



المعرفة
Knowledge



PRISTINE PRIVATE SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	12
WHAT HAPPENS NEXT?	23



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Nahda
	Opening year of school	1992
	Website	www.pristineschool.com
	Telephone	97142674299
	Principal	Shagufa Kidwai
	Principal - date appointed	1/4/2005
	Language of instruction	English
	Inspection dates	08 to 12 January 2024



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	1991
	Number of Emirati students	1
	Number of students of determination	85
	Largest nationality group of students	Pakistani



TEACHERS

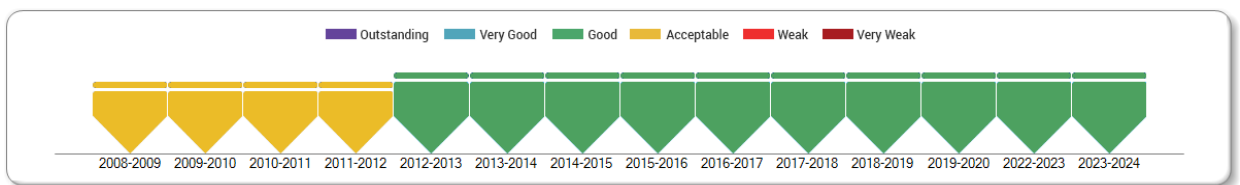
	Number of teachers	158
	Largest nationality group of teachers	India
	Number of teaching assistants	24
	Number of guidance counsellors	5



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE, AS, A Levels
	Accreditation	CAIE

School Journey for PRISTINE PRIVATE SCHOOL



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

- Children's achievements in Foundation Stage (FS) are outstanding. Students in Post-16 have better outcomes and learning skills compared with students in Primary and Secondary. Across the phases, students' outcomes in mathematics are very good. In Secondary, students perform better in mathematics and science compared with English. In Arabic as a first language and as an additional language, most students make the expected levels of progress across the school.
- Across the school, students have very positive, mature and responsible attitudes to their work and school. Behaviour is exemplary. Students are strongly aware of Islamic values and their impact. They appreciate the Emirati values of kindness and tolerance. An excellent work ethic is evident from FS. An understanding of the values of enterprise and environmental issues is evident from the youngest children onwards.

Provision For learners

- In the FS, teachers have an excellent understanding of how young children learn and provide them with active, focused learning activities. Teaching in a few subjects is also very strong. In Primary and Secondary the quality of teaching for effective learning is variable. The use and application of assessment information in FS and Post-16 effectively supports the learning of students.
- The curriculum is aligned to the National Curriculum for England (NCfE). The FS and Key Stage 1 curriculum is integrated and delivered through indoor and outdoor learning centres. The introduction of artificial intelligence is acknowledged through robotics and coding. Personalisation of the curriculum and learning is most effective in FS.
- Safeguarding and child protection are very high priorities in the school. Both campuses have regular, thorough maintenance checks. The promotion of healthy physical and mental wellbeing is visible across the school. Highly positive relationships exist between all students and members of staff. The identification of students of determination and those who are gifted and talented has improved, resulting in better understanding and provision in class.

Leadership and management

- All leaders establish a strategic direction and shared vision of the school. They are committed to inclusion and wellbeing. Professional and effective relationships and communication contribute to positive morale. The monitoring of teaching and learning is accurate and impacts positively on students' achievement. Leaders are successful in engaging parents in their children's education. Governors actively seek their views. All aspects of the daily management of the school are efficient. The school's facilities in the junior campus are excellent.

Highlights of the school:

- Children's achievements in FS
- Students' personal and social development
- The high-quality arrangements for health and safety, including the pastoral support for students
- The strong partnership with parents and the effective management of the school's operation

Key recommendations:








- Implement best teaching practices consistently to ensure high achievements for all students, with a particular focus on Arabic.
- Ensure the accurate and effective use of internal and external assessment information to plan and implement challenging lessons that meet the needs of all students, including the students of determination.
- Strengthen leadership capabilities, particularly among middle leaders, by:
 - developing a more in-depth understanding of best practices in teaching, learning, assessment and curriculum modification, and empowering them to implement improvement plans and monitor their impact to ensure sustained improvements in students' outcomes.



OVERALL SCHOOL PERFORMANCE

Good

01 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	Acceptable ↓	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	Outstanding	Very good	Very good	Good
	Progress	Outstanding	Very good	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	Very good ↑	Very good

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

02 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

03 TEACHING AND ASSESSMENT

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

06 LEADERSHIP AND MANAGAEMENT

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

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.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- With an average score of 651 (Advanced International Benchmark), the school exceeded its target in Progress in the International Reading Literacy Study (PIRLS) 2021. Both Boys and Girls achieved the Advanced International Benchmark. In the Granada Learning (GL) benchmarking assessments, almost all year groups across the three subject areas maintained outstanding judgements from 2021-2022 to 2022-2023.

C. Leadership: International and Emirati Achievement	Very good
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- Senior and departmental leaders rigorously monitor and review the outcomes from internal benchmarking assessments to identify any specific gaps in the curriculum and in students' knowledge and understanding. Detailed action plans are drawn up to improve students' outcomes, but the interventions identified lack specific targets to review the impact of the school's work. There is still insufficient monitoring of the personalisation of learning provided in lessons.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable

- The school has very good systems and strategies in place to develop students' reading skills and support those students who find reading difficult. Benchmarking assessments indicate that most students are making expected progress in improving their reading proficiency. The New Group Reading Test (NGRT) assessment indicates that a greater proportion of students are reading

above the expected age-related standards. The school has successfully worked with families to encourage reading at home and to build students' enjoyment of reading for pleasure.

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

For Development:

- Develop a reading action plan to monitor and evaluate the planned interventions.
- Ensure that all new members of staff are fully aware of how to interpret NGRT data and understand how they can support the development of the students' literacy skills.

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 outcome is at a very good level.

- Wellbeing is seen as an integral part of the school community. All leaders, particularly the wellbeing governor, are effectively pursuing the ethos and vision through modelling wellbeing principles. They are also providing an engaging curriculum and developing wellbeing initiatives and extra-curricular activities for students and members of staff. The school's wellbeing information is rich and offers a clear understanding of its success. Policies are thorough and detailed and regularly reviewed.
- Students take pride in driving new wellbeing initiatives forward by acting as role models for the younger students. They engage confidently with skilled and trusted adults who address their wellbeing concerns. Parental involvement is positive, with open channels of communication. High quality information and guidance support staff wellbeing. A new team of counsellors works closely with students and staff and parents' leaders to provide them with care, support and guidance. Their contributions are appreciated by all stakeholders.
- Students have a mature understanding of wellbeing, a strong sense of ownership and the skills to manage their own personal wellbeing. Key wellbeing principles such as, resilience and character education are woven into the curriculum, including celebrations of global, cultural and community events throughout the year. Multiple initiatives, competitions and learning-based projects are wholly integrated throughout the school's provision for all students, members of staff and parents.

For Development:

- Continue to analyse the impact of all wellbeing initiatives rigorously so that further developments and improvements are helpful and targeted.

UAE social studies and Moral Education

- The school follows the Moral, Social and Cultural Studies (MSCS) framework. It uses the UAE Ministry of Education (MoE) textbooks as well as enrichment materials. It is taught from Years 2 to 13 as a stand-alone subject by classroom and specialist teachers. The programme teaches students about life skills, climate sustainability, values, morals and ethics. Students discuss how to be better global citizens and responsible members of their community.
- The curriculum has a strong emphasis on the culture and traditions of the United Arab Emirates. Students learn in the classroom, and through external visits and field trips. They interact with students from other schools on key issues. Students learn in varying contexts which provide them with opportunities to express their understanding and learning in different ways. Summative assessment is in line with the school's policy, alongside on-going assessment.

Arabic in Early Years

- The school provides one thirty-minute lesson in FS2 and one forty-minute lesson in Year 1 of Arabic per week. Due to the small number of native Arabic speakers, they are given the MoE Arabic as an additional language curriculum together with non-native Arabic learners. This includes using activity-based teaching strategies and resources to expose students to the alphabet and phonics through themes that introduce animals, foods, numbers, colours and their family. Teachers assess students' progress through observations and a student portfolio, which highlights worksheets and activities that students have completed.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' recent work and lessons observed indicate that most students attain levels of knowledge and skills that are above curriculum expectations. Internal assessment results confirm these standards. There are no significant differences in achievement between different groups of students.
- In Primary, students have a solid knowledge of Islamic values and etiquette and how to apply them in their daily lives. Secondary and Post-16 students demonstrate a well-developed knowledge of the Seerah. They can explain and discuss the impact of Islam on issues such as, globalisation.
- The department has started to improve students' skills in using appropriate references from the Holy Qur'an, Hadeeth and Seerah to justify their opinions. Students' skills in Holy Qur'anic recitation and memorisation, particularly in the lower year groups, are improving.

For Development:

- Provide students with more opportunities to practice Holy Qur'anic memorisation and recitation skills following Tajweed rules.

ARABIC AS A FIRST LANGUAGE

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

- International Benchmark Test (IBT) data indicate that Primary and Secondary students' achievement is acceptable. Internal assessment information shows that achievement is above curriculum expectations across all phases. However, this was only observed in Primary during lessons where a majority of students demonstrate well-developed writing skills.
- Across all phases, students demonstrate an in-depth analysis of literary texts. They provide their opinions and justify them well with facts from stories and wider world experiences. Students' ability to speak fluently in standard Arabic varies in classes and across the phases.
- The use of a reading platform is contributing to the development of students' reading comprehension skills. Creative writing opportunities are enabling students to practice their written expressions. Developing vocabulary and sentence structure in standard Arabic is just beginning to lead to improving progress of their written work, particularly in Secondary and Post-16.

For Development:

- Extend students' vocabulary and use of grammar as they move from Secondary to Post-16 and strengthen sentence construction to improve the quality of their written work.
- Analyse IBT data more carefully to identify where gaps in students' literacy skills are and then make the required adjustments.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- IBT data are aligned to internal assessment results in Primary. In Secondary, IBT results and internal assessments show weak achievement. The progress of beginners across both phases is delayed by the limited provision that they receive during lessons.
- Students' acquired vocabulary contributes to their ability to read and comprehend texts across both phases. Students' listening skills are variable, especially in Secondary, but they are able to understand some familiar instructions and questions. Primary students understand and apply simple rules of grammar to create structured sentences.
- The school has introduced a structure to support students in producing creative writing across both phases. In Secondary, students still lack the skills to build on their knowledge of grammar and sentence structure to improve their written work. This in turn is affecting fluency in speaking.

For Development:

- Improve students' writing, especially in Secondary, by developing their use of grammar and sentence structures.
- Enhance students extended oral and written expression by using well-structured and accurate sentences.

- Provide beginners in Arabic with more support to optimise their progress.

ENGLISH

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

- Attainment and progress are well above expectations in the FS and above expectations in the other phases. Students make better than expected progress in all phases except for Secondary, where it is slower. Attainment in Post-16 is not yet as strong as elsewhere in the school.
- Listening and speaking are well-developed skills in the FS. These are also the stronger skills in the other phases. Writing is less well developed in lower Secondary. There are insufficient sustained writing opportunities in lessons in Primary and Secondary.
- The department has introduced a Reading Literacy Programme for FS, Primary and Secondary that is strongly supported with extra opportunities for writing and reflection. This is beginning to have impact on the development of students' reading skills.

For Development:

- Provide students with sufficient time in lessons to develop their independent writing skills.
- Embed the Reading Literacy Programme to further the improvement in students' reading proficiency.

MATHEMATICS

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

- The achievement of most children in FS and the large majority of students in the other phases is above the curriculum standards. Attainment outcomes in iGCSE are well above the curriculum expectations.
- In FS, children have a deep understanding of number bonds, can write simple number sentences and recognise two- and three-dimensional shapes confidently. In Primary and Secondary, students apply their understanding to solving everyday problems often linked to issues in the UAE. Post-16 students can solve binomial expansion of algebraic functions with confidence.
- Through the effective use of paired discussion, students in all phases are able to discuss and reason out mathematical ideas and then apply their knowledge to solving mathematical problems through critical thinking.

For Development:

- Ensure that all students are able to complete activity sheets in paired and group work independently.

SCIENCE

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

- Children in FS and students in early Primary display a natural curiosity that draws them into scientific inquiry, using a very well-structured investigative framework. In doing so they gain a clear understanding of the natural and human world.
- Students' investigative skills and conceptual understanding are extended in some year groups better than others. An early grasp of scientific vocabulary is rapidly developed in Secondary and by Post 16, students are able to devise their own experiments, in order to test their hypotheses.
- Investigations are underpinned and extended by independent research, ensuring that almost all students have both the skills and conceptual knowledge to achieve excellent examination success at iGCSE, AS and A Level.

For Development:

- Ensure that all students in Primary grasp the scientific concepts during every lesson, so that they develop greater precision in applying their skills to investigations.

LEARNING SKILLS

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

- Children in the FS are active, animated learners. They interact well and communicate their learning enthusiastically. Post - 16 students are confident, mature and take responsibility for their own learning. Students in Primary and Secondary are developing their approaches and learning skills.
- Students usually have productive, purposeful interactions. They collaborate effectively with challenging activities. They communicate their knowledge well, particularly when presenting to others. The minority of students know their own strengths and how to improve further.
- In the most effective lessons, enterprise, enquiry, research, critical thinking and problem-solving skills are regular features. These skills are not yet applied consistently in Primary and Secondary. Technology is used effectively to further students' learning and research skills.

For Development:

- Ensure that enterprise, enquiry, research, critical thinking and problem-solving skills are key features of all lessons.

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

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

- Students across the school have very positive, mature and responsible attitudes to their work and school. Behaviour is exemplary. Students demonstrate high levels of self-discipline which reflects positively on the learning process inside the classroom.
- Bullying is rare. Students enjoy excellent relationships with staff and respond well to critical feedback. Students work well together and are supportive of their peers in class, in the playground and during break times. Students feel safe at school and support one another.
- Students are very aware of how to lead a healthy life, through healthy eating habits. They are highly engaged in regular physical activities and a wide range of sports. Students attend school regularly. They are punctual and keen to be on time. Attendance is very good.

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

- Across the school, most students are strongly aware of Islamic values. They understand how these values impact positively on the life of all people living in the UAE. Students show high levels of respect and appreciation of UAE values such as kindness and tolerance.
- Students are very knowledgeable of the Emirati culture and heritage. They can talk about the history, traditions, and development of the UAE. Their appreciation of this culture is evident in their active participation in a number of school activities and celebrations.
- Students are very proud of their own cultures. They demonstrate a deep awareness and appreciation for other cultures from around the world. They appreciate the multi-cultural environment of UAE and are respectful and mindful of other cultures within the school.

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

- FS children take care of resources very maturely. Older students eagerly undertake many responsible roles such as, Innovation or Wellbeing Ambassadors. Numerous student-led charity events, including support for schools internationally, reflect the highly developed social conscience of students across the school.
- An excellent work ethic is evident from FS onwards. Children are highly creative and participate in Market Days to give an early understanding of enterprise. Older students avidly initiate and take part in entrepreneurial and innovative activities such as, 'Business and Enterprise Challenges' and 'Bright Spark' competitions.

- Students of all ages have a very mature understanding of environmental issues. They play active roles in encouraging sustainability by raising awareness through the Eco Officers and presentations on Cop28 and Earth Day, as well as establishing a school Green Space.

03 TEACHING AND ASSESSMENT

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

- In the FS, teachers have an excellent understanding of how young children learn and provide them with active, focused, learning activities. Teaching in a few subjects is also strong. Teaching in Primary and Secondary is variable in quality.
- In science in Secondary and Post-16, and in mathematics, students are encouraged to think critically, research effectively, solve problems and develop independent learning skills. This is not a typical feature in all subjects. Effective questioning, dialogue and challenge are lacking in lessons, particularly in Primary and Secondary.
- In the more successful lessons, students with barriers to learning are well supported. This is not consistent across the phases. Teaching does not always ensure that all groups of students are successful learners, and that learning is personalised for each student to maximise his or her progress.

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

- In FS and Post-16, better use of accurate assessments more effectively supports learning. In Secondary English, teachers understanding of the use of data does not always provide a sufficient level of challenge to move students' learning forward as quickly as in mathematics and science.
- Teachers' oral feedback helps students to improve their work and address any misconceptions. The level of detail provided in written feedback does not always identify what students must work on to improve their knowledge and skills.
- The school relies on the benchmark test provider's approach to the measure of progress rather than the approach suggested by DSIB. To some extent, this limits the analysis of progress and mapping of students' transitions between bands.

For Development:

- Ensure that teaching strategies provide challenge for students and meet their learning needs, so that all students make progress.
- Apply the DSIB suggested approach to analysing progress in the external benchmark assessment.
- Provide students with time in lessons to amend their work and make the changes highlighted by their teachers.

04 CURRICULUM

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

- The curriculum is aligned to the NCfE, the MoE, iGCSE and varied pathways at Post-16. The FS and early years curricula are integrated and delivered through indoor and outdoor learning centres. The introduction of artificial intelligence is acknowledged through robotics and coding.
- Students' wellbeing is addressed by sharing strategies through MSCS, Islamic awareness and discussion of topics in Arabic. Links are forged with UAE culture and heritage. Other cross-curricular links are made between science, mathematics and commerce subjects at Post-16, but this is less evident in English.
- Regular curriculum review responds to students' requests which have led to the extension of the extra-curricular programme, including leadership opportunities for the students themselves. Transition between phases is seamless.

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

- In response to the previous inspection report, the curriculum ensures greater challenge for the more able. Those students sometimes have opportunities to lead learning during lessons. More commonly they are extended through the extra-curricular programme, and through national and international competitions.
- Students enjoy innovative and creative opportunities including association with sustainability and participation in COP28. Personalisation is most effective in FS, but adaptation to support the needs of other students, and especially students of determination, is not as secure in some lessons.
- Older students appreciate the support for their outcomes in external benchmark assessments as subject curricula have been adapted to prepare them more effectively. They also value the regular opportunities for individual research and the manner in which this prepares them for life and for higher education.

For Development:

- Ensure that all teachers adapt the curriculum to address the needs of all students, including individual students of determination, during every lesson.

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

- Safeguarding and child protection are very high priorities for the school. The safeguarding team ensures that any concerns identified by staff, students or parents are dealt with expeditiously. Students are fully aware of whom they can consult, so they feel safe. Consequently bullying, including cyber-bullying, is minimised.
- The junior campus provides an excellent and fully accessible environment. Both campuses have regular, thorough maintenance checks and are very hygienic. The start and end of day transport by bus and private car are effectively supervised. The school is currently updating the procedures for parents and visitors accessing the sites.
- The promotion of healthy physical and mental lifestyles is tangible across the school. Medical personnel provide excellent levels of care. They are also proactive in promoting an awareness of healthy lifestyles through working in conjunction with the physical education department, counsellors and student wellbeing ambassadors.

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

- Highly positive relationships between all students and staff foster a sense of community and mutual trust. All staff know the students well. Polite and respectful behaviour reflect the school's vision and values. Systems to promote attendance and punctuality are highly effective.
- Processes to identify the academic and social needs of students is much improved. Individualised advice and guidance are available to staff and students from well-qualified care and support counsellors. Well-structured career and vocational experiences are available for older students.
- Although the identification of students of determination and those who are gifted and talented has improved, modifications in lessons do not always offer enough opportunities for students to excel.

For Development:

- Ensure that procedures for parents and visitors accessing both sites are rigorously applied.
- Evaluate and monitor the impact of the newly formed initiatives on students' welfare.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Pristine’s strong inclusive ethos is driven by the governors and the school’s inclusion teams. Leaders regularly review and update policies to ensure that students receive the highest inclusive education. The school has invested well in resources and the professional development of teachers to support provision.
- The inclusion team assess students using a wide range of screening procedures and medical specialists when required. Admission meetings provide information to help teachers to develop a better understanding of their students’ needs. While students’ individual education plans (IEPS) have improved, some teachers still need support in implementing them.
- Parents are central to the provision provided by the school. They feel valued, have a voice and are highly appreciative of how the school supports their children. They value the progress their children have made and are making.
- Classroom cultures are mostly positive and welcoming. Classroom planning includes information on the learning needs of students of determination. IEPs align with specific learning objectives created by the inclusion team. However, some teachers do not always challenge or support effectively in lessons, which limits the progress of students.
- The school uses a wealth of data and programmes to track the academic and social milestones of students. Formal and informal monitoring takes place with parents, professionals and students on a frequent basis and with amendments made to IEPs as required.

For Development:

- Monitor, rigorously, what the students are learning and how are they making progress within the adapted curriculum to achieve their targets.

06 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

- All leaders foster a shared vision of the school and a commitment to inclusion and wellbeing. While most leaders exhibit sound knowledge of the curriculum and effective teaching practices, effective delegation and accountability of middle leaders are yet to be fully implemented. Professional and effective relationships contribute to the positive morale within the school but some inconsistencies in leaders' capacity remain.
- The school employs systematic self-evaluation process and uses internal and external data for improvement planning. It identifies successfully the strengths and areas for improvement. Although the monitoring of teaching and learning is mostly accurate, it does not always include sufficient focus on the progress that students are making. Action plans feature detailed procedures and focused goals but lack quantitative measures of impact. Progress and sustained improvements are evident over time in most key areas.
- The school is successful in engaging parents as partners in their children's learning and in the life of the school. Effective communication channels including social media, school platforms and emails, inform parents about their children's learning and development. Reporting is effective and provided on a termly basis, conveying all aspects of students' achievements and personal development. The school has extended partnerships with local, national and international bodies which enhance students' learning experience.
- Governance incorporates a diverse range of stakeholders, including the owners, parents and students. They actively seek the views of parents and staff formally and informally to influence improvement planning. They hold senior leaders accountable, monitor school improvement and invest in staffing and resourcing. Although governors benefit from the information provided by senior leaders on the school's performance, they do not always act as a critical friend in supporting the school's journey of improvement.
- All aspects of the daily management of the school are efficient, with smooth procedures and routines. The school benefits from qualified teachers who are able to access various professional training opportunities, but not yet tailored programmes resulting from lesson observations. The school's facilities, in the junior campus in particular, are excellent and consistently utilised to foster students' achievements.

For Development:

- Improve the skills of middle leaders so that they are able to monitor the improvements in their areas of responsibility.
- Ensure that the school's self-evaluation is robust and based on the accurate analysis of internal and external data information.
- Implement professional training programmes that are based on the outcomes of the lesson observations and teachers' individual needs.



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