



المعرفة
Knowledge



NEWLANDS SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	12
WHAT HAPPENS NEXT?	22



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqa'a 1
	Opening year of school	2017
	Website	www.newlandsschool.ae
	Telephone	97142821200
	Principal	Kyle James Andrew Knott
	Principal - date appointed	8/1/2023
	Language of instruction	English, Arabic
	Inspection dates	29 January to 02 February 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 11
	Number of students on roll	1018
	Number of Emirati students	20
	Number of students of determination	37
	Largest nationality group of students	Arabic



TEACHERS

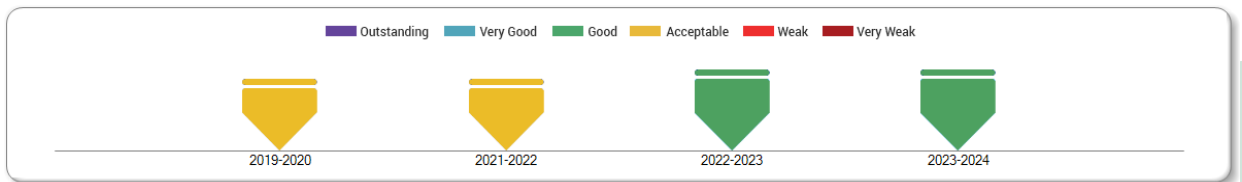
	Number of teachers	79
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	33
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE
	Accreditation	none

School Journey for NEWLANDS SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Primary students are making good progress in Islamic Education and in Arabic, while secondary students' achievement levels in science, and attainment levels in English are very good. Students in all phases are keen to engage in learning. They apply themselves conscientiously for sustained periods of time to complete learning activities. Students regularly make connections in their learning to the everyday world, to personal experiences and sometimes to other subjects.
- Students demonstrate positive and responsible attitudes towards school and their learning. They are self-disciplined and respectful. They understand the importance of adopting and maintaining healthy lifestyles. Students demonstrate a clear understanding of Islamic values and show a clear appreciation of Emirati culture. They take on leadership roles. They are actively involved in school and community initiatives, including social responsibilities and inter-school competitions.

Provision For learners

- Teachers have secure subject knowledge. They effectively use a range of strategies to engage students in enjoyable learning activities. The use of questioning to promote critical thinking has improved. Teachers encourage students to evaluate their own learning. Assessment processes are aligned to the requirements of the National Curriculum for England (NCfE). Assessment data are analysed well. Teachers are clear about students' strengths and their weaknesses.
- The well-organised curriculum allows students to progress smoothly through the school. The transition arrangements for children moving from Foundation Stage (FS) to Year 1 are particularly effective. Curriculum adaptations are based on the outcomes of data analyses and the needs of students. Leaders review the curriculum regularly, ensuring that omissions are rectified and that students' interests are identified and met.
- The school has thorough child protection and safeguarding procedures. These policies and procedures protect students from abuse and bullying and are clearly understood by all. Teachers know their students well. Positive behaviour is celebrated. Parents receive information on the school's expectations of behaviour. Students' wellbeing and personal development are monitored. Students have access to known members of staff in whom they can trust.

Leadership and management

- The principal, together with senior and middle leaders, provides effective management and leadership. They have set a shared strategic direction for the school's future. The communication channels between parents and the school are very effective. Parents appreciate the ease of access to school leaders and staff. Governors visit the school and meet a range of stakeholders on a regular basis.

Highlights of the school:

- Students' positive attitudes and responsible behaviour.
- The good progress being made in Islamic Education and Arabic as a first language, in the primary phase.
- Strong partnerships with parents.
- The positive relationships between students and teachers.
- Leaders' commitment to improvement.

Key recommendations:








- Ensure that information on attainment is used in lessons to support learning for all groups of students.
- Review and consolidate procedures for identifying and mitigating any health and safety risks.
- Raise standards of teaching.
- Encourage students to take greater responsibility for their own learning.



OVERALL SCHOOL PERFORMANCE

Good

01 STUDENTS' ACHIEVEMENT

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

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 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	Good

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
-------------------------------------	------------------

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Very good

- With an average score of 522, the school fell short of its reading literacy target by 25 points. Over two years of international benchmark assessments, students sustained a good judgement in mathematics, very good judgements in science, and improved from good to very good in English. Emirati students generally achieve in line with their fellow students in English and mathematics, but perform less well in science.

C. Leadership: International and Emirati Achievement	Good
---	-------------

- Senior and most middle leaders understand the subject skills and content aligned with proficiency levels and international benchmark levels. Gaps in the benchmark assessment reports are identified. They are not used as effectively as they could be to ensure that the curriculum is adapted appropriately. Reading literacy action plans highlight next steps in learning.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- The most recent reading literacy skills profile reveals that the majority of students' scores, including those of Emirati students, are at or above age-related expectations. Most teachers make effective use of assessment information from benchmark reports to plan purposeful strategies to support learners. There is a strong reading culture throughout the school with specific focused reading activities, reading time and competitions, as well as links across all curriculum areas. In addition, students who have difficulties with their reading receive differentiated support.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Ensure that there is clear oversight of the different reading strategies offered throughout the school to enable potential weaknesses to be identified and effective adaptations made.
- Monitor the impact of individual strategies for reading, especially those for the weakest readers, and take appropriate action.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a good level.

- Leaders and governors have a clear vision for wellbeing. It is central to the school's mission. Wellbeing is a high priority and is integrated into the school's ethos and culture. Leaders are aware of strengths in provision and areas of focus. The wellbeing team has been expanded since the previous inspection. As a result, there is greater capacity within the school. Self-review and data analysis inform planning, improvement and provision.
- Good relationships allow students to develop independence and confidence in their learning, particularly in the secondary phase. Many activities support wellbeing. Suggestions from students are being considered. Senior leaders, class teachers and specialists meet with parents to gain feedback on matters affecting their children's wellbeing. Interventions are leading to improvements in wellbeing and learning outcomes. Planned induction, information and guidance support the wellbeing and performance of members of staff. They contribute to a positive working environment.
- Students have a sense of belonging to the school community. They are positive about the school and their learning, as reflected in their good behaviour. Students have effective strategies to manage and develop their wellbeing independently. Most teachers develop a classroom climate where wellbeing is prioritised. Students feel confident when communicating their thoughts and sharing their experiences. They feel valued and supported by their teachers and fellow students. However, the school does not have a qualified counsellor to support the emotional and psychological wellbeing of all students.

For Development:

- Improve students' opportunities to initiate and lead projects which enhance their wellbeing.
- Improve the psychological and emotional support systems for all students.

UAE social studies and Moral Education

- The school teaches the Moral, Social and Cultural Studies (MSCS) programme through an integrated approach, following the most recent MoE framework. Lessons are taught in English by appropriately qualified teachers for all students between Years 2 and 11. Time allocations are appropriate.
- Teachers adapt the curriculum to suit all students' needs. They complement the MSCS textbooks with online resources, videos and films. The course content incorporates a wide range of activities celebrating the traditions, life and values of the UAE. In the most successful lessons, students have opportunities to develop their research skills, to engage in active learning and to exercise critical thinking.

Arabic in Early Years

- In FS 2, Arabic learners are combined in the same classes. In Year 1, there are separate lessons for Arabs and non-Arabs. The programme is modified to be an introduction to Arabic. It is taught by eight teachers, six of whom have a qualification in Early Years education. Children learn songs, stories, numbers and phonics. In FS2, children learn the shapes and sounds of short and long vowels, blending letters and decoding sounds. In Year 1, students learn vocabulary through pictures and can form simple sentences. The programme focuses on making links to everyday life. Teachers use on-going assessments and regular end-of-term examinations.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students in both phases demonstrate knowledge, skills and understanding of Islamic concepts that are in line with the MoE's curriculum standards. In lessons and their recent work, students in Primary make better progress and show better gains from their starting points.
- Students demonstrate adequate understanding of the Holy Qur'an, Hadith, Seerah and Islamic law and etiquettes. Students in Secondary are less secure in justifying their opinions. Opportunities for developing a deeper level of Islamic knowledge and understanding through independent research tasks are limited.
- The lack of differentiation and limited opportunities to expand learning through independent research hinder progress in Secondary.

For Development:

- Differentiate learning objectives in order to meet the needs of different groups of students.
- Provide students with opportunities for developing their knowledge and understanding through independent research tasks.

ARABIC AS A FIRST LANGUAGE

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

- In lessons and in recent work, primary students make good progress overall. Their vocabulary and application of grammar rules have improved, as has their writing. Secondary students still require support in sharing ideas and in preparing appropriate ideas for a composition.
- Students in Primary can recognise the development of a story. Most can write at the expected level and they know features of different styles of writing, such as informal letters and descriptive paragraphs. Students in Secondary are unable to analyse texts independently.
- Listening skills are strong across both phases. A commercial reading platform has made a positive impact on students' reading comprehension skills and vocabulary in Primary. Although students' speaking skills are improving across the school, they achieve only the expected curriculum standards.

For Development:

- Raise expectations, include greater challenge and create better opportunities for more independent learning, particularly in Secondary.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In both phases, most students make expected progress. However, primary students have a more secure linguistic base because many secondary students have limited prior knowledge and a variable number of years of studying Arabic. Speaking and independent writing skills are underdeveloped in both phases.
- Most students can express themselves using basic vocabulary and simple sentence structures that usually follow the same pattern. Most secondary students understand the main ideas in texts. They respond inconsistently to direct questions. Their speaking and creative writing abilities are more limited.
- Some effective teaching strategies in the primary phase are now helping to accelerate students' progress. Students sometimes make connections between what they learn and their daily life.

For Development:

- Encourage all students to widen their vocabulary and develop their independent writing skills.
- Provide different learning objectives based on the number of years spent studying Arabic.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good	Very good ↑
Progress	Good	Good	Good

- From lower starting points, children in FS make steady progress in developing their language, communication and pre-literacy skills. In the other phases, most students make good progress in lessons, which is reflected in the high attainment outcomes, particularly in IGCSE examinations.
- Students' speaking and listening, reading proficiency and comprehension skills are better than their writing skills. Students develop their knowledge of writing conventions and techniques, but do not consistently apply what they learn in their writing. Students' inference skills are less well developed.
- The priority given to developing students' reading skills, and the introduction of dedicated reflection time, are impacting positively on students' work. Most are confident speakers. In upper Secondary, students can cite specific evidence from texts to support their views accurately.

For Development:

- Improve students' writing skills, and their reading and inferential skills.

MATHEMATICS

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

- In all phases, most students attain in line with curriculum expectations. A majority attain above curriculum standards, except in FS where a minority of children achieve that level. Children have insufficient opportunities to learn independently.
- In lessons and in recent work, students show strengths in their understanding of space and shape, measurements, geometry and trigonometry. Students think critically and discuss what units they would use to measure different objects.
- An increase in opportunities for engagement in problem-solving and critical thinking tasks is gradually helping more students to address higher-order questions. However, students do not always have enough time to immerse themselves fully in these tasks.

For Development:

- Give children in FS more opportunities to develop their independent learning skills.
- Ensure that students are able to consolidate their understanding of mathematics in lessons rather than being dependent on support from their teachers.

SCIENCE

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

- The outcomes for the first cohort of students entered for IGSE last year were disappointing. Children’s attainment has improved in FS and remains strong across all other phases, but is particularly strong in the upper years of Secondary.
- Students’ scientific skills develop progressively in FS and Primary. By the end of Primary, students display a sound understanding of the scientific method. They can devise simple experiments to test their own hypotheses. These skills are not developed consistently in Secondary.
- Scientific communication skills are developed systematically in Primary. However, students’ writing and recording skills are underdeveloped across all phases, particularly in the lower years of Secondary. The application of the department’s health and safety policy is inconsistent.

For Development:

- Strengthen the opportunities for students in Secondary to develop their scientific investigation and writing skills.
- Strengthen the attainment of students in IGCSE in the secondary phase.
- Ensure that the departmental health and safety policy is applied consistently.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students in all phases are keen to engage in learning. They apply themselves conscientiously for sustained periods of time to complete their learning activities. Few students take responsibility for initiating their own studying. Children in FS enjoy skills-based learning activities.
- Students interact very well with their teachers. They work collaboratively when given the opportunity to share their thinking and to complete their learning tasks. Students regularly make connections in their learning to the everyday world, their personal experiences and sometimes to other subjects.
- Most students can communicate their learning well. The increased focus on critical thinking and the introduction of dedicated reflection time is impacting positively on students’ learning skills. It is not yet embedded in all subjects. Students occasionally use technology to conduct research.

For Development:

- Encourage students to take greater responsibility for initiating their own learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students demonstrate positive and responsible attitudes towards school and their learning. They are self-disciplined and respectful. They respond well to teachers and to the needs of their fellow students. They contribute to school activities.
- Students have positive and respectful relationships with their teachers and classmates. Bullying is rare. Students show care and support for one another, including for students of determination. They feel safe, valued and well supported.
- Students understand the importance of adopting and maintaining healthy lifestyles. They make wise choices about their own health and safety. They participate in sporting activities. Not all students are punctual at the start of the lessons. Attendance rates are high.

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

- Students demonstrate a clear understanding and appreciation of Islamic values such as respect, tolerance and honesty. They understand how these values influence life in the UAE. They apply these values in their own lives to try to become better people.
- Students demonstrate a clear appreciation of Emirati culture. They can discuss how the Emirates are developing. They show respect for the Emirati heritage. They participate in cultural events which promote the culture and heritage of the UAE.
- Students have a clear understanding of their own cultures and show pride in them. They explore, share and celebrate the diversity of cultures around the UAE through a number of activities, including International Day.

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

- Students demonstrate a good sense of responsibility and show a positive work ethic. The student council provides opportunities to develop students' skills in leadership, the organisation of events and social contributions.
- Students engage in community initiatives. They use entrepreneurial skills to raise funds for local institutions. Students engage with environmental and sustainability issues. They participate in environmental challenges and plant vegetables in the garden. Environmentally themed cross-curricular links are made across subject areas, particularly with the humanities.
- Students actively participate in a range of activities that make positive contributions within the school. They become involved in school and community initiatives, including social responsibilities and inter-school competitions.

For Development:

- Improve students' punctuality at the start of the school day and to some lessons.
- Improve students' awareness of cultural diversity by providing more opportunities for engagement with wider aspects of the culture and heritage of the UAE and other world cultures.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers generally have secure subject knowledge and effectively use a range of strategies to engage students in enjoyable learning activities. These skills are less evident in Islamic Education and Arabic. In FS, teachers know how children learn best and apply this knowledge well.
- Teachers interact well with students and provide an environment that is conducive to learning. Most teachers plan activities that provide appropriate levels of challenge for the majority of students. Teachers' use of time to maximise learning is variable.
- Problem-solving and critical thinking activities are evident in most lessons. The use of questioning to promote critical thinking has improved. Students are encouraged to evaluate their own learning. However, most are reliant on their teachers to direct their learning.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Assessment processes are aligned to the requirements of the NCfE. However, assessment is stronger in Years 10 and 11, where assessments are moderated externally, as well as internally.
- Assessment data are analysed well. Teachers are clear about students' strengths and weaknesses. However, in some lessons they do not use this information effectively to ensure that students receive the level of challenge or support relative to their needs.
- The quality of feedback that students receive has strengthened. It now effectively informs them of the quality of their work and what they need to do to make it better. Most students use this feedback to rectify misconceptions and improve their future work.

For Development:

- Ensure that all teachers plan differentiated learning activities tailored to the needs of individuals and groups of students.
- Ensure greater consistency in teachers' use of time to maximise learning.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The requirements of the Early Years Foundation Stage (EYFS), NCFE and the MoE are fully met. The well-organised curriculum allows students to progress smoothly through the school. The transition arrangements for children moving from FS to Year 1 are particularly effective.
- Older students have a range of subject choices to prepare them for the next stage of their education and beyond. Opportunities for students to learn about the wider world are provided through effective links between subjects. These links are not developed consistently in Secondary.
- Leaders review the curriculum regularly, ensuring that omissions are filled, and that students' interests are identified and met. An increasing number of subjects is offered at IGCSE.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- Curriculum adaptations are based on the outcomes of data analyses and the learning needs of students. A number of modifications to meet the different learning needs of groups of students, including specific classes, have been introduced. Modifications within lessons are uneven.
- A wide range of after-school activities enables students to demonstrate their innovation and enterprise skills. For example, students in Secondary develop their entrepreneurial skills by creating business plans, manufacturing items and selling them for charity.
- Students have opportunities to learn about the culture, values and life in the UAE, particularly in their MCSC and Islamic Education lessons. However, these opportunities are uneven across all subjects and phases.

For Development:

- Improve cross-curricular links in the lower years of Secondary.
- Ensure a more consistent approach to the modification of the curriculum and development of links with Emirati culture and UAE society.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school premises provide an appropriate learning environment for the needs of all students. Maintenance procedures are effective. Health and safety policies and plans are appropriate. However, risk assessment procedures in some areas are not sufficiently rigorous.
- Thorough child protection and safeguarding procedures are regularly reviewed. These policies and procedures protect students from abuse and bullying and are clearly understood by all stakeholders.
- The promotion of healthy lifestyles is systematically embedded across the school. There is a strong focus on students' wellbeing. The clinic is well staffed by a qualified medical team. Clinic staff conduct various health promotion initiatives across the school.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Very good

- Teachers know their students well. Positive behaviours are celebrated. Parents receive information on the school's expectations of behaviour. The leadership team now has a greater focus on the pastoral support of students.
- Systems and procedures identify students of determination and those who are gifted and talented. Interventions enable most students of determination to make personal and academic progress. They are less effective for students with more complex needs.
- The wellbeing and personal development of students are monitored. Students have access to known and trusted members of staff. The school does not currently have a qualified counsellor able to support the emotional and psychological wellbeing of all students.

For Development:

- Ensure that the quality of support and intervention matches the needs of all students.
- Develop the counselling role across the school to ensure that all students have access to support for their psychological and emotional needs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
---	------

- The principal and governing board demonstrate a commitment to inclusion. Monitoring and review inform self-evaluation and improvement planning. Most teachers implement inclusive teaching practices, although this is less developed for students with complex needs.
- The school uses a range of procedures to identify students and to plan interventions. Most teachers know their students well and make appropriate provision, but it is uneven. Individual education plans (IEPs) are not always sufficiently personalised to reflect students’ specific needs.
- Parents are valued as active participants in their children’s education. They are regularly informed of their children’s progress through formal and informal reporting. Parents are encouraged to be involved in their children’s educational programmes. However, their contribution to the construction of IEPs is limited.
- The school is improving its provision, and the curriculum is modified in the better classes. Differentiated lesson planning and delivery are variable. Learning support assistants (LSAs) promote independence in the best cases. Lack of expertise and understanding of barriers to learning make support less effective, for students with more complex needs.
- Assessment systems inform target setting and the planning of provision. The setting of achievement targets and provision planning is variable. They are not consistently matched to reducing barriers to learning, particularly for students with complex needs.

For Development:

- Improve the expertise and resources in supporting students with more complex learning needs.
- Ensure that the design and delivery of the education programme has an impact on students’ engagement and their achievement.

06 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	Good

- The principal, together with senior and middle leaders, provides effective management and leadership. They have set a shared strategic direction for the school's future. Leaders have created a positive learning culture. Relationships throughout the school community are strong. Stakeholders report that communication from the school is very effective. Parents and students feel that leaders listen to them. Morale throughout the school is good.
- Leaders collect and analyse a range of internal and external assessment data which underpins its self-evaluation process. The monitoring of lessons is effective. It provides important information about the impact of teaching on learning and on students' achievement. However, leaders have not yet ensured consistently high standards of teaching. Lesson planning does not always guarantee that teaching effectively addresses all students' learning needs. Significant progress has been made in addressing almost all of the recommendations made in the previous inspection report.
- Parents are very supportive of the school and appreciate the care and support which their children receive. The communication channels are very effective. Parents appreciate the availability of leaders and teachers. Parents are represented on the governing board. The school has developed a number of community, national and some international partnerships with schools and organisations. Links with schools within the wider group network are not as extensive.
- The board of governors includes representation from most stakeholders. It meets regularly. Members are involved in all aspects of the school's provision. They visit the school and meet a range of stakeholder groups on a regular basis. They hold leaders to account for the quality of the school's performance. The board is supporting and resourcing the creation of a post-16 phase.
- The day-to-day management of the school is well organised. Senior and middle leaders maintain a visible presence. Most teachers are suitably qualified. Rigorous systems are in place to source and select new staff. The induction process for new members of staff is comprehensive. Facilities for the presentation of lessons in classrooms are adequate. The use of digital technologies to support learning is generally effective. The library service plays a positive role with respect to reading literacy initiatives.

For Development:

- Ensure that the learning needs of all groups of students are prioritised in lessons.
- Raise standards of teaching for effective learning across the school.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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