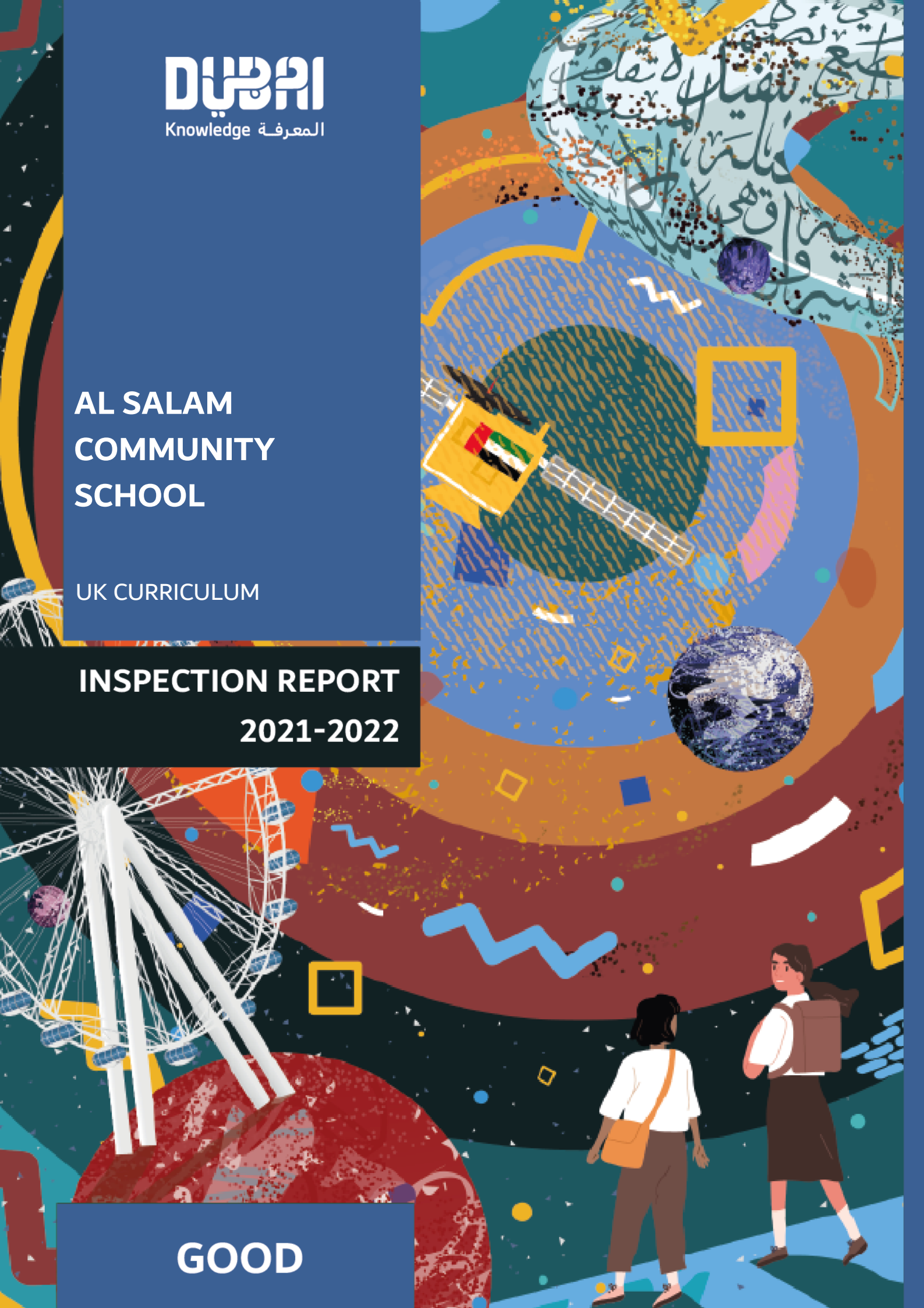


**AL SALAM
COMMUNITY
SCHOOL**

UK CURRICULUM

**INSPECTION REPORT
2021-2022**


























GOOD



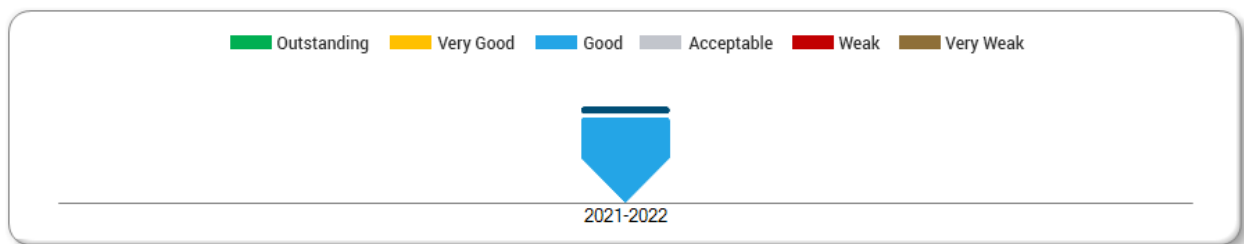
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School Information

General Information	 Location	Al Twar 2
	 Opening year of School	2019
	 Website	www.alsalamcommunity.ae
	 Telephone	042215554
	 Principal	Mr. Kifaya Khan
	 Principal - Date appointed	01/09/2022
	 Language of Instruction	English
	 Inspection Dates	07 to 10 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	1539
	 Number of Emirati students	226
	 Number of students of determination	117
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	128
	 Largest nationality group of teachers	British
	 Number of teaching assistants	32
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	40%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	(i)GCSE, AS/A Level, BTEC, ASDAN
	 Accreditation	None

School Journey for AL SALAM COMMUNITY SCHOOL



Summary of Inspection Findings 2021-2022

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

- Across all phases and in most subjects, students make at least good progress. Students achieve well across almost all subjects in the Foundation Stage and in both upper secondary and post-16 provision. The typical achievements of students across the subject areas in the primary and secondary phases, are less consistent. The attainment of the first cohorts of students in (i)GCSE and A levels is excellent.
- Students are true ambassadors for this young school. Their levels of maturity, behaviour, and their attitudes to learning are exceptional and their commitment to the school and their increasing engagements with the local and wider community are strong. As the school moves into a late-pandemic period, levels of attendance remain depressed in some year groups.

Provision for learners

- Effective teaching is seen in all phases and most consistently so in the post-16 and upper secondary phases and in the Foundation Stage. Collaborative lesson planning, the development of students' learning skills and the inclusion of students of determination are notable strengths. In some areas of learning, well-managed and accurately analysed assessment data information is beginning to be used effectively. Teaching is adapted to meet the needs of individuals and groups of students.
- The curriculum is broad, balanced and fully meets the requirements of the National Curriculum for England. In the secondary and post-16 phases, an impressive range of pathways and subject option choices are made available to students. Leaders and teachers are beginning to use data and information drawn from cognitive and benchmark assessments, to make suitable adaptations to the taught curriculum.
- Children and students are well cared-for and feel safe in this school. Policies and procedures to ensure the well-being, safety and effective safeguarding of all are effectively implemented and regularly reviewed. Provision to successfully meet the needs and aspirations of more vulnerable students, including students of determination is robust. However, provision for students who are gifted and/or talented remains at an early stage of development.

Leadership and management

- The new principal successfully channels the many skills of both existing and new senior leaders. The senior team is building and developing a group of capable middle leaders, across all phases and sections of the school. Together, and very well supported by a strong governing body, leaders effectively engage almost all stakeholders in the realisation and quality assurance of what is a clear and compelling vision for a community-focused school.

The Best Features of The School:

- Strong leadership and governance delivering a rapidly improving school.
- The very strong personal development and social responsibilities demonstrated by students.
- A cohesive foundation stage, where children make good progress in all key areas of their early learning.
- Excellent examination results at (i)GCSE, AS and A level achieved by the first cohort of students.







Key Recommendations:

- Deliver more consistent teaching standards across the primary and secondary phases of the school, and as a priority achieve this in the subjects of mathematics and Islamic education
- Raise levels of attainment and progress across phases, so that they are at least good in all subjects and as a priority, raise the achievement of Emirati students across the school

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Acceptable	Acceptable	Good	Not applicable
	Progress	Good	Good	Good	Not applicable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Very good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Good	Good	Very good
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Good	Good	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	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across all phases, students' recent work and lesson observations confirm that their levels of achievement are typically in line with the expectations of the curriculum. There are no significant differences seen in the levels of achievement between Arab and non-Arab students or between boys and girls.
- Students demonstrate age-related knowledge and understanding of Hadeeth, Islamic values, and morals. In the secondary and post-16 phases, students are slightly more knowledgeable regarding Islamic concepts and principles, but their understanding of Islamic law and their recitation skills are not strong features.
- Students make steady progress in their understanding of Islamic history, but progress more slowly in deepening their understanding of the Holy Qur'an verses. Students' understanding of Islamic etiquettes, Seerah, and the pillars of Islam and faith is improving.

For Development:

- Ensure that the Holy Qur'an, Hadeeth, and Seerah are embraced in all areas of learning.
- Provide more opportunities for students to practice Holy Qur'anic recitation.

Arabic as a First Language

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

- In both listening and reading, the attainment of students is typically in line with curriculum standards. Students' skills in writing are stronger and their speaking skills are rapidly developing. In all skills, the progress of the majority of students is above expectation in the primary phase, although progress remains at expected levels in the secondary phase.
- In the primary phase, students analyse stories and build on their previous learning to improve their language skills. In the secondary phase, students reflect on Arabic poems and texts. Speaking skills are stronger when students are talking about their real-life experiences.
- The enrichment of the curriculum, with extra-curricular reading, speaking and writing classical Arabic, including in competitions, has a positive impact on students' achievements.

For Development:

- Further improve speaking skills, notably in the secondary phase, by enabling students to speak about their life experiences.
- Provide more opportunities for group discussions and conversations that are led by students.

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

- A majority of students make better than expected progress against their respective starting points. Their reading, listening and comprehension skills in classical Arabic, are securely in line with curriculum standards. Their skills in writing and speaking reflect steady improvement.
- Students in the secondary phase demonstrate improvement in independent writing and, when speaking, are increasingly confident in sentence formation, development of their vocabulary.
- The improvement in writing is one impact of purposefully designing the curriculum and assessment around skills development.
- Children in the Foundation Stage are exposed to Arabic and the positive impact of this is clearly seen when students in the lower primary phase demonstrate relatively strong speaking skills.

For Development:

- Ensure the starting points of students, in relation to curriculum standards, is carefully considered when planning both learning objectives and learning resources when developing skills in writing and speaking.

English

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

- The attainment of older students is above curriculum expectation and is evidenced in the excellent outcomes in public examinations by the first cohort of students. The levels of attainment for younger students are in line with expectations, whilst in all phases, levels of progress are stronger.
- The quality of writing, with creativity, audience-sensitivity and accuracy is a notable strength, particularly from the upper primary through to post-16 phases. Children and students typically possess strong listening skills.
- Reading skills are improving, particularly in the primary phase, assisted by the effective use of reading tools and applications. The active promotion of excellence in oral communication and in more complex critical thinking are not currently high priorities.
- Emirati students' reading skills, whilst showing some signs of improvement, remain low.

For Development:

- Develop higher order skills in oracy through more effective use of questioning and engaging students more frequently in age-appropriate extended learning dialogues, debates and critiques.
- Deploy earlier and more effective intervention strategies to develop the language skills of all students whose levels of attainment remain acceptable or weak.
- Refine and personalise provision further to fully meet the needs and aspirations of the more able, gifted and talented students.

Mathematics

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

- Attainment in external curriculum-related examinations is very strong in upper secondary and post-16. There is no significant difference in the achievements of boys and girls across the school. Progress in lessons largely depends on the level of challenge provided. It is strongest in the Foundation Stage and in post-16 provision.
- In the primary phase, many students possess strong numeracy skills. Students in the secondary phase have good skills in geometry including in their ability to perform geometrical constructions. Well-developed problem-solving skills is a real strength of students in the post-16 phase.
- Critical thinking skills require further development across the phases. Too few opportunities are provided for investigations, discussions and applied mathematics during lessons. Use of technology is undeveloped.

For Development:

- More frequently challenge students with tasks that develop critical thinking and investigative skills.
- Improve students' access to, and diverse use of, technology in the lessons.
- Improve the consistency of teaching standards in the primary and secondary phases by ensuring that the level of challenge provided in the lessons allows all groups of students to make progress in line with their potential.

Science

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

- In the post 16 and upper secondary phases, achievement is very strong, with excellent outcomes in public examinations. In the other phases, achievement is strong, with a developing, but still inconsistent focus on practical skills being evident.
- Across the school, students' knowledge and understanding are well developed, but practical skills, such as measuring, observing and recording are less well developed. The higher-order skills involved with investigative work, such as hypothesising, evaluating and drawing conclusions are developing.
- A recent focus on looking at variables in investigations is improving students' ability in this area but its full impact is yet to be determined.

For Development:

- Ensure that there is a strong focus on improving practical skills, such as measuring and observing.
- Create a plan for investigations across the school and ensure that investigative skills such as hypothesising, analysing and evaluating are frequently practiced to improve students' skills.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Students take responsibility for their learning. They welcome and respond positively to feedback and take appropriate next steps to improve their work. This is most evident in the post-16 and foundation stages, where children and students are more consistently engaged in their learning.
- Students confidently use technology to find things out and to develop their skills in basic research. Their interaction and collaboration skills are also strong and most notable in English and Arabic B, as a direct result of opportunities brought about by quality teaching.
- In lessons and subjects, most notably in Islamic Education, science, mathematics and Arabic A, students may occasionally behave as passive learners but even here, they show improved engagement and communication skills when given the opportunity.

For Development:

- Plan time for creative activities to provide students with more critical thinking and problem-solving opportunities; researching, investigating, and conducting innovative projects.
- Ensure that across all phases and in all subjects, teaching is planned to more effectively lead to active learning and promote the development of lifelong learning skills in students.

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

- Across all phases, students are polite, respectful and mindful of others. They appear confident, and show independence of mind, most notably in the secondary and post-16 phases. Their very positive attitudes to school and to others, manifests in their excellent behaviour in lessons and around the school.
- Students, especially in the primary phase and the Foundation Stage, welcome visitors and interact with them. They appear happy, curious and engaged. Bullying is extremely rare, and students show empathy and tolerance towards others.
- Students report that they always feel safe at school. Whilst lateness to lessons or to school is rare, records indicate the overall rate of attendance is only 91%. However, it is acknowledged that COVID restrictions inevitably contribute to this low statistic.

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

- Across all phases and year groups, students understand and appreciate universal, Islamic values such as honesty and tolerance. They talk confidently about how these values influence peoples' lives and willingly contribute to Islamic celebrations within the school.
- Students have a very good understanding and appreciation of Emirati heritage and culture. They freely discuss Emirati history, citing examples of traditional sports and clothing. Students talk about the future of the UAE and explain how the country's aspirations now include the exploration of space.
- Students, especially those in older year groups, show a clear understanding and appreciation of their own culture alongside other world cultures. With pride, they talk about the history, customs and traditions in their homelands.

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

- Students are highly enthusiastic planners and participants in initiatives that positively affect the school and wider communities. Children in the Foundation Stage suggest ways to improve their playgrounds and classrooms. Year 6 students design and make costumes and sets for performances. Secondary students show leadership when they organise conferences.
- Students have a very positive work ethic and take pride in their accomplishments. They plan trips, competitions and events to enhance student well-being. Secondary students take responsibility for behaviour across the school and represent the student voice in school developments.
- Students care about the environment. They engage in a bottle recycling competition and Year 1 students explore sustainability in space. Post-16 students design and fabricate prototypes for sustainable cars and Year 11 students design sustainable jerseys for their peers.

For Development:

- Provide more opportunities for students to express their creativity and innovative skills in lessons and in the wider school context.
- Deliver more opportunities for students to be more confident as enterprising risk-takers.
- Improve the levels of attendance of students across the school.

3. Teaching and assessment

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

- Teachers use their good knowledge and understanding of teaching and learning to plan interesting, well-resourced and differentiated lessons. Standards of teaching in the primary phase, although good overall, are less consistent within and between areas of learning.
- In some subjects teacher questioning enhances the learning experience. Some teachers set out to develop students' reasoning and problem-solving. In the best lessons, they encourage the use of technology to conduct independent research. In the Foundation Stage and lower primary phase, a multi-sensory approach is a feature of work with students.
- The development of high-level skills, such as critical thinking, problem-solving and evaluating evidence gathered through research, although strong in some subjects, is inconsistent, as is the provision of suitably challenging work for the more able students.

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

- The school implements coherent, curriculum-linked procedures to gather assessment data. These are then effectively analysed and benchmarked. Analysed data are then compared with international benchmarks and predictions from cognitive profiling.
- Student achievement is tracked over time, using baseline tests as starting points, and this is used to inform teaching and, increasingly, the adaptation of the curriculum to meet the needs of students.
- There is a developing use of assessment information to provide well-focused challenge and support to students. In some subjects rubrics are used well to inform self and peer assessment. Verbal and written feedback results in effective advice on how learning may move forward.

For Development:

- Improve the quality of questioning to more consistency develop students' skills in higher order and critical thinking.
- Ensure that all data gathered are secure to allow reliable measures of student progress over time.
- Ensure that teachers' use of assessment data is consistently effective in providing appropriate support and challenge so as to meet the needs of all students.

4. Curriculum

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

- The curriculum is broad and balanced. It aligns well to the National Curriculum for England and addresses the requirements of the Ministry of Education. Curricular choices are particularly broad for students in the upper secondary and post-16, where the English Baccalaureate and Business and Technology Education Council (BTEC) programmes extend the range of learning opportunities for many of them.
- Across the phases, continuity and progression are evident in the curriculum. This is strongest in the upper part of the school where the well-organised and extensive approach to curricular pathways, enables smooth transition between the secondary and the post-16 phases and prepares students well for their next phase of education.
- The school reviews the curriculum regularly to ensure it meets the needs of most students. Cross-curricular links exist, although the quality of these vary across the phases and subjects.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- The school modifies the curriculum effectively for almost all groups of students based on the available assessment data. The quality of curriculum adaptations for more able students is a developing feature.
- The curriculum is imaginative, motivating and diverse. Students have a range of opportunities to engage in activities that promote enterprise, innovation and creativity. The school is ready to introduce a wide programme of extra-curricular activities as soon as the limitations of the pandemic allow this.
- Through various programmes and activities, the school provides learning experiences for the students to develop a broad understanding and appreciation of the Emirati culture and UAE society. This is most evident in Arabic and Islamic education lessons.
- Arabic is taught to children in the Foundation Stage as an optional subject.

For Development:

- Plan more meaningful cross-curricular links across all subjects to enhance students' transfer of learning between different subjects.
- Ensure the curriculum adaptations meet the needs of the more able students.
- Extend learning experiences that enable students to learn about UAE culture in all aspects of the curriculum.

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

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

- The school has robust procedures for the safeguarding of students. Staff, students and parents are informed of these through information campaigns. The school culture supports student self-referral and there is a holistic approach to student well-being.
- The school is very effective in protecting students from all forms of abuse including online bullying. It uses a cyber-safety alert system to monitor students' online activity.
- The school environment is very safe, hygienic and secure for all students and staff. Leaders and teachers encourage students to make sensible life choices and this encouragement is witnessed across almost all school activities. The range of healthy food choices in the canteen are limited although clinic staff do visit classes and run programmes to promote healthy lifestyles.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- There are excellent relationships between students and teachers. Teachers know their students' needs and aspirations; they understand them well as individuals. Mutual respect is developed, and students are proud of their school and feel valued within it. Attendance is monitored very closely, with timely interventions.
- Lesson transitions are managed effectively with very few delays to learning. The school has good systems for identifying students of determination and, together with detailed plans, support is well placed to meet their needs.
- Students with gifts and talents are identified and there is a register in place with additional academic support for these students. The well-being and pastoral guidance for students is very good, with advice available for making decisions on their future education.

For Development:

- Provide a wider variety of healthy food choices in the school canteen.
- Enable those students who have a greater ability to work independently to accelerate their own learning

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders are committed to inclusion and a well-qualified governor for inclusion is involved in both the strategic and operational aspects of the inclusive education provision. Whilst the active promotion of the inclusive ethos within school is unclear, senior staff continue to develop good provision for all students of determination.
- Early and accurate identification of need through observation results in the establishment of well-planned support. There is an early alert system to identify students with additional needs. Led by a team of inclusion staff, teaching interventions are in place and students of determination benefit from some individualised programmes of work.
- Parents are mostly positive in regard to the school's efforts around communication, advice and support for their children. Parents say that the school takes very good care of their students and that they understand the appropriateness of regularly reviewing the impact of the allocated provision.
- Individual education plans are developed through liaison between the school, teachers, parents and students. The targets and subsequent support are not always sufficiently aligned to the key barrier to learning. Modifications, especially in primary, need to be monitored regularly and reviewed to ensure that the plan translates consistently to what occurs in all classrooms.
- Levels of care and support ensure that students of determination make good academic and personal progress.

For Development:

- Implement a strategy to improve the identity of the department so that the vision for, and ethos of, inclusion is clearly seen across the whole school community.
- Monitor closely and regularly all lessons to ensure that students of determination have modifications to the curriculum which consistently support and add challenge to match their needs

6. Leadership and management

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

- The recently appointed principal is effective in channelling the very many skills of existing and new senior leaders. Together they are building a group of middle leaders with significant potential to secure the highest standards of school provision. Under this evolving and distributed model of leadership, whilst there remains much to achieve, the significant early challenges are behind them, and this is now a rapidly improving school.
- The senior team carry out a process of self-evaluation which identifies most of the key priorities for improvement. Self-evaluation results in a single, comprehensive, whole-school documented improvement plan and many well-focused action plans in other areas. However, not all of the improvement priorities appear to be inextricably linked to quality self-evaluation outcomes and high-quality monitoring and review of improvement drives remain at an early stage of development.
- Parents have chosen this school for their children because they are invested in the strong vision and community mission of the governing board and the leaders of the school. Leaders are increasingly successful in engaging most parents and in considering their views and concerns when shaping the vision of the school. As the school emerges from the pandemic, the school community, including students, makes increasingly sustained and impactful social contributions to the local and regional communities.
- The governing body represents stakeholders well. They meet regularly and are very well informed, both of the prevailing standards and the improvement priorities that exist within the school. They are very well supported by experienced, well-informed educationalists as board members, who contribute significantly and effectively to improvement drives. Governors are dedicated to fulfilling the promises to parents and have made difficult decisions to establish strong, stable leadership to take the school forward, as we emerge from the pandemic.
- Day to day, the school is very well organised. The school is very well staffed across almost all subject areas to ensure that the standards of teaching, assessment and the progress of students are at least good and that these standards continue to rapidly improve. The premises are of a high quality and the school provides a fresh, inviting and stimulating learning environment for children and students; one with a family feel that befits the community vision for the school.

For Development:

- Implement high quality, bespoke professional development to deliver a consistency of high standards across middle leadership
- To ensure the highest standards of quality assurance, ensure that:
 - all self-evaluation judgements align well to the descriptors of the inspection framework,
 - school improvement planning always aligns to priorities that emerge out of quality self-evaluation and
 - subsequent action plans are regularly reviewed for impact, all as part of a quality assurance cycle.
- Ensure that the quality of communication with parents is frequently reviewed and, where deemed necessary, further improved.

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