



**المعروف**  
Knowledge المعرفة



## AMBASSADOR SCHOOL

### INDIAN CURRICULUM

**VERY GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER



**VERY GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Mankhool
	Opening year of school	2010
	Website	www.ambassadorschool.com
	Telephone	97143983535
	Principal	Sheela Menon
	Principal - date appointed	09/09/2015
	Language of instruction	English
	Inspection dates	09 to 12 October 2023



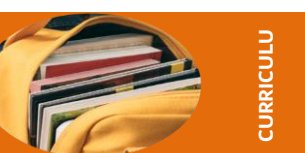
STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1311
	Number of Emirati students	0
	Number of students of determination	162
	Largest nationality group of students	Indian



TEACHERS

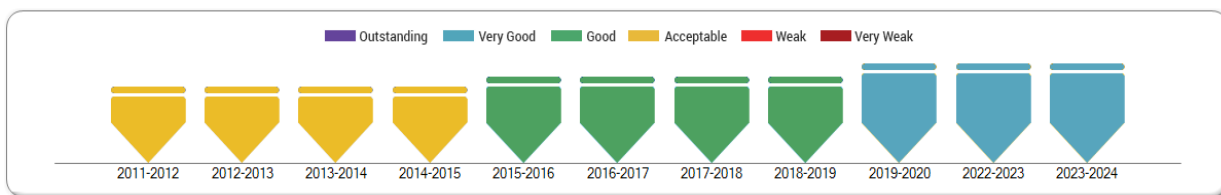
	Number of teachers	113
	Largest nationality group of teachers	Indian
	Number of teaching assistants	38
	Number of guidance counsellors	2



CURRICULUM

	curriculum	CISCE
	External Curriculum Examinations	ICSE, ISC
	Accreditation	CISCE

## School Journey for AMBASSADOR SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Students achieve very well in English, mathematics and science, especially in Secondary. At that stage, outcomes have improved in almost all subject areas. In Kindergarten (KG), children are making a very good start to their learning, demonstrating rapid progress from their starting points. Arabic as an additional language remains an area where student outcomes are not so positive.
- Students display a keen sense of responsibility, maturity and engagement. Their exemplary behaviour is characterised by self-discipline, courtesy and a genuine concern for others. They show understanding of, and respect for, Islamic values. Students have a deep appreciation and understanding of Emirati heritage and of cultural diversity. Environmental awareness is strong. Students are enthusiastically involved in initiatives which reflect their thoughtful approach to social and global issues.

### Provision For learners

- High-quality teaching is frequent in Secondary and where there is effective differentiation for all students. Teaching and internal assessments are variable in Arabic and in some lessons in KG and lower Primary. Teachers' skilful questioning supports critical thinking in most subjects. Systematic tracking of children's progress is in place in KG. Assessment practices are strong in Secondary. Effective, constructive feedback is not always a feature of students' learning.
- The curriculum provides a well-structured progression that balances knowledge and the development of skills. Developmentally appropriate lessons in KG, and flexible pathways for older students, cater for students' diverse needs and their interests. The transfer of knowledge and skills across subjects is strong. The curriculum is modified to meet requirements for international benchmark assessments. It incorporates entrepreneurial skills and financial literacy. It also develops students' understanding of Emirati heritage and Islamic values.
- The school prioritises rigorous safeguarding procedures with robust policies. A hygienic, secure environment is maintained. Effective supervision and regular checks ensure students' safety. The school's positive ethos engenders excellent relationships between members of staff and students. Inclusivity is a focus. Differentiation strategies result in excellent progress. Rigorous monitoring and support of personal development and wellbeing contribute to students' self-esteem, confidence and engagement.

### Leadership and management

The school is dedicated to continuous improvement and maintains very high standards. In action plans are occasional gaps in management accountability. The evaluation of teaching supports ongoing improvement. Parental engagement is generally successful, with open and respectful communication and effective reporting on students' learning. Day-to-day management is efficient. The governing council represents all stakeholders. Members ensure adequate staffing and investment in additional resources.

### HIGHLIGHTS OF THE SCHOOL:

- The care, wellbeing, safety, and support of students.
- Students' attitudes and behaviour, their appreciation of Islamic values, and their social contributions.
- The positive start to school made by children in KG.
- Parents' strong support and the links with the local and wider communities.
- The well-balanced curriculum which offers increasing choice for older students, leading to high levels of achievement in external examinations and benchmark assessments.

### KEY RECOMMENDATIONS:

- Provide personalised challenge and support for all students.
- Refine the school's leadership model to establish lines of accountability and identify a person responsible for implementing and achieving the goals outlined in action and improvement plans.







# OVERALL SCHOOL PERFORMANCE

Very good

## 01 Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	<b>Attainment</b>	Not applicable	Very good	Very good	Good
	<b>Progress</b>	Not applicable	Very good	Very good	Good
<p>Arabic as a First Language</p>	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Good	Good
<p>English</p>	<b>Attainment</b>	Very good	Outstanding	Outstanding	Outstanding
	<b>Progress</b>	Very good	Outstanding	Outstanding	Outstanding
<p>Mathematics</p>	<b>Attainment</b>	Very good	Very good	Very good	Very good
	<b>Progress</b>	Very good	Very good	Very good	Very good
<p>Science</p>	<b>Attainment</b>	Very good	Very good	Very good	Outstanding
	<b>Progress</b>	Very good	Very good	Very good	Outstanding

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good	Very good	Outstanding



## 02 Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding ↑	Outstanding	Outstanding

## 03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good	Very good	Outstanding ↑

## 04 Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding ↑	Outstanding
Curriculum adaptation	Outstanding	Very good	Very good	Outstanding

## 05 The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Outstanding ↑

## 06 Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
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.



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

- The school achieved a score of 591 in the most recent Progress in International Reading Literacy Study (PIRLS) assessment. The score exceeded the target set; an excellent result, well above the Dubai school average, and falling within the "High International" achievement band. Progression between the two tests was outstanding. In benchmark tests of English, mathematics and science, students showed effective progress from 2022 to 2023. English is particularly strong in these external assessments.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Outstanding</b>
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- School leaders analyse data very well for action planning, including information from international and other external assessments. They plan the curriculum, teaching approaches, questioning in class and informal tests to ensure that students are familiar with what to expect in different assessment styles. Action planning for the development of reading literacy is based on only one complete set of results and is still under development.



	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Not applicable</b>

- The first reading literacy skills assessment shows an overall score of acceptable. Students are all learners of English as an additional language. Language skills in the lower grades for reading are not yet fully developed. Individual students identified as needing help with reading skills are supported, and there are whole class initiatives. They are still in the initial stages of development.

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

**For Development:**

- Revise and refine action plans for the development of reading literacy once additional testing results are analysed.
- Ensure that interventions for the development of reading skills are detailed, measurable, time-based and reviewed systematically.



## 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.**

- Skilled, experienced leaders direct the wellbeing team, resulting in effective provision and good outcomes. Students in all phases are happy, engaged in their learning and respectful to others. Appropriate assessment provides detailed information and deepens the school's understanding of wellbeing perspectives and contexts. Regular monitoring, support and accountability ensure positive provision and outcomes. All are aware of wellbeing provision and contribute to it. There is still capacity for improvement.
- Members of staff and governors vigorously pursue a vision for wellbeing. Students feel that they can contribute to the development of wellbeing provision. They feel safe and secure. They know that they have adults whom they can approach and who will help with their anxieties. Regular monitoring ensures quick and precise identification of wellbeing concerns, resulting in access to highly effective provision. Parents benefit from regular communication, expert guidance and support, but are not yet fully involved. Staff report that their ideas are considered.
- Many opportunities ensure that all students can develop a holistic wellbeing ethos. Across phases, wellbeing initiatives engage students and address their concerns. Students, particularly in Secondary have a good understanding of their own wellbeing. Teachers foster a classroom climate where wellbeing is prioritised. Students have a strong sense of belonging to the school community. They demonstrate very high levels of positivity, collaborate well in lessons, and are caring and supportive.

### For Development:

- Extend the involvement of parents in the development of wellbeing provision in the school.

## UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest Moral, Social and Cultural Studies (MSC) framework as a separate subject, and through an integrated approach. Three lessons of 40 minutes each per week are allocated for Grades 1 to 5 and two lessons of 40 minutes each from grades 6- 8, with one period of 40 minutes per week from Grades 9 – 12. Extension activities such as field trips and project work support the integrated approach in Middle and Secondary. Teachers use various resources including presentations and worksheets. Teaching is in English.
- Assessment follows the school’s usual assessment pattern of two ongoing assessments and two final assessments. Students are graded based on teachers’ comments. On individual units, most students are making expected progress. However, teachers do not track progress over time. Baseline and diagnostic tests are also conducted to check students’ awareness of heritage, culture and history.

## Arabic in Early Years

- The school offers Arabic as an additional language for children in KG2, with one lesson of 40 minutes per week. The school follows a modified curriculum that is tailored to the needs of all children. There are two specialist teachers who teach Arabic through play, and who develop listening, speaking and phonological awareness skills. Teachers follow an active learning strategy by focusing on expression through body language. There are no final assessments. Teachers use ongoing assessment based on observation. They prepare children for the transition to Grade 1 through joint planning with Primary class teachers.



# Main Inspection Report

## 1. STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Very good	Very good	Good
<b>Progress</b>	Not applicable	Very good	Very good	Good

- Across the three phases, students demonstrate increasing depth in their discussions of Islamic concepts and their application to contemporary situations. Most students can refer to the Holy Qur'an and the Prophetic Hadith, and include them for citation and reasoning.
- Memorising skills are still improving for the majority of students. Their skills in recitation, interpreting meaning, deducing Fiqh rulings and applying Tajweed rules exceed expectations. Many students have well-developed research and inquiry skills which support their critical thinking.
- Classroom activities promote independent work and encourage in-depth interpretation of Islamic concepts. Teachers' assessment of students' notebooks in Primary and Middle tracks progress and contributes to a strong increase of increasing proficiency

#### For Development:

- Incorporate more developmental questions into lessons to extend students' critical thinking skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Language proficiency is more robust in Primary than in Middle and Secondary. Students can speak with confidence at the end of the phase. Writing, based on the number of years of study, clearly conveys idea and meaning.
- Students’ ability to use language in multiple contexts does not develop well enough as they progress through the school. In Middle and Secondary, students’ speaking and writing skills fluctuate, resulting in occasionally insecure communication. Sentence analysis and comprehension are stronger in Primary.
- While students make some progress over the years, their skills in the Middle and Secondary have not consistently improved. Ineffective teaching strategies do not consider individual differences due to the number of years learning the language.

**For Development:**

- Take into consideration students’ years of language study in choosing language activities..
- Enhance students’ confidence in speaking through different activities.
- Choose writing tasks that reflect lesson content.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Very good	Outstanding	Outstanding	Outstanding
Progress	Very good	Outstanding	Outstanding	Outstanding

- Literacy is well developed in all phases. In KG, students engage in pre-reading activities such as deciphering picture puzzle rebus cards and deducing character identities. Creative writing skills develop effectively from Primary onwards.
- In Primary, students immerse themselves in stories. They can draw inferences. In Middle and Secondary, students analyse themes and create value-based narratives. Visuals and clue words provide support. However, the development of extended writing skills is not fully embedded in all phases.
- Throughout the school, students confidently use technology for research and presentations. Lack of equipment limits further development.

**For Development:**

- Incorporate activities to develop extended writing skills.
- Support the use of technology in all grades.

**MATHEMATICS**

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Very good	Very good	Very good	Very good
<b>Progress</b>	Very good	Very good	Very good	Very good

- Secondary students achieve high results in Board examinations. Students in Primary and Secondary show consistently high scores in external benchmark tests. In KG, children quickly develop a solid foundation in mathematical skills. These skills are not consistently extended in other phases.
- Students apply concepts in practical ways. They can use robots to develop an understanding of circumference. Younger students show strength in measurement and number. They are extending their skills in estimation. Older students use their knowledge of angles to evaluate the stability of buildings.
- The school’s initiative in building reading literacy across subjects has contributed to students’ use of mathematical terminology from an early age. Children in KG use the correct terms when describing shapes. Older students are articulate in sharing their problem-solving approaches and ideas.

**For Development:**

- Ensure that all students have opportunities to develop mathematical skills in ways suited to their needs.

**SCIENCE**

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Very good	Very good	Very good	Outstanding
<b>Progress</b>	Very good	Very good	Very good	Outstanding ↑

- The large majority of students in all phases attain levels above curriculum standards. Some children in KG2 are confident in discussing properties of matter, but not in all classes. They can explain how different bridge structures gain strength. Students in Grade 1 can describe some properties of air.
- In Primary, younger students successfully predict what are conductors and insulators in their simple circuits. In Middle, students can apply earlier understanding to address everyday problems. For example, they have designed a device to shield sensitive electronic instruments from electromagnetic interference.




- Exercising their innate curiosity in KG and lower Primary, most students develop better than expected inquiry skills. This leads to challenging discussions in Grade 5 about the differences between drag, air resistance and friction. By Secondary, all students can design experiments to address everyday challenges.

**For Development:**

- Seek greater consistency of teaching in KG and lower Primary to ensure that all teachers approach the subject with confidence and full understanding.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good	Very good	Outstanding 

- Students throughout the school have secure learning skills. They are particularly well developed by Secondary. Students are less confident in Arabic, where language is a barrier. In all other subjects, they are enthusiastic participants, individually and collaboratively in groups.
- Students readily use technology for research and are familiar with coding and robotics in mathematics and science. They can work independently, but also confidently communicate their ideas and discoveries in group discussions during lessons. They challenge one another with higher-order questions.
- Secondary students are confident in debating during Islamic Education and English lessons. In science, they design and evaluate their own experiments. In mathematics, they are highly competent in problem-solving. Older students regularly make meaningful connections between subjects and apply their skills to contemporary issues.

**For Development:**

- Support the Arabic department in reducing the impact of the language barrier by using teaching strategies common to modern foreign languages.

## 2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students have an advanced sense of responsibility. They demonstrate very mature attitudes towards school life and their studies. They are proactive learners. Most are resilient and confident contributors to class and school activities.
- Students' behaviour is exemplary. They are always self-disciplined, courteous and polite. They show genuine concern and empathy towards the needs of others. Relationships are very respectful and supportive.
- Students participate enthusiastically in physical education lessons and in the extensive range of extra-curricular activities. They demonstrate a secure understanding of what constitutes a healthy lifestyle. Attendance is very good. Punctuality to school and lessons is strong.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Very good	Very good	Outstanding

- Students of all phases show their understanding of Islamic values and how they are applied. They respect these values. They participate in activities to support charities and in group Iftar during Ramadan. Students' council members organise these activities and develop new initiatives.
- All students show some understanding and appreciation of the heritage of the UAE. They have a good knowledge of the country's geography, population and unique characteristics. Events and activities are organised to commemorate the Emirati heritage by celebrating National Day and Flag Day.
- Students have a strong understanding of diversity and of the importance of cultures and countries being open. Secondary students' depth of understanding is reflected in their analysis of cultural diversity.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Students are diligent, hardworking and well prepared. They are eager for learning. They take advantage of the many opportunities available to them throughout school. They fulfil their personal aspirations through opportunities offered by the comprehensive extra-curricular programme.

- Students speak with considerable pride about the very wide range of social opportunities through which they can impact positively on their school and local community. An array of initiatives allows opportunities for students to learn about social disadvantages. As a result, they are deeply conscious of inequalities.
- Environmental awareness is very strong. Students confidently and enthusiastically explain the many school environmental initiatives that have a positive impact, including Earth Day, Ozone Day and Say No to Plastic.

**For Development:**

- Deepen students' understanding of the history, values and heritage of the UAE.

**3. TEACHING AND ASSESSMENT**

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Very good	Very good	Very good	Very good

- High-quality teaching is evident throughout the school, but especially in Secondary. Almost all teachers have secure subject knowledge and understand how to engage students. There is some inconsistency in the quality of teaching in Arabic and within some KG and lower Primary classes.
- Skilful questioning establishes positive learning environments for most core subjects, including Islamic Education. In English and mathematics, questioning leads to greater critical thinking. In science, students are encouraged to hypothesise, from the upper primary grades.
- Teaching is most effective during the lessons that allow students to apply their learning skills, and where there is effective differentiation. Effective teaching enables students to think more analytically and to solve contemporary problems based on local and international contexts.

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Very good	Very good	Very good	Outstanding ↑

- In KG, the development of skills is tracked systematically. In other phases, internal tests evaluate understanding. However, they are insufficiently challenging in lower primary grades and in Islamic Education and Arabic. Assessment in Secondary is particularly strong due to the data-driven personalised approach.

- Leaders analyse external assessment results in depth and adjust the curriculum or teaching based on identified areas of need. All forms of assessment data are reviewed and combined to monitor students' progress.
- The focus on providing feedback to students in their written work is not having the desired impact of making students understand what they need to do to improve.

**For Development:**

- Improve the quality of internal tests where necessary.
- Create more systematic interventions to address gaps in skills where required for individual students.
- Improve the quality of feedback on students' written work.

**4. CURRICULUM**

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Outstanding	Outstanding	Outstanding ↑	Outstanding

- The curriculum aligns appropriately with the school and national vision. It offers a well-structured progression with a clear rationale. It promotes innovation and provides a very good balance between imparting knowledge and nurturing essential skills. The KG curriculum is meticulously designed to be developmentally appropriate.
- The curriculum facilitates a smooth and progressive learning experience. It caters for students' differing needs. It offers a variety of language choices, extra-curricular activities, and, in Secondary, a range of subject options. Older students have flexible pathways which prepare them effectively for their futures.
- The curriculum consistently ensures the meaningful transfer of knowledge and skills across subjects. Leaders undertake quarterly reviews, ensuring an excellent provision for both students of determination and those identified as able, gifted and talented.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Outstanding	Very good	Very good	Outstanding

- The curriculum is flexible. It is adapted as necessary, based on the outcomes of benchmark assessments and Board examinations, to cater for students of all abilities. Additional activities are integrated to develop entrepreneurial and financial skills, and reading literacy.

- The curriculum offers opportunities for innovation, creativity and problem-solving through artificial intelligence (AI) lessons. However, the consistency of these opportunities varies in the lower grades.
- The curriculum is enriched to enhance students' knowledge, understanding, and appreciation of the UAE. Additionally, field trips to different locations in the UAE help to deepen students' understanding of its rich culture.

**For Development:**

- Provide more consistent opportunities for innovation, creativity and problem-solving through the use of technology, robotics and AI in lessons, particularly in Primary and Middle.

**5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS**

	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous procedures for safeguarding students, including child protection. All members of staff are very familiar with them. Child protection and safeguarding policies are robust. They are shared publicly on the school website.
- Detailed maintenance programmes and diligent members of staff maintain a hygienic, safe and secure environment. Staff training and regular safety checks ensure that the supervision of students is highly effective at all times.
- The curriculum promotes safe and healthy living. Students in all phases are very well informed about how to keep themselves safe and how to protect their mental and physical health.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Very good	Very good	Very good	Outstanding ↑

- A positive and caring ethos exists throughout the school. Relationships between members of staff and students are excellent, demonstrating mutual trust and respect. Students are self-disciplined. There are clear and consistent expectations about behaviour.

- The school is inclusive. Robust systems and processes accurately identify and provide for students of determination and for those with gifts and talents. Differentiation, support and curriculum modification enable the large majority of students of determination to make very good progress.
- The school rigorously monitors students' personal development and wellbeing. Students have access to experienced, individual advice and support. They play an active role in school life and develop in self-esteem and confidence. They feel well supported academically. Older students receive appropriate careers advice and guidance.

**For Development:**

- Ensure that the systems for monitoring students' wellbeing and personal development provide information that aids highly effective guidance and support for all.





## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- Senior leaders successfully nurture an inclusive ethos which is evident throughout the school. A well-developed inclusion policy ensures high-quality provision and outcomes for students of determination. Rigorous monitoring and review inform accurate self-evaluation.
- The school uses of a range of indicators to identify students' needs. Collaboration with external specialists enhances the identification processes and planning for provision. Teachers know their students well. Secure knowledge and understanding of students' barriers to learning inform planning and appropriate provision.
- The school develops some links with the parents of students of determination. The school considers this a priority. Parents are encouraged to engage with their children's educational programmes. Teachers listen to their feedback and value their input.
- Lesson planning and teaching are effectively differentiated. As a result, students are engaged in meaningful activities. Supportive classroom cultures promote collaboration and independence. Learning support assistants (LSAs) offer less effective support. The school is in the initial stages of developing alternative pathways and provision for students of determination.
- Most students of determination develop appropriate knowledge, skills and understanding. They make better than expected progress against their individual plans and personal targets. The school uses well-developed systems to assess students' starting points, providing teachers with information to plan personalised provision.

#### For Development:

- Improve the sharing of best practice to help parents and LSAs to recognise how they can best support students' learning.
- Evaluate the impact of support for parents and ensure that they have a greater understanding of provision for their children.
- Make provision for alternative pathways a priority.

## 6. LEADERSHIP AND MANAGEMENT

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

- Senior leaders, led by the principal, have a focused vision that is shared by the school community. Almost all leaders have a clear understanding of curriculum requirements and best teaching practice. Together, they have developed a purposeful learning environment that clearly supports positive outcomes. Relationships and communication throughout the school are open and respectful. Leaders are successful in sustaining improvements over time. They understand what is needed for improvement. However, the distributive leadership model does not sufficiently hold all leaders to account.
- The school effectively considers external and internal data to identify gaps and areas for improvement. They are translated into the school's action and improvement plans. There is a collective accountability approach to action planning, rather than identifying individual staff members to be made responsible. The monitoring and evaluation of teaching provides a comprehensive picture of what is happening in classes. The school is sustaining improvement over time.
- The school is very successful in engaging most groups of parents as partners in their children's learning. Parents assist the school through their roles in the Parent Support Group and as parent governors. Communication between the school and parents is open and respectful. Reporting of attainment and of personal and social development is effective in providing a broad picture of each child's achievement. The school has a number of links with the local and wider community. They enhance students' understanding of the world around them.
- The governing council includes a wide range of representation. Members seek the views of the school community regularly to provide them with an accurate understanding of the school and of students' achievements. They understand the constraints imposed by the current campus. The council holds only the principal accountable for the school's outcomes. The board acts as a critical friend and makes a significant contribution to the school's performance.
- The day-to-day management of the school is effective and efficient. The school is appropriately staffed. There has been investment in upgrading resources, especially for science, technology, and mathematics, and for reading programmes. Leaders successfully maximise the use of the campus.

**For Development:**

- Strengthen lines of accountability within the school’s distributive leadership.
- Improve action and improvement plans by clearly identifying who is responsible for their implementation and success, and within a specified time.
- Ensure that senior leaders , and in turn middle leaders. are held accountable for all outcomes.





## 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](mailto:QA.Schools@khda.gov.ae)