



INSPECTION SUMMARY REPORT PARENT EDITION

2024-2025

DURHAM SCHOOL L.L.C
UK

ACCEPTABLE

| | | | | | |
|--------------------------------|--------------------------------------|--|-------------------------------|--|--|
| <p>479 Students</p> | <p>5 Emirati Students</p> | <p>50 Students of Determination</p> | <p>42 Teachers</p> | <p>12 Teaching Assistants</p> | <p>0 Guidance Counsellors</p> |
|--------------------------------|--------------------------------------|--|-------------------------------|--|--|

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OVERALL SCHOOL PERFORMANCE



ACCEPTABLE

| | |
|--------------------|--|
| OUTSTANDING | Quality of performance substantially exceeds the expectation of the UAE |
| VERY GOOD | Quality of performance exceeds the expectation of the UAE |
| GOOD | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE) |
| ACCEPTABLE | Quality of performance meets the minimum level of quality required in the UAE |
| WEAK | Quality of performance is below the expectation of the UAE |
| VERY WEAK | Quality of performance is significantly below the expectation of the UAE |

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Students' attitudes, behaviour, relationships and personal development
- Students' appreciation of Islamic values, world cultures, social contribution and environmental awareness
- Teaching and learning in the primary school
- The strong partnerships with parents

POINTS TO IMPROVE

- Develop a systematic approach to the promoting, monitoring and evaluating well-being across the school
- Improve the consistency of teaching for learning and assessment
- Increase the capacity for planning, implementation and evaluation of inclusion
- Ensure that all governors have a clear understanding of their role to support school improvement

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **ACCEPTABLE**



The school promotes a values-driven culture of well-being; however, monitoring is inconsistent, strategic use of data is underdeveloped, and student voice is not yet systematically embedded. Leadership shows strong intent, yet limited capacity hinders sustained improvement. Students feel supported and connected. Approaches to well-being are inconsistent, and students have some opportunities to shape or lead initiatives.

STUDENT'S ACHIEVEMENTS

Attainment is acceptable across all subjects and all phases. Progress is mostly good in the primary phase. It is good in English and mathematics in the secondary phase, but only acceptable across the other subjects. Across the school students increasingly take responsibility for their own learning. They work productively in groups although the quality of their interactions are varied, and collaboration can be limited. Opportunities for students to make connections between different areas of learning are inconsistent

| ENGLISH | MATHS | SCIENCE |
|--|--|--|
| ATTAINMENT | ATTAINMENT | ATTAINMENT |
| PROGRESS | PROGRESS | PROGRESS |
| FOUNDATION STAGE: ACCEPTABLE, ACCEPTABLE | FOUNDATION STAGE: ACCEPTABLE, ACCEPTABLE | FOUNDATION STAGE: ACCEPTABLE, ACCEPTABLE |
| PRIMARY: ACCEPTABLE, GOOD | PRIMARY: ACCEPTABLE, GOOD | PRIMARY: ACCEPTABLE, GOOD |
| SECONDARY: ACCEPTABLE, GOOD | SECONDARY: ACCEPTABLE, GOOD | SECONDARY: ACCEPTABLE, ACCEPTABLE |

| ARABIC AS FIRST LANGUAGE | ARABIC AS SECOND LANGUAGE | ISLAMIC |
|--|--|--|
| ATTAINMENT | ATTAINMENT | ATTAINMENT |
| PROGRESS | PROGRESS | PROGRESS |
| FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE | FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE | FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE |
| PRIMARY: ACCEPTABLE, ACCEPTABLE | PRIMARY: ACCEPTABLE, GOOD | PRIMARY: ACCEPTABLE, GOOD |
| SECONDARY: ACCEPTABLE, ACCEPTABLE | SECONDARY: ACCEPTABLE, ACCEPTABLE | SECONDARY: ACCEPTABLE, ACCEPTABLE |

| LEARNING SKILLS |
|------------------------------|
| FOUNDATION STAGE: ACCEPTABLE |
| PRIMARY: GOOD |
| SECONDARY: ACCEPTABLE |



STUDENT'S PERSONAL AND SOCIAL DEVELOPMENT

Students demonstrate responsible behaviour, show mutual respect, and build positive, supportive relationships with peers and adults alike. Bullying is very rare and students demonstrate a clear understanding of healthy living. Most students responded positively to the action taken to improve attendance and punctuality in the school. This is reflected in the noticeable improvements in punctuality. However, although there has been some improvement, the overall attendance rates remain below expectations. Students value Islamic principles, UAE heritage, and cultural diversity, though some aspects of local culture remain unclear. The student council contributes positively. Older students mentor younger ones, and environmental efforts are student-led. Innovation and research skills are developing but not yet fully embedded.

| PERSONAL DEVELOPMENT | UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES | SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS |
|-----------------------------|---|---|
| FOUNDATION STAGE: VERY GOOD | FOUNDATION STAGE: GOOD | FOUNDATION STAGE: GOOD |
| PRIMARY: VERY GOOD | PRIMARY: GOOD | PRIMARY: GOOD |
| SECONDARY: VERY GOOD | SECONDARY: GOOD | SECONDARY: VERY GOOD |

PROVISION FOR LEARNERS

Most teachers demonstrate strong subject knowledge and create positive, engaging environments. A focus on questioning promotes deeper thinking, with primary students gaining more opportunities for enquiry-based learning. Lesson planning considers student needs, though delivery lacks consistent support and challenge. Assessment in FS is underdeveloped; elsewhere, data use is inconsistent. Feedback varies, with effective examples in science and Islamic education, though next steps are often unclear.

The curriculum follows the English National Curriculum and UAE requirements for Arabic and Islamic studies. It emphasises knowledge over skills, with limited critical thinking and independent learning. Transitions are supported, but cross-curricular links and challenge for high achievers need strengthening. Curriculum review lacks subject leader input. Extracurricular activities are broad, and UAE heritage and Emirati culture are integrated through themed events and wider learning experiences.

The school promotes student well-being and safety through policies, health education, and transport supervision. However, risk assessments are not always implemented with sufficient rigour to moderate all potential risks. Positive behaviour and well-being are encouraged through routines, strong relationships, and visual cues. Attendance systems are well established, though inclusive planning and evaluation of well-being remain inconsistent and lack depth.

| TEACHING | ASSESSMENT | CURRICULUM DESIGN |
|------------------------------|------------------------------|------------------------------|
| FOUNDATION STAGE: ACCEPTABLE | FOUNDATION STAGE: ACCEPTABLE | FOUNDATION STAGE: ACCEPTABLE |
| PRIMARY: GOOD | PRIMARY: ACCEPTABLE | PRIMARY: ACCEPTABLE |
| SECONDARY: ACCEPTABLE | SECONDARY: ACCEPTABLE | SECONDARY: ACCEPTABLE |

| CURRICULUM ADAPTATION | HEALTH & SAFETY | CARE & SUPPORT |
|------------------------------|------------------------|------------------------------|
| FOUNDATION STAGE: ACCEPTABLE | FOUNDATION STAGE: GOOD | FOUNDATION STAGE: ACCEPTABLE |
| PRIMARY: ACCEPTABLE | PRIMARY: GOOD | PRIMARY: ACCEPTABLE |
| SECONDARY: ACCEPTABLE | SECONDARY: GOOD | SECONDARY: ACCEPTABLE |



INCLUSION

THE OVERALL PROVISION OF LEARNING OF STUDENTS OF DETERMINATION IS **ACCEPTABLE**

The school champions inclusive values, but lacks the staffing, infrastructure, and strategic oversight to ensure consistently strong inclusive education provision. Strong relationships exist between teachers and parents, with regular meetings and a proactive pastoral culture that builds trust. Early concern-raising pathways exist, but inconsistent application results in delayed support. Classroom adaptations are inconsistent and often not aligned to student needs. IEPs are inconsistent and rarely linked to robust data or reviewed impactfully.



LEADERSHIP AND MANAGEMENT

Leaders are strongly committed to the school's values of moral integrity, ambition, responsibility, and kindness. While senior leadership is mostly secure, middle leadership lacks clarity of role, supported by effective. Self-evaluation remains overly communication. Governors have prioritised teacher recruitment but have yet to establish a robust middle leadership structure. The school is welcoming and efficiently managed, though staffing levels remain insufficient.

| | |
|---|------------|
| THE EFFECTIVENESS OF LEADERSHIP | ACCEPTABLE |
| SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING | ACCEPTABLE |
| PARENTS AND THE COMMUNITY | GOOD |
| GOVERNANCE | WEAK |
| MANAGEMENT, STAFFING, FACILITIES AND RESOURCES | ACCEPTABLE |



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