



**المعرفة**  
Knowledge



# RANCHES PRIMARY SCHOOL

## UK 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	Arabian Ranches 2, Dubai
	Opening year of school	2015
	Website	www.rpsdubai.com
	Telephone	97144429765
	Principal	Emma Jane Overton
	Principal - date appointed	8/1/2023
	Language of instruction	English
	Inspection dates	08 to 12 January 2024



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	910
	Number of Emirati students	0
	Number of students of determination	109
	Largest nationality group of students	British



TEACHERS

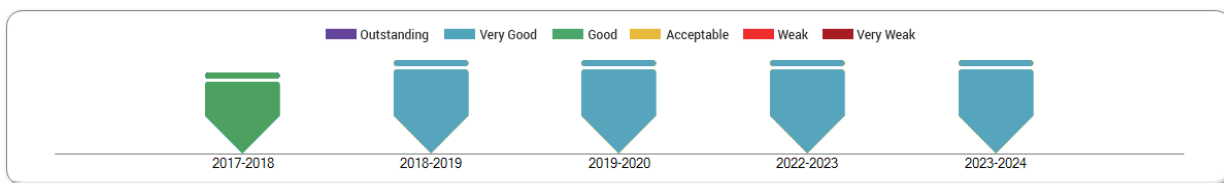
	Number of teachers	56
	Largest nationality group of teachers	British
	Number of teaching assistants	54
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	GL ABT IBT
	Accreditation	None

### School Journey for RANCHES PRIMARY 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

- In Foundation Stage (FS) the large majority of children make rapid progress. In Primary, achievement in English, mathematics and science is consistently very good. The rate of students' progress in learning Arabic, as a first language, has improved considerably since the previous inspection and is now good. However, attainment in Islamic Education and Arabic remains acceptable. Students work very well together and are able to think critically to solve problems.
- Students have an excellent work ethic. They have high levels of confidence and this enables them to take on a number of leadership roles successfully. In FS, children's understanding of Islamic values has improved. In Primary, students now have an outstanding understanding of social responsibility and issues surrounding sustainability. This understanding is not yet as secure in FS.

### Provision For learners

- The large majority of teachers very effectively engage students through well-planned activities. Teachers use questioning skilfully to check students' understanding. In FS, teachers use active play-based learning to enrich children's development and promote independence. This is less effective in lower primary. In Islamic Education and Arabic, teaching strategies are not yet successful in ensuring consistent improvement in students' learning. Assessment systems are robust and data is mostly well used by teachers.
- The curriculum fully and successfully delivers the requirements of the Early Years Foundation Stage (EYFS), the National Curriculum for England (NCfE) and the Ministry of Education (MoE). Students benefit from a wide range of extra-curricular activities which develops their talents and interests. Recent modifications have ensured that the curriculum is fully accessible to students of lower abilities. The curriculum is very well adapted to meet the needs of most students of determination.
- Health, safety and practices for child protection continue to be outstanding. Relationships between staff and students are a strength of the school. Procedures to promote good behaviour are highly successful. Procedures to promote good attendance are less effective. The school has clear processes for identifying students of determination and those who have gifts and talents. For the most part, this leads to appropriate levels of support.

### Leadership and management

- The school continues to benefit from excellent leadership. Self-evaluation processes are extensive and effective and usually identify promptly when students' rates of progress are falling, leading to interventions. The school has developed an outstanding partnership with parents. Governance of the school is highly effective. The governing board has a wide variety of expertise which is used to support and challenge school leaders. School facilities have recently been improved further.

### Highlights of the school:

- Students' very good achievement in English, mathematics and science
- Students' excellent work ethic and their exemplary behaviour
- Outstanding procedures for the health and safety of students and staff
- Outstanding partnership with parents
- Leaders' in-depth knowledge of the school's curriculum.

### Key recommendations:








- Improve students' attainment in Islamic Education and Arabic through more effective teaching strategies, including active learning and accelerated levels of progress.
- Improve the impact on students' achievement of transition arrangements from FS to lower Primary by:
  - ensuring greater curricular coherence between FS and Year 1,
  - improving primary teachers' knowledge, and use of data related to the Early Learning Goals,
  - ensuring that learning consistently builds on what students already know, understand, and can do, and raising teachers' expectations of students' ability to be independent learners.
- Increase the rigour and consistency of assessment and self-evaluation processes.



# OVERALL SCHOOL PERFORMANCE

Very good

## 01 Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Very good	Very good
	Progress	Very good	Very good
 Mathematics	Attainment	Very good	Very good
	Progress	Very good	Very good
 Science	Attainment	Very good	Very good
	Progress	Very good	Very good

	Foundation Stage	Primary
Learning skills	Very good	Very good

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

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

## 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good
Assessment	Very good	Very good

## 04 CURRICULUM

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

## 05 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

## 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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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Not applicable</b>

- Students were not entered for the Progress in International Reading Literacy Study (PIRLS) in 2016, hence there were no targets for 2021. Therefore, progression cannot be evaluated. Attainment in the 2021 test was outstanding with students achieving an overall score of 581. This is within the high international benchmark. In the National Agenda Parameter tests, students attained outstanding results overall.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>
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- Leaders use benchmark reports to adapt the curriculum and teaching in order to improve students' outcomes. Action plans identify appropriate targets, but they are not recorded in a way that is easily measurable. In lessons, teachers plan activities including some use of technology to ensure that the learning needs of nearly all students are met. Progress is monitored to check impact.

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

- The New Group Reading Test (NGRT) outcomes indicate that reading skills improved during 2022/23 from acceptable to good. This grade has been maintained. The thorough analysis of data is enabling the school to put appropriate interventions in place to address gaps in students' learning. Specific skills are highlighted in lessons. Teachers focus on addressing these gaps to improve reading literacy. The school has recognised that there has not been a positive culture of reading for pleasure and this is now being addressed. These initiatives, which include parents, are yet to demonstrate impact.

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

#### For Development:

- Ensure that students in Year 1 are well prepared for NGRT assessments.
- Ensure that higher order thinking skills in FS and lower Primary are consistently evident in lessons.
- Purposeful use of technology to enhance learning opportunities to be increasingly evident in lessons.



## 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 outcomes is at a very good level.**

- The school demonstrates excellent leadership in the promotion of wellbeing, with senior and middle leaders actively involved in setting and pursuing a clear vision. The implementation of comprehensive policies by skilled leaders has positively impacted on most areas, reflecting a deep integration of wellbeing into the school's ethos. However, informal methods of wellbeing assessments are occasionally lax.
- The school excels in engaging stakeholders in wellbeing initiatives, with staff and governors deeply committed to its vision. Students play a significant role as empowered stakeholders, driving wellbeing provision and its outcomes. Parents are well supported with continuous and expert communication. Staff wellbeing is prioritised through comprehensive induction processes and guidance, monitoring and support of this provision is developing. The highly responsive environment for students and staff results in high levels of satisfaction and the effective handling of any wellbeing concerns.
- Students exhibit a robust understanding and management of their own wellbeing, aided by the diverse curricular and extra-curricular opportunities. They are actively involved in addressing wellbeing themes and demonstrate digital diligence and leadership of online safety. Teaching teams foster a classroom environment where wellbeing is prioritised, contributing to a strong sense of community and high levels of positivity. This comprehensive approach to students' wellbeing ensures that they feel valued and supported.

### For Development:

- Establish a more detailed and robust system to monitor the wellbeing of students and staff.

## UAE social studies and Moral Education

- Moral, social and cultural studies (MSCS) is taught from Years 1 to 6 for 60 minutes per week. The school uses the MSCS teachers' books and online resources as references. In FS, Emirati culture and values are celebrated informally through the exploits of 'Fatima the Falcon'.
- The school integrates the MSCS curriculum with the NCFE. MSCS stickers highlight connections between MSCS and other areas of learning. Teaching is well planned and creates opportunities for students to engage appropriately with key concepts. Students learn through a range of active learning opportunities. The school has established assessment systems which track students' progress against curriculum expectations. Students have opportunities to voice their preferences in terms of the format in which they wish to present their assessments.

## Arabic in Early Years

- The Arabic curriculum is introduced to children in FS, encompassing listening, speaking, writing, vocabulary and phonics. It comprises two lessons of 40 minutes per week for FS1 and FS2, delivered by a team of two teachers. There are an additional 40 minutes each week for first language learners. The curriculum incorporates a range of reading and writing exercises to enhance Arabic reading comprehension and writing skills. Regular assessments are conducted every term to measure children's level of attainment and track their progress. Ongoing assessments allow teachers to monitor achievements continuously.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	Foundation Stage	Primary
<b>Attainment</b>	Not applicable	Acceptable
<b>Progress</b>	Not applicable	Good

- Most students are making good progress in learning and understanding Islamic concepts and applying them to their daily lives. A strength of their learning is their comprehension of religious concepts related to worship, creed and rulings.
- Students recitation skills, notably in Holy Qur’anic memorisation and its application in discussions, are still not secure. Students do not yet have a full comprehension of the content of the Holy Qur’an, which slows their progress.
- Improvements in the learning environments are playing a pivotal role in strengthening students' understanding of the subject. Although improving, the precise monitoring of students' skills relating to attainment is still developing.

#### For Development:

- Improve students' Holy Qur’anic recitation and memorisation skills and then monitor their progress more carefully.

## ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
<b>Attainment</b>	Not applicable	Acceptable
<b>Progress</b>	Not applicable	Good ↑

- While overall students' achievement is in line with the expected curriculum standards, some disparities are evident in different year groups and as students move through the school. In upper Primary, more students become increasingly confident in using standard Arabic.
- The application of grammar by students is weaker than speaking because of insufficient practice. Reading comprehension skills vary among students, with most demonstrating the ability to interpret texts. Students' writing skills align with the anticipated proficiency levels in terms of structure and quality.
- More effective teaching strategies that actively involve students are now beginning to enhance students' linguistic proficiency and to foster a greater enthusiasm for learning.

**For Development:**

- Improve students' language skills even further by providing them with more opportunities to practise them.

## ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
<b>Attainment</b>	Not applicable	Acceptable
<b>Progress</b>	Not applicable	Acceptable

- Students' achievement data is inaccurate due to a reduction in the expectations of achievement in final assessments. Students in the lower Primary classes display more substantial progress when compared to students in upper Primary.
- Students' use of language remains variable. Their capacity to use what they know when communicating is still developing. A minority of students can read texts and interpret their meanings, but a majority are still in the process of developing these skills.
- Despite the school's approach to improving students' reading and writing skills, students continue to struggle to foster these skills independently.

**For Development:**

- Improve students' ability to strengthen their linguistic skills in a variety of contexts.

## ENGLISH

	Foundation Stage	Primary
<b>Attainment</b>	Very good	Very good
<b>Progress</b>	Very good	Very good

- Children in FS make very rapid progress in acquiring vocabulary as well as early reading and writing skills. This results in very high achievement in relation to the Early Learning Goals (ELG) for children of this age. In Primary, student's fluency and confidence in speaking underpins their impressive reading and writing skills.
- FS children's speaking and listening skills are very well developed. In Primary, students broaden their vocabulary and extend their use of grammar to produce more extensive writing. By Year 6, students can read with very good levels of understanding and justify their views and arguments fluently.
- The school's recent initiatives on developing students' writing skills are impacting positively in developing their skills of planning and structuring their written work.

**For Development:**

- Enhance students' reading skills even further by developing a stronger culture of reading for pleasure across the school.

## MATHEMATICS

	Foundation Stage	Primary
<b>Attainment</b>	Very good	Very good
<b>Progress</b>	Very good	Very good

- The large majority of students are achieving above the curriculum expectations in mathematics. By using correct vocabulary, students of all abilities can explain their calculations with reasoning. For example, in Year 4 students are able to explain how to calculate a perimeter, using their prior knowledge of shape.
- Students in upper Primary are skilled at identifying the correct number operation to use and apply their knowledge of number facts to calculate rapidly and accurately. This skill is less well-developed in lower Primary classes.
- The new structure of lessons in mathematics in Primary is very successful as students in both phases are now more appropriately challenged. This is leading to more students using their knowledge and understanding of mathematical concepts to solve problems independently. Occasionally, opportunities are missed to enhance and support children's learning through a thoughtful use of technology.

**For Development:**

- Where appropriate, ensure that all students in the FS and lower Primary access technology to support their mathematical skills.
- Build even further on the strong independent problem-solving skills developed in FS.

## SCIENCE

	Foundation Stage	Primary
<b>Attainment</b>	Very good	Very good
<b>Progress</b>	Very good	Very good

- Across the school the majority of students now achieve above the curriculum expectations. Children in FS show considerable interest in exploring science and display very good levels of knowledge and curiosity. For instance, they are beginning to predict and discover magnetic materials.
- In Primary, students are able to explore properties of a range of materials including the separation of mixtures. Their scientific reasoning develops even further as they study life cycles, explore vibrations, and sound, and investigate the impact of exercise on their heart rates.
- The emphasis which primary teachers place on independent investigation and practical work is supporting investigative skills. Regular visits to the laboratory for experimentation is enriching their scientific thinking and practical skills. Despite this, students' independent research skills are still variable.

**For Development:**

- Improve students' ability to carry out scientific research independently including the use of learning technology.

## LEARNING SKILLS

	Foundation Stage	Primary
<b>Learning skills</b>	Very good	Very good

- In FS, children show motivation, independence, enthusiasm, and a strong engagement for learning. As they progress through the school, students demonstrate eagerness, responsibility and independent learning skills in line with their teachers' expectations. However, independent learning skills are not as strong in the lower Primary classes.
- Students collaborate and interact positively with one another and their teachers. Most communicate their learning effectively, although with less success in Arabic lessons. Most students make meaningful connections between subjects and are able to link what they learn to the wider world.
- Students' use of technology is variable across the school. While the majority demonstrate critical thinking and problem-solving skills in most lessons their research skills across the school are not yet very well developed.

**For Development:**

- Improve students' ability to research more independently and use technology to support their learning.

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

	Foundation Stage	Primary
<b>Personal development</b>	Outstanding	Outstanding

- Students consistently demonstrate highly positive and responsible attitudes, emphasising self-reliance, maintaining high levels of self-discipline, and responding positively to feedback. Incidents of bullying are extremely rare. Students' exemplary behaviour sets a positive example for the entire school.
- Students demonstrate an understanding of their classmates' needs and differences. They are sensitive, show empathy and frequently offer support to one another. Consequently, these behaviours play a significant role in fostering respectful and thoughtful interactions among students and with members of staff.
- Students understanding of safe and healthy living is excellent, as they make wise choices regarding their own health and safety. While attendance rates require further improvement, students' punctuality to school and to lessons is excellent.

	Foundation Stage	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Very good

- Students exhibit a profound ability to articulate Islamic values while connecting them with their daily lives. Their discussions encompass the intricate role that these values play in shaping character and their broader cultural significance.
- Students' understanding of their own cultures, and Emirati culture, is well developed. They actively participate in a range of curricular and extra-curricular activities, such as, celebrating the UAE National Day and visiting prominent Emirati institutions.
- Students exhibit a robust understanding of global cultures and their influences in shaping their own personal perspectives. Primary students discuss the positive impacts of cultural diversity across various aspects of life, highlighting a clear awareness of the wider world around them.

	Foundation Stage	Primary
<b>Social responsibility and innovation skills</b>	Very good	Outstanding ↑

- Students are very proud of their school and thoroughly enjoy their roles of leadership, such as Wellbeing Ambassadors and Sustainability Squad leaders. In FS, children help in the classroom.
- Students care for the environment. For instance, they were involved in litter-picking at Kite Beach in Year 1, and in FS, they turn lights off when they leave the classrooms. Although keen to help, FS children do not consistently understand why they take such actions.
- Throughout school, students' work ethic is exemplary. They apply themselves very well in lessons and in other activities. Students are actively involved in different initiatives and have contributed significantly to fundraising, for example, to the Sparkle Foundation in Malawi.

### For Development:

- Improve students' rates of attendance to school.
- Enhance FS children's understanding of, and involvement in, supporting the environment.

### 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good

- Teachers demonstrate very strong subject knowledge and understanding about how students learn best. In FS and upper Primary, teachers are especially successful in developing students' independent learning skills. Teachers in FS use active play-based learning to enrich children's development.
- Most teachers create motivating learning environments and use high order questioning to promote students' critical thinking and problem-solving skills. In the best lessons, they provide students with excellent opportunities to innovate or to carry out independent research using a range of sources.
- The large majority of teachers very effectively challenge and support their students. While lesson plans typically include strategies to address individual needs, there are instances where these plans are not fully implemented in some lessons

	Foundation Stage	Primary
Assessment	Very good	Very good

- Assessment processes and procedures, linked to curriculum standards, are highly consistent across the school. Trends in learning are identified and interventions are put into place to address any gaps. The tracking of student achievement is not sufficiently rigorous, most notably the transfer of assessment information from FS to Primary.
- The use of questioning to assess understanding is a strength across both phases of the school. Teachers routinely assess students' understanding and address any misconceptions.
- The school's new marking and feedback policy is still being implemented. Sometimes, errors are identified in students' work but not always corrected. Self- and peer-assessment are not yet strong features of all lessons.

#### For Development:

- Improve consistency in meeting the learning needs of all groups of students.
- Provide students with more opportunities to learn independently using technology.
- Ensure that the analysis of all assessment information identifies accurately student achievement so that any adjustments to learning are swift.



**04 CURRICULUM**

	Foundation Stage	Primary
<b>Curriculum design and implementation</b>	Very good	Very good

- In its vision and structure, the curriculum is very well aligned to the EYFS, the NCfE and the MoE requirements. The curriculum in FS provides challenging opportunities for children to develop as independent learners.
- Throughout the school, students benefit from a wide range of curricular and extra-curricular activities which develop their talents and interests. In all FS classrooms, cross-curricular links are meaningful. While they are planned in Primary, occasionally, these do not always optimise students' transfer of learning between different subjects.
- The school's curriculum is subject to ongoing review. Progression documents ensure clear skill development in each subject. The school's recent focus on curricular progression in Arabic is beginning to show impact.

	Foundation Stage	Primary
<b>Curriculum adaptation</b>	Very good	Very good

- The school is committed to the process of ongoing curricular modification based on review and data analysis. Recent adaptations have made the curriculum more accessible to lower ability students, but not yet to support fully students of determination.
- The curriculum offers flexibility for students to learn in their own ways and at their own pace. Opportunities for extended learning are evident in most subjects. Initiatives to support social contributions are embedded. The recent introduction of the Global Skills Programme for students highlights the school's commitment to developing enterprise and innovation.
- Links with Emirati culture and UAE society are highlighted in assemblies, celebrations and projects and being developed further. The recent focus on developing greater integration between the MSCS curriculum and other curricular areas is beginning to have impact.

**For Development:**

- Ensure that the curriculum alignment between lower Primary and FS supports students' progress both academically and personally.
- Make certain that planned cross-curricular links enhance the transfer of students' learning between different subjects.
- Provide curriculum modifications which meet the learning needs of all students of determination.

**05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS**

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

- Provision for the health, safety and security of students is given a very high priority by governors and staff. Procedures and training for students' care, welfare and safeguarding are highly effective. This includes processes for the recruitment of all members of staff which are now equally rigorous.
- The premises are spacious and meet the individual needs of students very well. All areas, including the swimming pool, are very well maintained by a highly experienced team. Record keeping is rigorous with checks in place to ensure that requirements are met.
- The promotion of students' safe and healthy lifestyles is fundamental to the school's vision and provision. The cafeteria provides healthy meals that cater for students' dietary needs. Qualified staff in the medical centre support students' health and wellbeing.

	Foundation Stage	Primary
<b>Care and support</b>	Very good	Very good

- All members of the school play a crucial role in fostering positive interactions between staff and students and in ensuring effective behaviour management and respect for all. While the school has yet to improve attendance levels, it has already demonstrated effectiveness in ensuring that students are punctual to school.
- The school places a strong emphasis on identifying students of determination and those recognised as gifted and talented. Tailored support strategies are still developing for these students to address their unique needs and abilities.
- The school actively prioritises care and guidance for students, implementing early intervention methods for behavioural and emotional challenges. Despite these efforts, alternative learning pathways to support students whose barriers to learning are more complex. are not fully adequate

**For Development:**

- Enhance the provision and support for students of determination, especially for those with the most complex needs.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- The school's leadership team very effectively drives an inclusive ethos, supported by new facilities designed for students of determination. The school's inclusive education policy is comprehensive and welcoming, demonstrating a commitment to diversity and inclusion.
- While the school has robust identification assessments, the application of these assessments to tailor educational provision requires further improvement. The identification and provision for students with more complex needs is not always effective in helping these students to overcome barriers to their learning.
- The school excels in maintaining strong communication with parents and enabling them to have active involvement in their children's education. Parents are highly appreciative of the guidance and support that they receive from all members of staff.
- In FS and the upper Primary years, classrooms exhibit a culture of collaboration, underpinned by thoughtful differentiated planning. However, alternative learning pathways for students with more complex needs are not yet strong features of provision.
- The school's assessment systems effectively identify students' starting points. Despite this, the setting of achievement targets and subsequent planning shows variability. Although most students of determination meet their individual targets, the setting and assessment of targets is uneven.

#### For Development:

- Improve the knowledge and expertise of staff in identifying and supporting students with complex educational needs.
- Create and implement more robust learning pathways for students with complex learning needs and ensuring that they have sufficient access to appropriate and specialised educational programmes.

## 06 LEADERSHIP AND MANAGEMENT

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

- Highly effective leaders promote the school vision to foster a thriving community where happiness and confidence form a foundation for academic success. Senior leaders possess an outstanding knowledge of the school curriculum and best practices in teaching. This is not as secure across middle leadership. Despite the many strengths in leadership and the actions taken to bring about improvement, leaders have not yet been successful in improving students' attainment in Islamic Education and Arabic, which remain acceptable.
- Self-evaluation, which incorporates both internal and external data, is in place and informs the school's improvement planning. The monitoring of teaching and learning has improved and is operated extremely well by senior leaders, although not always consistently by all middle leaders. The school's improvement plans are generally effective but do not consistently include measurable targets against which impact on students' achievement can be evaluated.
- Parents have very positive views of the school and explain that it is the community aspect of the school which makes it special. Highly effective systems of communication, particularly through the work of the parent liaison officer, contribute strongly to parents as partners in their children's learning. Parents fully recognise their children in the formal reports of achievement provided by the school. Community partnerships provide extended curriculum opportunities to enhance learning and the personal development of students.
- Governance involves parents and representation of all stakeholders. All views including those of students are fully considered and used to influence the work of the school. Governors systematically monitor the work of the school, for example, through visits to the school and regular surveys. Governors use their individual expertise to both support and challenge leaders. This is particularly effective in support for health, safety, inclusion and wellbeing. However, their monitoring and challenge with regard to students' academic achievement is not as strong.
- Overall, the day-to-day management of the school is well organised. Arrangements for the pick-up of students inside the school at the end of the day is less effective. Staff benefit from targeted professional training opportunities. The premises continue to be of a high quality. In most subjects, resources are matched well to the requirements of the curriculum.

### For Development:

- Ensure that best practices in middle leadership are identified and disseminated – especially in the area of monitoring and improving standards of teaching and learning in their respective areas
- Improve the rigour with which data are analysed and used in the self-evaluation process and ensure that governors use this information appropriately.



## 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)