INSPECTION REPORT

2022-2023

DUBAI
Knowledge المعرفة

OXFORD SCHOOL

UK CURRICULUM

ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Muhaisnah
Opening year of School	1988
Website	www.oxford.sch.ae
Telephone	97142543666
Principal	Daspo Yiappos
Principal - Date appointed	1/7/2021
Language of Instruction	English
Inspection Dates	27 to 03 March 2023

STUDENTS

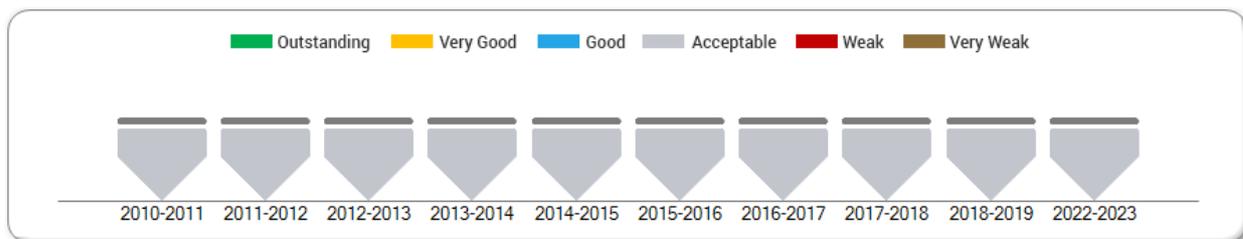|	
Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	2124
Number of Emirati students	26
Number of students of determination	123
Largest nationality group of students	Pakistani

TEACHERS

Number of teachers	166
Largest nationality group of teachers	Indian
Number of teaching assistants	20
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	16%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GCSE, IGCSE, AS, A Level
Accreditation	Cambridge International/Pearson Edexcel

School Journey for OXFORD SCHOOL

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

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2022-2023

Summary of Inspection Findings 2022-2023

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

<table>
<tr>
<td>STUDENTS OUTCOMES</td>
<td>

- Students' achievement includes improved progress in Arabic, as first and additional languages, science in the Foundation Stage (FS) and Primary. Achievement in Islamic Education and mathematics in Primary has declined to acceptable. In FS, children's engaged curiosity supports their good learning skills, while Post-16 student's enquiry skills do not sufficiently support deeper engagement. Children in FS are making consistently good progress overall in their learning.

- Students' very good personal development includes high rates of attendance. Student leaders contribute importantly to the school's daily routines and promote the importance of wellbeing among other students. Students' awareness of, and respect for, Islamic values and the culture of the UAE is very well-developed across the school. Older students are actively engaged in community service, and innovation.

</td>
</tr>
</table>

<table>
<tr>
<td>PROVISION FOR LEARNERS</td>
<td>

- The systematic development of more student-centred learning is increasing students' engagement in learning. These approaches are well-developed in FS, and more consistently effective in Secondary than in Primary. Post-16 teaching does not foster students' independent learning skills as well as it could. Teachers increasingly use assessment information of students' progress to plan more engaging lessons.

- The well-planned and reviewed curriculum is carefully implemented across the school. It balances students' acquisition of knowledge, understanding and skills. Older students enjoy ample opportunities for subject choices. Teachers adapt the curriculum well to meet most students' learning needs, although this is less secure in Primary and at Post-16.

- The school ensures a safe environment, with clear procedures to safeguard students and promote their healthy choices. However, narrow corridors and stairways are too easily congested when students move around the school. Careful monitoring secures very high rates of attendance and supports students' good standards of behaviour. The accurate identification of students of determination informs provision that meets their needs well.

</td>
</tr>
</table>

LEADERSHIP AND MANAGEMENT	• The principal's vision and direction are leading to more student-centred and less overly teacher directed learning, resulting in a more purposeful learning environment. Self-evaluation is more systematic, and improvement planning has addressed almost all of the previous inspection's recommendations. Parental partnership successfully engages parents in their children's learning. Governance supports the school well and holds leaders to account. Teachers benefit from appropriate professional development training. Some specialist facilities are not sufficiently well-resourced.

The best features of the school:

- Students' very good personal development across the school and high rates of attendance.
- Students' awareness and understanding of the importance of Islamic values and their appreciation of the culture and heritage of the UAE.
- The school's well-developed provision for inclusive education.
- The improved teaching, learning and progress in FS.
- The leadership and direction provided by the principal.

Key recommendations:

- Raise students' attainment to be consistently good in all external assessments.
- Improve teaching and the use of assessment in all subjects.
- Ensure that the Primary curriculum is more skilfully adapted to meet the needs of all groups of students.
- Improve the accuracy of school self-evaluation and impact of improvement planning.

Overall School Performance

Acceptable

1. Students' Achievement

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

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↑	Acceptable	Good	Good ↓

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good ⬆	Acceptable	Good	Good ⬇
Assessment	Acceptable	Good	Good	Good ⬇

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good ⬆	Acceptable	Good	Good ⬇

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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
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

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	meets expectations

- The school exceeded its PISA 2018 targets in mathematics, science and reading. Girls outperformed boys in science and reading but not in mathematics. In TIMSS 2019, the school did not meet the Year 4 targets in either subject but exceeded its Year 8 targets. The strongest performance is in Year 8 science.
- Their attainment on TIMSS Year 4 indicate acceptable attainment for mathematics and science. Emirati students did not achieve the targets set for the school.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	meets expectations	

- The leadership team is committed to the vision and goals of the National Agenda (NA). The NA action plan is integrated into the school improvement strategy. The outcomes of analyses of assessment information are used to set targets for students and to check their progress. Similarly, the analyses of the GL test result and the TIMSS and PISA reports are used to guide curriculum modifications.

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

- To promote students' literacy skills, teachers pursue a range of strategies across all phases. The promotion of independent learning, including students' use of technology, is more effective in Secondary and at Post-16. The development of critical thinking, problem-solving, and independent research, is limited by a lack of opportunities.
- The school makes the same provision for the few Emirati students enrolled.

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

For Development:

- Ensure there is a consistent approach to the development of critical thinking, research and problem-solving activities across all subjects and phases.

Wellbeing

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

- The principal and senior management team are highly committed to promoting wellbeing and ensuring it is a top priority for the school. They have implemented initiatives aimed at enhancing a safe and caring environment, including those targeting group work, inclusion, and empathy. The school collects data from both internal and external surveys, although the analysis of this information is still in the early stages of development.

- The experienced and qualified wellbeing team has an open-door policy and is accessible to support students. Positive relationships are a priority to ensure that students feel secure, safe and valued. Assemblies, wellbeing talks, clubs, displays, and kindness days promote wellbeing across all levels. Staff wellbeing is also a priority, with ongoing initiatives and continuous professional training and support. Staff report feeling respected and appreciated for their efforts.

- Wellbeing is an integral part of school life, with externally sourced models emerging as features of the school's wellbeing program. The curriculum increasingly references wellbeing priorities relevant to students' learning and experiences. In the senior sections of the school, a new wellbeing dashboard allows students to access immediate support and information. Students demonstrate healthy choices and decision-making skills at school, and they report feeling safe and trusted.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural education framework. It is taught as a separate subject with lessons assisted by specialist teachers from Years 2 to 13. All students have opportunities to learn about Emirati culture and traditions as well as personal health, hygiene and welfare, and a range of issues relating to environmental matters.

- The school uses the most recent MSC framework, together with an extensive range of additional educational materials. Students are enthusiastic and engaged. Teachers skilfully support students collaboration in group activities and the development of critical thinking. Students' work is comprehensively assessed, and current data indicate that the students achieve well in MSC.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' recent work and lesson observations confirm that levels of achievement are above curriculum expectations. The majority of students make good progress as measured against lesson objectives, except in Primary. There are no significant differences in the achievement of Arab and non-Arab students.
- Primary students demonstrate the expected levels of knowledge and understanding of the Hadeeth, Islamic values, and morals. Secondary and Post-16 students are slightly more knowledgeable regarding Islamic principles such as, equity in Islam and the rules of marriage. Students' memorisation and recitation skills are underdeveloped.
- Students make good progress with their understanding of Islamic history and Seerah but more slowly in their understanding of the Holy Qur'anic verses. Student's understanding of Islamic etiquettes, Seerah, and the Pillars of Islam is improving.

For Development:

- Improve students' memorization and recitation skills.
- Enhance students' ability to use appropriate references from the Holy Qur'an, Hadeeth, and Seerah to justify their opinions.
- Increase Primary students' skills by providing them with more challenges in lessons.

Arabic as a First Language

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

- Students' performance in each phase is in line with curriculum standards. Secondary students have greater knowledge and skills. The progress of different groups of students is variable. Students in Secondary progress faster than those in other phases.

- The majority of students have higher ability in reading. In the upper years, comprehension skills are more developed. As students' reading skills are improving, most are more skilled at extracting information than writing about it.
- The ability to speak and listen in various contexts is improving. Online reading applications such as, Asafeer are beginning to have a positive impact on students' progress. For some students, progress benefits from being offered more opportunities to develop their research and speaking skills.

For Development:

- Encourage students to expand their vocabulary and apply it into their written and speaking skills.

Arabic as an Additional Language

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

- Students' achievement is consistent throughout all year groups levels. Internal assessment data reflect students' current levels of achievement. Primary students' knowledge and skills are in line with curriculum standards. Secondary students progress well and improve their Arabic language skills through the active use of language.
- Students' speak effectively about familiar situations in both phases. Reading comprehension and listening skills are stronger in Primary. Students' ability to express themselves independently in writing is underdeveloped.
- Students' respond well to guided writing, but their ability to write creatively and independently is limited. Students' reading and speaking skills benefit from the use of a new reading application, and various activities such as, Arabic in morning assemblies and competitions.

For Development:

- Provide more opportunities for students to practice all four language skills in everyday contexts.

English

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

- The school's emphasis on early literacy skills in FS lays a firm base for the subsequent development of students' listening, spelling, reading and writing. Language skills are developed progressively throughout the school. In Post-16, students articulate their opinions with confidence.

- Students' reading skills are well-developed across all phases enabling them to engage in age-appropriate discussions about various forms of literature. A good range of hardcopy, online reading materials and the frequent use of the school libraries encourages students' desire to read.
- The continuing development of students' writing skills remains a focus area across all phases of the school. Writing composition, together with the extension of vocabulary, grammar and punctuation, is underdeveloped, particularly in Primary.

For Development:

- Provide further opportunities for students, particularly in Primary, to extend their skills in narrative and non-narrative writing with an increased emphasis on vocabulary development, grammar and punctuation.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable ⬇	Good	Good
Progress	Good	Acceptable ⬇	Good	Good ⬇

- Students' results in IGCSE and AS-Level examinations indicate weak attainment while A Level results are good. Primary internal assessments indicate that most students achieve good and very good standards. However, these strengths are not reflected in external benchmark assessments.
- In FS, children learn basic mathematical skills. They are beginning to add and subtract two single-digit numbers. Primary students' mental mathematical skills are improving. Secondary and Post-16, students demonstrate secure knowledge and understanding of mathematical concepts.
- Problem-solving is developing through structured activities but opportunities to solve problems using multiple methods are limited. Primary lessons are often overly led by teachers, thus constraining students' opportunities to explore and understand concepts in depth.

For Development:

- Improve attainment levels in all external assessments and examinations.
- Increase opportunities for students to explore, investigate and problem-solve using multiple methods.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good ⬆	Very good	Good ⬇
Progress	Good ⬆	Good ⬆	Very good	Very good

- In external benchmark tests, students in Primary and Secondary achieve results that are above expectations. Work in lessons and in students' books show Post-16 students' attainment to be above that indicated by external examination results.
- Students build their investigation skills and depth of knowledge as they progress throughout the school. In FS, children investigate ice and melting. In Primary, students study conductors and electric insulators. Secondary students investigate chromatograms while Post-16 students explore graphical representations of potential differences in circuits.
- In all phases, there is an increased emphasis on practical science lessons. However, the resources to support this development are insufficient. This is restricting the learning experiences and skill development of some students.

For Development:

- Increase the provision of science resources to support more investigative opportunities and interactions in.

Learning Skills

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Good ⬆	Acceptable	Good	Good ⬇

- Students in all phases generally enjoy learning activities and increasingly take responsibility for their own learning. They interact well with one another and most can communicate their learning clearly although this is less developed in Primary.
- The increased use of digital technology is a positive feature in supporting students' learning across the school. However, Post-16, students do not have regular opportunities to use technology to develop more in-depth research skills or to promote innovation and enterprise.
- Most students make connections between areas of learning and relate these to the real world. In the stronger lessons, students extend their learning and engage in critical thinking and problem-solving. However, there are not regular opportunities to develop these skills.

For Development:

- Provide further opportunities for students to deepen their critical thinking and problem-solving skills.

- Ensure that the use of digital technology for all but especially for older students to enable them to develop more in-depth research skills across a range of subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ⬆	Very good ⬆	Very good	Very good

- Students across the school demonstrate positive and responsible attitudes towards school and their learning. They are very respectful, mature and self-disciplined.
- Relationships between staff and students are very positive, friendly, and respectful. Students are aware of the importance of a commitment to following a safe and healthy lifestyle. They are actively involved in physical activities and fully aware of the need to make healthy food choices.
- Students have high levels of attendance in all phases across the school. Students are punctual in arriving to school and for lessons throughout the day.

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

- Across the school students demonstrate a clear understanding of Islamic values. They understand how these values influence many aspects of life in the UAE and within contemporary society. Students are able to provide examples of the values of respect, modesty, tolerance, and equality promoted by Islam.
- Students have a strong understanding and appreciation of the Emirati heritage and culture. They discuss Emirati history as well as giving examples of types of traditional sports and clothes. Students are confident in talking about the future of the UAE.
- Across all phases, students appreciate the multi-cultural environment of the Emirate and show gratitude for the cultural diversity in Dubai. Students are proud of their own cultures and aware of national differences. Senior students demonstrate a deeper knowledge of various international cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Very good	Very good

- In FS and Primary, students understand their responsibilities as members of the school community. Secondary and Post-16 students initiate a variety of charitable and other activities

that make positive contributions to the community. They successfully advocated, for example, for change to the school uniform.

- Primary students develop a good work ethic within activities such as, young astronauts and cooking with no fire. Older students demonstrate initiative, leadership and decision-making in enterprise and innovation projects for instance, the event management, newsletters, genius hour and IT design challenges.
- Students across the school are aware of their responsibilities regarding recycling and energy conservation. Many have participated in environmental activities such as, 'Go Green', Environment Day and Green Ambassadors.

For Development:

- Provide students with more opportunities to display initiative and responsibility.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good ⬆	Acceptable	Good	Good ⬇

- Across the school, most teachers demonstrate secure subject knowledge and use a range of teaching approaches to engage and motivate students. Lesson planning is purposeful, and teachers create attractive learning environments using appropriate resources. Teaching in FS promotes active play-based and independent learning.
- Teachers' positive interactions with children and students in most lessons engage learners well. Teachers frequently use questioning effectively to check students' understanding and to consolidate learning. Some teaching in Primary does not promote in-depth learning and individual reflection.
- Across all phases, teachers plan lessons to ensure that learning activities provide an appropriate level of challenge for students. In some lessons, these plans are not always implemented effectively and so do not meet the learning needs of all students.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Good	Good	Good ⬇

- In FS, teachers assess children's learning appropriately, identifying the next steps for learning. The analyses of data on progress of individuals and groups is not fully developed.

- Well-developed and systematic assessment is used to monitor students' progress. The process involves comparisons of students' performance in internal and external assessments. These analyses enable gaps in students' learning to be identified and addressed.
- Students are frequently involved in self-assessment using success criteria. However, not enough time is allowed for students to reflect on their learning. There is inconsistency in the use of checks on progress in lessons and, the quality of teachers' written feedback in students' workbooks.

For Development:

- Ensure that teachers' planning translates into an appropriate level of challenge for all students.
- Encourage teachers in FS to make full use of available data to track children's progress.
- Make full use of ongoing assessment in lessons and produce effective written feedback to students to guide them in their learning.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good

- The FS follows the new Early Years Foundation Stage curriculum, with other phases following the requirements of the authorised curriculum. Overall, the curriculum is broad and balanced, provides sufficient opportunity for student choice, is age-appropriate and develops students' knowledge, skills and understanding.
- Regular termly and annual reviews are conducted which ensure the curriculum meets the needs of most student groups and internal and external assessments. It is designed to ensure there are smooth transitions for students between the grades, phases and exit destinations.
- A structured assessment system has been introduced to enhance progression in learning and planning, to meet the needs of individual students. This is effectively planned, although there are inconsistencies in delivery, use and understanding.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good ⬆	Acceptable	Good	Good ⬇

- For the large majority of students, the curriculum is appropriately modified, with the use of assessment information to target interventions and support for students of determination. The

curriculum is regularly modified to inform the next stages of learning, however, this is less so in Primary.

- The curriculum offers students an interesting variety of learning experiences, which students find motivating. However, opportunities for developing enterprise and creativity, especially in Primary, are variable.

- Most students develop a clear understanding of the values and culture of the UAE. They appreciate the relevance and impact of school's core values on everyday life in the UAE and, reflect on key messages in relation to their own lives and learning journey.

For Development:

- Refine the assessment for learning programme and monitor the pace and challenge, and learning outcomes of lessons.
- Improve the planning of the curriculum to identify and provide more opportunities for developing enterprise and creativity.

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

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

- The school fulfills its child health, protection and safeguarding obligations. It has robust policies and procedures for safeguarding and child protection. The policies include highlighting the harmful effects of bullying and need for safety when using the Internet. Staff execute their responsibilities diligently.

- The arrival and departure of students. is closely supervised. The campus is well-maintained, with regular, documented safety reviews. Staff receive first aid training and there are regular fire drills. Some of the stairways are narrow and congestion can occur at lesson changeover times.

- The promotion of healthy living permeates the school. The medical staff monitor students' health and promote healthy lifestyles, personal hygiene and good nutrition.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good ⬆	Good	Good

- Mutually respectful and caring relationships between staff and students are a feature of the school. Systems and procedures for managing behaviour are well-established. The promotion of attendance and punctuality is a priority. Effective systems to monitor the impact of improvement strategies are in place.

- Students of determination are quickly and effectively identified leading to accurate personalised educational, social and behavioural plans. Students with gifts and talents are supported through specific advanced learning pathways.

- The health and overall wellbeing of all students is a priority and monitored at regular intervals. Post-16 students benefit from focused educational pathways and effective career guidance.

For Development:

- Ensure the students' views are at the centre of all action planning and reviews of behaviour management.

Inclusion of students of determination

Provision and outcomes for students of determination	Good ⬆

- Governors and school leaders have a strong and purposeful commitment to inclusive education. The admissions policy welcomes all students with a diverse range of abilities. The well-qualified and skilled inclusion team drive the school's vision and promote the effective provision for students of determination.

- Rigorous and effective systems ensure the accurate identification of the learning needs of all students. Assessment data are used to provide individual learning pathways which are specific, achievable and measured. Advanced learning plans are developed for all students identified with gifts and talents.

- Parents are engaged as partners in their children's educational plans. The informative weekly progress reports are valued and used effectively. There is a trusting relationship between home and school.

- Curriculum modification is effectively planned and it ensures that the support students receive enhances their engagement in academic and social areas. There is, however, some inconsistency

with the   implementation of planned modifications. The presence of a learning support assistants sometimes reduces independent learning opportunities.

- Students' progress is closely tracked, monitored and reviewed. In general students make good progress in specialist settings. More able students do not always have the opportunity to participate in planning their individual learning programmes.

For Development:

- Ensure that in all lessons, teachers take full account of the content of student's individual learning plans.
- Provide support strategies for more able students and those with gifts and talents to monitor and review and contribute to their individualised learning plans.

6. Leadership and management

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

- The principal's clear vision for school improvement creates and sustains a purposeful learning environment, soundly based on teaching and learning. This development supports teaching well overall, although inconsistencies remain in Primary. The senior leadership team, together with almost all middle leaders, support the school's improvement agenda. Despite some inconsistency in practice, teaching and learning, and student outcomes overall, are improving.

- The self-evaluation processes draw on internal and external assessment data and provides a realistic overview of key improvement priorities. However, the impact of action is not always recognised in the evaluation of student outcomes. Accurate evaluation of teaching is less secure in Primary and at Post-16. Improvement planning is supporting the development of middle leaders' skills, teachers' use of data in compiling learning plans, and more skilful teaching in FS.

- The school involves parents well as partners in their children's education. Key information alerts them to their children's upcoming learning, and how they can support their children. Parents feel listened to and value the informative progress reports and consultation with teachers. Local partnerships offer opportunities for older students to experience work environments.

- The reconstituted governing body includes wider stakeholder representation, and actively seeks their views on the quality of the school's work. Governors' detailed knowledge of the school's work includes the quality of student outcomes. However, they need to use external assessment data more accurately to evaluate the school's self-assessment and improvement planning. Governors hold school leaders accountable through regular reviews and exert a positive influence on the school's performance.

- The daily management of the school is effective, efficient and contributes to a purposeful learning environment. Staffing is appropriate, and all teachers benefit from training that is closely linked to school priorities and their individual needs. Science laboratories are not well-resourced to support high-quality learning. The refurbished libraries lack sufficient Arabic texts to support the development of reading. Access in FS from indoor to outdoor learning constrains 'free-flow' from classrooms.

For Development:

- Improve the consistency of teaching and learning, particularly in Primary.
- Ensure that in evaluating the school's performance, governors take full account of students' performance in external assessments.
- Improve the resources for science and the range of Arabic books in the library.

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**