

# INSPECTION REPORT

2022-2023



**AL SALAM PRIVATE SCHOOL**

**UK CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Nahda
	Opening year of School	1989
	Website	www.alsalamschool.ae
	Telephone	97142679594
	Principal	Wendy Banks
	Principal - Date appointed	9/1/2021
	Language of Instruction	English
	Inspection Dates	07 to 10 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS1 to Year 8
	Number of students on roll	1182
	Number of Emirati students	79
	Number of students of determination	199
	Largest nationality group of students	Pakistani

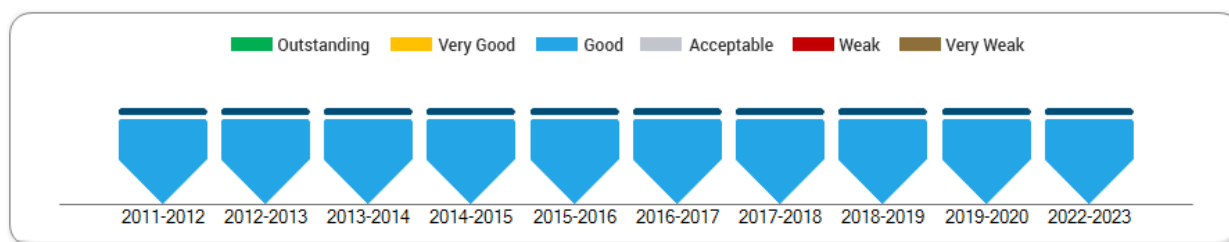
### TEACHERS

	Number of teachers	73
	Largest nationality group of teachers	India
	Number of teaching assistants	48
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	12

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	N/A

### School Journey for AL SALAM PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Children in Early Years Foundation Stage (FS) perform well in science. In English and mathematics, their attainment is in line with expectations. Throughout the primary and secondary phases, students achieve good academic outcomes in Islamic Education, Arabic, English, mathematics and science. In Arabic, students' attainment remains broadly in line with age-related standards. Students in Secondary achieve good outcomes in international and national tests.
- Students show positive attitudes to learning. They are highly motivated and demonstrate high levels of engagement in lessons. They persevere with tasks, which contributes significantly to their progress in learning. They behave very well in lessons and as they move around school. Students show care and respect for their teachers and for one another. Most make healthy food choices and are committed to sustaining the environment.

### PROVISION FOR LEARNERS

- Most teachers have secure subject knowledge and a thorough understanding of how students learn. They create a stimulating learning environment and cultivate positive teacher-student relationships. They adapt their approaches to ensure that students make good progress. Lessons are carefully planned and teachers are well organised. In the best lessons, teachers make skillful use of questions to assess students' understanding and to promote deeper thinking.
- The FS curriculum offers opportunities to develop skills and knowledge and to reach good levels of development. The Primary curriculum is in transition, moving from Cambridge to the National Curriculum for England (NC). The curriculum has been reviewed to ensure that there are no gaps between subjects. Cross-curricular links are developing to increase opportunities for students to embed key skills. Curriculum modifications ensure that the needs of most students are met, including those of determination.
- The health and safety team ensures that school policies and practices are implemented very effectively through rigorous monitoring and frequent inspection. Relationships between teachers and students are caring and respectful. Child protection and safeguarding are very effective, and students are protected from cyberbullying through high quality systems. The nurturing environment and the pastoral care team provide an all-round approach to the care and guidance of students.

### LEADERSHIP AND MANAGEMENT

- Senior leaders have an exceptionally strong vision and a well-informed understanding of the school. The principal and the vice-principal are developing a strong middle leadership team to raise standards in teaching and learning. A new head of Secondary has been established. Leaders are aiming for rapid improvement through well-constructed development plans with strategically identified key priorities.

### The Best Features of The School:

- The school's caring ethos, warm relationships and total commitment to the wellbeing of students, parents and members of staff.
- Students' outstanding understanding of Islamic values and Emirati culture, and their commitment to the sustainability of the environment.
- The excellent procedures for child protection, and for the safety and security of all students.
- The strong vision and leadership of the principal and senior leaders and the highly effective daily management of the school.
- Dedicated and knowledgeable governors who promote a culture of mutual respect and provide high quality facilities and resources that enhance students' achievements.

### Key Recommendations:





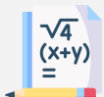

- Improve teaching and learning by:
  - ensuring that all groups of students, particularly Emirati students, make more rapid progress in lessons;
  - providing differentiated tasks which challenge gifted, talented and higher ability students to work at their own levels and pace;
  - making better use of assessment data in teachers' lesson plans to meet the learning needs of all students.
- Ensure that leaders monitor the implementation of improvement plans with specific focus on their impact on students' outcomes.
- Raise the standards of English and mathematics in FS by having higher expectations of what children can achieve in lessons.



## Overall School Performance

Good

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Good ↑	Good
	Progress	Not applicable	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable
	Progress	Not applicable	Good	Good
 English	Attainment	Acceptable ↓	Good ↑	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable ↓	Good ↑	Good
	Progress	Good	Good	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	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 (NAP).**

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

- The school's recent rigorous review of assessment has redrawn the baseline. The school is now well placed to chart progress in assessment outcomes accurately. The school's progression across all subjects in international benchmark assessments is good.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>meets expectations</b>

- Leaders understand the gaps identified in the NAP report and have a good understanding of how the school performs. The school's National Agenda Action Plan, which has been shared with subject leaders, highlights the next steps. Subject leaders have worked together to identify areas where the curriculum should be adapted in English, mathematics and science. These interventions have led to clear improvements.

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

- Leaders administer a standardised group reading test in Years 2 to 8. Teachers are aware that less than 75 per cent of students tested possess reading skills at or above age-related expectations.

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

#### For Development:

- Increase the extent to which teachers of all subjects, but particularly those of mathematics and science, promote reading literacy in their subjects.
- Ensure that all teachers clearly understand the skills and knowledge requirements for different proficiency and international benchmark levels, and adapt their teaching accordingly.



## Wellbeing

### **The quality of wellbeing provision and outcomes is at a moderate level:**

- Senior leaders and governors are dedicated to the implementation of wellbeing. It is a school development plan priority. Self-evaluation gives an accurate reflection of wellbeing provision. Active support across all aspects of the school demonstrates that wellbeing is at the heart of the school's ethos. Surveys have highlighted the value which students place upon the school. Developing further the wellbeing knowledge of senior leaders and the governing board will enhance the school's capacity for greater levels of wellbeing promotion.
- Students trust their teachers. All are encouraged to take part in school activities. Many members of staff are away from their homeland and a supportive environment has been established with events to promote emotional and social wellbeing. Professional development training sessions are conducted for members of staff. All stakeholders are encouraged to share views and concerns through social groups, committees and questionnaires. Coffee mornings, social events and workshops provide informal opportunities for discussions.
- Wellbeing themes are embedded into lessons. The school has woven wellbeing into assemblies, form periods, pastoral sessions and across the curriculum. Students receive guidance on healthy eating, on sleeping well and on the benefits of regular exercise. Campaigns on anti-bullying, recycling, sustainability and stress-management are promoted. Students feel safe in school and have built strong relationships with members of staff. Throughout the different cycles and during the school day, students generally demonstrate their wellbeing through positive behaviour, caring attitudes, and engagement with others.

## UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural framework very closely. Students acquire a very strong understanding of UAE culture and society, and a clear perspective of moral, social and global issues. Provision is both in specific lessons and integrated across the curriculum from Year 2 to Year 8.
- In the most effective lessons, teachers plan interesting, challenging tasks that engage students in active learning. They provide opportunities for students to use their critical thinking and collaboration skills to formulate opinions, before communicating their ideas in depth. The school has robust procedures to assess students, to identify gaps in knowledge and to track their progress.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good ↑	Good
Progress	Not applicable	Good ↑	Good

- Observations of lessons, recent work scrutiny, and internal and external data show that most students achieve standards that are above expected curriculum requirements. Strengths are in recitation, and in memorisation of more Surahs than prescribed.
- Secondary students achieve higher standards than those in lower Primary, and girls perform slightly better than boys. Non-Arab students' understanding and expression are stronger, but their skills in memorisation and recitation are slightly below those of Arab students.
- In Year 7, students can analyse the leadership of the Prophet (PBUH). Students in Year 3 understand the nullifiers of ritual cleansing. In general, most students have a balanced and comprehensive understanding of the key elements of the curriculum, especially in worship, Seerah, Islamic etiquette and the Holy Qur'an.

#### For Development:

- Encourage students to lead lessons and to evaluate their own learning.
- Increase opportunities for students to link learning to their interests, everyday life and social themes.

#### Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Good

- Students' attainment in upper primary year groups is relatively stronger than in the lower years in Secondary. In the lower primary classes, students' progress is rapid when compared with other year groups. Girls' progress is marginally better than that of boys, especially in Secondary.
- Students' spoken Arabic, using modern standard Arabic, is less developed due to limited opportunities for use. However, when listening to and reading familiar texts, their comprehension skills are good. Progress in listening and reading is rapid. Independent creative writing skills are still developing.
- Teachers promote reading across all year groups and make very good use of the resources in libraries, online reading resources and assessments. As a result, students' reading skills, especially in Primary, are developing well.

#### For Development:

- Improve the accuracy of students' writing.
- Develop speaking skills by providing more frequent opportunities to use the language.

## Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good	Acceptable
Progress	Not applicable	Good	Good

- Students' attainment in Primary is noticeably better than in Secondary. However, students of higher ability progress more slowly than other groups of students, particularly in Secondary. Girls' progress is relatively faster than that of boys.
- In Primary, students have good speaking and reading skills. Their listening skills are developing well. Secondary students have solid basic writing skills. Their comprehension levels are in line with curriculum expectations. They make good progress in listening, speaking and reading.
- Students' standards in reading are good. Students make effective use of resources in lessons and libraries to develop their reading skills, based on the number of years that they have been studying Arabic.

### For Development:

- Improve students' independent writing and comprehension skills in Secondary by providing more consistent opportunities to practise.
- Enable students of higher ability to make more rapid progress by providing more opportunities for them to work independently.

## English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable ↓	Good ↑	Good
Progress	Good	Good	Good

- In Primary, most students achieve good standards in reading, speaking and listening. In Secondary, girls' progress in reading is rapid. They achieve good results in both internal assessments and external benchmark examinations. However, in all phases, students' written work and expression are still developing.
- Students' vocabulary, inference skills and sentence structure improve consistently throughout the school. Fluency develops significantly in the upper primary years. There are insufficient opportunities for more able students to realise their full potential.
- In FS, children make rapid progress in understanding spoken English from their starting points as beginners. They learn new vocabulary quickly and develop speaking skills well. They learn sounds and letters and are building foundations in early literacy systematically. Standards for reading and writing have declined following periods of lost learning.
- Emirati students' attainment is weaker than that of other groups.

### For Development:

- Raise English standards for Emirati students and children in FS by having higher expectations of what they can achieve in lessons.
- Enable higher ability students and those with gifts and talents to work at their own pace and level.

## Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable ↓	Good ↑	Good
Progress	Good	Good	Good

- Analysis of internal and external data and work in lessons and books shows that the majority of students throughout the school makes better than expected progress in both Primary and Secondary. However, too often, higher ability students have insufficient opportunities to solve complex problems.
- The majority of children in FS have age-related skills in number and shape. They make good progress in counting and understanding relationships between consecutive numbers. The lack of opportunity to practise these skills regularly has resulted in a decline in attainment.
- Leaders have reviewed and revised the mathematics curriculum to address gaps in students' knowledge. There is now a clear focus on developing students' mathematical skills and conceptual understanding.
- The achievement of Emirati students is below that of their fellow students.

### For Development:

- Increase the challenge to higher ability students by giving them more difficult work earlier in lessons.
- Improve the attainment of children in FS and that of Emirati students.

## Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Across all phases, the majority of students attain levels in science which are above curriculum standards. In FS, children use their senses to explore the world around them. They plant seeds and develop an age-appropriate understanding of living things.
- In Primary and Secondary, students demonstrate their knowledge of states and properties of matter and their understanding of forces and motion. Older students have a good understanding of the composition of matter and the periodic table of the elements.
- Since the previous inspection, investigative work is promoted more effectively. However, lessons are often dominated by teachers. Students do not have enough opportunities to do proper scientific investigation and research or to present their findings to the rest of their class.
- The achievement of Emirati students is below that of others.

### For Development:

- Increase opportunities for students to undertake scientific inquiry and research, and include the use of technology, using science-related vocabulary more often.
- Promote critical thinking more effectively from the start of lessons, particularly for students of higher ability and for Emirati students.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students enjoy learning. They participate willingly in lessons, and show very positive attitudes and behaviour. They communicate clearly and collaborate effectively in groups and with teachers. In the upper years, they can work and solve tasks independently when given the opportunity.
- Critical thinking and problem-solving are becoming common features in all phases, including FS. However, independent learning is still limited. Students do not have enough opportunities or challenges to develop these skills to their full potential.
- The use of learning technologies is now a strength of the school. It boosts learning and paves the way for independent learning. However, students' use of electronic devices is too often limited to accessing activity sheets or tasks assigned by teachers.

### For Development:

- Extend opportunities for students to use their critical thinking, independent learning and problem-solving skills
- Increase opportunities for students to use technology to expand their learning independently, and to develop inquiry and research skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Personal development is very good. Students behave very well in lessons and as they move around the school. They show respect for their teachers and for one another. They demonstrate very good self-discipline when not closely supervised. Students have exemplary and responsible attitudes both in classrooms and in a wide range of daily activities.
- Students are aware of the importance of a commitment to following safe and healthy lifestyles. They make healthy eating choices. They know the benefits of regular exercise and take part in physical activities enthusiastically.
- Attendance is good overall. However, in all phases, particularly in FS, there is room for improvement. Students are aware of the importance of punctuality to improve their levels of achievement.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding

- Students across the school understand Emirati traditions. They appreciate the relevance and impact of Islamic values on everyday life in the UAE. All national and Islamic occasions are celebrated throughout the year. Students have prominent roles in the preparation and organisation of these celebrations.
- In FS, the culture of the UAE is reinforced through vibrant displays. Islamic values are embedded in the curriculum. Children steadily improve their understanding and appreciation of these values and culture.
- The student body comprises approximately thirty-nine different nationalities, who fully appreciate and celebrate their own cultures. Students play an active part in representing their diverse cultures on international day and on other occasions, for example during the holy month of Ramadan.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- In all phases, students demonstrate responsible citizenship and show care and consideration for others. Children in FS willingly take on responsibilities in the classrooms. Students have a strong work ethic. The youngest children show resilience and perseverance in completing tasks.
- Understanding of environmental sustainability and conservation is very strong in all phases. Students participate in successful schemes to support conservation. They raise donations for the Red Crescent appeal to help flood victims in Pakistan. They enthusiastically participate in other planned voluntary activities.
- The school council and committee members generate well-considered ideas that enhance students' experiences in school. Wellbeing and safety ambassadors show initiative and leadership skills in implementing the school's policies. Students are developing their innovation skills well through increased opportunities for creativity and enterprise.

#### For Development:

- Implement plans for volunteering activities that contribute to communities beyond the school.
- Raise levels of attendance throughout the school.



### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- In all phases, teachers have secure subject knowledge and good teaching skills. Most develop a stimulating learning environment in lessons. The most effective teaching occurs in a minority of lessons where teachers use information from assessments to inform their understanding of students' needs.
- When teachers use open-ended questions to encourage critical thought, they enable most students to make good progress. At its strongest, teaching is well-paced and stimulating, and teachers link learning to students' understanding of the real world.
- In the best lessons differentiation is planned and well implemented, and the needs of students of determination are considered. However, challenges are not always sufficient for students to reach their full potential, particularly students of higher ability, the gifted and talented, and Emirati students.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- In FS, teachers evaluate children's attainment against the Early Learning Goals and assess individual progress very effectively. In all phases, internal assessment processes provide valid and reliable information about attainment and progress, measured against the school's curriculum standards.
- The school's curriculum is in transition. There has been a rigorous review of assessment processes, which is resulting in arrangements to provide accurate mechanisms to chart progress. The work is not yet complete. Assessment arrangements for students of determination are of a very high quality.
- Leaders make effective use of assessment information to inform planning for future teaching and learning. In the best instances, teachers use information from assessments well to ensure that the needs of all students are met effectively.

#### For Development:

- Raise teachers' expectations and adapt teaching strategies to challenge all students, including the gifted and talented, those of higher ability, and Emirati students.
- Ensure that all teachers use assessment data effectively when developing their lesson plans, in order to meet students' individual learning needs.

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The English Early Years Foundation Stage curriculum is used in FS. The curriculum is well planned and provides continuity and progression. In Primary, the Cambridge curriculum is followed, and in Secondary, the National Curriculum for England with a focus on developing students' knowledge, skills and understanding.
- The school plans meaningful cross-curricular links to enhance students' learning. The links are very strong in FS, in Islamic Education, Arabic, and moral, social and cultural subject areas. Secondary students can select subjects of their choice for two lessons each week.
- As a result of detailed checks of the curriculum against external benchmark assessments, leaders have identified gaps in the curriculum in Primary, Reviews in Secondary have resulted in closer alignment to the chosen curriculum and to external assessment requirements.
- Islamic Education and Arabic are taught in FS in four 40 minute lessons per week.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- Leaders have modified the curriculum effectively to meet the needs of different groups. Modifications are highly successful in supporting learning for students of determination. The FS curriculum is enriched by imaginatively planned events. Modification is not as effective for Emirati students or for those with higher abilities, gifts and talents.
- The school offers a good range of extra-curricular activities. They include model United Nations, where students develop their debating skills. Daily Tajweed classes improve students' recitation of the Holy Qur'an. In Primary, science lessons include topics such as rock formation.
- The curriculum provides very strong links to Emirati culture, history, traditions and heritage. Students participate in events to celebrate Muslim festivals. Students of determination participate in alternative programmes to enhance their personal development.

### For Development:

- Modify the curriculum to improve provision for students of higher ability, the gifted and talented, and Emirati students.

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

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

- The health and safety team ensures that, throughout the school, policies and practices are implemented effectively through rigorous monitoring and frequent inspection. Thorough risk assessments and efficient arrangements for school transport ensure excellent safety at all times.
- The premises are secure, hygienic, and well maintained. Records of all aspects of health and safety are kept meticulously. The strong promotion of a healthy lifestyle and high-quality medical care have a positive impact on health and wellbeing. The school has highly effective cybersecurity measures in place.
- The school regularly reviews the effectiveness of its procedures. It has updated the safeguarding and child protection policies to provide high quality guidance for all. Arrangements for the care of students waiting for parents at the end of the day have improved.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- The school is warm and welcoming. There are strong, respectful relationships between members of staff and students in all phases. Robust behavioural management procedures, introduced since lockdown, are proving effective. Although attendance and punctuality are monitored and supported, attendance is irregular.
- There is improved identification of students of determination and those with gifts and talents. Detailed intervention strategies have subsequently been produced. The implementation of appropriate support is inconsistent, particularly for students of higher ability, and for the gifted and talented.
- Wellbeing and personal development are high priorities in and beyond classrooms. Many initiatives promote kindness, happiness, care for oneself and support for others. Pastoral and wellbeing teams are readily available, as are counsellors.

### For Development:

- Meet the needs of higher ability students and those with gifts and talents both in lessons as well as in outside activities.
- Provide meaningful differentiation for all groups of students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The school has an increased number of students of determination with diverse needs. The inclusive education improvement plan reflects the vision of the inclusion champion, governor and leader, who are determined to offer the best provision for as many as they can.
- The identification process is robust. The inclusion department is now a key partner in admissions procedures. They assess all prospective students. This procedure allows them to identify students of determination and to organise appropriate provision
- Parents speak highly of the inclusion department. They are included in the identification, planning and reviewing of targets. They have seen a marked improvement over time. They receive regular communication, attend workshops and coffee mornings, and feel confident with the high level of support provided.
- Learning support assistants are dedicated and knowledgeable. They interact well with students and class teachers. Well-considered individual education plans (IEPs) include baseline assessments, barriers to learning, support strategies and an outline of students' needs. The best teachers use this information to provide appropriate differentiation.
- The new progress evaluation system monitors the number of students requiring less prompting from adults, and those benefiting from in-class and individual sessions.

### For Development:

- Ensure that all members of staff, in all phases, consistently apply appropriate strategies and take ownership of their responsibilities for students of determination.

## 6. Leadership and management

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

- Leaders have a clear vision for the school. The principal and vice-principal are developing a strong middle leadership team whose target is to raise standards of teaching and learning. A new Head of Secondary has been appointed. Leaders have decided to move all phases to the National Curriculum of England to improve students' outcomes.
- Leaders know the school well. Most stakeholders contributed to the school's self-evaluation, which is very accurate. The drive towards improvement through the implementation of development plans is under way. The short-term improvement plan has clearly identified three key priorities. Its impact, for example in raising the standards of reading, is already evident. Improvement of the quality of teaching and learning is progressing slowly.
- Parents are highly supportive. They appreciate the improvements that have been made to the school's communication systems. Support groups have provided many parents with valuable opportunities to meet and to socialise. They think that their children flourish in school, both personally and academically. They are well-informed about their children's progress through termly reports. They have been consulted through surveys and have made suggestions for improvements, such as a broader range of extra-curricular activities.
- Governors are dedicated and are a constant presence in the school. They hold the principal to account and are frequently involved in monitoring teaching and learning. Governors have an understanding of students' assessment data. They engage in inspections to evaluate standards. They have the wellbeing of all stakeholders at the centre of their vision. The culture of mutual respect and the caring ethos stem from them
- Leaders ensure that resources and facilities promote students' achievements. The daily life of the school is managed through highly efficient routines that ensure smooth transitions. Staffing resources are plentiful, particularly in FS and early Primary, where teachers are well supported by teaching assistants. The school is well equipped with high-quality specialist facilities, including libraries, art spaces and drama studios. Corridors are attractive and celebrate students' achievements. Walls are vibrant with colour and art throughout the school.

### For Development:

- Ensure that middle leaders rigorously monitor the quality of teaching and learning in lessons and promote more rapid progress for all students.
- Ensure that leaders monitor the implementation of improvement plans with specific focus on their impact on students' outcomes.
- Increase the range of extra-curricular activities for students, in consultation with parents.

## 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)