

# INSPECTION REPORT

2022-2023



**PRISTINE PRIVATE SCHOOL**

**UK CURRICULUM**

**GOOD**









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## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Al Nahda
	Opening year of School	1992
	Website	www.pristineschool.com
	Telephone	97142674299
	Principal	Ms. Shagufa Kidwai
	Principal - Date appointed	4/1/2015
	Language of Instruction	English
	Inspection Dates	06 to 10 February 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	1833
	Number of Emirati students	0
	Number of students of determination	73
	Largest nationality group of students	Pakistani

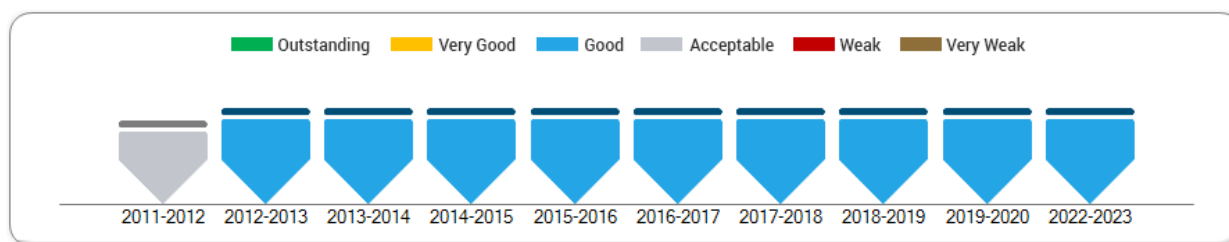
### TEACHERS

	Number of teachers	159
	Largest nationality group of teachers	Indian
	Number of teaching assistants	24
	Teacher-student ratio	1:12
	Number of guidance counsellors	3
	Teacher turnover	14%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS Level, A Level
	Accreditation	CAIE

### School Journey for PRISTINE PRIVATE SCHOOL



## 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

- The achievement and learning skills of children in the Foundation Stage (FS) are outstanding. Across other phases, the skills are at least good and improving in English, mathematics and science. They are mostly good in Islamic Education and Arabic. Students' achievement in external examinations and international assessments are typically very good or outstanding. In lessons, their achievements, although strong, are less consistent, particularly in science.
- Students' personal and social development and their innovation skills are outstanding across the school. With very strong attendance, mostly exemplary behaviour and very positive attitudes to learning, students themselves contribute to the very high levels of wellbeing. Students mostly make healthy lifestyle choices and enjoy coming to a school where they feel well cared for and valued.

### PROVISION FOR LEARNERS

- Teaching is outstanding in the FS and very good in Post-16. Although there is some very good teaching in the primary and secondary phases, it is mostly good. The reason is teachers' varying use of data. While the systems and procedures for tracking and analysing assessment data are excellent, not all teachers make effective use of the data to personalise learning and teaching in the classroom.
- The curriculum offers pathways that enable students to develop secure knowledge and skills in a range of subjects. In the FS, the curriculum provides stimulating and imaginative approaches to learning. The curriculum is regularly and critically reviewed. Effective cross-curricular links and extra-curricular activities are in place. Curricular adaptation supports students of determination but effective curricular adaptation for more able students is less developed.
- The school promotes very high levels of wellbeing. The mutually respectful relationships between staff and students include warm, caring approaches in the FS that nurture children's willingness to learn. Tactful, sensitive behaviour management in all phases supports students well when their self-regulation occasionally lapses. Rigorous monitoring of attendance and latecoming ensures very high levels of attendance. Barriers to learning are quickly identified and addressed.

### LEADERSHIP AND MANAGEMENT

- The very strong principal leads a highly capable senior leadership team. Middle leaders are effective. Collectively, school leaders have good capacity to continue the steady improvement. Leaders preside over an outstanding FS and deliver strong National Agenda outcomes, excellent inclusive education and promotion of wellbeing. Very strong governance and partnerships with parents are in place. The school is managed very efficiently.

### The best features of the school:

- The outstanding personal and social development of students, their positive engagement with the community and their appreciation of the heritage and culture of the UAE.
- Very strong governors whose commitment to improving facilities and support of a robust leadership team contribute significantly to continued school improvement.
- The outstanding provision and outcomes in the FS, and the steadily improving standards across much of the school.
- The excellent care and support that children and students receive, the school's highly effective inclusive education provision and very strong promotion of wellbeing.
- The school's very effective partnership with parents.







### Key Recommendations:

- Improve consistency in the standards of teaching, particularly in the primary and secondary phases.
- Ensure that the priority actions identified in school improvement planning are:
  - directly informed by accurate self-evaluation
  - streamlined to focus primarily on raising standards of teaching for effective, personalised learning
  - regularly and robustly evaluated for impact on students' learning and their attainment.

## Overall School Performance

# Good



### 1. Students' Achievement

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	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




## 3. Teaching and assessment

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



## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good	Very good
Curriculum adaptation	Outstanding	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding 	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	Very 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 targets.

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

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

- In the PISA 2018 assessment, the school exceeded its targets in reading and mathematics. In the TIMSS 2019 assessment, the school missed challenging targets in mathematics and science. However, it performed exceptionally well in Year 5 mathematics and science and in Year 9 mathematics, and very well in Year 9 science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations.</b>

- The school conducts a thorough analysis of the learning gaps identified across all international assessments and has comprehensive National Agenda action plans. They include set targets and intervention plans to address any identified gaps through curriculum adaptation. The impact of these adaptations is yet to be seen in many lessons and in students' work, particularly in science.

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

- The school places strong emphasis on developing students' reading literacy skills. This is reflected in lessons. Critical thinking and problem-solving skills are developed mostly in English and mathematics. Students are skilled in using technology for learning.

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

#### For Development:

- Ensure that there is a consistent approach to developing students' skills in critical thinking, research and problem-solving across all subjects and phases.



## Wellbeing

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

- The school's vision for the wellbeing of all in the school community aims to embrace, engage and empower all members to be well in themselves, and enabled to fulfil their responsibilities to themselves and to others. The recently appointed governor for inclusion also focuses on the quality of wellbeing. Leaders evaluate the quality of wellbeing provision accurately and plan appropriately for continued improvement. The school uses its findings from surveys very effectively to develop wellbeing.
- Additional members of staff provide pastoral care to individuals across all phases of the school. Students know about and use these the strong sources of advice and guidance available to them. Leaders ensure that staff wellbeing is supported in both personal and professional contexts. Parents are included in the school's successful drives to promote community wellbeing.. Leaders are attentive and responsive to the views of students, parents and members of staff, and respond appropriately. Matters of concern are promptly and effectively addressed.
- The school's Positive Education Enhanced Curriculum enables students to learn about and practice important skills, and to develop key attributes that contribute to wellbeing. Extra-curricular choices include many opportunities in a wide range of practical and intellectual disciplines and domains. Students exemplify their understanding of what it means to be and to stay well physically, socially and emotionally.

## UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural Education (MSC) framework very closely. MSC is taught as a separate subject with lessons taken by class teachers and, in more senior classes, by specialist teachers. All students learn about the culture and traditions of the UAE as well as about personal health, hygiene, welfare and environmental issues. Older students learn about contemporary global issues.
- The school uses the most recent MSC framework, together with additional educational materials, and has developed a strong curriculum. MSC is developing students' skills in thinking critically about historical and contemporary issues. The programme also enables students to extend their opinions, based on clear and relevant information. Students' work is assessed. Current data indicate that students are performing very well in MSC.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- In lessons and in students' recent work, a majority demonstrates knowledge, skills and understanding of Islamic concepts and beliefs that are above curriculum expectations. There are no significant differences in achievement between boys and girls. Non-Arab students make better progress than Arab students.
- Students are making strong gains in their understanding of Seerah and Islamic values and etiquette, most notably in the primary phase. Students' memorisation of the Holy Qur'an and Hadith is variable.
- Students have improved their skills in how to apply their knowledge of Islam to the wider world. Their skills in recitation and memorisation of the Holy Qur'an, particularly in the lower year groups, have improved.

#### For Development:

- Strengthen students' memorisation and recitation of the Holy Qur'an by providing more opportunities for practice.
- Ensure that all students understand the meanings of the verses that they recite and can link them to Hadith and Seerah.

#### Arabic as a First Language

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

- In lessons and in written work, the majority of students makes above expected progress in Primary, and expected progress in Secondary and Post-16. The school's internal data show that students in all phases make progress above curriculum expectations.
- Primary students can analyse texts carefully. They demonstrate secure understanding of grammar in their writing. Secondary and Post-16 students are able to write at length and can debate. Their creative writing is not well developed. Their use of classical Arabic is variable.
- Teachers have introduced a range of online activities to improve students' literacy skills, with a focus on reading. The interventions have had limited impact on students' attainment.

#### For Development:

- Improve students' skills in extended and creative writing.
- Ensure that students' skills in speaking are well promoted in lessons in the secondary and post-16 phases.

## Arabic as an Additional Language

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

- School assessment data indicate that primary students attain at higher levels than those in the secondary phase. In lessons, the majority make better than expected progress in the primary and secondary phases. There are no significant differences between the attainment of boys and girls.
- Students in both phases are developing vocabulary and grammar and their application in writing. They demonstrate appropriate comprehension skills in lessons. Students in Secondary are skilled when answering straightforward questions. They have limited opportunities to speak at length in different contexts.
- Clear and comprehensive departmental plans are in place to develop all four language skills. The impact of these plans is not yet evident in the secondary phase in particular.

### For Development:

- Ensure that students have more opportunities to speak and write at length on different topics, related to everyday life.
- Assess the effectiveness of the literacy initiatives on students' attainment.

## English

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

- The excellent development of early literacy skills in the FS lays a very secure foundation for the development of spelling, reading and writing. Speaking skills are progressively developed throughout the school. In Post-16, students can generally express their viewpoints clearly and confidently, but less so in textual analysis.
- Students' reading skills are well developed, enabling them to select key information and make skilful inferences while reading. Stimulating reading resources, and the regular use of libraries, encourage students' enjoyment of reading.
- The ongoing development of writing skills is a significant focus in all phases of the school. Secondary students regularly engage in persuasive and creative writing for a range of purposes and audiences.

### For Development:

- Extend opportunities for students in the post-16 phase to develop their skills in textual analysis to provide clear interpretation or judgements, and to support their conclusions.

## Mathematics

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

- External assessments from international benchmark, IGCSE and A Level examination reveal that students consistently perform above, and frequently well above, curriculum expectations. A review of students' work confirms that a large majority of students makes better than expected progress.
- In the FS, children display an excellent grasp of number and shape. They use materials, pictures and symbols to enhance their understanding of the properties of shape, which they apply creatively.
- In the primary phase, teachers' adoption of the mastery approach has given students opportunities to expand their conceptual knowledge. In the other phases, teachers place emphasis on enhancing students' reasoning and critical thinking skills, although these remain areas that require strengthening.

### For Development:

- Provide students with more opportunities to develop reasoning and critical thinking skills by encouraging them to question, to consider multiple perspectives and to justify their answers.

## Science

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

- Across the school, students develop strong scientific knowledge and understanding which they apply confidently in their answers to examination questions. They use scientific vocabulary accurately. In the FS, children quickly develop a detailed understanding of themselves and of the world in which they live.
- Through research and critical thinking, students acquire secure conceptual understanding of scientific theories. Progress is variable across the school, as students have insufficient independent learning opportunities to extend their scientific knowledge and thinking.
- Experiential learning is embedded in approaches to science in the FS. Investigative science is a common feature in Primary. In the secondary and post-16 phases, opportunities for investigation are more limited. As a consequence, students do not develop mastery of this fundamental scientific skill.

### For Development:

- Ensure that students develop confidence in leading their own scientific learning and discovery and acquire effective scientific enquiry skills.

## Learning Skills

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

- Students display positive attitudes towards learning. They have trusting relationships with their teachers and fellow students. They enjoy their lessons, engage well and increasingly take responsibility for their own learning.
- Students interact very well with one another. They collaborate constructively to complete tasks in the majority of lessons, particularly in the FS. In the better lessons, students frequently connect their learning to the outside world and see connections to other subjects.
- The use of technology is developing students' research skills in many learning activities. In some classes, they do not have enough genuine opportunities to use technology to develop higher-order thinking and problem-solving skills or to promote innovation.

### For Development:

- Ensure that teachers provide all students with a range of opportunities to develop their independent critical thinking and problem-solving skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students of all ages show positive and enthusiastic approaches to their work and to life in school. They take responsibility for their own learning. They show high levels of self-discipline. Bullying is extremely rare.
- Students develop respectful and understanding relationships with members of staff and with one another. They know how to live in a healthy way. They know the benefits of regular exercise and enthusiastically take part in physical activities.
- Almost all students attend school regularly. Attendance is very good overall. Students enjoy coming to school and taking part in lessons. They generally arrive at school and to classrooms on time.

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

- Throughout the school students are strongly aware of Islamic values. They understand how these values positively impact upon the life of all people living the UAE. They show considerable respect for and an appreciation of many of these values.
- Students respect and appreciate the heritage and culture of the UAE. In all phases, including the FS, they talk confidently about features of the country - its history, food, economy and leaders. They appreciate the diversity of the UAE and participate in a range of national celebrations.
- Students are proud of their own cultures. They show respect and appreciation for wider world cultures. Students in Secondary and Post-16 demonstrate a stronger awareness of other world cultures than those in Primary.

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

- A wide range of opportunities for social and environmental responsibility, community engagement and charity work has been established by students.
- Across all phases, students have an excellent work ethic. They are resourceful, highly creative and are very active in the daily life of the school.
- The promotion of sustainability, including recycling, is a mission across the school, and students rise to this challenge. Members of the student council often set up sustainability initiatives. Students have very positive attitudes to learning and show pride in their work.

### For Development:

- Improve students' appreciation of other world cultures in Primary.

### 3. Teaching and assessment

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

- Most teachers effectively apply their subject knowledge and use a range of teaching methods to engage and motivate students. Teachers plan lessons carefully and make efficient use of a variety of appropriate resources.
- In the best lessons, teachers use questioning successfully to engage students and to check their understanding. However, in less impressive lessons, teachers are not sufficiently skilled in using questioning techniques to develop students' critical thinking or to extend their understanding.
- In most lessons, and notably in the FS, teachers ensure that learning activities provide an appropriate level of challenge. In some lessons, there is insufficient personalisation of learning, particularly for abler students.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good	Good	Very good ↑

- Teachers conduct systematic and regular assessments to evaluate students' achievements. Assessment results are rigorously analysed. Tracking systems are in place to monitor students' progress and to benchmark their outcomes against international standards.
- In Primary and Secondary, the implementation of assessment information to personalise learning is inconsistent. The impact on lesson planning is not always clear, particularly for abler students. While teachers provide feedback to students, it is not always specific or diagnostic enough to direct improvement.
- In the FS, internal assessment provides a holistic approach to assessing pupils. The evidence collected is shared with parents. Core subject portfolios are linked to students' profiles to track progress.

#### For Development:

- Ensure that, in all lessons, learning activities provide appropriate challenge for students of all abilities.

## 4. Curriculum

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

- The curriculum is aligned to the National Curriculum for England (NCfE). It provides a learning pathway enabling students to develop strong subject knowledge as they progress through the school. In the FS, the curriculum provides a stimulating and imaginative approach to learning.
- The curricular design supports students' personal and social development. Effective cross-curricular links and curricular choices encourage students to engage in academic, creative and cultural activities. The school's curriculum meets the requirements of the MoE.
- Regular review of the curriculum ensures that students' opinions are heard, as evidenced in the increase of examination courses on offer. Students have various options for study. The curriculum design ensures that students are well prepared to transfer to the next stage of education or to employment

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

- In the FS, curricular themes are adjusted to the needs, interests and experiences of the children. Curriculum adaptation provides support for students of determination in most subjects. The quality of adaptation for more able students across the school is irregular.
- An increasing number of extra-curricular activities and events develops students' enterprise and creativity skills. Such features appear less often in daily lessons. Students have excelled in several international and national competitions and projects.
- Across many areas of the curriculum, teachers make effective links with the culture, values and society of the UAE. In the FS, children's understanding is enhanced through themes which are skilfully constructed and embedded in play and in learning activities.

### For Development:




- Increase the number of innovative learning opportunities in class, currently enjoyed only in the extra-curricular activities.
- Establish a curriculum focus to meet the needs of all students, particularly the most able.



## 5. 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

- Safeguarding students is a core value the school. All members of staff receive safeguarding training and updates. The safeguarding team addresses and records any incidents.
- Accurate records are maintained. Risk assessments are regularly reviewed. Medical personnel in both the junior and main campus of the school keep the details of any accidents. The medical team advises members of staff on students’ medical issues, such as allergies or diabetes.
- The environment is safe, hygienic and secure with excellent supervision. The school promotes healthy and safe lifestyle choices.

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

- Mutually respectful relationships include the warm, caring approaches in the FS that nurture excellent learning skills. Tactful, sensitive behaviour management in all phases supports students well. Students’ self-regulation of behaviour lapses only occasionally. The rigorous monitoring of attendance and latecoming is effective.
- Improving arrangements identify barriers to learning. School provision to meet identified needs supports a large majority of students of determination to progress well.
- Additional pastoral care staff provide increasingly personalised advice and guidance to students in all phases, including academic and careers advice for older students. Personal and social education programmes support students’ social, emotional, physical and mental wellbeing very well.

### For Development:

- Refine the identification of, and the provision for, students of determination and those with gifts and talents to continue to ensure that all needs are met within all lessons.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- Inclusion leaders, well supported by the inclusion governor, provide clear direction to the work of their team. Their accurate knowledge of students' progress, the effectiveness of teaching, and teachers' understanding of parents' views, informs the inclusive education improvement plan and supports students' very good progress.
- Using a suitable range of screening and diagnostic assessments, teachers identify accurately students of determination and some with gifts and talents. Appropriately chosen strategies and interventions to mitigate barriers to learning meet most students' needs well.
- Parents appreciate the school's support. They recognise progress and feel that their views are heard, respected and appropriately met in the compilation of individual education plans (IEPs). Parents value progress reports. They appreciate the school's advice and guidance to support their children at home.
- Most teachers know, understand and apply effectively the strategies advised in IEPs. In most lessons, teachers personalise learning successfully. Learning support assistants and class teachers work together closely to support students.
- The large majority of students makes good or better progress in learning and personal development. IEPs all contain very specific and measurable targets and success criteria. They include well-planned intervention strategies that focus on developing learners' independence.

### For Development:

- Enable teachers to support all learners appropriately in all lessons.

## 6. Leadership and management

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

- The principal and her leadership teams possess strong professional competence. They seek to pursue the highest standards for all. They preside over excellent provision in the FS and very sound provision across much of the school. Wellbeing and inclusion are very strong features. Students' academic achievements are mostly improving. Leadership is effectively delegated. Collectively, leaders have the capacity and skills to maintain and develop existing provision.
- The school's self-evaluation processes involve all leaders. They consider feedback from parents and students, resulting in the identification of a broad range of priorities for school improvement. Various key school action plans are in place. They are detailed, but are not sufficiently or clearly informed by what arises from the self-evaluation. Leaders evaluate the impact of initiatives and monitor standards of teaching, but not systematically enough.
- Parents are highly engaged with the school, both in supporting improvement drives and in helping their children in their academic, personal and social development. They value the accessibility of governors, leaders and other members of staff. They place a high value on the school's emphasis on promoting excellent levels of wellbeing in an inclusive environment. Communication and reporting to parents are strong features. The school has a wide range of local, national and international partnerships.
- Governance includes wide representation from all stakeholders. Regular surveys, their frequent presence in school and the regular and very focused meetings that they attend, mean that governors are very knowledgeable. They recognise the many strengths of, and the challenges faced by, the school community. They offer both support and challenge to the principal and her leadership teams. They continue to invest in improving the school premises, staffing and external support.
- The new junior campus, housing the FS and Key Stage 1, is of the highest quality. The environment helps to promote excellent teaching and learning. The older main campus, although more constrained, now benefits from housing a smaller community of students and from having an ongoing accommodation improvement plan. The school is appropriately staffed. Members of staff are well qualified. The day-to-day operation of the school is very efficient.

### For Development:

- Identify more explicitly in self-evaluation those aspects of leadership, provision and outcomes that should be prioritised for improvement and ensure that they feature in school improvement plans.
- Ensure that all planned improvement initiatives are more robustly evaluated for their impact.

## 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)