

INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

ENGLISH LANGUAGE PRIVATE SCHOOL

UK

ACCEPTABLE

ENGLISH LANGUAGE PRIVATE SCHOOL UK

Inspection Dates
22 - 26 January 2024

Principal
Muhammad Afzal

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1969 Students

3 Emirati Students

92 Students of Determination

131 Teachers

22 Teaching Assistants

1 Guidance counsellors

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' very good knowledge and understanding of Islamic values and UAE culture; and their social responsibility and innovation skills
- The good quality of curriculum design that has widened choice and improved students' opportunities for active learning
- The good provision for the care and support of students, including their wellbeing, and the very good arrangements for the health and safety of all in the school community
- The clear leadership and direction of the Principal and senior leaders, and the supportive influence of the governors, that is increasingly improving the work of the school

POINTS TO IMPROVE

- Improve the quality of student achievement across all subjects and phases
- Improve the quality of teaching for effective learning and teachers' use of assessment to plan and teach lessons that meet the needs of all groups of students
- Enhance school improvement planning by:
 - describing in improvement plans exactly what high standards of attainment look like in every subject and
 - making sure all teachers, middle leaders and senior leaders share a common understanding of these standards

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**.

Students report feeling well supported at school. There are strong, respectful relationships between students and teachers and students enjoy opportunities to lead activities. Their active school council represents their interests. Students know who to turn to if they are worried or upset. Older students willingly take on responsibility to look after the wellbeing of younger students. Parents report that they are highly satisfied with well-being guidance and support for their children's welfare.

STUDENTS' ACHIEVEMENTS

In the Foundation Stage, children excel in developing their speaking and listening skills, thanks to abundant opportunities to discuss their learning. In the primary years, students relish their time in the laboratory, leading to commendable achievements. Arabic language learners, studying it as an additional subject, find the experience enjoyable and demonstrate notable progress, building effectively on existing knowledge with marked improvement in English, though progress in mathematics is still emerging.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: ACCEPTABLE, ACCEPTABLE	FOUNDATION STAGE: ACCEPTABLE, GOOD	FOUNDATION STAGE: ACCEPTABLE, ACCEPTABLE
PRIMARY: ACCEPTABLE, GOOD	PRIMARY: ACCEPTABLE, ACCEPTABLE	PRIMARY: GOOD, GOOD
SECONDARY: GOOD, GOOD	SECONDARY: ACCEPTABLE, GOOD	SECONDARY: ACCEPTABLE, ACCEPTABLE
POST-16: GOOD, GOOD	POST-16: GOOD, GOOD	POST-16: ACCEPTABLE, GOOD

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, GOOD	PRIMARY: ACCEPTABLE, GOOD	PRIMARY: ACCEPTABLE, GOOD
SECONDARY: ACCEPTABLE, ACCEPTABLE	SECONDARY: ACCEPTABLE, ACCEPTABLE	SECONDARY: GOOD, GOOD
POST-16: ACCEPTABLE, ACCEPTABLE	POST-16: NOT APPLICABLE, NOT APPLICABLE	POST-16: ACCEPTABLE, GOOD

LEARNING SKILLS
FOUNDATION STAGE: GOOD
PRIMARY: GOOD
SECONDARY: GOOD
POST-16: GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students are well-informed about how to live healthily and how to stay safe online. Students get on well together and with their teachers. They are almost always keen to learn. They value highly UAE culture and heritage and enjoy celebrating important national anniversaries. They know a lot about their own and others' cultures. Students across the phases enjoy opportunities to be creative and innovative. They especially enjoy learning about technology and finding new ways to use it.

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: GOOD	PRIMARY: VERY GOOD	PRIMARY: VERY GOOD
SECONDARY: VERY GOOD	SECONDARY: VERY GOOD	SECONDARY: VERY GOOD
POST-16: VERY GOOD	POST-16: VERY GOOD	POST-16: VERY GOOD

PROVISION FOR LEARNERS

Teaching at the Foundation Stage and Primary levels is now more engaging, with a clear emphasis on active learning through well-structured lesson plans. However, in Primary and Secondary, there's room for improvement in utilizing data about students' performance and progress to consistently address the needs of various student groups.

The curriculum has seen significant enhancements, aligning more closely with the National Curriculum for England. Notably, the Primary science curriculum now features regular laboratory experiments, and the introduction of STEM activities and Design & Technology in Primary and Secondary enriches technological and vocational learning.

The school's health and safety protocols are robust, ensuring a secure environment for everyone. This includes precise record-keeping, regular reviews, and updates, alongside effective child protection measures and the promotion of healthy lifestyles. The care and support provided across all educational phases have improved, particularly in Primary, making the school more inclusive.

TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: GOOD
PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE	PRIMARY: GOOD
SECONDARY: ACCEPTABLE	SECONDARY: ACCEPTABLE	SECONDARY: GOOD
POST-16: GOOD	POST-16: GOOD	POST-16: GOOD

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: GOOD	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: GOOD
PRIMARY: GOOD	PRIMARY: VERY GOOD	PRIMARY: GOOD
SECONDARY: ACCEPTABLE	SECONDARY: VERY GOOD	SECONDARY: GOOD
POST-16: ACCEPTABLE	POST-16: VERY GOOD	POST-16: GOOD

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**.

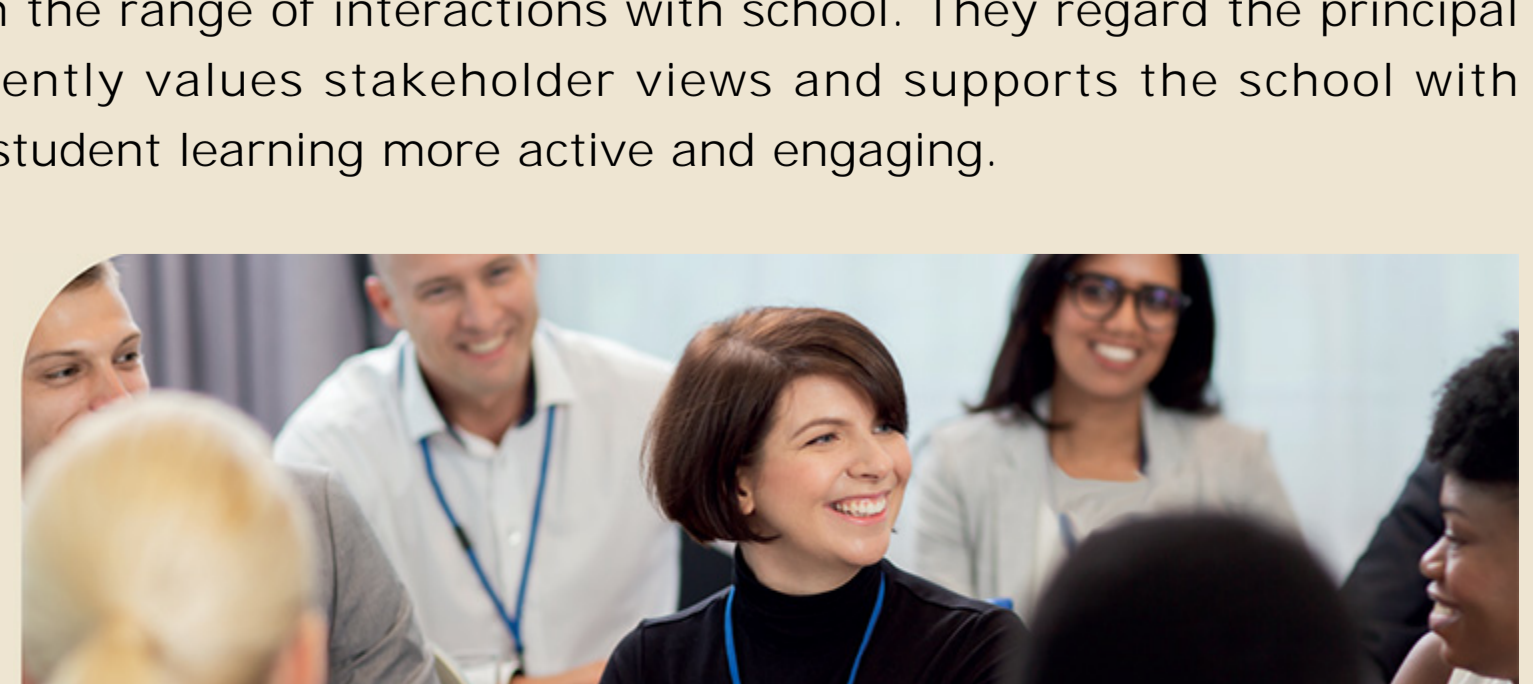
This is a caring and inclusive school. There are good procedures to identify the needs of students of determination. Students who are gifted and talented are not always sufficiently challenged by their learning tasks. Partnerships with parents are positive. Individual education plans focus clearly on student's prime need. Most students make good progress towards their individual goals. Students make the most consistent gains in their learning through individual and group support from the inclusion team.



LEADERSHIP AND MANAGEMENT

The principal's clear vision and strategic direction supports school leaders to establish a positive learning culture throughout the school. Important aspects of self-evaluation continue to result in over-optimistic evaluation of the quality of student outcomes. Parents feel well-informed through the range of interactions with school. They regard the principal as sufficient resources and staff. New facilities have made student learning more active and engaging.

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



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