

INSPECTION REPORT

2022-2023



AL SALAM COMMUNITY SCHOOL L.L.C

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Twar 2
Opening year of School	2019
Website	www.alsalamcommunity.ae
Telephone	97142215554
Principal	Kifaya Khan
Principal - Date appointed	9/1/2021
Language of Instruction	English
Inspection Dates	13 to 16 March 2023

STUDENTS

Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	1792
Number of Emirati students	227
Number of students of determination	134
Largest nationality group of students	Arab

TEACHERS

Number of teachers	131
Largest nationality group of teachers	UK
Number of teaching assistants	33
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	20%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	IGCSE, GCSE, AS-A
Accreditation	BSO

School Journey for AL SALAM COMMUNITY SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

STUDENTS OUTCOMES	<ul style="list-style-type: none"> • Apart from primary mathematics, where progress is acceptable, students' progress in English, mathematics and science is good in all phases. Progress in Islamic Education has improved to be good across the three phases. Primary students are making good progress in Arabic as a first language, otherwise the progress of students in Arabic as both a first and additional language is acceptable. Students' attainment is mostly acceptable in all core subjects. Attainment is strongest in English and science in Secondary and in Post-16 mathematics and science. Students of determination make good progress towards their learning goals. • Students have positive attitudes to school and many display strong leadership skills. Almost all students demonstrate self-discipline and respond well to one another. Students celebrate the diverse nature of the school through a variety of student led activities. Islamic and Emirati ambassadors lead events and initiatives to promote understanding of Islamic values and Emirati culture. Most students are creative, innovative, and entrepreneurial. However, opportunities to be involved with the wider community are limited.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> • Teachers generally ensure that the classroom learning environments promote learning effectively. They know their students well and most ensure that work in lessons provides appropriate levels of challenge. However, the use of assessment information to ensure that learning activities meet the needs of all students is not consistent in all subjects. The school participates in a range of external tests to benchmark students' performance against international standards. • The curriculum has a clear rationale. It offers breadth and includes creative, physical and practical experiences. The provision of Arabic as an additional language does not follow the guidance on the best practice. The school has recently introduced a programme into lower Secondary that promotes the integration of learning more closely with everyday life, encouraging success by making learning more meaningful. There is a sufficiently broad range of extra-curricular activities. Programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE are included across the curriculum. • The school has effective child protection and safeguarding procedures that are followed and implemented by all staff. The school's premises are well maintained. The caring ethos and respectful relationships enable students to feel well cared for. The school provides effective academic guidance for older students to support their choice of subjects and routes to higher education and future careers. The level of challenge and support for students of determination and those with gifts and talents are not consistent.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> • The school's senior leaders are committed to the UAE National priorities, including an emphasis on inclusion and wellbeing. The monitoring of teaching and learning is regular but not sufficiently focused on the effect on students' learning. Self-evaluation is over-optimistic. The school is successful in engaging parents as partners in their children's education. Governors seek and take account of stakeholders' views. The school is managed very effectively on daily basis.

The Best Features of The School:

- Students' mostly good progress in Islamic Education, English, mathematics and science.
- Students' personal development and their excellent awareness of Islamic values and Emirati culture.
- The very good arrangements for students' health, safety, care and support.
- The effective management of the school and the staffing and resources.
- The successful engagement of parents in the life of the school.

Key Recommendations:

- Improve the rigour and accuracy of the self-evaluation process.
- Ensure that teachers plan to raises students' achievement by making more effective use of internal and external data and that leaders robustly monitor the impact of all action plans.
- Improve the quality of teaching in all subjects by ensuring that in all lessons the appropriate level of challenge is provided for all groups of students.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	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
Progress in international assessment	is approaching expectations	is below expectations

- The school did not participate in either the PISA 2018 or TIMSS 2019 tests. Progression in National Agenda (NA) benchmark test is approaching expectations.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- The leadership team supports and appreciates the vision, and the value of the NA. Subject leaders conduct detailed gap analyses based on the recommendations from Granada Learning (GL) Progress Test reports. The school does not explicitly reference the adaptations made to the curriculum to address the skill and content gaps identified in the reports. Systems for measuring the impact of curriculum adaptations are not established.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	is approaching expectations

- The reading skills of most students are in line with expectations. The promotion of critical thinking skills is inconsistent across all subjects and phases.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Monitor, document, and evaluate the impact of learning gap analyses on students' academic progress.
- Improve the procedures for evaluating the impact of reading literacy interventions on the level of students' reading skills.

Wellbeing

The quality of wellbeing provision and outcome is at a high level

- The school's wellbeing team has a strong commitment to promoting the wellbeing of both students and staff. The use of wellbeing surveys is informing action planning, and governors are well briefed on the results. They take a keen interest in how well the school is responding to any issues concerning the wellbeing of students and staff. An inclusive ethos underpins the development of students' self-confidence and self-esteem.
- Most teachers demonstrate genuine care and concern for students' wellbeing, with best practice evident in personalized lessons that value students' contributions. Counsellors provide high-quality support, and staff appreciate the investment the school makes in their professional development. The school fosters an open culture that welcomes and respects the views of students, staff, and parents on all aspects of school life. All stakeholders are involved in the school's efforts to improve the wellbeing of students and staff.
- The school uses a dedicated curricular programme for wellbeing in the Foundation Stage (FS) and is developing the curriculum well in other phases. Purposeful wellbeing focus days and extra-curricular activities provide opportunities for leadership roles that enhance students' confidence, self-esteem, and wellbeing. Students are aware of the importance of staying safe and adopting a healthy lifestyle. Surveys and discussions with students indicate that they feel safe and valued at school. The quality of relationships between staff and students significantly contributes to students' wellbeing.

UAE social studies and Moral Education

- The moral, social and cultural framework (MSC) structures the provision of UAE social studies and moral education from Years 1 to 12. Weekly MSC lessons address the social studies standards and are integrated across the school. These are also aligned to the relevant National Curriculum for England (NCfE) courses of study. The themes of moral and social education have a range of identified cross-curricular links.
- The MSC framework is taught effectively through classroom lessons and project-based activities, where students take certain themes and apply them in everyday situations, or to elements of the culture and heritage of the UAE. This initiative promotes students' learning skills well and engages students at their level of interest and ability. The 'Ambassador' programme engages Emirati students well in public and national events.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good ↑	Good ↑

- Students across all phases perform at levels that meet the curriculum expectations in memorizing and reciting the Holy Qur'an. Students develop an increasingly secure grasp of Islamic principles, creeds and worship.
- Students in Primary reflect their good understanding of Islamic manners and etiquette through practicing them. Secondary students discuss in depth different parts from the Prophet's (PBUH) Seerah and lessons learned from it. Post-16 students are able to build meaningful connections to everyday life.
- The improved quality of questioning, raised expectations and the level of challenge presented to students, is having a positive impact on students' progress. However, students' ability to lead their own learning responsibly is underdeveloped.

For Development:

- Improve student skills in memorising and reciting the Holy Qur'an, particularly in Secondary and Post-16.
- Enhance students' ability in quoting evidence from the Holy Qur'an and Hadith to support their answers.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Across all phases, most students' attainment is in line with curriculum standards. The majority of primary students make better than expected progress compared to other phases. This is a result of more opportunities for students to develop their language skills, particularly in forming cohesive and grammatically correct sentences.
- Most students have adequate reading and listening skills. Speaking is the least developed skill. As students move through the school, their writing skills improve. However, the application of Arabic calligraphy rules and spelling is underdeveloped.
- Students access a programme that aims to strengthen students' reading, writing, speaking and listening, as an enrichment activity. However, the culture of reading across the school in Arabic is not strong enough to support increased engagement with Arabic and the development of the four language skills.

For Development:

- Improve students' ability to speak fluently and improve their command of modern standard Arabic.
- Ensure that all students improve their linguistic skills by proof-reading and redrafting their own written work.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable ↓	Acceptable ↓	Not applicable

- Most primary students understand simple high frequency words in line with curriculum expectations. Secondary students understand short familiar sentences. The progress of students in both phases is hindered by not grouping students according to the number of years of studying Arabic.
- In lessons and students' work students are able to identify and write words and phrases and copy sentences correctly. They write simple sentences making use of familiar vocabulary. The ability to speak confidently, using modern standard Arabic and accurate grammar, is insecure.
- The introduction of a programme to develop students Arabic language skills as an enrichment activity has the potential to improve students' reading comprehension. However, the impact on students' language skills in the classroom is limited.

For Development:

- Ensure students are taught according to the number of years of studying Arabic, to match their attainment levels more closely with the curriculum requirements.
- Ensure teachers' expectations of students speaking and the independent writing skills are consistently high.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Acceptable
Progress	Good	Good	Good	Good

- Very few students enter school with prior knowledge of English. In that context, children in FS make mostly good progress in developing their pre-reading and writing skills. Older students progressively develop their knowledge and application of the English speaking and writing conventions.
- Younger students are reflective speakers who can convey their thinking clearly. Older students, although knowledgeable, do not have enough opportunities to share their views at length. Most students read with understanding, and their inference skills are effectively developed.
- The use of targeted reading resources, such as a structured phonics scheme, is helping to develop students' literacy skills. The use of a rigorous assessment framework to identify gaps in students' understanding, which is strongly embedded in Secondary, is having a positive effect on students' progress.

For Development:

- Develop and implement a whole-school handwriting policy.
- Provide more opportunities for secondary students to engage in discussions and debate.
- Ensure the consistency and rigour of assessment practice in the primary phase.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Good ↓
Progress	Good	Acceptable ↓	Good	Good

- In upper Secondary and Post-16, most students attain above the expected levels in external curriculum-related assessments. Boys outperform the girls throughout the school. Students' progress in lessons largely depends on the level of challenge provided by teachers. It is less strong in Primary.
- Children in FS are successful in developing sense of numbers. Students in Primary understand operations with fractions. The understanding of numeracy and geometry are a strength of students in the secondary phase. Students in Post-16 can apply their reasoning skills well when solving challenging examination style tasks.
- There is insufficient emphasis on challenging students with tasks that develop their critical thinking and investigative skills. The use of technology to support learning is a developing feature across the phases.

For Development:

- Raise students' attainment levels in international benchmark assessments.
- Provide students with more opportunities in lessons for the discussions and application of concepts.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Good
Progress	Good	Good	Good	Good ↓

- In FS and Primary, most students attainment is in line with curriculum standards, whilst in Secondary and Post-16, a majority attain at a level above these standards. A majority of students, across the school, make better than expected progress.
- Across the school, students' practical skills are underdeveloped when compared with their knowledge and understanding. Investigative skills, especially in lower Secondary, are similarly underdeveloped.
- Not enough has been done to address the development points noted in the previous inspection report. There is insufficient emphasis on improving and tracking the development of students' basic practical and investigative skills.

For Development:

- Improve students' investigative skills across the school.
- Carefully track students' progress in the development of practical skills to ensure that these are improving.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Students across the school are motivated and committed learners who enjoy their lessons. Overall, however, they are often overly dependent on teachers' direction and do not take responsibility as independent learners. Although children in FS have positive attitudes to learning, they have too few opportunities to choose activities and initiate their own learning.
- Students engage well with adults and one another. They collaborate and work well in groups when given the opportunity. Most communicate their thinking with confidence, although opportunities to make connections in their learning to the wider world and other subjects are inconsistently promoted.
- The development of students' critical thinking and problem-solving skills is inconsistent across the school. Students have well-developed skills in the use of technology and other resources to support their research and learning. Opportunities for students to be innovative in lessons are under-developed.

For Development:

- Increase opportunities for students to be more self-managing and independent learners.
- Provide more opportunities for children in FS to choose and initiate their own learning activities.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good

- Most students enjoy school. They feel appreciated and valued and able to approach any of the teachers with their ideas and opinions. Students have positive and mature attitudes, and many demonstrate strong leadership skills.
- Almost all students demonstrate self-discipline and respond well to others. Student show respect to one another and to the staff. Relationships among students themselves and with adults are friendly and supportive.
- Students understand what a healthy lifestyle means. They generally choose healthy food options in the school canteen. Most participate in a wide range of sporting activities provided by the school. Students are in regular attendance and generally punctual to lessons.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students show clear understanding of Islamic values. This is reflected in their respectful and welcoming behaviour. Islamic 'ambassadors' organise and lead a variety of activities to raise students' awareness of these values. Students are fully engaged in all Islamic events celebrated in the school.
- Students show respect and appreciation for the culture and heritage of the UAE. They observe respectfully the playing of the national anthem and link their learning with the UAE. Emirati 'ambassadors' are active in developing understanding of Emirati culture. Students are involved in and enjoy all UAE national celebrations.
- Students are proud of their own cultures and show respect and appreciation for other cultures. They celebrate this diversity in the school through activities such as International Day, Global Citizenship Day and a variety of cultural days.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- The student council is an active body. It initiates and leads activities that have a positive impact on the school, such as introducing healthy food in the school canteen and leading morning assemblies.
- Students are active in organising fund raising events, for example in raising money for humanitarian aid following the recent earthquakes in Syria and Turkey. However, students are not sufficiently involved in more local community events.
- Students are provided with a variety of opportunities that enable them to be creative, innovative, and entrepreneurial. They actively support schemes that have a positive environmental impact through, for example, the removal of plastic bottles in school and energy conservation.

For Development:

- Extend opportunities for students to be involved in local community projects.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good

- In FS, teachers plan lessons carefully to enable children to make good progress. In other phases, effective teaching, often by subject specialists, underpins good progress. However, in general, not enough use is made of assessment information to guide learning and promote more rapid progress.
- Teachers ensure that the classrooms provide stimulating learning environments. They know their students well and in the most effective lessons ensure that learning activities provide appropriate levels of challenge. However, not all lessons fully engage students' interest and teachers' questioning does not always promote critical thinking
- The school has experienced a significant turnover in staffing since the previous inspection. Although there are effective systems in place to ensure that all teachers receive appropriate induction and ongoing training, the rate of turnover has affected improvements in the quality of teaching.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- Internal assessment processes are consistent and in line with the curriculum standards in each phase. They enable the school to collect accurate assessment information and to track students' academic progress.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark students' performance to international standards. Analysis of available assessment information provides the school with generally accurate information related to students' progress as individuals and as groups.
- Teachers know the strengths and weaknesses of their students. However, not enough use is made of assessment information in lesson planning to ensure that the differing needs of students are met. The written feedback given to students on the quality of their work is inconsistent.

For Development:

- Ensure that teaching, particularly in Arabic and mathematics, is motivating and engages students more actively in learning.
- Ensure that teachers use questioning more effectively to develop students' higher order thinking skills.
- Improve teachers' use of assessment information to ensure that learning activities are more closely matched to students' learning needs.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum has a clear rationale, which meets NCfE requirements and takes account of the local context. Most subjects ensure that students are fully engaged and enjoy their studies. The curriculum provides breadth and includes a variety of a creative and practical learning experiences.
- The curriculum is reviewed on a regular basis and cross-curricular links are planned to reinforce the development of key skills, such as literacy and numeracy. It is structured so that students learn systematically and progressively. Older students are well prepared for the next phase of their education.
- The range of curriculum choices has recently been extended to lower Secondary with the introduction of a programme to relate learning more closely to everyday life. The curriculum meets the wellbeing needs of almost all students

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- The school uses assessment information to identify gaps in the curriculum and implements strategies intended to close these gaps. The impact of these strategies, however, is not consistently measured or tracked.
- There is a sufficiently broad range of extracurricular activities, including artistic and sporting opportunities, which provide sufficiently well for students' wider interests. Programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE are included across the curriculum.
- Opportunities are provided in most subjects to develop students' enterprising and creative skills. Adaptations to support the learning of students of determination are generally effective. However, the grouping of students in Arabic as an additional language is not conducive to the most effective learning.
- Arabic is taught for 90-minutes a week in FS1 and 120-minutes a week in FS2.

For Development:

- Ensure that the grouping of students in Arabic as an additional language is in line with the best current practice.
- Monitor and evaluate the effect of curriculum adaptations.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has effective child protection and safeguarding procedures that are known, followed and implemented by all staff. Students are well informed about different types of bullying and other forms of abuse and have the confidence to ask for help should a welfare concern arise.
- The school buildings and equipment are maintained to a high standard. The supervision of students when arriving and leaving school, and when on school transport are effective. While procedures for carrying out risk-assessment are comprehensive, they are not always consistently applied.
- The school places a high priority on the importance of healthy living and healthy food choices are available in the school canteen. There are regular contributions from the school medical team and physical education staff on topics such as the need for physical exercise, dental care and personal hygiene.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- The school's caring ethos and respectful relationships enable students to feel well cared for and well supported. Positive behaviour management ensures that almost all students are courteous and self-disciplined.
- The school monitors students' wellbeing and personal development very effectively. Effective academic guidance for older students supports their choice of subjects and higher education and career pathways. However, support for students of determination and those with gifts and talents is not consistently effective.
- The school has improved its procedures for promoting regular attendance and punctuality, although with less impact in Post-16. Pastoral care has been strengthened with a stronger focus on wellbeing and access to counsellors.

For Development:

- Ensure that the school's risk assessment procedures are implemented consistently.
- Provide teachers with the necessary training to enable them to fully support students of determination and those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders promote an inclusive ethos that is evident in the welcome given to students of determination and the care and support provided. Leaders have raised the profile of inclusion and are steering improvements across the school with commitment and enthusiasm. Improved staffing and resources are having a positive impact on students' progress. However, not all teachers have the skills needed to optimise students' progress.
- Baseline assessments and observations in FS ensure that children with additional needs are identified at an early stage. There is greater accuracy in identifying students' barriers to learning and specific needs. As a result, student's individual education plans (IEPs) are more closely aligned to their prime barriers to learning. There is greater clarity about targets and how success will be measured.
- Parents are fully involved in the development of their children's IEPs and review meetings. They value the caring, inclusive and nurturing ethos in the school and the regular updates on their children's progress. Parents' involvement in implementing the school's guidance at home contributes significantly to the progress their children make.
- Students benefit from personalised support from specialist teachers and learning support staff. However, support in lessons is more variable and dependent on the skills and expertise of the teacher and learning support assistant. Support from counsellors is highly effective in helping students to develop self-confidence.
- There are effective systems in place to track students' progress towards the targets in their IEPs. Most students develop their personal and social skills well, benefitting from the school's strong pastoral care system. Progress in lessons is variable as teaching and learning is not always personalised to enable students to achieve as well as they could.

For Development:

- Ensure that in all lessons, teachers take responsibility for providing appropriate levels of support for students of determination.

6. Leadership and management

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

- The principal and the senior leadership team are committed to the UAE priorities, particularly in the areas of inclusion and wellbeing. They demonstrate sufficient knowledge of the curriculum and of the best practices in teaching, learning and assessment. Most leaders are fully aware of the priorities and challenges facing them, in particular subjects and phases. They are held accountable for students' outcomes. However, senior leaders have not been successful in achieving sustained improvement in students' achievement.
- The school's self-evaluation procedures take account of information gathered from internal and external assessments. This information guides school and subject improvement plans. While the improvement plans are detailed some judgements are based on inflated internal assessment data leading to over-optimistic evaluations. The monitoring of teaching is regular, but not sufficiently focused on the effect of teaching on students' learning. There has been little progress in addressing the recommendations of the previous inspection report.
- The school is successful in engaging parents, including parents of students of determination, as partners in the life of the school. Parents views, expressed through the parent council, are considered in the development of school policies. The school has a range of communication channels and regular reports to parents to inform them of their children's progress. The school has a range of partnerships both at local and national level which enrich students' experiences.
- Most members of the governing body are members of the owners group. They provide a range of experience, with particular interests in inclusion and wellbeing. Governors monitor the school's actions and hold leaders to account. However, the information they receive on the school's performance, through the self-evaluation procedures, is not entirely accurate. This affects the priorities identified in the improvement plan. Governors ensure the school is well-staffed and and resourced.
- The school is managed very effectively on a daily basis. The school is fully staffed with well-qualified teachers in most subjects and highly resourced. Teachers benefit from a wide range of professional training programmes. The premises and specialist facilities provide learning environments that are conducive to the development of students' academic, personal and physical wellbeing.

For Development:

- Ensure that school leadership has a greater influence on students' achievement.
- Ensure that the outcomes of the school's self-evaluation are realistic and provide an accurate guide for the identification of school improvement priorities.
- Ensure that governors gain more first-hand information of the school's performance and are less reliant on reports from senior leaders.

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