

INSPECTION REPORT

2022-2023



STAR INTERNATIONAL SCHOOL

UK CURRICULUM

GOOD

CONTENTS

| | |
|--|-----------|
| <i>CONTENTS</i> | 2 |
| <i>SCHOOL INFORMATION</i> | 3 |
| <i>Summary of Inspection Findings 2022-2023</i> | 4 |
| <i>Overall School Performance</i> | 6 |
| <i>Focus Areas</i> | 8 |
| <i>Main Inspection Report</i> | 10 |

SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|--------------------------------|
| | Location | Al Twar |
| | Opening year of School | 2005 |
| | Website | www.starintlschoolaltwar.com |
| | Telephone | 97142638999 |
| | Principal | Durriya Gorawal |
| | Principal - Date appointed | 3/7/2007 |
| | Language of Instruction | English |
| | Inspection Dates | 30 January to 03 February 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 | 654 |
| | Number of Emirati students | 83 |
| | Number of students of determination | 113 |
| | Largest nationality group of students | Arabic |

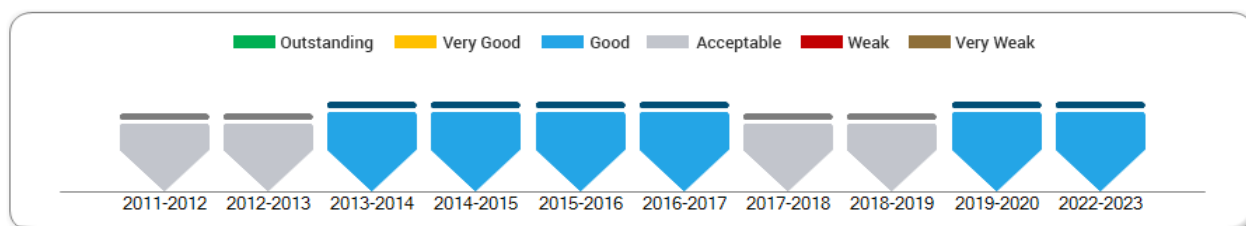
TEACHERS

| | | |
|--|---------------------------------------|---------|
| | Number of teachers | 100 |
| | Largest nationality group of teachers | British |
| | Number of teaching assistants | 13 |
| | Teacher-student ratio | 1:20 |
| | Number of guidance counsellors | 1 |
| | Teacher turnover | 34% |

CURRICULUM

| | | |
|--|---------------------------------|---------------------|
| | Educational Permit/ License | UK |
| | Main Curriculum | UK |
| | External Tests and Examinations | IGCSE/GCSE/A Levels |
| | Accreditation | BSO 2015 |

School Journey for STAR INTERNATIONAL SCHOOL



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

- Students' attainment across the school in English, mathematics and science is generally good. Students make very good progress in Secondary. Progress is now good in Islamic Education in Primary and Secondary. However, attainment overall remains acceptable in Islamic Education and in Arabic. Students' learning skills are very good in Secondary and Post-16, and good in Foundation Stage (FS) and Primary.
- Students' personal responsibility, appreciation and understanding of Islamic values, of Emirati and world cultures, entrepreneurship and community and environmental involvement, are at least good. Students demonstrate high levels of respect and responsibility in their relationships and behaviour. They help one another. Senior students often mentor younger ones. Attendance is very good. There are issues with the persistent late arrival of some students in the morning.

PROVISION FOR LEARNERS

- Teaching is strongest in Secondary and Post-16. In Secondary, the quality of teaching supports very good progress in English, mathematics and science. Assessment processes are very good in Secondary and Post-16, but less so in FS, Primary and in Islamic Education and Arabic. Most teachers develop students' use of learning technologies and encourage them to explore their learning in depth.
- The broad and balanced curriculum is well designed to meet the needs of all. In Primary, assessment and curriculum planning provides variable depth and impact for learning. Overall, the curriculum is effectively adapted to meet most students' needs, with stronger development in Secondary. The school offers a very broad range of extra-curricular activities and curriculum adaptations.
- The school's emphasis on health, safety, welfare and wellbeing of students is successful in creating a harmonious community in which students feel happy and safe. Students of determination thrive in this school. All students greatly value the care, guidance and support which they receive, including advice for their future careers.

LEADERSHIP AND MANAGEMENT

- Leaders have created a team of committed staff, where relationships and communication are professional and morale is high. Parents are highly supportive and are welcomed into the school. The new secondary site has been well received and is contributing to the very good outcomes for students.

The best features of the school

- Effective and caring leaders and their realistic view of the school's performance.
- Provision and outcomes in Secondary.
- The high profile of wellbeing and its impact on students' outcomes.
- Very good attitudes, behaviour and relationships across the school.
- Positive partnerships between the school, parents and the community.

Key recommendations

- Improve the effectiveness of teaching in English, mathematics and science, especially in the primary phase.
- Improve students' outcomes across the school in Islamic Education and Arabic.
- Use the existing very good practice in Secondary and Post-16 to develop personalised learning for different groups of students, particularly in Primary and FS.

Overall School Performance

Good

1. Students' Achievement

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|------------------|--------------|-------------|----------------|
| <p>Islamic Education</p> | Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| | Progress | Not applicable | Good ↑ | Good ↑ | Good |
| <p>Arabic as a First Language</p> | Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable | Acceptable |
| <p>Arabic as an Additional Language</p> | Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| | Progress | Not applicable | Good | Good ↑ | Not applicable |
| <p>English</p> | Attainment | Good | Good | Good | Not applicable |
| | Progress | Very good | Good | Very good ↑ | Not applicable |
| <p>Mathematics</p> | Attainment | Good ↑ | Acceptable ↓ | Good | Good |
| | Progress | Good | Good | Very good ↑ | Good |
| <p>Science</p> | Attainment | Good | Good | Good | Good |
| | Progress | ↑ Very good | Good | Very good ↑ | Good |
| | | Foundation Stage | Primary | Secondary | Post-16 |
| Learning skills | | Good | Good | Very good ↑ | Very 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 | 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 | Good | Very good | Good |
| Assessment | Good | Good | Very good | Very good |

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|---------|-----------|---------|
| Curriculum design and implementation | Very good | Good | Very good | Good |
| Curriculum adaptation | Very good | Good | Very 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 | 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 | is above expectations. | is below expectations. |

- Progress in international and benchmark assessments, for all phases in all subjects, indicates that most students are performing above expectations. Science is the strongest of the three subjects, although progress in English and mathematics was very good overall.

| | Whole school |
|--|-------------------------------|
| Leadership: data analysis and curricular adaptation | is above expectations. |

- Leaders, at all levels, are aware of the importance of data analysis and the resultant information to assist in their planning. They skilfully adapt the curriculum to meet the needs of all groups of students. This includes special intervention strategies for groups identified as underperforming or subject topics that need to be re-addressed.

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

- The strategies that have been introduced are impacting strongly on students' ability to read for understanding. Opportunities for critical thinking and independent learning are more prevalent in the upper phases than in Primary.

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

For development:

- Maximise the use of reading data to inform curriculum adaptation and planning.
- Ensure that the focus on the attainment and progress of Emirati students remains a priority.
- Increase opportunities for critical thinking, reasoning and problem-solving in Primary.

Wellbeing

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

- Governors are aware of the school's clear vision for wellbeing and the strengths and weaknesses of its provision. The wellbeing team, which includes a parent governor, uses information gathered from internal and external surveys to help to decide its priorities and related actions. This information informs governors and leaders about the impact of school practice and routines on students' wellbeing and their experience of school.
- The very strong pastoral care system, combined with careful use of data, allows members of staff to be vigilant in identifying vulnerable students with wellbeing issues, and to intervene swiftly when needed. Staff wellbeing is also a priority for the school and is supported by a range of effective strategies. Senior leaders and the wellbeing team regularly provide opportunities for feedback on wellbeing issues. They have an open door policy.
- Effective curriculum review takes wellbeing issues into account and identifies cross-curricular links in order to ensure that wellbeing is included in students' learning activities and experiences. This in turn ensures that students have the information which they need to support healthy life choices. In some lessons, especially in the primary phase, students lack opportunities to develop independence. Students in all phases show an appreciation of the wellbeing of others. They demonstrate positive behaviour and attitudes towards learning.

UAE social studies and moral education

- Standards are based on the social, moral, cultural values and skills in the Ministry of Education (MoE) framework. Teachers use the MoE textbooks and workbooks, as well as additional in-house resources, field trips and visiting speakers.
- Social studies and moral education are taught from Year 2 to Year 13 in separate lessons, by class teachers in Primary and by a range of teachers in Secondary. To gauge progress, the school uses self-assessment and peer-assessment procedures, portfolios and teachers' observations. Assessment and monitoring of delivery are not secure, particularly in Secondary.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' understanding of Islamic values is improving in all phases. They demonstrate understanding of Seerah, Hadeeth and Islamic etiquettes. Teachers use well-prepared activities that are developing students' ideas and level of understanding.
- Students make links to prior knowledge to deepen their understanding of Islamic concepts. Their application of skills to life beyond school is developing rapidly. Students' use of digital technology to find information, and to enhance learning, impacts positively on their progress.
- The department has added an extra lesson each week for Holy Qur'anic recitation. This is helping students to improve their memorisation and recitation skills. Teachers generally provide opportunities for students to engage in discussions.

For development:

- Ensure that the quality of teaching and learning is of a consistent quality.

Arabic as a first language


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

- The school's internal attainment and progress data are insecure. They do not reflect the actual attainment levels observed in lessons and in students' recent work.
- Across the phases, speaking skills are in line with expectations. Students have appropriate knowledge of grammar but cannot apply it. In the upper two phases, writing is underdeveloped and characterised by mistakes in grammar and vocabulary. Students occasionally lack sophistication in oral and written expression.
- Over time, students make acceptable progress in most aspects of language, but less so in creative writing and speaking.

For development:

- Provide more opportunities for students to increase their creative writing skills by ensuring correct spelling and word choice, and by using grammar rules accurately.
- Ensure consistency in teaching across the various year groups, particularly in Primary.

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 |

- The school's attainment data are unreliable since they do not reflect students' levels of language proficiency. Performance in Primary is stronger than in the secondary phase.
- Most students have varying abilities in reading comprehension and writing. Their comprehension and use of language show some weaknesses. Their writing often contains grammatical, spelling and vocabulary errors which lead to students experiencing difficulty expressing their ideas effectively and fluently, both orally and in writing.
- However, across the phases, students are beginning to demonstrate better progress in various language skills, as evident in lessons and in their notebooks. Overall, progress in oral and written communication for different purposes is slower.

For development:

- Ensure that the curriculum is adapted to provide ample learning opportunities for students to engage in meaningful and relevant activities that develop all of their language skills.
- Focus on developing students' skills in oral and written communication.

English

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|---------|---|----------------|
| Attainment | Good | Good | Good | Not applicable |
| Progress | Very good | Good | Very good  | Not applicable |

- Secondary students achieve high standards of verbal reasoning when measured against PISA external benchmarks. Most achieve good results in GCSE examinations. Primary students do not perform as well in GL progress tests, although CAT 4 data show that their attainment should be better than their potential.
- Most students in Secondary demonstrate very good understanding of challenging literature and language texts. From upper Primary, a majority can write and review imaginative descriptions. The writing skills of children in FS and younger Primary students are developing.
- A major focus on reading has led to rapid improvements in students' comprehension and interpretation skills. They read a range of literature, including Shakespeare, Dickens and poetry of the First World War. They analyse imagery, express critical opinions and evaluate information using imaginative vocabulary.

For development:

- Enable children in FS and students in Primary to write more extensively and to make more rapid progress in lessons.

Mathematics

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

- In the primary phase, most students attain at a level in line with curriculum expectations. In the other phases, a majority of students attains above curriculum standards. A majority of students in Primary and Post-16 makes better than expected progress. In FS and Secondary, progress is better.
- Across all phases, a strength is students' focus on and understanding of number and its application. As English is not the first language of most students, the difficulties which they encounter are mainly around the interpretation of word problems, particularly in Primary.
- The focus on key specialist mathematical vocabulary, and the focus on reading for understanding and reasoning, are beginning to have a positive impact in learning in the classroom.
- The attainment of Emirati students remains below expectations, although progress is improving.

For development:

- Ensure that weaknesses in attainment are addressed in order to raise levels of attainment across all phases.

Science

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

- In FS and Primary, a majority of students attains above curriculum standards. In the other phases, a large majority does so. A majority in Primary and Post-16 makes better than expected progress, while in FS and Secondary it is a large majority of students.
- Students actively enjoy their science lessons and are willing and keen participants throughout the school. They are successfully developing the skills of scientific enquiry and prediction. They have well-developed collaborative and self-critical skills.
- In Primary, students are hindered by a lack of practical opportunities to investigate with quality resources. They do not fully experience and develop their practical experimentation and discovery of scientific concepts, and how they relate to the world around them.

For development:

- Improve and increase the number and scope of planned practical experiments and investigative resources in Primary.

Learning Skills

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|---------|-------------|-----------|
| Learning skills | Good | Good | Very good ↑ | Very good |

- Younger students are enthusiastic and willingly engage in learning. They do not have sufficient opportunities to explore their learning collaboratively. Almost all have positive attitudes. Older students are confident speakers who communicate clearly, reflect on their learning and evaluate their own progress.
- Across all phases, students are encouraged to take responsibility for their learning and to challenge themselves. The use of technology features in almost all lessons. Most students work independently to access learning resources on their electronic devices.
- A large majority of students willingly follows teachers' instructions. Particularly in Secondary and Post-16, students are highly motivated learners. They carry out research and develop very good critical thinking skills through class discussions and debates.

For development:

- Improve students' collaboration skills in Primary by providing more opportunities for them to explore their learning actively.

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 have responsible attitudes. They show self-control, behave well and respond positively to others. They are increasingly self-reliant across the phases. They participate well in lessons and in extra-curricular activities.
- Students are polite, respectful and considerate of others. They help one another. Senior students often mentor younger colleagues. Although levels of attendance are very good some students are not always punctual in arriving at school or to class.
- Students practice safe and healthy lifestyles. They have developed programmes for spreading an awareness of healthy diets and exercise. They respond well to the school's initiatives for healthy eating. They willingly participate in sports. They are aware of the importance of healthy lifestyles.

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

- The school makes continuous efforts to improve students' awareness and knowledge of Islamic values. Events within the school, including Islamic celebrations and Holy Qur'an recitation competitions, contribute to students' appreciation of Islam. Students are involved in a range of activities to support needy people.
- In all phases, students show a deep understanding of Emirati culture. They can describe life in the UAE in the past and tell how it has developed over time. They celebrate the main events of the UAE.
- Students demonstrate a good understanding of their own cultures. They show respect for other nationalities and religions represented in the school. Their understanding of wider world cultures is improving, especially in the secondary and post-16 phases.

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

- Students make a positive impact on the school and the wider community through events which include recycling campaigns and fund-raising for charity.
- Students in the primary and secondary phases have engaged in a market day to raise money for various groups, including a local charity. In Secondary, they have a hydroponic station. Both campuses encourage the growing of fruits and vegetables.
- Students in all phases display sensitivity to environmental needs. The sustainability team has a clear action plan which includes supporting local campaigns.

For development:

- Encourage and support more students to contribute effectively to wider world sustainability and conservation projects.

3. Teaching and assessment

| | Foundation Stage | Primary | Secondary | Post-16 |
|---------------------------------|------------------|---------|-------------|---------|
| Teaching for effective learning | Good | Good | Very good ↑ | Good |

- Teachers create detailed lesson plans and use stimulating resources to support learning. Most have secure subject knowledge. There is a varying degree of understanding of how children and young people learn, particularly in Primary where some teaching is not as vibrant as it is in the senior sections.
- Strategies to meet the needs of individuals and groups of students are a strength in Secondary. Most teachers understand how to provide learning activities that enable students of different abilities to make progress. Stronger teaching is evident in English, mathematics and science.
- Most teachers encourage independent working and the use of learning technology which allows students to explore learning in depth. Teachers in Year 6 encourage students to collaborate effectively. However, most teaching in Primary focuses on the completion of students' work, rather than on providing opportunities for collaboration.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|---------|-------------|-----------|
| Assessment | Good | Good | Very good ↑ | Very good |

- Across all phases, teachers have developed assessment processes that give a comprehensive overview of students' academic performance and the progress being made. The tracking of progress in Islamic Education and Arabic is less accurate than in other subjects.
- All data are analysed to give leaders a clear direction of where changes and adaptations need to be made, helping them to address areas of underachievement.
- Teaching styles and support for students are well established and impact positively on students' outcomes in Secondary and Post-16. There are some inconsistencies in assessment in Primary.

For development:

- Ensure that teachers in FS and Primary adopt the best practices of personalised learning.
- Raise teachers' expectations of what students can do in Primary by engaging them in more active learning.
- Encourage teachers in all phases to generate more dynamic and less formulaic teaching.

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|---------|-------------|---------|
| Curriculum design and implementation | Very good | Good | Very good ↑ | Good |

- In FS, the curriculum is based on the Early Years Foundation Stage (EYFS). It is effectively planned to ensure progression, smooth continuity of learning and preparedness to move to the next stage.
- The review of the school's curriculum is regular and effective. The curriculum successfully meets the needs of most students and the requirements of internal and external assessments. Additions to the curriculum offer students in the post-16 phase wider career choices.
- Cross-curricular links are meaningfully planned and well managed to enhance students' transfer of learning between different subjects across the school. Teachers generally indicate curricular links at the start of lessons.

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------------|------------------|---------|-------------|---------|
| Curriculum adaptation | Very good | Good | Very good ↑ | Good |

- The curriculum is effectively adapted to meet the needs of most students, with stronger improvements in the secondary phase. There are some inconsistencies in curriculum adaptation in Primary, leading to some lack of depth, meaning and impact on learning.
- Overall, most teachers understand where students' curriculum needs lie and generally adapt the learning objectives of the lesson to support and enhance learning.
- The curriculum and the timetable are modified to include additional critical thinking and the analysis of content. This creates a stronger foundation of knowledge to meet the demands of international benchmark requirements and the various types of examination questions.
- In FS, Arabic is taught twice per week for 30 minutes.

For development:

- Ensure that curriculum adaptations and planning meet the learning needs of all groups of students.

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 rigorous procedures and policies to ensure students’ safety and security. Members of staff, students and parents are well informed about child protection and reporting procedures. Emergency and evacuation drills meet all legal and regulatory requirements.
- Medical care is comprehensive and prioritises the wellbeing of the whole school community. Risk analysis is thorough. Potential problems are recorded and dangers swiftly addressed. School transport is safe, and students are properly supervised.
- Very good arrangements support physical fitness and healthy lifestyles.

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

- The school’s emphasis on wellbeing and on individual care and support is successful in creating very strong relationships which impact positively on students’ behaviour and attendance, though less so on punctuality.
- Inclusion has a high priority in the school. Rigorous systems are in place to ensure the early identification of students of determination and those with gifts and talents. Provision to support students of determination is mostly effective, but variable particularly in the primary phase.
- A comprehensive pastoral care system ensures excellent support for all students. Opportunities for work experience and guidance on further education are highly effective in preparing senior students for their future careers.

For development:

- Improve systems to promote punctuality, particularly at the start of the school day.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders' clear vision for an inclusive school which meets the needs of all students is apparent in all aspects of the school's work. The admissions policy reflects this vision. The school strives to accommodate a large diversity of need.
- Effective procedures to identify and provide for students of determination are in place and involve teachers and parents. On identification, additional support for learning is provided and individual education plans (IEPs) with personal and academic targets are devised.
- Parents of students of determination are very pleased with the work of the school. They say that their children make excellent progress. They feel well informed about how to support children at home.
- Many teachers know the students of determination well and modify lessons to meet their needs accordingly. In a few lessons in the primary phase, this is not so successful. Support from teaching assistants is mostly effective.
- Progress towards academic and personal development targets is carefully tracked and shows that almost all students make good progress given their starting points. Personal development is stronger than academic progress.

For development:

- Ensure that teachers provide individual support and challenge which provides the best possible progress for students of determination in all lessons, and especially in the primary phase.

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 welcoming and caring leadership of the principal and vice-principal has created a team of committed staff. Relationships and communication in the school are professional. Staff morale is high. All members of staff feel valued and involved. Teachers appreciate the opportunities for training and professional development, aligned to their needs. Teaching assistants do not have adequate training.
- The school's self-evaluation is based on a secure analyses of students' performance. Self-evaluation is rigorous and effective, taking the views of all major stakeholders into account. Rigorous monitoring procedures of teaching are in place, and of the impact of teaching on learning. These activities are leading to changes in practice. Improvement planning is based on reliable evidence. Targets are relevant and are being implemented. The views of stakeholders are sought during the self-evaluation process.
- Parents are highly supportive of the school and its leadership. Communications with parents are frequent and very much appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to members of staff.
- Governors are committed and interested in the school. They meet regularly. They know the school well. Their regular visits validate the school's work. They influence and inform the vision and direction of the school.
- The school runs smoothly on a day-to-day basis. Members of staff are well qualified and effectively deployed. The library is regularly used. It is spacious and well stocked with wide range of books, including books in Arabic. The school premises and most classrooms are well maintained. A few primary classrooms are small, cramped and dark. Many learning environments display high-quality students' work, especially in the Primary. However, the opportunity to highlight the importance of Arabic through these displays has been missed.

For development:

- Improve the quality of training for teaching assistants.
- Seek the support and involvement of governors in raising the standard of some classrooms in Primary.
- Promote Arabic through better displays.

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