

GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

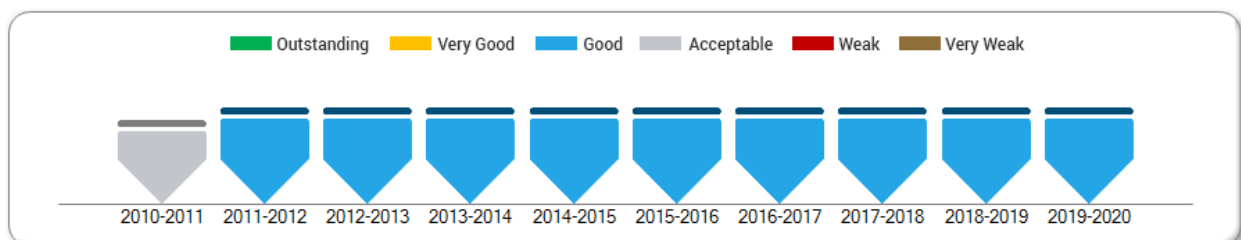
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School Information

General Information	 Location	Al Nahda
	 Opening year of School	1988
	 Website	www.alsalamschool.ae
	 Telephone	97142679594
	 Principal	Craig Dyche-Nichols
	 Principal - Date appointed	2/1/2019
	 Language of Instruction	English
	 Inspection Dates	11 to 14 November 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	1131
	 Number of Emirati students	119
	 Number of students of determination	156
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	76
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	40
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL, CAT4, Cambridge Checkpoint
	 Accreditation	Cambridge
	 National Agenda Benchmark Tests	GL, Cambridge Checkpoint, CAT4

School Journey for AL SALAM PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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 of children in the Foundation Stage (FS) continues to be good. Students' progress, in most subjects in the primary phase, is good. Attainment in Arabic as an additional language and in science, is good in the primary phase. In other subjects it is acceptable, although some external assessments suggest that attainment is higher.
- In line with the school's mission and vision, students' personal and social development continues to be strong. Positive relationships, collaboration and self-discipline are all established early in the school life of each student. Students demonstrate a pride in where they live, their own cultures and show a commitment to the Islamic values that are embedded within the school. They work to support each other and those in the wider community.

Provision for learners

- Across both phases, teaching for effective learning remains good. Both assessment systems, and the use of assessment information to influence teaching are improving. This is clearly evident in the use of this information by teachers to group students and the differing tasks planned to meet their needs.
- Regular reviews of the curriculum are guided by assessments of students' performance. The curriculum in FS is enhanced by timetabled lessons in Islamic education and Arabic. Curriculum choices in the primary phase are increased with the introduction of drama. The curriculum is better adapted for the needs of students of determination and to ensure smooth transition from FS to Year 1. Curriculum links to Emirate culture remain a strength.
- The school continues to be a very safe environment in which students learn. They are well-cared for by all staff. The well-being of all members of the school community is a high priority. A new behaviour management policy recognises and promotes students' positive behaviour. A greater focus on attendance is resulting in fewer learning days lost

Leadership and management

- In a time of considerable change, the excellent understanding of best practice and the Cambridge Curriculum enables the principal and the new senior leadership team to ensure that good standards are maintained. They are extending and enhancing the school's partnerships with parents and the community. Governors are experienced and knowledgeable and in a strong position to support further improvements in the school.

The Best Features of The School:

- Students' very high levels of personal and social development
- The school's inclusive ethos, supported by personalised care and informed guidance for students, all within a safe learning environment
- The very strong links with the Emirati culture and UAE society that help to shape the curriculum
- The commitment to supporting parents with their child's learning at home
- The drive to maintain student outcomes and the quality of provision, at a time of enormous change in the nature, structure and intake of the school.








Key Recommendations:

- Improve the quality of teaching, in all subjects, in order to accelerate progress and raise attainment by:
 - embedding opportunities for students to develop their skills of independent learning, problem-solving, critical thinking, research and innovation
 - personalising learning for all students by matching activities accurately to students' prior knowledge, understanding and skills.
- Raise the expectations of teachers and the accuracy of their assessment of achievement, so that learning is more effective for all students, enabling them to demonstrate their best efforts.
- Improve the design of the curriculum in the primary phase, by:
 - embedding continuity and progression in learning in mathematics
 - creating a better balance between knowledge, skills and understanding in Islamic education and UAE social studies
 - promoting innovation, creativity and challenge more effectively.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable ↓
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 English	Attainment	Good	Acceptable
	Progress	Good	Good
 Mathematics	Attainment	Good	Acceptable
	Progress	Good	Good
 Science	Attainment	Good	Good
	Progress	Good	Good
 UAE Social Studies	Attainment	Good	

	Foundation Stage	Primary
Learning skills	Good	Good


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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good 
Curriculum adaptation	Very good	Very good

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Very good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

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

The school's progression in international assessments **are above expectations**

- Progression in National Agenda Parameter (N.A.P) testing is judged to be good overall, although science is stronger with very good progression. The 2015 Trends in International Mathematics and Science Study (TIMSS) for Year 4 are at the high intermediate benchmark exceeding the school targets in both mathematics and science. Results in the Progress in International Reading Literacy Study (PIRLS) are also at the high international benchmark level, reflecting significant improvements in reading and comprehension. Comparisons between N.A.P outcomes and measures of cognitive potential, demonstrate that, on average, students are attaining better than predicted.

Impact of leadership **meets expectations**

- School leaders strongly support the vision and goals of the National Agenda. All improvement planning specifies clear processes for monitoring and reviewing student outcomes. Targeted modifications ensure that the curriculum is more closely aligned to the TIMSS and N.A.P assessments. However, insufficient use is made of assessment information to support students' progress in lessons.

Impact on learning **is approaching expectations**

- The different interpretations of critical thinking amongst teachers, lead to inconsistent approaches to its development in lessons. Although most students engage in research, there is no planned development of investigative skills. The recently introduced scientific method, intended to develop students' critical thinking and research skills, remains at an early stage of development.

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

For Development:

- Ensure that all within the school recognise the importance of external assessments.
- Monitor teaching more rigorously to ensure greater consistency in meeting the learning needs of all students.
- Ensure that the scientific method is fully embedded and enables students to make predictions, think critically, perform investigations and collect, and evaluate, data.

Moral Education

- Students learn about tolerance, respect and environmental issues. This is a particular strength in the lower years. Strong links are being made with the UAE and other countries. Older students are beginning to discuss aspects such as, positive family values and responsibility towards oneself and others.
- Effective teaching encourages students to consider different aspects of behaviour and an understanding of empathy. Students are acquiring insights into family relationships and how these can be fostered and nurtured. The nature of the topics and the teaching approaches are engage students well.
- Assessments include portfolios, projects and performance tasks. Guidelines form part of the assessment process, with Year 6 students involved in peer assessment and self-assessment. These rules focus on students' skills and what they know, understand and can do.

The school's implementation of the moral education programme is **meeting expectations**.

For Development:

- Increase opportunities for students to participate in discussion and debate.

Reading Across the Curriculum

- To improve students' reading skills, the school has recently implemented reading initiatives in both Arabic and English. These initiatives include new procedures for assessment and targeted interventions.
- Children develop a secure knowledge of phonics in the FS. Across the primary phase, students' fluency and comprehension skills are improving as reading materials are more well-matched to their abilities.
- The library provision and online reading resources offer all students access to a range of age-appropriate reading materials. However, the implementation of guided reading practices is delayed by a lack of suitable reading materials.
- The application of the school's reading policy is in the early stages and has not had sufficient time to impact on the reading and comprehension skills of students who have recently enrolled at the school and whose reading is below expected levels.

The school's provision, leading to raised outcomes in reading across the curriculum is **emerging**

For Development:

- Ensure that all students have access to a wider range of age-appropriate reading materials to enable them to develop their skills and fluency more rapidly.
- Provide training for all staff to equip them with the expertise needed to develop students' reading and comprehension skills more systematically.

Innovation

- Students are beginning to develop enquiry skills through science, technology, engineering and mathematics (STEM) activities.
- In some subjects, students take part in creative projects linked to sustainability. They invent games and other items made from recycled materials.
- Teachers are beginning to plan opportunities for students to use technology in creative ways, particularly in the inclusion department.
- Curriculum plans include some opportunities to promote innovation in a few subjects. The development of students' entrepreneurial and enterprise skills is not often evident in lesson planning.
- School leaders support the promotion of a culture of innovation. There have been contextual pressures, which have meant that innovation is not sufficiently prioritised across the school.

The school's promotion of a culture of innovation is **emerging**

For Development:

- Promote innovation across the school within teachers' planning and by providing opportunities in the curriculum for students to develop entrepreneurial and enterprise skills.

Main Inspection Report

1. Students' Achievement

Islamic Education


	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Class observation and students' work demonstrate that most students' understanding, and knowledge of The Holy Qur'an are at the expected curriculum level. However, internal test results suggest that all students are performing at a much higher level.
- In Year 1, students' skills of recitation of The Holy Qur'anic verses are developing well. A majority of students can memorise the Surat very well and most know the Pillars of Iman and Pillars of Islam. With regard to the Sunnah and Seerah, only a few students know the names of the Prophet's (PBUH) family.
- Students' overall achievement has not improved significantly this year. Contributing factors have been around half of the teachers and nearly half of the students being new to the school. This leads to the department needing to adjust the levels of support according to the prior knowledge, skills and understanding of the new students.

For Development:

- Deepen students' knowledge of the Seerah and Sunnah.
- Establish further the links between students' knowledge of Islam and The Holy Qur'an.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable 
Progress	Not applicable	Good

- Most students in lessons attain levels that are in line with the expected curriculum standards. Older primary students are demonstrating a higher level of attainment. Although students' progress in lessons is above expectations, for the majority of students, this good progress is more evident in their work.
- As a result of the effective use of assessment and resources students develop secure listening and reading comprehensions skills. Boys are improving their speaking skills steadily, while girls demonstrate better levels of skills in writing. Emirati students are progressing at the same rate as their peers.
- Speaking skills are influenced by the teachers' quality of questioning. When students are provided with opportunities to talk before writing, they use their previous knowledge, vocabulary and grammar, and produce well-structured writing and presentations.

For Development:

- Improve speaking and writing skills by ensuring that students are provided with more opportunities to build progressively on their previous learning.
- Reduce the attainment gap, through appropriate intervention strategies and curriculum adaptations, for all the new students, who have recently joined the school.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- The majority of students attain levels that are above Ministry of Education (MOE) curriculum standards. Based on their starting points, students' progress in all years is above expectation. However, progress is even better when learning is in the context of students' everyday experiences.
- Students demonstrate strong listening skills and communicate clear answers in familiar contexts. They are improving their reading and speaking skills and gradually improving their range of vocabulary. They are able to find out the meaning of new words, from the context of what they are reading.
- Students' writing shows a reliable understanding of punctuation and grammar, whilst more remains to be achieved in independent speaking and writing in the classroom. The extension and application of vocabulary is supporting improvement for boys and girls equally.

English

	Foundation Stage	Primary
Attainment	Good	Acceptable
Progress	Good	Good

- Students make good progress from their starting points in all aspects of English, although progress in reading is stronger than it is in writing. Attainment is more variable in the primary phase, where there is a greater range of ability amongst students, many of whom have recently joined the school.
- In the FS children develop listening and speaking skills rapidly and build strong foundations in early literacy. Students have a secure knowledge of grammar but do not develop independent writing skills well enough. Speaking skills are strong and used, to good effect, in class and group discussions.
- Intervention programmes, for students reading below year level, are beginning to have a positive effect on reading skills, including their fluency. Students' access to online reading materials provides a useful platform to improve comprehension skills.

For Development:

- Improve attainment by raising expectations of what students can achieve in lessons.
- Provide well-designed class activities that allow students to demonstrate all their language skills.
- Improve writing skills by increasing opportunities for students to write at length and use editing to improve outcomes.

Mathematics

	Foundation Stage	Primary
Attainment	Good	Acceptable
Progress	Good	Good

- In the FS, mathematical learning takes place through activities which enable children to develop an appropriate balance of knowledge, skills and understanding. In the primary years, a focus on the completion of tasks is often at the expense of conceptual understanding.
- Children in the FS learn about number and counting and explore basic 2D and 3D shapes. This work is built upon effectively, in Years 1 and 2. The older children receive an increasingly broad range of mathematics, in line with the expectations of the curriculum, although occasionally, there is insufficient challenge.
- Recently, there has been an increased focus on the promotion of mathematical language and in the use of technology in lessons. While this has brought some improvement, critical thinking and innovation skills are not developed systematically enough throughout the school.

For Development:

- Provide lessons which focus on the understanding of key concepts, rather than the completion of tasks and finding ‘the right answer’.
- Emphasise the application of mathematics so that students are challenged, apply their knowledge to real-life contexts and develop their higher order learning skills.

Science

	Foundation Stage	Primary
Attainment	Good	Good
Progress	Good	Good

- External and internal assessment information in the primary phase presents a strong picture of student achievement. However, attainment and progress, viewed in lessons and in students’ work, does not reflect the same picture. When science is taught through real world contexts, students’ understanding, and progress is accelerated.
- Children in the FS make good progress by observing their world through experiential, scientific activities. Year 1 students show skills in exploring practical aspects of magnetism, while Year 6 students are developing a broad scientific vocabulary and competence in investigating chromatography.
- The over-use of technology in lessons limits the time available to develop the essential range of other learning skills. Insufficient planning for problem-solving, research-based, investigative, practical learning delays the development of strong enquiry skills.

For Development:

- Ensure critical thinking, enquiry, investigation and research skills are fully embedded in the scientific development of all students.
- Extend learning by encouraging students to record their outcomes clearly, and by providing developmental feedback against their learning objectives.

UAE Social Studies

All phases

Attainment

Good

- Internal assessment indicates that most students are achieving far higher than achievements typically seen in lessons and in their workbooks. Assessment is primarily limited to the development of conceptual knowledge and provides insufficient information for teachers and students on strengths, areas for development and next steps.
- The teaching of UAE social studies concepts is well-aligned to the standards for non-Arab students. It is particularly strong in relation to knowledge of the UAE. The accompanying skills are drawn from the choices that teachers make, rather than the prescribed curriculum. Students' achievements vary in relation to the teachers' expertise.
- In their work and in lessons, students demonstrate good recall of customs, emblems and rulers of the UAE and the benefits and drawbacks of technology in modern day life. They are less secure with skills relating to geography.

For Development:

- Ensure that the three strands of the Ministry of Education (MoE) curriculum are fully mapped within the school's long-term planning.
- Provide lesson durations of, at least 60 minutes each week.
- Ensure that the summative assessments are fully aligned to the standards of the three domains of the MoE curriculum.

Learning Skills

Foundation Stage

Primary

Learning skills

Good

Good

- Students are motivated, diligent and resilient learners, who engage well with learning activities in all subjects. They use their learning skills to best effect in the FS where there are good opportunities to develop these skills. Children are confident in making choices and initiating their own learning through play.
- Students are beginning to develop skills in designing investigations to solve problems through STEM and other scientific activities. Enquiry and critical thinking skills are inconsistent across subjects. Collaboration effectively supports understanding and engagement.
- The increased focus on developing students' skills in using technology is enhancing their learning and impacting positively on their motivation. Older students are becoming increasingly aware of their progress and are beginning to take more responsibility for their learning.

For Development:

- Increase the opportunities for students to develop problem-solving, enquiry and critical thinking skills by providing learning environments and approaches to teaching that facilitate the development of these skills.

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

	Foundation Stage	Primary
Personal development	Very good	Very good
<ul style="list-style-type: none"> Students have very positive and responsible attitudes to all aspects of school life. Their behaviour is excellent inside and outside of lessons. They demonstrate strong self-reliance and thrive on critical feedback. Students are consistently self-disciplined in lessons, even on occasions when they are not fully engaged by the teaching. Most are sensitive and show empathy to the needs and differences of others. They are quick to offer support to those who need it. Across the school, students demonstrate an excellent understanding of the need for a safe and healthy lifestyle. They enjoy sporting activities and are able to explain the nutritional benefits of food choices. Attendance is very good, and students are punctual to school and to their lessons. 		

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> Students have a clear appreciation and understanding of how Islamic values influence contemporary society in the UAE. For example, they listen to The Holy Qur'an in assembly and apply the principles of Islam during lessons and break, showing cooperation, respect and care of their environment. Students are knowledgeable and appreciative of the heritage and culture that centres around contemporary life in the UAE. They participate in a range of cultural activities to celebrate this understanding. <p>Most students show an awareness and appreciation of their own culture and heritage. The school is active in encouraging various celebrations and events which help to develop students' awareness of the wider cultures of the world.</p>		

	Foundation Stage	Primary
Social responsibility and innovation skills	Very good	Very good
<ul style="list-style-type: none"> Students participate in community activities inside the school, through the students' council and student committees. Within the local community, students are involved with national and international organisations such as, Al Helal, Al Ahmer, Emirati and Jalelah Hospital. Most students display a positive work ethic. Many are given opportunities to take initiatives and make independent decisions. They have creative ideas and are beginning to enjoy developing their own projects, one of which was to share their artwork with patients in the Jalelah Hospital. Across the school students display a strong awareness about the needs of the environment. They are actively involved in recycling and with the conservation of energy. The 'Sustainability Committee' is an example of students who organise events for the school's community to participate in and enjoy. 		

For Development:

- Embed more opportunities for students to develop their innovation and entrepreneurial skills.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- Across the school, teachers have good subject knowledge and an understanding of how students learn. They plan sessions, which take into account the differing needs and abilities of the students. Appropriate learning technology is provided and is used well.
- In the lessons where teaching is most secure, learning objectives are shared with the students and questioning is used to prompt thinking, test for understanding and to consolidate learning. In these more effective lessons, the focus is on developing students' understanding of key concepts.
- The use of a new lesson planning format helps teachers to meet the individual needs of students, through the sharing of appropriate, expected outcomes. The introduction of an electronic learning platform provides more opportunities for students to share outcomes and to influence each other's thinking.

	Foundation Stage	Primary
Assessment	Good	Good

- In most subjects, internal assessment is aligned to the expected curriculum standards. External data allows accurate identification of curriculum gaps, as well as trends and patterns in students' attainment and progress.
- Assessment information is analysed to identify strengths and weaknesses in students' performance and to set individual targets. However, teachers are at an early stage of using this information in lesson planning to match learning to students' needs. The introduction of success criteria in lessons is making clearer to students what is expected of them.
- A common policy for teachers' feedback on students' work is helping them understand the next steps in their learning. Assessment in the FS is enhanced through the use of an online learning log that enables teachers to track progress and parents to celebrate their child's achievements.

For Development:

- Train and support teachers in the use of assessment information to match learning to the differing needs of all students.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good ↓

- In both the FS and the primary phase, the curriculum is shaped by a focus on students' individuality, a supportive learning environment and an emphasis on learning, and academic development. As such, most students build on their previous knowledge, skills and understanding.
- In most subjects, the curriculum is broad with a good balance of knowledge, skills and understanding. Strong links exist between the work in Islamic education, Arabic, moral education and the UAE social studies. The curriculum is being extended through the introduction of drama, in the primary phase.
- The school has recently conducted a strategic review of the curriculum to enhance provision across all subjects and to better meet the academic, and personal development needs of all students. However, continuity and progression are not strong features across all subjects.

	Foundation Stage	Primary
Curriculum adaptation	Very good	Very good

- Across the school, learning experiences, which develop students' knowledge, understanding and appreciation of the heritage, culture and values of the UAE, are embedded through almost all aspects of the curriculum.
- The curriculum is imaginative, offering opportunities to motivate students, including the use of technologies, to support and extend their learning beyond the classroom. Opportunities to promote critical and innovative learning are developing. The programme of extra-curricular activities enhances students' academic and personal development.
- Since the last inspection, curriculum changes in the primary phase are ensuring that students' learning experiences are improving. The curriculum is modified for students who possess barriers to learning and allows those with gifts and talents to enhance and extend their learning.
- There is effective provision for Arabic in the FS, with children being introduced to the language through informal and enjoyable activities during timetabled lessons in the subject.

For Development:

- Increase the emphasis on the promotion of innovation and critical thinking in the curriculum.
- Review the balance between knowledge, skills and understanding in Islamic education and UAE social studies.
- Ensure meaningful and effective continuity and progression across all curricular areas.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Despite significant contextual changes, the school has been able to maintain the outstanding levels of care and protection for all its students. This includes the introduction of more secure systems for transportation.
- Policies, procedures and risk analyses are all very effective and supported with comprehensive record keeping. Child protection procedures are clear and well-known to all, including the many new staff and students. The introduction of parental identity tags and enhanced CCTV supplement the provision for child protection.
- First aid training for staff and morning exercises, with teachers modelling physical activity, is helping to support the school's drive for well-being. Students benefit from strong counselling advice and staff who support their well-being within the school health education programme.

	Foundation Stage	Primary
Care and support	Very good	Very good

- In both phases, staff have a very good understanding of the needs of students in their care. Across all year groups, the school deploys support assistants very effectively. The well-being of students is a high priority.
- The school is very inclusive. English language learners and students of determination receive highly focused support. Effective identification and individualised education plans (IEPs) ensure that students' needs are met. Teachers recognise gifted and talented students but curriculum modifications for them are not widespread.
- The well-planned behaviour management policy supports good behaviour. Teachers work successfully with parents on a range of strategies to recognise and reward students. Systems for managing attendance are efficient and are resulting in improved attendance and increased time for learning.

For Development:

- Develop effective support strategies for students who are identified as those who possess gifts and talents and monitor regularly the impact on their learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school is inclusive and encourages applications for admission from students of determination, thus ensuring a diverse student population. Leaders' strategic planning promotes continual training, the updating of skills of all team members and a well-qualified leadership team who are able to support students, effectively.
- Rigorous, school-wide systems ensure that students with additional needs are identified quickly. In partnership with parents, specialist staff use their expertise and a range of assessment tools to create personalised support plans. The monitoring of interventions is leading to significant improvement for students.
- The school communicates regularly with parents of students of determination. Parents are actively involved in their children's learning and make valuable contributions to their educational and personal development plans. Helpful academic guidance and behaviour management strategies are in place. Students, parents and the school, benefit from this shared approach.
- Individual education plans (IEPs) guide teachers' planning. Learning support assistants provide skilled, graduated support. They use resources, such as technology to assist communication creatively, and alternative curricula to match individual student's needs effectively. Inclusion teachers provide appropriate challenge and support, but this high level of support, in lessons, is less consistent.
- The comprehensive IEPs ensure teachers know the expectations for students. Although students are aware of their targets, they do not always have the opportunities to contribute to their own plans and this restricts their ability to become more independent.

For Development:

- Ensure that all teachers have the skills to provide appropriate, individual provision for students of determination in their classrooms.
- Increase students' self-reliance by including their contributions in their own education plans.

6. Leadership and management

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

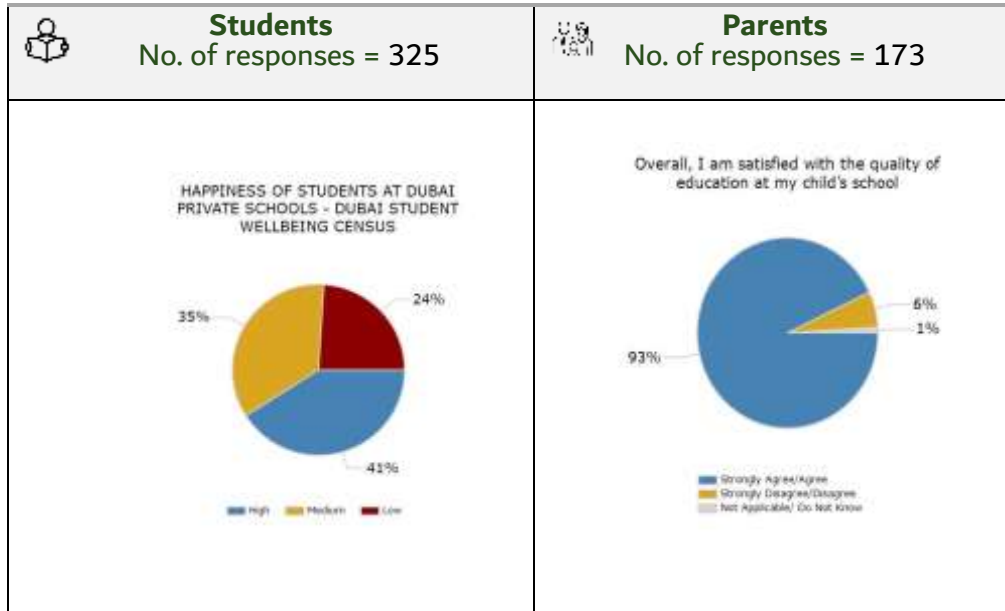
- There has been a change to the school's character, including a reduction in the number of phases. However, its identity remains the same. Senior leaders, including the Principal, are new to the revised structure. They bring considerable experience, expertise and an unwavering focus on the academic and personal growth of all students. These factors have eased the effects of the transition. The roles of existing middle leaders have been enhanced to support the changes within the school.
- School self-evaluation is systematic and draws on a range of evidence. Effective tools are used for evaluating teaching and learning, and for the accurate analysis of internal and external information. As a result, well-focused priorities are included in the year and subject strategic improvement plans. This planning is enabling the on-going monitoring of initiatives and their impact on students' performance. However, changes to the school context have limited the impact of these plans.
- Parents benefit from educational workshops, which offer strategies for use at home. An active parents' association enthusiastically helps to organise school social and charitable events. Regular newsletters and the use of online portals give parents valuable and timely information about their children's progress. Reporting is thorough and takes a range of forms. Reports focus on attainment and progress towards individual student's targets but not so far on their personal development.
- The governing body is composed of a wide range of representatives from the community. Individual governors are linked to different aspects of school life, according to their expertise. They are well-informed through regular meetings, communication and reporting. Their in-depth knowledge and expertise are enabling them to hold leaders to account and to address potential barriers to school improvement.
- The school is appropriately staffed and managed effectively. Performance management combines systems to identify and support staff training. The premises are well-maintained, and the additional space has been well-used to create appropriate spaces for reading, art and prayer. Resources are sufficient in most curriculum areas. They are particularly good within the inclusion department, Islamic education and in FS but are less well-developed for reading across the curriculum.



For Development:

- Further develop middle leaders' expertise and experience through mentoring and leadership training.
- Increase opportunities for all of the school community to share their views on school performance and direction.
- Increase and enhance the use of provision for reading and establish ease of access for all students.

Views of parents and students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> Students are confident that they feel safe at school and have a sense of belonging. They are aware about bullying, but do not express any concerns. This is supported by the inspection findings. A minority of students express concerns generally about health, happiness and/or well-being. A large majority use a technological device before they go to sleep.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents express strong satisfaction about the quality of education at school, its value for money and that the school listens to their views and teachers help their child to learn. Some comments refer to the overuse of technology to the detriment of their children's skills in reading and writing. A few mention transportation difficulties but nearly all agree that their child is kept safe at school. These are the views of the inspection team too.

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 inspection@khda.gov.ae