



AL ARQM PRIVATE SCHOOL

MoE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Barsha
	Opening year of school	1990
	Website	www.alarqam.ae
	Telephone	97143400888
	Principal	Abdel Elah ALI Ibrahim Abu Rayya
	Principal - date appointed	8/20/2021
	Language of instruction	Arabic
	Inspection dates	15 to 19 January 2024



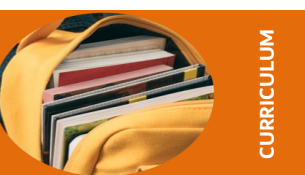
STUDENTS

	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	987
	Number of Emirati students	109
	Number of students of determination	57
	Largest nationality group of students	Arabic



TEACHERS

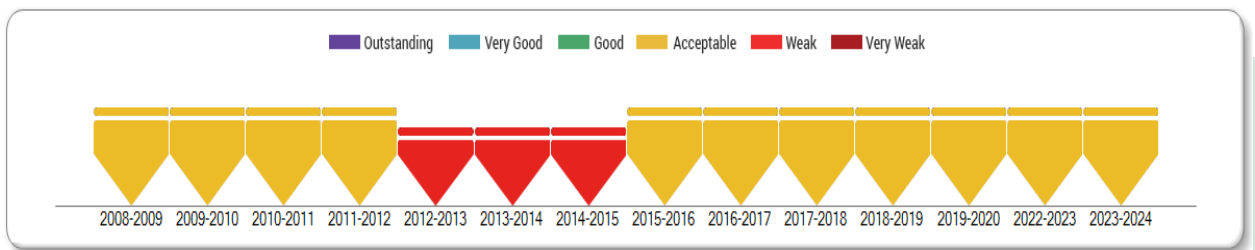
	Number of teachers	85
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	13
	Number of guidance counsellors	3



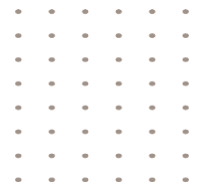
CURRICULUM

	Curriculum	MoE
	External Curriculum Examinations	MoE, IBT
	Accreditation	MoE

School Journey for AL ARQM PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- Leaders have maintained and improved students’ achievements. In the Kindergarten (KG), attainment and progress are good in Islamic Education, Arabic and mathematics. Students’ progress is strong in Islamic Education in all cycles, and attainment is good in KG and Cycle 3. In mathematics, attainment and progress have improved to good in Cycle 3. In English and science, attainment is acceptable. Students’ learning skills are adequate.
- Students have positive attitudes towards school. Girls behave well and have strong relationships with their fellow students and adults. Students have a strong awareness of the impact of Islamic values on their lives and on the UAE. They highly appreciate Emirati culture and traditions, particularly the students in Cycle 3. Students are keen to participate in opportunities to support their local community. However, their ability to lead these initiatives varies.

Provision For learners

- Teachers have secure knowledge of their subjects, but there is variance in the quality of teaching throughout the school. Teachers use their knowledge of students’ strengths and weaknesses to provide support, particularly in KG and Cycle 3. Generally positive relationships with students ensure that, in most lessons, students are engaged. However, teaching strategies are not sufficiently refined to meet the specific needs of different groups of students.
- The curriculum meets the Ministry of Education (MoE) requirements and is based on its guidelines. It is focused on developing knowledge more than skills. There is sufficient progression in most core subjects. The curriculum does not fully address the educational needs and personal development of various groups. It lacks creativity, providing minimal opportunities for enterprise, innovation and social contribution.
- Adequate procedures are in place for safeguarding students. Leaders have addressed the challenges faced at students’ drop-off and collection times. Members of staff provide students with guidance, care and advice to address their wellbeing needs. The provision of educational and vocational pathways to meet the needs of students with diverse abilities is underdeveloped

Leadership and management

- The principal and leaders are committed to school improvement and the national priorities. Leaders monitor the quality of teaching and learning, but school self-evaluation procedures are underdeveloped. Parents support the school and their children. The governing board is keen to improve the school. Members are aware of next steps for development. The school buildings are reasonably well maintained, but the library is inadequate.

Highlights of the school:

- Students' achievements in Islamic Education and mathematics in Cycle 3.
- The children's achievements in Islamic Education, Arabic and mathematics in KG.
- Students' personal development, and their awareness of Islamic values and Emirati culture.
- The commitment of members of staff to the school and its community.

Key recommendations:

- Ensure that the school has systematic self-evaluation procedures.
- Accelerate students' progress by raising the levels of challenge in learning activities.
- Adjust teaching strategies to meet the needs of different groups of students.
- Ensure that teachers use information from assessments more consistently in lesson planning.
- Modify the curriculum to meet the needs of all groups of students.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Good	Good ↑	Good
 Arabic as a First Language	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

03 TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Weak	Weak	Acceptable

04 CURRICULUM

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak ↓	Weak	Weak	Weak

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Good	Acceptable	Acceptable	Acceptable

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- With a score of 426, the school improved by 22 points in the 2021 Progress in International Reading Literacy Study (PIRLS) assessment. However, the school still fell short of its targets. The attainment of Emirati students decreased by 29 points from the 2016 results. On average, across Arabic, English, mathematics and science, students, including Emirati students, improved by two grades in subject benchmark assessments.

C. Leadership: International and Emirati Achievement	Weak	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Weak

- Senior leaders are clear about how proficiency levels and international benchmark levels can be used to enhance the curriculum. However, most subject leaders do not understand how their subjects align and have not adapted curricula effectively. Information on Emirati students' achievement in these benchmark tests is also not adequately used to adapt the curriculum.
- Reading literacy scores are below age-related expectations for the majority of students, including Emirati students. Leaders are aware of this. However, plans, strategies and interventions currently in place do not adequately support improvements and, consequently, pupils' reading skills do not improve quickly enough. Teachers do not have the skills to support the weakest readers.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that students are provided with the additional support needed to improve in the next PIRLS assessment.
- Provide teachers with the appropriate strategies and training to help the weakest readers to improve.
- Ensure that subject leaders use the information from benchmark assessments to adapt their subject curricula effectively.

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 an acceptable level.

- Leaders and governors are developing an understanding to why wellbeing is a national priority. Members of staff are deployed to develop, promote and implement policy. Wellbeing currently has a low priority in school improvement documents. Leaders are conscious of providing a caring and supportive ethos, where students and teachers can interact positively. Support for girls is inadequate, their opinions are not heard, and they do not yet lead wellbeing initiatives.
- Some surveys of parents and students inform improvement planning and policy development. The school has three social workers, who have a key role in ensuring that the opinions of students, parents and teachers influence wellbeing policy.
- Students are generally respectful and courteous in all phases. Positive classroom climates are not yet a consistent feature. Students have a limited understanding of the importance of wellbeing and how positive attitudes, care and respect can build resilience and good citizenship. By Curriculum planning and provision do not place enough emphasis on wellbeing.

For Development:

- Ensure that account is taken of girls' opinions and that they are fully involved in wellbeing planning.
- Ensure that curriculum planning includes strategies to promote wellbeing, and that wellbeing is an integral part of daily lessons.

UAE Social Studies and Moral Education

- The school provides two 40 minutes lessons per week for moral, social and cultural studies (MSCS) and UAE social studies. Lessons are taught using the Salama series in Grades 1 to 4. In Grades 5 to 12, the MSCS framework is used. Students have opportunities to undertake research. They extend their understanding of key issues through personal project work which promotes their understanding of the world and the history and culture of the UAE.
- The curriculum meets the expectations of the MSCS framework. Teachers have secure subject knowledge. They provide some opportunities for collaborative work and debate, where students can develop their critical thinking. This is not yet consistent across all lessons. Opportunities are provided to make meaningful cross-curricular links and to connect learning to everyday examples. Students' work is regularly assessed. Assessment outcomes are shared with parents.

Arabic in Early Years

- Arabic is taught as a core subject by 13 qualified teachers for 480 minutes per week. Children's progress is assessed regularly and reported to parents in common with all other phases.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Good	Good	Good ↑	Good

- The majority of students in KG and cycle3 demonstrate knowledge and understanding above MoE curriculum standards in lessons and recent work. Internal assessment data indicate higher attainment, with no significant differences between boys and girls.
- Students show a firmer understanding of Islamic values and principles of worship than their knowledge of the Holy Qur'an and Hadith. Only a few students can make references to them or explain how best they can apply them in their daily lives.
- Although students' Holy Qur'an recitation and memorisation skills have improved this year, the impact of this improvement is not yet securely evident across all Cycles. It is stronger in KG and Cycle 1.

For Development:

- Ensure that students can apply their learning in everyday situations.

ARABIC AS A FIRST LANGUAGE

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- In lessons and recent work, the majority of students in KG attain knowledge and language skills which are better than expected. Elsewhere, students' attainment and progress align with MoE curriculum standards. Internal assessment results are high. They do not align with external assessment results.
- Students show strengths in listening and reading skills. However, speaking and writing skills are less developed, especially in extended conversations and creative writing. Students can understand texts of different types. Their knowledge and application of grammar are not secure.
- The increased opportunities for students to read extensively and use Arabic have improved their language skills in general. The intensive practice of creative writing has enhanced writing fluency. Nevertheless, their ability to express themselves accurately using standard Arabic in speaking and writing is less secure.

For Development:

- Ensure that students achieve a balance between fluency and accuracy in their use of language by emphasising accurate grammar and appropriate vocabulary.

ENGLISH

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Across the school, listening and speaking are stronger than reading and writing. In KG and Cycle 1, students are beginning to use letters and sounds with increasing confidence. Elsewhere, students are keen to express their personal opinions in class discussion, debates and presentations.
- Extended writing and the presentation of students' work is not always given enough priority. Students have limited opportunities to apply in independent writing the skills which they have learned.
- Teachers are working to improve reading across the school. Lessons are specifically planned to give students opportunities to develop their understanding of different types of texts. The teaching of reading is not yet sufficiently focused to meet the needs of specific groups of students.

For Development:

- Improve students' understanding of the features of different types of writing and provide students with more opportunities to apply this in extended writing in Cycles 2 and 3.
- Ensure that students read frequently and widely to improve their fluency, understanding and confidence.

MATHEMATICS

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Good	Acceptable	Acceptable	Good ↑

- Attainment and progress in Cycles 1 and 2 are not as strong as in KG and Cycle 3. This is because, in some classes, students do not have the opportunity to progress beyond the expected levels.
- Children in KG benefit from practical experiences using manipulatives, counting frames and solving mathematical problems using addition.
- There is now a focus on problem-solving and critical thinking. In most lessons, students are given problem-solving tasks. This leads to an increased level of challenge. However, the quality is inconsistent and is stronger in KG and Cycle 3.

For Development:

- Improve students' progress and attainment in Cycles 1 and 2.
- Ensure that the effective differentiation of challenge is consistent across all phases and classes.

SCIENCE

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Most students have sufficient knowledge and understanding of scientific concepts to meet the expected standards. They interact and collaborate during lessons, allowing them to draw conclusions and to communicate their ideas.
- Students conduct pre-designed virtual experiments, recording readings as part of the process. They do not have opportunities to design experiments, or to formulate and test hypotheses. Their skills in investigation, inquiry and self-directed learning are still developing.
- Students employ scientific principles to address environmental and everyday challenges, enriching their learning experience. The incorporation of technology is expanding students' fundamental research skills. However, they are not making full use of technology to produce work that fully reflects their understanding.

For Development:

- Provide more opportunities for students to engage in carefully structured independent learning activities and research.
- Enhance students' application of all stages of the scientific method in their investigative tasks.

LEARNING SKILLS

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students demonstrate a positive attitude to learning. In KG and Cycles 1 and 2, children and students enjoy taking responsibility for their learning and communicating with their classmates. Opportunities for collaborative work are irregular throughout the school.
- Students demonstrate stronger learning skills in Islamic Education, Arabic and mathematics. In these subjects, students apply their critical thinking and problem-solving through purposeful activities. In science, students do not have enough opportunities to develop their skills of enquiry.
- Students can now make some connections in their learning across the curriculum and apply them to everyday situations. In Cycle 3, students have opportunities for research and use technology appropriately. Students are often over reliant on teachers.

For Development:

- Provide more consistent opportunities for students to collaborate in their learning and to develop their independent enquiry and skills of innovation.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good

- In all cycles, students demonstrate positive attitudes towards learning and their school. Most are self-disciplined and behave well. However, the behaviour of a minority in the boys' section and in Cycle 1 is inappropriate. Bullying is rare in school.
- Students' understanding of healthy living is a strength, and is a result of the school's procedures to promote a healthy lifestyle. Most choose healthy foods and participate in school sports to maintain mental and physical fitness. Relationships between students are strong.
- The school's effective procedures to improve attendance and punctuality across the school result in very high attendance rates. However, a significant number of students still arrive late for classes at the start of the school day.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good

- Most students show a good understanding and appreciation of Islamic values. They appreciate the positive impact of these values on life in the UAE. Many students can explain how individuals of diverse nationalities and religions coexist harmoniously in the UAE, fostering peace.
- Students throughout the school take pride in their own cultures, discussing various elements like traditions, cuisine and languages. Older students compare aspects of their own cultures with global cultures, including literature and tourist attractions. This trend is strongest in Cycle 3.
- Students' understanding of Emirati heritage and culture has improved. This has been achieved through initiatives including cultural celebrations, assemblies and the integration of related themes into the curriculum.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are aware of the needs of others in the school and wider community. Initiatives, such as donating clothes, food and toys to organisations like the Red Crescent, reflect a collective effort to the making of a positive impact for the benefit of others.
- Students understand their responsibility to take care of the immediate surroundings. They show a commitment to environmental issues. They help to keep the school grounds and local mosque clean. They are conscientious about trying to reduce the school's carbon footprint.
- Students generally enjoy work. Boys relish the opportunities to engage in inter-school tournaments. Girls do not have the same opportunities to experience success beyond the academic subjects. Students enjoy taking part in projects, but often rely on others to take the lead.

For Development:

- Improve the punctuality and behaviour of some students.
- Improve students' awareness of world cultures by providing more intercultural activities.
- Provide girls with more opportunities to participate in activities beyond the academic.

03 TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Teachers have a good knowledge of their subjects, but there is variance in the quality of their teaching skills across the school. Teaching is stronger in Islamic Education, Arabic and mathematics and in Cycle 3. In these lessons, teachers ensure that activities are engaging, and that there are high expectations and clear progression in learning.
- Positive relationships ensure that, in most lessons, students are willing learners. However, teaching strategies are not yet sufficiently refined to meet the specific needs of different groups of students.
- A focus on questioning techniques has led to improved practice in some lessons. Better teaching is characterised by skilful questioning which challenges students' thinking and checks their understanding.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Weak	Weak	Acceptable

- Assessment practice is stronger when teachers use effective questioning, marking of students' work, and provision of constructive feedback more consistently.
- There have been some improvements in effective questioning. High quality written feedback is inconsistent. Students are generally not informed about what they need to do to improve.
- Although systems are now in place to provide teachers with an accurate analysis of assessment information, the use of this information has not yet had any significant impact. It is, however, stronger in Islamic Education and in mathematics.

For Development:

- Promote consistently high expectations of students' learning in all lessons.
- Increase the effectiveness of questioning throughout the school.
- Ensure that assessment data are used to provide effective challenge and support in lessons.

04 CURRICULUM

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The school adheres to the MoE curriculum, complying with national statutory requirements. It is reasonably broad and balanced. Leaders conduct regular reviews to ensure that the curriculum is continually developed in most subjects.
- The curriculum, as implemented, provides sufficient progression in most core subjects, although there are variations across subjects and Cycles. It addresses the needs of the large majority of students, adequately preparing them for the subsequent phases of education, both within the school and beyond.
- Curricular choices offer older students some options to meet their interests and aspirations. Planned cross-curricular links frequently support students in transferring their learning between various subjects.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Weak ↓	Weak	Weak	Weak

- The curriculum is inadequately adapted to meet the educational needs and personal development of various student groups, notably students of determination, those with gifts and talents, higher achievers and children in KG.
- A minority of students are disengaged. There is a restricted variety of extra-curricular activities and community connections, contributing little to students' academic and personal development.
- Students' understanding of the culture and society of the UAE is fostered through the more pronounced emphasis in Islamic Education.

For Development:

- Broaden the range of curriculum options and enrichment opportunities to align with the diverse needs, interests and potential of students.
- Ensure that the curriculum is modified and implemented effectively to cater for the needs of all students.
- Provide more opportunities for students to engage in extra-curricular activities.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- Adequate formal procedures are in place for safeguarding students. Members of staff are well trained in safeguarding practices. All staff understand the policies and procedures for managing concerns about individual students, including online safety. Students engage in anti-bullying campaigns.
- Safety checks are regular but lack rigour. Leaders have addressed the challenges faced at drop-off and collection times from the boys' entrance. They do not rigorously monitor the arrangements to prioritise students' safety. They have not fully considered evacuation procedures in KG, outside regular school hours.
- The school encourages safe and healthy living. Members of staff promote personal hygiene, physical activity and the benefits of nutritious food. Medical personnel maintain records of accidents, allergies and medication. Children in KG learn about keeping themselves safe, such as wearing seatbelts in vehicles.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Acceptable	Acceptable	Acceptable

- In the upper Cycles, staff and student relationships are generally positive. In KG, classroom climates promote mutual trust and respect. Behaviour policies, which are supported by parents, are implemented with some level of consistency.
- Procedures and strategies to identify students of determination are being developed by the inclusion team. The school accepts a diverse range of students, some with significant barriers to learning. Support planning for students is individualised and arrangements for interventions timetabled.
- Guidance, care and advice are provided by three social workers who address students' wellbeing needs. Procedures are in place to contact parents, if required. The provision of educational and vocational pathways to meet the needs of students with diverse abilities is underdeveloped.

For Development:

- Ensure that appropriate pathways and options are made available to students with diverse abilities.
- Improve the arrangements for possible evacuations at different times during the school day in KG.
- Carry out a rigorous review of all health and safety procedures.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Leaders and governors promote an inclusive ethos which is reflected in some features of school life. Premises, facilities and resources are adequate. Members of staff are appropriately deployed. A recently appointed head of inclusion is responsible for the implementation of policy.
- A limited range of formal and informal assessment strategies is used to identify the needs of students of determination. Students who experience the most significant needs benefit from individual educational plans (IEPs). Support for students with gifts and talents is insufficient.
- Teachers engage with parents in managing barriers to their children’s learning. Parents are supportive and involved in the development of their children’s IEPs.
- The inclusion team implements a range of targeted support to ensure that students are involved in focused learning activities. Personal and social skills are developed and enhanced through a restricted range of extra-curricular activities.
- Teachers are developing more robust systems for gathering and measuring academic, social and emotional progress. Older students receive limited advice and guidance on career choices. Learning and higher education pathways are insufficiently developed.

For Development:

- Ensure that an inclusive ethos is reflected in all school policies and provision.
- Establish alternative education pathways that match students' diverse abilities.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders are committed to the improvement of the school. They have a clear understanding of the national educational priorities. Middle leaders are aware of the best practices in teaching. Leaders have strong communication skills and have established an adequate learning environment. However, their capacity to accelerate the pace of improvement and students' outcomes across all cycles and sections is inconsistent.
- Leaders evaluate the quality of teaching and learning throughout the school. They have started to consider the results of internal and external assessment in order to monitor students' progress. There are noticeable gaps between the internal and external assessment results. Leaders' understanding of how to evaluate students' progress is variable. They have taken action to address some of the recommendations made in the previous inspection report. However, self-evaluation processes lack a systematic and realistic approach.
- Parents support the school. They value its strong communications channels, including an open- door policy and social networks. The parents' council contributes to students' life. Members participate in school events. Teachers provide parents with reports regarding their children's development. However, the reports give limited information about students' personal and social developments and the next steps that they need to take in order to improve. The school has some links with local organisations. International links are underdeveloped.
- The governing board has adequate representation. Governors are committed to school improvement and keen to support its leaders and the community. However, the governors do not fully enable leaders to manage and direct educational improvements. They do not hold leaders, at all levels, accountable for realistic and systematic school self-evaluation and students' outcomes.
- Most aspects of the school day-to-day management are adequate. Daily procedures and routines are effective. Members of staff work actively to facilitate routine school management. The majority of teachers are suitably qualified. They receive occasional, inconsistent professional training. The school premises are suitable and adequately maintained. The school library does not provide students with a stimulating reading environment.

For Development:

- Improve leaders' capacity to improve students' outcomes in all cycles and sections.
- Ensure that the school self-evaluation processes are systematic and eliminate the gaps between the results of internal and external assessments.
- Enhance the school partnerships with local and international communities and improve the quality of reports to parents.



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