acceptable	Good	Not applicable
	Progress	Very good	Good	Good	Not applicable
 Mathematics	Attainment	Good	Good ↑	Good	Good
	Progress	Very good	Very good ↑	Good	Very good
 Science	Attainment	Good	Good ↑	Good	Good
	Progress	Very good	Good	Good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Very good	Good	Good	Very good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good	Very good
Curriculum adaptation	Outstanding	Very good	Very good	Very good ↑

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 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	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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"> <li>The school exceeded its target in the 2021 Progress in International Reading Literacy Study (PIRLS). The Emirati cohort, working from a lower base, made significant improvement since the 2016 assessment. There was some improvement noted in the progress tests in English, but not as much as there was in mathematics and science.</li> </ul>		
<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>	
<ul style="list-style-type: none"> <li>Most leaders know accurately the gaps identified in the benchmark assessment reports, including reading, and also those relating to the Emirati cohort. They make some adaptations to the curriculum to help to address these skills and content gaps. The school has a clear additional focus on Emirati students. Strategies to personalise learning are implemented and monitored to assess the impact on students' progress. The school's literacy strategy helps to promote improvement in reading literacy in individual subjects across the curriculum.</li> </ul>		
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>Students' low reading literacy scores are having an adverse impact on learning across the curriculum. Emirati students' attainment in reading literacy is in line with other students. Most teachers make use of teaching strategies which are informed by the analysis of data to enhance students' English reading literacy skills. Emirati students' progress in reading is closely monitored. They are routinely provided with support to improve their skills. The school's use of literacy initiatives leads to a majority of students making expected progress or better in their reading proficiency.</li> </ul>		

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

#### For Development:

- Ensure that the National Agenda action plan and the reading literacy strategy have measurable targets, with a defined timescale and interim review dates.
- Make more use of assessment information in planning to address gaps in students' learning.
- Accelerate students' progress in the development of reading 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 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.**

- Senior leaders prioritise the integration of wellbeing into the core of school life. Policies are in place to support the wellbeing of staff, students and parents, clearly defining their roles and responsibilities. Wellbeing indicators are included in lesson observations as part of the school self-evaluation process. School leaders thoroughly analyse surveys and other feedback from stakeholders to identify areas for improvement. They personalise support for students accordingly.
- Students' suggestions are actively considered, resulting in adjustments to school provision and daily routines to meet their needs. The school's prompt, purposeful and non-judgmental support for both students and families is highly valued by parents. The commitment of leaders to supporting the wellbeing of staff is appreciated. The emphasis on staff training has successfully engaged the entire school community in the shared vision for wellbeing.
- A variety of relevant wellbeing initiatives effectively caters for the needs of secondary and post-16 students. In FS and Primary, students are provided with ample opportunities to express their feelings and opinions. The extensively trained counselling team offers age-appropriate support to address students' wellbeing needs. Throughout the school, students usually demonstrate a commitment to their own wellbeing and that of others, aligning with the school's vision. The mostly positive classroom environments significantly contribute to students' wellbeing experiences.

### For Development:

- Ensure that teachers consistently nurture classroom climates in which students flourish at every level.

## UAE Social Studies and Moral Education

- Students study social studies and moral education from Years 1 to 12. Most lessons are taught in Arabic. The Ministry of Education (MoE) texts are used, supplemented by a range of other resources. The curriculum is enriched with community engagement and field trips. Teachers are appropriately trained and qualified to deliver the curriculum.
- Students enjoy learning and engage purposefully in lessons. They discuss extensively the culture, society and values of the UAE. Students engage actively in moral issues in age-appropriate contexts. They are provided with opportunities to think about, discuss and give opinions on issues that affect their lives, along with issues at the local community, national and global levels. Assessment is on-going in Primary. In Secondary there are two summative assessments per term.

## Arabic in Early Years

- Children in FS are taught Arabic for one period of 40 minutes each day. The curriculum integrates MoE standards with school-enriched content, focusing on phonics and fluency from Year 1. Phonics activities engage children in interactive learning to match letters and sounds, with an emphasis on standard Arabic in storytelling. Teachers enhance the learning environment with visual displays and collaborative activities, mirroring the play-based approach of the Early Years Foundation Stage (EYFS) curriculum.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION				
	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Outstanding ↑	Very good	Outstanding
<b>Progress</b>	Not applicable	Outstanding	Outstanding	Outstanding

- Students' attainments are confirmed by internal assessments and work in lessons and notebooks. The students possess a secure understanding of the Prophet's (PBUH) Seerah, Islamic principles and worship rulings. Post-16 students demonstrate an in-depth understanding of Sharia law. Additionally, students excel at recitation with Tajweed rules.
- In all phases, students demonstrate a profound ability to establish meaningful connections between their learning and everyday situations. Their capacity to provide legitimate rulings for relevant cases, supported by references from the Holy Qur'an and Hadith, is excellent.
- The effective enrichment of the curriculum and the implementation of practical initiatives, such as the Umrah trips, enhance the wider application of Islamic lessons and positively influence students' progress.

### For Development:

- Deepen students' understanding of Fiqh, especially in Secondary, to develop their ability to provide legitimate rulings based on a solid foundation of understanding.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Outstanding	Very good	Very good
<b>Progress</b>	Not applicable	Outstanding	Very good	Outstanding ↑

- External and internal data reflect the strong Arabic competencies observed across all phases, particularly in reading comprehension and the application of grammar rules. Students memorise and fluently recite Arabic poetry. They have a rich vocabulary. They can analyse texts, identifying both literal and implied meanings.
- Primary students can extract information and values from texts and confidently conduct presentations in standard Arabic. In Secondary and Post-16, they demonstrate comprehensive knowledge of literature from various eras and analyse literary and language features in texts. Debating skills become more evident in Post-16.
- An enriched curriculum has a very positive impact on students' Arabic skills. Purposeful teaching strategies contribute to steady progress across all phases. While research, extended writing and speaking have improved, the improvement is less evident in Secondary. However, there is no significant gap in knowledge.

**For Development:**

- Enhance students' extended writing and speaking skills, particularly in Secondary.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Outstanding	Outstanding	Not applicable
<b>Progress</b>	Not applicable	Outstanding	Outstanding	Not applicable

- External and internal data accurately reflect students' attainment in all language skills observed during lessons and in students' notebooks. Comprehension skills in reading and listening are solidly exceeding the curriculum standards, based on students' starting point in both phases.
- High expectations and the grouping system enable students to progress exceptionally well, developing a rich vocabulary. Extended writing and speaking skills become more pronounced when students use prior knowledge of grammar, adjectives and conjunctions. They demonstrate an advanced level of accuracy in dictations.
- Students confidently infer the meanings of new Arabic words from context in reading texts. They offer complete responses with verbs in the past and present tenses. Additionally, they fluently form questions, conduct conversations and memorise traditional Arabic poetry. There is no difference in the attainment of girls and boys.

**For Development:**

- Ensure that students make full use of what they know already in their speaking and writing.

**ENGLISH**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Good	Acceptable	Good	Not applicable
<b>Progress</b>	Very good	Good	Good	Not applicable

- Progress is stronger than attainment in both FS and Primary. Both attainment and progress are above expectations in the secondary phase. These findings are evidenced in lessons and in students' workbooks. Assessment data are unclear.
- Listening and speaking are developing skills in FS and Primary. Reading and writing are the least developed skills in the primary and secondary phases. There is insufficient sustained writing in lessons in both Primary and Secondary.
- A reading literacy programme, introduced in FS, Primary and the Secondary, has yet to have a significant impact on students' reading skills. The phonics programme in FS lays a secure foundation for literacy development.

**For Development:**

- Ensure that there is a focus on students' reading, speaking and writing skills in all lessons.

**MATHEMATICS**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Good	Good ↑	Good	Good
<b>Progress</b>	Very good	Very good ↑	Good	Very good

- In all phases, the attainment of a majority of students is above expected levels. In FS, Primary and Post-16, a large majority make better than expected progress. The achievement of students in Secondary is not as strong as it is in the other phases.
- Children in FS can count reliably from one to ten. They understand, talk about and compare shape, size, height and length. In Primary and Secondary, work includes numbers, fractions, shape, probability and trigonometry. In Post-16, students handle more complex problems related to everyday situations.
- This year teachers have updated the mathematics syllabus and have put increased focus on problem-solving and literacy, as specific to mathematics. These changes are already contributing to improvement in the attainment and progress of students in Primary.

**For Development:**

- Improve students' ability to tackle mathematical word problems.

## SCIENCE

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

- Students' knowledge and understanding of physical, life, earth and space science progressively build across all phases, leading to strong GCSE outcomes. A personalised programme supports stronger progress in FS. Conceptual understanding builds over time and has led to improved attainment in Primary.
- Children in FS make a strong start, exploring life cycles and science in the world around them. Primary students classify with confidence, developing practical skills linked to scientific knowledge and understanding. Older students are able to record increasingly complex data appropriately.
- There is a strong focus on literacy in lessons and changes in the programme for science have started to improve outcomes. Practical activities have been developed across all phases, but the planned curriculum does not sufficiently develop students' independent investigative skills.

### For Development:

- Ensure that students fully complete activities that progressively develop their independent investigative skills.
- Ensure that students move quickly to more challenging, higher order thinking activities as soon as practicable in lessons.

## LEARNING SKILLS

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

- In FS, children enjoy learning in groups and through play. Students in Post-16 are mature, motivated learners. In Primary and Secondary, students are overly dependent on their teachers for instruction and are not fully self-reliant learners.
- Learning skills are strongest in Islamic Education and Arabic. Nevertheless, students in all subjects are usually fully engaged in their work. They collaborate well and are developing effective communication skills.
- In English, science, and mathematics, critical thinking, problem-solving and the development of research skills are emerging features of learning. In English and science, girls' learning skills are noticeably stronger and more developed than those of boys. Independent learning is not equally evident across all subjects.

### For Development:

- Ensure that students develop and apply their independent learning skills in all subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Outstanding	Outstanding	Very good	Outstanding

- Students enjoy coming to school. They feel safe and appreciated by their teachers. They consider the school as a supportive environment where they can seek assistance when facing challenges. While most students demonstrate a positive attitude towards learning and self-discipline, there are a few exceptions among boys in Secondary.
- Relationships between students and staff are friendly, kind and respectful. Students recognise this as a special feature of their school. They show respect and empathy for all, particularly for students of determination.
- Students actively engage in a variety of physical activities both within and outside the school. They demonstrate responsible choices regarding their health and safety. A minority of students are not punctual at the start of the day and to lessons.

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate a deep and thorough understanding of Islamic values and how those values influence society in the UAE. They show pride in their identity and apply Islamic principles in their lives. They participate in Umrah trips and Islamic competitions, both within and beyond the school. They celebrate Islamic occasions and organise Iftar gatherings each Ramadan.
- Students have a deep appreciation of UAE heritage and culture, actively engaging in celebrations such as National Day and Flag Day. They have a comprehensive understanding of the history, traditions and leaders of the UAE, and demonstrate their respect for the nation's rich cultural heritage.
- Student's value cultural diversity in the UAE and appreciate and respect others. What they learn about other cultures is limited to their experiences in subjects such as the humanities, geography and art, and events such as cultural day.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a strong sense of personal responsibility and commitment to the school ethos. They participate in a variety of activities that have positive effects within the school and support each other in a range of academic and social activities.
- Students appreciate opportunities to initiate and manage entrepreneurial projects. They are very active and successful in interschool sporting and other competitions.
- Students are aware of environmental issues and committed to sustainability and recycling initiatives. Children in FS have repurposed waste products to develop and care for community gardens.

### For Development:

- Improve punctuality at the start of the day and to lessons.
- Ensure that the few students who need to regulate their behaviour, do so.
- Engage students across the school in meaningful environmental sustainability projects.

## 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
<b>Teaching for effective learning</b>	Very good	Good	Good	Very good

- Teachers have strong subject knowledge. Teaching is more effective in FS and Post-16 than in the Primary and Secondary phases. Teaching in FS and learning through play supports progression in skill development. Teaching in Post-16 is purposeful with more effective approaches for students' learning.
- Questioning and dialogue that engages students and helps them to think deeply is not apparent in all lessons in Primary and Secondary. In Post-16, lessons are more often student-centred with learning tasks that are differentiated to provide appropriate levels of challenge.
- Teaching strategies to support learning, and teachers' expectations of students, vary across subjects. In the best lessons, teachers encourage students in discussion and dialogue. The development of critical thinking, problem-solving and independent learning skills is not routinely seen in all lessons, particularly in Primary and Secondary.

	Foundation Stage	Primary	Secondary	Post-16
<b>Assessment</b>	Outstanding	Very good	Very good	Very good

- In FS1, assessment is linked to the EYFS outcomes, for both English and Arabic language lessons. Across the school, internal and external assessment arrangements are secure. Most teachers make effective use of on-going and final assessments.
- The school marking policy is not consistently adhered to in Primary and Secondary. In lessons where students engage in self-assessment, they are able to reflect more purposefully on their learning.
- Leaders have undertaken considerable analysis of data related to assessment outcomes and have produced a wealth of information for teachers. However, lesson planning, informed by assessment, is not being implemented consistently in Primary and Secondary to meet the needs of all ability groups.

### For Development:

- Ensure the effective use of assessment data by teachers so that teaching strategies meet the needs of all students.
- Make more use of self- and peer-assessment to consolidate learning.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design and implementation</b>	Outstanding	Very good	Very good	Very good

- The curriculum meets all statutory requirements. It provides continuity and progression and a balance of knowledge and skills in all subjects. The FS curriculum is particularly well designed to meet the learning needs of young children.
- Integrated learning in FS supports meaningful cross-curricular links. In other subjects and phases, curriculum links are planned, but they do not consistently facilitate the transfer of learning between different subjects.
- Curriculum reviews are ongoing. Leaders have started to broaden the upper secondary curriculum with the introduction of additional GCSE subjects. Alternative learning pathways are being considered, through to Post-16 with the introduction of vocational programmes and preparation for adult life courses.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Outstanding	Very good	Very good	Very good ↑

- Child-centred, play-based learning and continuous provision in FS support a personalised curriculum across all areas of learning. Bilingual provision provides a strong start to children's learning. Curriculum adaptation is a strength in Islamic Education and Arabic but is inconsistent in other subjects.
- The curriculum provides some opportunities for creativity and debate. A wide range of events and activities enhances the Islamic Education and Arabic curricula. A range of extra-curricular activities across all phases support students' personal development and wellbeing.
- References to the history and traditions of the UAE are embedded in most subjects. These provide coherent learning experiences and ensure that most students have a deep understanding of Emirati identity and heritage.

### For Development:

- Ensure that the curriculum in Primary and Secondary is personalised to meet the learning needs of all students.
- Ensure that planned cross-curricular links facilitate the transfer of learning between subjects.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Members of staff are well trained and diligent in applying the school's clearly defined policies and procedures for safeguarding, including child protection. Well-resourced security and safety measures are in place, and evacuation drills are systematically rehearsed across the school
- Buildings, equipment and outdoor areas are of very high quality. They are routinely and carefully maintained. Safety checks are conducted frequently. Issues that arise are responded to quickly, and detailed records are retained. Students' safety around buses and private transport is well organised and supervised.
- The promotion of safe and healthy lifestyles and wellbeing is supported by high-quality medical care and by the physical education department. This is a priority which is evident, well-understood and practised across the school.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Staff are very aware of students' individual needs and know them extremely well. Using an all-round approach, the school successfully promotes positive behaviour and mutual care and respect. Measures put in place to improve punctuality are not yet fully successful.
- Highly inclusive procedures welcome students into the school. Comprehensive systems ensure prompt identification of students of determination and those who are gifted and talented. Expert support, well-chosen interventions and effective strategies help most students to make strong academic and personal progress.
- The large welfare team includes highly trained and qualified members. They work alongside all members of staff to monitor students' wellbeing and personal development. Students' needs and concerns are expertly handled, and personalised guidance and academic advice are provided for all students.

### For Development:

- Enhance the systems for promoting punctuality.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- Senior leaders and governors ensure that the school offers an inclusive education. The well qualified inclusion lead provides clear guidance for the department's work. Extensive learning resources and professional training means that most teachers and learning support assistants (LSAs) consistently deliver high-quality inclusive practice.
- Rigorous identification procedures include a range of diagnostic assessments and the use of external specialists, if necessary. Teaching is mostly well adapted to individual learning needs and based on guidance in their individual education plans (IEPs). Individual and small group instruction provides strong support for learners.
- The school actively involves parents as partners in their children's education. Parents appreciate the school's commitment to inclusion and the prompt responses to their enquiries and requests. Parents feel well informed and enabled, by effective training and guidance, to support their children.
- Supportive classroom environments engage, motivate and empower a large majority of learners. Students develop greater independence and resilience as learners through the unobtrusive support of LSAs. The personalised learning centre provides very effective individual support for students in Secondary.
- Whole school systems provide accurate information on students' progress towards their challenging targets. Engaging learning experiences and highly effective curriculum adaptations help students to acquire knowledge and skills. A large majority make much better-than-expected progress in their learning and personal development.

#### For Development:

- Ensure that teachers and LSAs consistently deliver highly motivating learning experiences so that all students of determination are actively engaged in all lessons.
- Expand learning pathways for all age groups to respond to the diversity of needs and abilities.

## 06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders prioritise UAE national priorities and identity. Emphasis is placed on Emirati and Islamic values, academic achievement, wellbeing and inclusive learning. Senior leaders have secure knowledge of the curriculum and best practice and the ability bring about improvement. This is most evident in FS, and in Islamic Education and Arabic. However, the capacity of middle leaders to secure improvement in students' outcomes varies. While leaders acknowledge literacy as a key barrier to deepening students' learning, their ability to address it through personalised learning is inconsistent.
- Systematic self-evaluation, using internal and external data, is integral to the school's improvement planning at various levels. It accurately identifies most strengths and areas for improvement. Regular monitoring of teaching and learning is linked increasingly to the impact on students' achievement. The three-year improvement plans produce positive effects and some progress in addressing previous recommendations is seen.
- Parents are highly engaged and supportive, including parents of students of determination. They value information communicated through a variety of channels. They actively participate in the parents committee meetings to share feedback, and benefit from improved communication with school leaders. Termly student reports cover academic and social progress and help parents to understand their children's strengths and areas for improvement. Leaders of MoE subjects have developed partnerships with various community groups to enhance students' experiences.
- Governors receive input from parents, staff and students to address key concerns. The governing board is primarily composed of school improvement advisors, who hold leaders accountable for students' outcomes. Regular observations and learning walks during termly reviews provide governors with insight into the school's strengths and areas for growth. However, there is the potential for conflict in their advisory roles and the need for impartiality in assessing the effectiveness of school leadership.
- The management of the school's day-to-day operations is highly efficient. Staff and students understand the daily procedures. However, a minority of students arrive late to the first period. Well-qualified staff effectively meet the curriculum demands and provide pastoral care and support. Staff benefit from regular professional training, although this tends to be more related to general issues rather than to teachers' specific needs. The premises provide high-quality resources and specialist facilities.

### For Development:

- Ensure that all staff with leadership responsibilities have the capacity to make a full contribution to the drive for improvement.
- Redefine the roles of members of the governing board to ensure that there is no possible conflict of interest between governors' school improvement functions and reviews of the effectiveness of school leadership.



## 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](mailto:QA.Schools@khda.gov.ae)