

# INSPECTION REPORT

2022-2023



**THE ENGLISH COLLEGE DUBAI L.L.C**

**UK CURRICULUM**

**VERY GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Safa
	Opening year of School	1992
	Website	www.englishcollege.ac.ae
	Telephone	97143943465
	Principal	Mark Ford
	Principal - Date appointed	15 August 2019
	Language of Instruction	English
	Inspection Dates	30 January to 03 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1175
	Number of Emirati students	25
	Number of students of determination	88
	Largest nationality group of students	Arabic

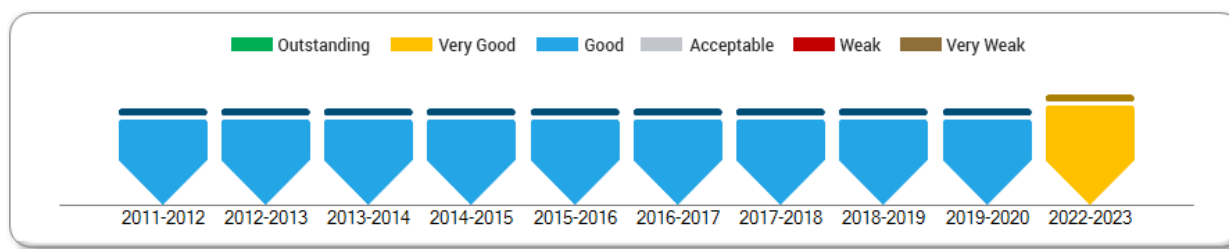
### TEACHERS

	Number of teachers	93
	Largest nationality group of teachers	British
	Number of teaching assistants	17
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	20

### CURRICULUM

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

### School Journey for THE ENGLISH COLLEGE DUBAI L.L.C



## Summary of Inspection Findings 2022-2023

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

- Enriched Arabic reading and vocabulary support more skilled recitation of the Holy Qur'an. The youngest children rapidly develop communication skills in Arabic and English. Older students express themselves in spoken and written English confidently, precisely and at greater length. Mathematical investigation skills are underdeveloped, especially in Primary. Youngest children's natural curiosity develops into scientific inquiry skills. All students enjoy learning but have underdeveloped research skills using technology.
- All students display very responsible attitudes to learning. They are sensitive to needs of others. Students understand and participate in healthy lifestyle choices and activities. They are generally self-disciplined. They are responsive to advice and critical feedback. Students are punctual to school and to lessons. They are aware of world and Emirati cultures. They initiate projects about health and safety, conservation and sustainability. Attendance figures are below expectations.

### PROVISION FOR LEARNERS

- Teaching has improved in the Foundation Stage (FS) and in Arabic. It is strong in Secondary, but with some inconsistencies, especially in mathematics. Teachers' subject knowledge and teaching strategies are secure. Very positive relationships ensure students' full engagement in lessons, although they have insufficient opportunities for critical thinking and problem-solving. Internal and external assessments, linked to the curriculum and benchmarking, provide a baseline for personalised learning.
- Early learning goals are addressed through integrated learning in FS. Older students are directed to English national examinations. Teachers analyse students' data to personalise the curriculum. Academic and vocational courses are offered, but alternative pathways are not fully available. Regular curriculum reviews refine provision, continuity and progression. However, transition between Secondary and Post- 16 science lacks refinement. Cross-curricular links are developing.
- Procedures for safeguarding, and for health and safety, are robust. Staff are appropriately trained. Designated leads are identified. The secure campus is well-maintained and is accessible for all. The school has an integrated programme of health and wellbeing. Students' additional learning needs are identified. The curriculum challenges the highest achievers, but there are limited alternative pathways for others.

### LEADERSHIP AND MANAGEMENT

- Leaders set clear priorities, based on accurate self-evaluation. They have sustained or improved outcomes in almost all subjects. Excellent academic and pastoral reporting ensures that parents are full partners in their children's learning. External partnerships are redeveloping. The board of governors challenges and supports leaders and teachers. An innovative approach to try to link behaviour, attendance and wellbeing is being applied to address the persistent absence of a few students.

### The best features of the school

- Sustained and improved outcomes in almost every subject.
- The integrated programme of wellbeing and mindfulness education.
- Very effective systems for students to access high levels of care and support.
- The strong focus on developing a work ethic, environmental awareness, leadership and volunteering opportunities for all students.
- The safe, clean and hygienic campus and the thorough communication systems that ensure safeguarding and child protection.

### Key recommendations

- Build on the sustained or improved outcomes in most subjects.
- Ensure that students' outcomes in Islamic Education and Arabic are aligned with those in other subjects.
- Increase the variety of pathways in Secondary and Post-16 for the increasing number of students for whom traditional qualifications may not be appropriate.
- Ensure that students, and their parents, understand the positive impact of full attendance on optimising educational outcomes and life chances.

## Overall School Performance



**Very good ↑**

### 1. Students' Achievement




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

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Very good	Very good	Very good	Very good


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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding
Social responsibility and innovation skills	Outstanding 	Outstanding 	Outstanding	Outstanding





## 3. Teaching and assessment

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




## 4. Curriculum

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

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

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

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>meets expectations.</b>	<b>is approaching expectations.</b>

- International assessment data show improvement in students' overall scores in mathematics in PISA 2018.. Although the school did not meet its set targets in TIMSS 2019 tests for mathematics and science in Year 9 for both subjects, it reached the high international benchmark. Progression in National Agenda (NA) benchmark tests meets expectations.

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

- The leadership team appreciates the vision of the NA. The gap analysis based on the recommendations from international reports is not sufficiently rigorous. Adaptations to the curriculum do not yet explicitly reference subject skills and content gaps identified in the reports. Systems of measuring the impact of curriculum adaptations on students' progress are in the early stage of development.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations.</b>	<b>meets expectations.</b>

- The reading skills of the majority of students are above expectations. The promotion of critical thinking is a regular feature in most lessons, although less so in mathematics.

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

#### For development:

- Improve the analysis of students' performance based on information from PISA, TIMSS and NAP reports.
- Establish an effective system for monitoring the effects of curriculum adaptations.
- Increase opportunities for developing the skills of critical thinking, independent inquiry and research in mathematics.



## Wellbeing

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

- Leaders recently revised the school's vision and core values to prioritise wellbeing. The improvement and action plan is carefully constructed and very well informed, providing targeted areas for development, including the wellbeing of both students and staff. The school makes use of a range of internal and external data to refine its provision and monitor carefully its impact. Current initiatives further enable a positive environment to flourish.
- Effective systems are in place to monitor students' wellbeing on a regular basis through a targeted and comprehensive system of support. Recently introduced programmes aim to further engage students in understanding, contributing to and accelerating student wellbeing in important aspects. Regular feedback is encouraged and leads to improvement in provision. Staff wellbeing is valued highly.
- The school has recently expanded a carefully designed curriculum to promote wellbeing in individual lessons, through targeted intervention and through cross-curricular areas. It is based on the careful analysis of assessment information providing a broad, balanced and impactful wellbeing support experience. Students are well engaged in these lessons and can make connections with their own lives. They are highly motivated during most lessons. This is reflected in their learning.

## UAE social studies and moral education

- UAE social studies and moral education are taught in English, as both separate and integrated courses. The UAE Framework is fully embedded within the subject. Lessons are well planned. Teaching and learning are structured effectively to build on students' previous learning and to establish the adoption of high standards in personal moral values. Assessment strategies are applied appropriately.
- In Primary, students have 60 minutes of integrated moral education and 60 minutes of integrated social studies per week. Moral education is taught in Secondary for between 45 and 60 minutes each week, and social studies for 60 minutes integrated with humanities where appropriate. Moral education is taught in Post-16 for 45 minutes per week.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- A majority of students demonstrates better than expected knowledge and understanding during lessons and in recent work. Attainment in Secondary and Post-16 is stronger than in Primary. There are no significant differences between boys and girls.
- Strengths are students' knowledge and understanding of Islamic values, Islamic law and principles of worship. Students have secure knowledge of the Holy Qur'an and the Hadith. Their ability to refer to them for evidence is developing. Students' knowledge of Islamic Seerah is less secure.
- The school has ensured some limited improvement in students' recitation and memorisation skills by allocating more time for the Holy Qur'an at the beginning of each lesson.

#### For development:

- Improve students' memorisation and recitation of the Holy Qur'an by providing more practice using the rules of recitation.
- Ensure that students link all areas of Islamic learning by linking them to the Holy Qur'an, Hadith and Seerah.

#### Arabic as a first language

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

- Most students develop language skills, including knowledge of grammar, in line with curriculum standards. Reading and listening comprehension skills are appropriate. Students are making progress at the expected levels during lessons.
- Primary students benefit from discussions. They speak confidently. Secondary and Post-16 students can reflect on and analyse literary texts. However, their answers remain short, with few showing much depth when comparing concepts or making links to life beyond school.
- Although improving, independent writing and speaking remain at the expected level. New teaching strategies, and improved assessments, promote more rapid progress, especially when lesson plans are based on the development of skills.

#### For development:

- Ensure that students have more opportunities for speaking and writing during lessons

### Arabic as an additional language

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

- Internal and external data, lesson observations and students’ notebooks show that most students make expected progress in acquiring appropriate language skills. Listening is the most developed skill. Students steadily increase their vocabulary by building on prior knowledge.
- Progress in speaking is more secure in Primary as a result of age-appropriate teaching and effective use of resources. In Secondary, groups are based on years of study. Those in more advanced groups develop their comprehension by applying a range of reading techniques.
- Effective grouping and assessment practices enable students to show confidence when they introduce themselves, and when they write and speak about familiar concepts. Independent speaking and writing are developing at a significant rate, especially when using appropriate strategies.

#### For development:

- Provide more speaking and writing opportunities for students, especially in Secondary.

### English


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

- Children in FS rapidly develop their communication skills. The use of phonics helps to improve early reading. The sharing of class stories develops a keen interest in books. Children’s writing skills are emerging but are not yet secure.
- In all phases, students’ vocabulary expands, and they express themselves with increasing confidence and precision. Writing skills are developing well. Students learn how to structure essays and write narrative. They have regular opportunities to write at length in a wide range of styles.
- Students’ reading skills are variable, especially in Primary and Secondary. A recent focus on increasing interest in literature, and on improving reading skills, has raised standards for the majority.

#### For development:

- Increase the number of students reaching and exceeding expected reading levels.

## Mathematics


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

- Students' attainment in external examinations is very good. Boys outperform girls in Primary, but in the other phases boys and girls attain equally. In the secondary phase, students' progress during lessons largely depends on the level of challenge provided.
- Children in FS can identify numbers on a number line and read a clock to the nearest hour. In Primary, students' problem-solving skills have improved. Algebraic skills are a strength for students both in the Secondary and in Post-16.
- In the lower primary classes, students' inquiry and investigation skills are not well enough developed. They have too few opportunities for discussions and for developing critical-thinking skills. Their use of technology is undeveloped in all phases.

### For development:

- Ensure that levels of challenge allow all students to progress according to their potential, in particular in the lower sets in the secondary phase.
- Increase opportunities for students to use technology during lessons.
- Provide students with tasks that develop critical thinking and investigative skills.

## Science

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

- A large majority of students in FS and Primary makes progress above curriculum expectations. The secondary phase is stronger, with notable IGCSE successes. However, progress declines sharply in Post-16.
- Children in FS and primary students develop observational skills and understand the natural world. Practical laboratory skills are very well developed in Secondary. Almost all students enquire confidently. They have developed skills in dissection and titration. Limited laboratory access is hindering the development of inquiry skills in upper primary.
- The school has focused on developing science in FS recently, with more demanding inquiry-based learning. The secondary phase focus on laboratory-based learning deepens students' understanding. Post-16 external examination results are varied.

### For development:

- Ensure that upper primary students have access to laboratories to develop their scientific and investigation skills.
- Give renewed focus to improving students' performance in physics and biology, especially in Post-16, and prepare students more effectively for A Level examinations.

## Learning Skills

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

- Students clearly enjoy learning and most engage with enthusiasm. When given the opportunity they take responsibility for their work. They interact and collaborate productively. They speak with increasing confidence and communicate their learning effectively.
- In most subjects, students make regular, meaningful connections between their learning and the world beyond school. However, in mathematics these connections are often too simplistic. In Arabic and mathematics lessons in Secondary, students have insufficient opportunities to develop these learning skills.
- Students ably use electronic devices to access the school's online learning platforms. However, they rarely use learning technologies more widely to support their learning through independent or group research and presentations.

### For development:

- Ensure that students use technologies to support learning in more varied ways, and to develop systematically their research, inquiry and critical thinking skills.

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

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

- All students, including children in FS, have very responsible attitudes towards learning. They are sensitive to the needs of others and show genuine concern for them. This leads to positive relationships among all.
- Students' understanding of a healthy lifestyle is strong. Many participate in sports and make healthy eating choices. Generally, they are keen to adopt a healthy lifestyle and to encourage others to make positive choices.
- The behaviour management programme has a very positive impact. Students are consistently self-disciplined during lessons, in corridors and during breaks. They are responsive to advice. They give and receive critical feedback. They are punctual to lessons. Persistent absence, however, is an issue for a small minority.

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

- Almost all students are strongly aware of Islamic values. They understand the positive impact which they have on life in the UAE. Students show great respect for many of these values, including kindness and tolerance shown by people in Dubai.
- Older students' awareness of world cultures is strong. They can give details of the history and tourist attractions in their own countries. These multi-national students are proud of their own countries. In contrast, younger students have little awareness of their own and others' origins.
- The school has increased students' knowledge of the heritage and culture of the UAE. This is well embedded in the curricula of Islamic Education, Arabic and UAE social studies. However, students' understanding is not equally strong in every phase.

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

- Students work together to identify internal and external opportunities to volunteer and thus benefit the school. They try to have a positive impact on the community. They take on a selection of leadership and mentoring roles within the school.
- All students are encouraged to initiate projects related to health, safety, digital issues, cyberbullying and many other topics. Clubs give students opportunities to perfect their skills in creating their own business enterprise.
- Students in all phases care for their school. They understand sustainability issues. They initiate and lead environmental projects that have a positive impact on the school and on wider communities. Conservation and sustainability are embedded in lessons in all phases.

### For development:

- Strengthen all students' leadership and entrepreneurial skills.
- Raise students' cultural awareness by providing cross-cultural activities where they can discuss their own and other cultures.

### 3. Teaching and assessment

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

- Teaching in FS has improved. In response to the recommendation of the previous report, teaching of Arabic has also improved. Generally, teaching in Secondary has some variability, especially in mathematics.
- Teachers’ subject knowledge is secure, as is their understanding of how students learn. Effective strategies for meeting the needs of almost all groups of students provide some additional support and challenge. Interactions between teachers and students are highly positive, ensuring students’ engagement in learning.
- High-quality questioning is a regular feature of most lessons. Its use promotes reflection and discussions. However, teachers do not always provide sufficient opportunities for problem-solving or for the development of critical thinking, research and independent learning skills.

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

- Internal assessment processes are coherent, consistent and linked well to curriculum standards in each phase. They provide valid, reliable and comprehensive measures of students’ knowledge, academic progress and personal and social development in most subjects.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark students’ performance against international standards. The analysis of available assessment information enables leaders to monitor students’ progress well, both as individuals and as groups.
- Since the previous inspection, the school has managed to embed revised assessment procedures in FS and the primary phase. In the best lessons, the use of assessment information influences teaching and the quality of written feedback. However, this use is not consistent in all phases or in all subjects.

#### For development:

- Ensure that teachers plan more opportunities for students to develop research, critical thinking, problem-solving and independent learning skills.
- Extend the best practices of the use of available assessment information during lessons to all subjects and in all phases.
- Ensure greater clarity in written feedback to students.

## 4. Curriculum

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

- Early learning goals are addressed through integrated learning in FS. Older students are directed to English national examinations, which include a range of academic and vocational subjects.
- School leaders conduct regular reviews of the curriculum to refine the provision and to ensure continuity and progression. The transition between FS and Primary has improved. However, the transition between Secondary and Post-16 in science lacks refinement. Cross-curricular links are developing.
- Since the previous inspection, leaders have placed a strong emphasis on developing FS to ensure the successful integration of learning, supported through play. A small number of older students can choose from various vocational courses. Fully alternative pathways for students of determination are not yet available.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- Leaders ensure that all teachers use data to modify the curriculum to meet the needs of almost all groups of students. Curriculum initiatives have been introduced to support students who are challenged by the A Level programme.
- The imaginative curriculum offers a wide range of learning opportunities and extra-curricular activities. Projects and events are mapped to the curriculum to allow for substantive opportunities to develop innovation, entrepreneurship and creativity. Social contribution is encouraged through the student-led school council.
- Appropriate experiences deepen students' understanding of UAE traditions through cross-curricular links and school displays. Connections to UAE culture are now well embedded in the curriculum.
- Arabic is taught formally in FS2 for 30 minutes each week.

### For development:

- Ensure sustained monitoring of the transition between Secondary and Post-16, especially in science, to enable all students to reach their full potential.
- Embed cross-curricular links in all subjects to ensure more consistent connections between different areas of learning.



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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Safeguarding and child protection processes are robust. Students and staff are aware of the designated safeguarding team and of how to contact them. All members of staff are trained in safeguarding and awareness of emotional wellbeing.
- The campus has a secure entry and identification system. Regular rigorous checks and records ensure hygiene, maintenance and health and safety on site. Everyone has equal access to all facilities. Ramps and lifts allow access to upper floors. There are no handrails on external steps.
- The school has an integrated programme for health education with contributions from the counsellor, medical and PE staff. It focuses on emotional wellbeing as well as physical health.

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

- Overall attendance is still affected by some remaining issues after the recent restrictions. The recently established system linking attendance, behaviour and wellbeing ensures very strong relationships but has not yet secured full attendance.
- Students of determination are carefully identified. They are supported and challenged during most lessons. The highest achievers have many opportunities for academic success, but there are limited alternative pathways for students.
- The integrated approach to wellness ensures that almost all students are considerate and mindful in all stages. Careers guidance and a focus on emotional wellbeing establish the resilience that older students need, though for a few, academic aspirations are not high enough.

### For development:

- Ensure that the most able students aspire to the highest possible level.
- Consider the introduction of alternative pathways to meet the life skills needs of the changing school population.

## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- An inclusive ethos is reflected through clearly communicated and implemented policies that welcome students with diverse needs. The improvement and action plans developed by the school effectively address key areas for development.
- A range of assessment methods is in place to identify students' needs. However, the targets set as part of the individual education plans (IEPs) are general and difficult to measure for most students. This makes it challenging to track progress from students' starting points.
- Parents are actively engaged in their children's learning and are kept well informed about their progress through various channels of communication. They know who is involved in their children's learning and are aware of ways to seek further support.
- Teachers know their students well. This knowledge is reflected in lesson planning which includes effective strategies of support. Learning support assistants (LSAs) implement specific support strategies and facilitate access to learning.
- Students are actively engaged in their own learning. Older students participate in the development of their IEPs, which lead to independent learning during most lessons. However, systems to track students' progress in meeting their targets are underdeveloped.

### For development:

- Establish comprehensive systems to track students' progress against targets set as part of their IEPs, and ensure that targets are specific and measurable.
- Provide a range of alternative curriculum pathways for students of determination to enable them to be prepared for the next phase of their education.

## 6. Leadership and management

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

- The principal and recently strengthened leadership team have clearly identified priorities for an immediate impact on outcomes. Taking the views of all stakeholders, they have developed a vision based on core values for their students. Detailed plans respond to national priorities of inclusion and improving outcomes. The understanding of best educational practice displayed by leaders at all levels has sustained or improved outcomes in almost all subjects.
- Self-evaluation based on internal and external academic data as well as survey responses informs improvement planning. Leaders have a clear understanding of the school's strengths and areas for development. Performance management, including observation of teaching and learning, informs teachers' targets. Leaders have responded to all recommendations of the previous inspection report, and have taken steps to address most priorities. Academic and pastoral outcomes, maintained during the pandemic and subsequently improved in some cases, indicate their general success in addressing them.
- Parents contribute to the vision and improvement plans. Empowered by very full reporting of their children's progress and development, they are partners in their children's learning. They are encouraged to participate in teachers' and leaders' weekly workshops. Some well-directed parents provide support during lessons, particularly in Islamic Education, Arabic, and in FS. External partnerships are limited. Local engagement has begun again after the recent pandemic. Fundraising for a project in West Africa is the first stage in redeveloping students' international perspectives.
- Representatives of staff and parents are members of the school board. Other board members contribute their professional experience as leadership mentors, challenging and supporting key areas of inclusion and safeguarding. Governors engage directly with school leaders. They hold leaders to account for academic progress and for ensuring that all statutory regulations are met. They provide extensive investment in physical and human resources, contributing to improvements in teaching and learning.
- Almost all aspects of the day-to-day management of the school are efficient. Leaders have yet to overcome some students' persistent absence. The goal to recruit best practitioners has been significantly successful. Developmental support in a number of subjects, but particularly in Islamic Education and Arabic, has improved students' outcomes. The new building is highly conducive to learning for older students. Provision for play in FS contributes very effectively to the youngest children's integrated learning.

### For development:

- Ensure that parents whose children are persistently absent understand the importance of regular attendance in optimising academic outcomes and life chances.
- Develop partnerships in the community and beyond the school.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)