INSPECTION REPORT

2022-2023

DUBAI
Knowledge المعرفة

DUBAI HEIGHTS ACADEMY

UK CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha 2
Opening year of School	2017
Website	www.dubaiheightsacademy.com
Telephone	97143563333
Principal	Alison Lamb
Principal - Date appointed	9/1/2019
Language of Instruction	English, Arabic
Inspection Dates	13 to 17 March 2023

STUDENTS

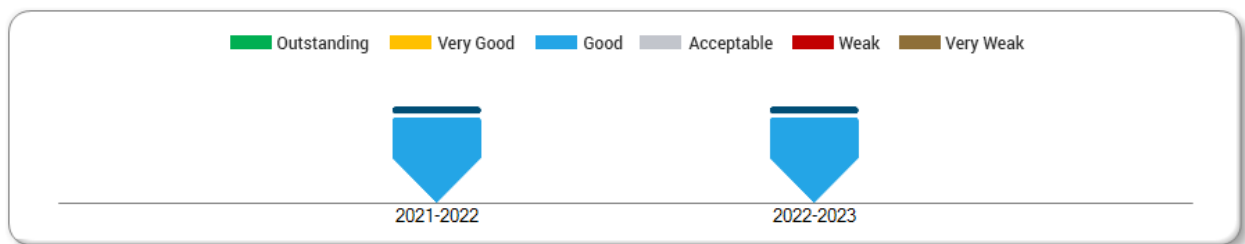|	
Gender of students	Boys and girls
Age range	3 to 15
Grades or year groups	FS1 to Year 9
Number of students on roll	325
Number of Emirati students	25
Number of students of determination	24
Largest nationality group of students	UK

TEACHERS

Number of teachers	32
Largest nationality group of teachers	UK
Number of teaching assistants	18
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	19%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GL, CAT4
Accreditation	BSO

School Journey for DUBAI HEIGHTS ACADEMY

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2021-2022	2022-2023
Good	Good

Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In the Foundation Stage (FS) and Primary, students' attainment and progress are good in English, mathematics and science. Although progress is good in all three subjects in Secondary, attainment is acceptable. Other than in Secondary where progress and attainment in Arabic as an additional language are weak and attainment in Arabic as a first language is also weak, attainment and progress in Islamic Education and Arabic are acceptable. Students' learning skills are good across the school.
- Students are highly motivated and demonstrate positive attitudes, consistent behaviour and respectful relationships. Primary and secondary students have a clear understanding of Islamic values, an awareness of Emirati culture and a good knowledge of their own and other cultures. Students are responsible members of the school community and demonstrate a very positive work ethic. Students care for their school and its environment.

PROVISION FOR LEARNERS

- Teachers demonstrate sound subject knowledge and use a range of teaching methods to engage students. Teachers know their students well. Opportunities for problem-solving, critical thinking and the use of technology to support learning are inconsistent. Feedback to students is timely, constructive and encouraging. Internal assessment provides useful information about students' attainment, progress and personal development. The quality of marking in students' workbooks is inconsistent.
- The curriculum closely aligns with the National Curriculum for England (NCfE). It has a clear rationale but does not sufficiently encourage problem-solving, critical thinking, innovation and enterprise. Links with Emirati culture and the UAE society are promoted very well through Islamic Education, Arabic and the moral, social and cultural (MSC) curriculum but not as well elsewhere. The school offers a breadth of extra-curricular activities. Alternative vocational pathways are offered in the secondary phase.
- The school has clear procedures for the safeguarding of students including child protection. Premises and facilities provide a safe and secure environment that is very well suited to students' learning needs. Relationships are strong and purposeful, and built on trust and mutual respect. Rigorous procedures are in place to identify individual student's needs. The school promotes students' personal development, encourages wellbeing and supports career planning.

LEADERSHIP AND MANAGEMENT

- Leaders work effectively and efficiently to promote their vision of an inclusive school supporting the academic and pastoral needs of all students. The monitoring of the work of the school is systematic but the strategic plan is too ambitious and too long. Parents are highly supportive of the school. The governing board represents a range of stakeholders. The school offers a pleasant and welcoming environment where students feel valued and cared for.

The Best Features of The School:

- Students' progress in English, mathematics and science across all phases.
- Students' positive attitudes to school as well as their concern, empathy and tolerance for others.
- The health, care, support and safety provided by the school to promote students' welfare and wellbeing.
- The effective partnerships with parents and the community as well as the management, staffing, facilities and resources provided by the school.
- The school's inclusive culture and ethos which enriches the learning experiences of all students.

Key Recommendations:

- Raise students' attainment and progress in Islamic Education and Arabic.

- Improve the quality of teaching and learning in all subjects by making better use of assessment data to plan lessons that take more account of students' learning needs.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic Education	Attainment	Not applicable	Acceptable ⬆	Acceptable ⬆
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Acceptable ⬆	Weak
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable ⬆	Weak
	Progress	Not applicable	Acceptable	Weak
English	Attainment	Good	Good ⬆	Acceptable
	Progress	Good	Good	Good
Mathematics	Attainment	Good	Good	Acceptable
	Progress	Good	Good	Good
Science	Attainment	Good ⬆	Good	Acceptable
	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	Acceptable	Good	Good
Social responsibility and innovation skills	Good ⬆	Good ⬆	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	Good ⬆	Good ⬆	Good ⬆

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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	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
Progress in international assessment	**meets expectations**	is approaching expectations

- Whole school progression in international benchmark assessments in science is outstanding. It is acceptable in English and mathematics.

	Whole school
Leadership: data analysis and curricular adaptation	**meets expectations**

- From the National Agenda Parameter reports, leaders have created action plans detailing next steps for the whole school including the Emirati cohort. This has resulted in curriculum adaptations explicitly addressing the gaps in subject skills and content. Action by teachers of English, mathematics and science to close these gaps has led to improvements over time.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	is approaching expectations

- School leaders and teachers are having a positive impact on students' reading and wider learning skills. Comprehensive data analyses underpin action to improve reading literacy. Students' learning skills are good across the school.

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

For Development:

- Improve reading literacy across the school by embedding more opportunities, in all subjects, for students to read, extract information and to discuss the meaning conveyed by text.

Wellbeing

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

- The school's child-centred ethos places a high priority on wellbeing, which has been skilfully woven into every aspect of school life by an experienced team. The team continues to develop wellbeing in response to trends and survey data collected from all stakeholders, although they do not currently have student or parent wellbeing ambassadors to assist in the design and implementation.
- Students and staff receive purposeful care through the implementation of long-term strategies that have tangible outcomes. School staff know the students in their care and can recognise subtle changes in their emotional wellbeing. This personalised approach is supplemented with internal and external surveys and these do lead to further, informed identification and intervention from the school's counselling and pastoral teams.
- Teachers plan lessons that align with the school's values, with a focus on developing life and learning skills and preparing students to tackle the challenges of the modern world. The moral and social education curriculum, as well as awareness assemblies, reinforce this development. Not all parents are aware of the topics covered within this curriculum or the approaches used to support emotional recognition and regulation.

UAE social studies and Moral Education

- The school uses the moral, social and cultural framework (MSC). This provides students with a very strong understanding of Emirati traditions and the moral and ethical underpinning of the UAE, as well as enabling connections with global contexts.
- The MSC values are integrated fully into school life and extended to the community. In the lower year groups the curriculum is integrated into class programmes. From Years 2 to 9, the MSC programme is taught as a stand-alone programme with a focus on developing empathy and tolerance. Assessment is undertaken according to the Ministry of Education (MoE) standards.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Primary students have a basic knowledge of Islamic concepts such as the Pillars of Islam and faith. In the secondary phase, most students have a secure knowledge and understanding of Islamic etiquette, values and principles. External attainment results are aligned with the levels of students' work observed in lessons.
- Students enjoy discussions about interesting topics, but their views are not often supported with references to the Holy Qur'anic verses or Hadith. In the secondary phase, students' understanding of the main concepts of the Seerah is improving. However, their limited Arabic language is a barrier to more rapid progress.
- The gains in students' memorisation skills are due to the teaching approach applied during the Holy Qur'anic sessions. Involvement in Islamic competitions has also developed students' recitation skills. However, this is not consistent across all year groups.

For Development:

- Ensure that the quality of teaching and learning is more consistent across strands and phases.
- Modify the curriculum and the level of challenge to meet the needs of different groups of students, especially the most able.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable ⬆	Weak
Progress	Not applicable	Acceptable	Acceptable

- Students in the primary phase are using classical Arabic as they develop their reading skills and improve comprehension. Secondary students' language skills are below the MoE required standards. The attainment of Emirati students is acceptable in the primary phase but weak in the secondary phase.
- In the primary phase, students' range of vocabulary is wider than students in the secondary phase, enabling them to speak and write more effectively.
- The variety of teaching techniques and activities that are used in the primary phase have created more interest in the language. This has helped to raise attainment. However, the smaller numbers of students in the secondary phase do not have as many opportunities to benefit from similar teaching approaches.

For Development:

- Extend students' skills in speaking, reading and independent writing by offering more opportunities for them to express their ideas and offer their opinions.
- Ensure that learning activities provide an appropriate level of challenge in order to extend students' thinking, speaking and writing skills.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable ⬆	Weak
Progress	Not applicable	Acceptable	Weak

- Students' attainment and progress in the primary phase are better than that in the secondary phase because primary students have developed stronger listening and speaking skills. Secondary students make slower progress because of limited opportunities to relate previous knowledge to new learning.
- Although primary students have stronger listening and speaking skills, their ability to respond orally in phrases or sentences is not secure. Secondary students' listening and speaking skills are underdeveloped.
- Teachers in the primary phase have introduced effective teaching strategies which are resulting in better written work. This is less evident in the secondary school where gaps are wider, and teaching is not having a similar positive impact.

For Development:

- Raise teachers' expectations and increase the level of challenge by making more use of Arabic in all lessons. across both phases.
- Plan the curriculum in ways that ensure all students make consistent progress across all four skills, especially in the secondary phase.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good ⬆	Acceptable
Progress	Good	Good	Good

- In FS, children make good progress in the development of early literacy skills. In Primary, the teaching of phonics and use of a structured reading programme extend students' learning. Secondary students are mostly new to the school and do not have a secure foundation in basic literacy.
- The reading programme has nurtured enthusiasm for reading and led to improved comprehension and added breadth to students' vocabularies. Secondary students are developing analytical and critical thinking skills through explorations of a range of written texts and media.

- The development of writing is supported by small group work with carefully differentiated learning activities. Self-editing skills for spelling and grammatical errors are apparent in the better workbooks, although many students are dependent on adult support to structure their writing.

For Development:

- Improve the accuracy of students' spelling.
- Raise secondary students' attainment by improving their basic reading and writing skills.

Mathematics

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

- Results of internal and external assessments are variable. Progress is stronger in FS and Primary because students have more opportunities to formulate their ideas and share their mathematical reasoning.
- Most students can apply number skills to support their learning and understanding of measure and data handling. However, shape, problem-solving and investigative skills are not as strong because students do not engage with these aspects often enough.
- Recently introduced interventions to develop students' arithmetic skills in the primary phase and specialist support classes for Years 8 and 9 are having a positive impact on students' attainment and progress. A new emphasis on the use of subject specific vocabulary supports the development of students' language skills.

For Development:

- Provide more time for students to think through and explain their mathematical reasoning, especially in the secondary phase.
- Increase opportunities for students to engage in problem-solving and investigations.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good ⬆	Good	Acceptable
Progress	Good	Good	Good ⬆

- Children in FS show good inquiry and observation skills when undertaking practical learning activities. Students in the primary phase continue to develop their inquiry and thinking skills through regular opportunities for investigations which support their scientific understanding.
- Students' language development and scientific understanding are improving because of skilful questioning by teachers and discussions generated by the inquiry approach in lessons.
- Attainment remains acceptable in the secondary phase because older students have not developed sufficient subject knowledge, independent learning and English language skills to enable them to benefit fully from an age-appropriate curriculum.

For Development:

- Provide more open-ended projects through which students can gain more confidence in science.
- Improve the quality of teachers' marking and encourage students to take more pride in the presentation of their work.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Across the school, students are active and enthusiastic participants in the process of learning. They collaborate effectively and work independently to share ideas and reach new understandings. Most students can set goals and share strategies to improve learning.
- Students accept responsibility for their learning and most rise to the challenges of higher-level learning tasks through the use of tiered success criteria. They respond well to feedback from teachers and self-adjusting skills are becoming apparent. Most students show resilience when challenged academically
- In more effective lessons, there are opportunities for students to develop skills in critical thinking, analysis and problem-solving. Students use technology mostly to access information, the potential of technology for innovation and creativity is underdeveloped.

For Development:

- Develop students' use of technology for inquiry, innovation and enterprise.

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

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

- Students are highly motivated and eager to learn. They demonstrate positive attitudes towards school and enjoy the opportunities available to them. They are consistently well-behaved, thoughtful and respectful of one another as well as mindful of one another's needs.
- Most students show maturity when collaborating with others during class activities. Students' self-management develops well in the secondary phase. Not all students attended regularly, and some are not punctual at the start of lessons, especially in the secondary phase. Bullying is very rare.
- Students are committed to healthy lifestyles and have a well-developed understanding of what this involves. They consciously make healthy food choices, participate in regular exercise and understand the importance of physical activity.

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

- Students have a clear understanding of Islamic values and an awareness of Emirati culture and how this influences life in the UAE. In FS, children's understanding and awareness is not as apparent.
- The school organises a range of events that promote students' understanding and awareness of the culture of the UAE. Students enjoy taking part in, for example, the National day celebrations and the Emirati Children's Day.
- Students in all phases show an adequate level of knowledge and awareness of their own cultures and demonstrate interest in learning about other cultures. This is enhanced through regular contact with fellow students with different national and cultural backgrounds.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good ⬆	Good ⬆	Good ⬆

- Students understand their responsibilities as members of the school community and the new student council is very active and keen to share ideas to help move the school forward. Students' positive impact on the school is evident, for example, through various whole-school events to raise funds for worthwhile causes.
- Students show a positive work ethic. They have creative ideas and enjoy working on projects and taking part in international competitions. They show entrepreneurship during the National Day when students sell items they have made themselves.
- Students across all phases display sensitivity to the needs of the environment. Secondary students learn about the United Nations' sustainability goals during their academic studies and children in FS enjoy taking care of the animals in the school farm.

For Development:

- Improve students' attendance and punctuality to lessons, especially in the secondary phase.
- Improve students' appreciation and understanding of the role and values of Islam in UAE society, particularly in FS.
- Provide students with more opportunities to be involved in innovation and environmental campaigns.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Most teachers have secure subject knowledge which they use effectively in lesson planning. Although lesson planning takes account of students' differing attainment levels, these plans are not always translated into practice. Teachers work in collaboration with well-trained assistants to support students' learning.
- Teachers know their students well and in the more effective lessons use this information to provide an appropriate level of support and challenge. In many lessons collaborative group work is balanced with opportunities for students to work independently.
- Teachers' questioning skills are varied and, in the more effective lessons, thinking is extended by prompting students to consider alternatives and challenging perspectives. However, opportunities for students to engage in critical thinking and problem-solving are inconsistent across subjects.

	Foundation Stage	Primary	Secondary
Assessment	Good ⬆	Good ⬆	Good ⬆

- The school uses a wide range of external assessments to monitor and evaluate the attainment and progress of students. Outcomes from the mandatory tests are analysed but the extent to which this information is used to inform curriculum and lesson planning varies.
- Internal assessments are thorough and provide useful information about the attainment, progress and personal development of students. As a result of the small class sizes, teachers know students well, so they are well-placed to meet their individual needs.
- Most teachers monitor students' progress well. They use probing and challenging questions to support and extend students' understanding and thinking. Teachers' marking of students' workbooks across all subjects is variable.

For Development:

- Share the very best practice to improve the quality of teaching.
- Make more use of the most informative external assessments in the planning of teaching and learning and ensure that lesson plans are translated into practice.
- Ensure that teachers provide informative comments on students' written work so that they know what to do to improve.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum has a clear rational. It fulfils all of the requirements of the NCfE and is fully aligned to the UAE vision. An Award Scheme Development and Accreditation Network (ASDAN) course provides an alternative vocational pathway for students less suited to the more academic courses.
- Continuity and progression are developed and closely monitored through close liaison between staff and leaders across all phases. Cross-curricular links are included in teachers' planning. However, meaningful links are underdeveloped and do not support connections and explorations between subjects.
- Curriculum reviews take place at the end of the year and termly assessments inform curriculum adaptation. For example, in FS the assessment is used effectively to adjust the curriculum and group children for the teaching of phonics and reading.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ⬆	Good ⬆	Good ⬆

- The curriculum is modified to meet the needs of most students. For example, the emphasis placed on subject specific vocabulary particularly supports students' speaking English as an additional language, and groups of Years 8 and 9 students are able to access an alternative mathematics pathway.

- All students can choose from a wide variety of extra-curricular activities that enhance the academic, sports and arts provision. There are also projects through which students develop their innovation and enterprise skills. However, this aspect of provision is limited.
- There are curriculum links to values, heritage and culture of the UAE, although these feature more strongly in Islamic Education and Arabic lessons. Students locate nearby mosques and discuss the importance of manners and tolerance. The school community celebrates festivals such as Flag Day and National Day.
- Arabic is taught in FS2 for two 50-minute lessons each week.

For Development:

- Provide meaningful cross-curriculum links to make sure that students can transfer their learning across subjects.
- Enhance the development of innovation and entrepreneurial skills during lessons, so that all students can develop these skills.

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

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

- Students' health and safety are very high priorities across the school The school has very good procedures for the safeguarding of students including child protection. The school provides a very safe, hygienic and secure environment.
- All buildings and equipment are very well maintained, and the school keeps comprehensive, secure records and detailed information about incidents and subsequent actions taken. Security and medical arrangements are very thorough.
- The premises and facilities provide a safe and secure environment that is very well suited to the learning needs of all students. Healthy living is promoted very well across the school and permeates nearly all aspects of school life.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding ⬆	Outstanding ⬆	Outstanding ⬆

- Students and teachers share responsibility for the strong and purposeful relationships observed in the classroom and around the school. These relationships create a strong sense of belonging which is built on trust and mutual respect. This supports student wellbeing particularly well.
- Rigorous procedures are in place to identify individual needs, including early English language learners and students who are gifted and talented. Identification leads swiftly to meaningful intervention and modification for all groups of students. However, adaptations are not implemented as effectively in FS.

- The school's highly experienced pastoral team now includes a dedicated counsellor who is proactive in meeting the needs of all members of the school community. Her experience has supported the creation of a careers programme which helps students make informed choices about their future.

For Development:

- Implement more adaptive teaching approaches for children within FS.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- Governors and school leaders have successfully developed an inclusive culture which can be seen in every aspect of school life. They continue to enhance the provision to ensure that all students receive the support needed to reach their potential.
- The inclusion team uses a systematic approach for the identification of students of determination. This approach uses all available data in addition to a suite of diagnostic assessments. It is further enhanced through partnerships with other organisations, providing another layer of professional expertise.
- Parents speak passionately about their partnerships with the inclusion department and praise the school for its exceptional communication. They feel fully informed and thankful that any concerns are taken seriously and managed in a personalised manner.
- Students of determination are provided with extensive range of curriculum adaptations. They are skilfully supported by teachers, learning support assistants and specialist staff. Some students access an alternative curriculum pathway which the school plans to extend as these individuals move through the school.
- From their starting points, most students make very good progress. Most meet their individual goals. When students receive support from the inclusion team, their progress is consistently high.

For Development:

- Ensure the quality of the alternative pathway is maintained and offer a wider range of opportunities to supplement and enhance students' learning experiences.

6. Leadership and management

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

- The principal and vice-principal work effectively and efficiently together. They have created an environment which is diverse, tolerant, welcoming and forward thinking. Middle leaders, have a clear understanding of the strengths of the school and an appreciation of what needs to be done to improve further. Relationships and communication are professional, considerate and courteous. Line management is clearly defined. Roles and responsibilities are understood. Staff morale is high, and staff say they feel valued.

- The school development plan offers an extensive oversight of improvement objectives supported by well-considered success criteria. However, the development plan is too ambitious, too long and too complicated with insufficient consideration given to the impact on students' achievement. Leaders systematically monitor the effectiveness of teaching, but analysis is limited as observations do not include specifics such as subject and year. Leaders have made considerable progress in addressing the recommendations from the previous inspection report.

- Parents are highly supportive of the school. Their views are systematically gathered and acted upon. Parents are consulted on a regular basis through face-to-face conversations and surveys. A small but active parent-teacher association makes positive contributions to the school community. Parents receive regular information on how well their children are progressing. Parents of students of determination are very positive about the care provided by the school. The school has developed strong partnerships with several community organisations and business providers.

- The governing board includes representation from a wide range of stakeholders including parents. The work of the governing board is supported by sub-committees, but the purpose, accountability and expectations of these committees are unclear. Opportunities for governors to visit the school and gather first-hand information on the school's performance are still in the process of being planned and negotiated. The governing board exerts a positive and supportive influence on the school's leadership.

- The school is successfully managed, and scheduling makes the best use of available time, space and staffing. Staff are appropriately deployed although some leaders do not have sufficient non-teaching time to fully support school improvement. The premises are of a high quality with additional specialist facilities for art, music, drama and sports, as well as provision for those with sensory and physical needs. Plans are well advanced for the opening of the secondary building. Not enough use is made of the spaces outside the classrooms for learning in FS.

For Development:

- Improve the quality of school development plans by ensuring that objectives are reasonable and prioritised with success criteria linked to students' achievement.
- Encourage all governors to take on specialist areas and regularly visit the school to gain first-hand knowledge of the school's performance.

For Development:

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**