INSPECTION REPORT

2022-2023

DUBAI Knowledge المعرفة

ARAB UNITY SCHOOL L.L.C

UK CURRICULUM

ACCEPTABLE

CONTENTS

Arab Unity School L.L.C

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Mizhar
Opening year of School	1974
Website	www.arabunityschool.ae
Telephone	97142886226
Principal	Leonard Murphy
Principal - Date appointed	5/6/2019
Language of Instruction	English
Inspection Dates	23 to 27 January 2023

STUDENTS

|	
Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	FS2 to Year 13
Number of students on roll	3264
Number of Emirati students	30
Number of students of determination	193
Largest nationality group of students	Pakistani

TEACHERS

Number of teachers	185
Largest nationality group of teachers	Indian
Number of teaching assistants	27
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	21%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	IGCSE, AS, A Levels
Accreditation	CIE

School Journey for ARAB UNITY SCHOOL L.L.C

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

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
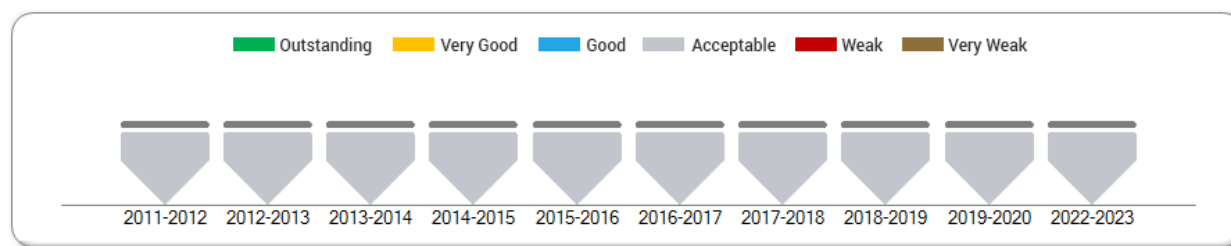
Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment and progress in almost all subjects in the Foundation Stage (FS) is acceptable, although progress in English has declined. Since the previous inspection there have been improvements in progress in Arabic as an additional language and in science in the primary phase. Students' attainment has improved in English in both the primary and secondary phases, in mathematics in the post-16 phase, and in science in the primary, secondary, and post-16 phases.

- Students across all phases show positive and responsible attitudes towards school. They are aware of healthy lifestyles and make appropriate choices regarding their health. Their attendance and punctuality are closely monitored, as reflected in good attendance rates. Post-16 students and some Secondary students are involved in internal and external volunteering activities that benefit the school and make useful contributions to the local community.

PROVISION FOR LEARNERS

- Teachers demonstrate secure subject knowledge. In FS, their understanding of how young children learn is less solid. Teaching in the secondary phase, especially in the upper years and in the post-16 phase, offers students appropriate levels of challenge. The school's internal assessment procedures are coherent and consistent across the phases. Teachers use assessment information well to plan lessons and to modify the curriculum to match the needs of most students.

- The curriculum is broad, balanced, and age-appropriate. It effectively develops students' knowledge,skills and understanding. A rigorous review in the post-16 phase has resulted in a programme better tailored for senior students. A range of curricular options allows older students appropriate choices. Teachers work effectively to adapt the curriculum and thus better engage learners. The needs of most groups of students are met.

- A caring ethos and respectful relationships exist throughout the school. The wellbeing and personal development of students are high priorities. Expectations of acceptable behaviour in some FS classes are not made clear to the children. The safeguarding of students is effective. Members of staff know the procedures to follow if an issue of safety arises. Students feel safe and are confident to report any concerns to an adult in school.

LEADERSHIP AND MANAGEMENT	• Leaders are committed to an inclusive and purposeful learning culture. The senior management team has extended the skills of curriculum and pastoral leaders through a very effective mentoring programme. Continuing professional training is a high priority for leaders. The school has developed fruitful links with tertiary institutions to extend the skills of teachers and middle leaders.

The best features of the school:

- The commitment of school leaders
- The strong personal development and wellbeing of students in all phases
- The very good provision to meet students' needs in the post-16 phase
- The strong partnership with parents
- The very safe and secure environment and high level of care and support provided to all students
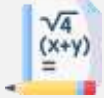
Key recommendations

- Improve the accuracy of the self-evaluation process by aligning the internal and external data with the evaluative judgements.
- Improve students' attainment and progress in all subjects so that they achieve consistently good levels of learning across all phases.
- Ensure that teaching, particularly in the FS and primary phases, offers all students appropriately challenging tasks and activities that are well matched to their needs and abilities.
- Ensure that assessment outcome data are rigorously monitored, accurate, and linked to the curriculum standards.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

Focus Areas

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations.	meets expectations.

- In the key subjects, the school has variable outcomes and judgements in relation to the National Agenda Parameter benchmark tests. However, international assessment data show that, overall, the students are making good progress at Years 4 and 8.

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

- Leaders understand clearly, the importance of data analysis to identify areas of weakness or underperformance. Teachers adapt their teaching strategies well or modify the curriculum to develop and enhance skills in need of improvement. Analysis of the effect of curriculum adaptations is not robust.

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

- All leaders and teachers use the data produced by their reading programmes to create a complete assessment picture of each individual student.

Overall, the school's progress toward achieving its UAE National Agenda targets meets expectations.

For development:

- Improve attainment in National Agenda benchmark assessments.
- Develop an effective system for monitoring the results of curriculum adaptations.
- Analyse the effects of reading strategies to increase students' progress in all year groups.

Well-being

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

- Leaders show a strong commitment to promoting wellbeing for students and for members of the staff. Well-considered policies provide high-quality guidance for staff. The implementation of programmes and activities is developing well across the phases. Leaders are accountable to governors, who are well informed about the results of surveys and progress towards meeting targets. An inclusive and supportive ethos permeates the life and work of the school. It is highly successful in developing students' self-esteem.
- Teachers create caring environments that support positivity. The 'open door' policy enables students to approach members of staff for emotional support when necessary. Members of staff value the investment which the school makes in providing health checks and in developing their expertise. The opinions of students, teachers and parents are welcomed, and respected. Feedback is used constructively to improve provision, including the working conditions for staff. All stakeholders are involved in the school's drive to improve wellbeing.
- Focus days and special events raise students' awareness of the importance of wellness. Dedicated curricular programmes are not fully embedded in some phases. Students benefit from expert advice from the medical team on health and related matters. They are aware of the need to keep safe and to adopt healthy lifestyles, which includes good nutrition, physical exercise, and adequate sleep. Students feel safe, valued, and engaged at school, as evidenced by their behaviour and attitudes to learning. They enjoy school. Their attendance rate is very high.

UAE social studies and moral education

- The school teaches UAE social studies and moral education through integrated provision in all phases, from Year 1 to Year 11. The teaching and learning time allocated to moral and social education varies across the year groups and phases, but is never less than two lessons per week, nor more than four. The subject is taught in English throughout the school.
- A well-planned curriculum ensures progression in students' knowledge and understanding of moral issues and of the history, culture, and contemporary development of the UAE. Lessons consistently engage students' interests and help them to develop learning skills, particularly through project-based learning with other subjects. Continuous assessment supports well-planned curricular adaptations. Term assessments evaluate knowledge, understanding and skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the primary and secondary phases, the majority of students makes notable gains in their appreciation of Islamic concepts. Younger students are developing good understanding of Hadeeth, Islamic etiquette, and Islamic principles. Older students have solid understanding of Islamic laws.
- In Post-16, students can discuss sustainability in Islam and tolerance towards people of different faiths. However, opportunities for deepening and extending their knowledge and understanding are limited. Students' application of The Holy Qur'an, Hadeeth and Seera to support their opinions is inconsistent.
- In all phases, recitation and memorisation skills are developing. Students are able to apply the knowledge gained in lessons to everyday situations. Their knowledge and application of Islamic values is a strength.

For development:

- Improve students' skills in memorisation and recitation of The Holy Qur'an.
- Plan more opportunities for independent learning using appropriate resources to expand students' learning and to deepen their knowledge, understanding, and skills.

Arabic as a first language

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

- Most students attain expected knowledge and language skills in lessons and recent work. The school's assessment data are not aligned with students' observed performances. Students in Primary demonstrate greater levels of engagement than those in the other phases.
- Students have strong listening and reading skills in the three phases. Their speaking and writing are less developed, particularly creative writing, and speaking in the higher phases. Students can understand texts of different types and styles. Their knowledge and application of grammar are both insecure.
- In general, increased opportunities for students to use Arabic in everyday situations have improved their language skills. Practice of creative writing is still limited. Students' ability to express themselves accurately using modern standard Arabic is not secure.

Arabic as an additional language

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

- In lessons and in recent work, most students attain expected standards. The school's assessment data do not match students' actual performance in lessons. Students in the primary phase achieve better than those in the secondary phase, and girls generally achieve better than boys.
- Students' listening skills are a strength. They understand their teachers' instructions and respond well. Spoken answers are very short, using a limited range of vocabulary. Students' reading skills are improving. Most can recognise words and understand age-appropriate texts. Creative writing and lengthy conversations are infrequent.
- The provision of opportunities for students to speak and write about different topics, including travel, home, and daily routines, has improved their language skills in general. However, many students still use a very limited range of vocabulary and simple structures.

English

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

- FS children quickly acquire functional listening and speaking skills. Primary students' reading and writing skills have improved to match their listening and speaking skills. In Secondary, students' speaking and writing, especially when analysing and summarising what they read, are articulate and accurate.
- In FS, children lack practice in linking sounds effectively to letters when reading and writing. Primary students respond critically to what they read, both orally and in accurate writing. In both Primary and Secondary, students write engagingly, but often informally, about a wide range of topical issues.
- The use of assessment information to group secondary students by attainment enables teachers to set tasks better matched to students' strengths and needs, especially the higher attainers. In Primary, teachers manage

differentiated tasks and activities less effectively, especially for higher-attaining students, thus restricting their progress.

For development:

- Improve students' progress by providing tasks and activities that pose appropriate challenge.
- Provide constructive feedback to students about their strengths and what they need to do to improve.

Mathematics

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

- Intervention programmes and daily mental mathematics challenges are improving progress in Primary. Strong features of attainment include post-16 students' confidence and intrinsic motivation, along with their understanding of mathematical concepts.
- In FS, children can weigh in kilograms and can identify and record heavy and light objects. In Primary, students are beginning to read and understand mathematical vocabulary in word problems. In Secondary, students use trigonometry confidently. In the post-16 phase, students work confidently on probability and statistics.
- Engaging teaching, which builds on prior learning and identifies gaps in students' knowledge and understanding, supports improved progress, especially that of older students. Nonetheless, younger children are not challenged in their number work. Some primary students find fractions difficult. Secondary students do not always understand algebra.

For Development:

- Ensure that younger children are appropriately challenged in their number work.
- Ensure that all primary students understand fractions and that all secondary students can use algebra.

Science

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

- Students in the primary, secondary, and post-16 phases have developed a clear understanding of the main areas of science. Post-16 students can explain complex theoretical ideas very well. Secondary and post-16 students achieve well on external examinations.
- Students' investigative skills are developing effectively in the primary, secondary, and post-16 phases. As a result, students are improving their inquiry and problem-solving skills. Students in the upper secondary and post-16 phases plan and carry out investigative work independently and collaboratively.

- In FS, most children can relate their learning to everyday situations. In the upper primary, secondary, and post-16 phases, most students are developing effective research and critical thinking skills and can apply them confidently to solve scientific problems.

For development:

- Ensure that all students are given more opportunities to plan and carry out their own investigations.
- Ensure that students' attainment continues to improve.

Learning Skills

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

- Students across the school are consistently keen to learn and are well engaged in lessons. They demonstrate extended collaborative skills. These skills are best developed in mathematics and science lessons across the primary, secondary and post-16 phases. They are strongest in Islamic Education in Primary.
- Students across the phases increasingly make links between areas of learning, not least through project-based learning, in moral, social, and cultural studies. They enjoy applying their knowledge to real contexts when studying trigonometry and when giving presentations to their classmates.
- Students are adept in the use of learning technologies. They share learning through dedicated applications, or use their own devices to find out things for themselves. Critical thinking and problem-solving are common features of learning. Teachers' promotion of consistently high-quality critical thinking is developing.

For development:

- Consistently provide critical thinking exercises which are well linked to the topics of study.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Outstanding

- Students across all phases demonstrate positive and responsible attitudes towards school and learning. Older students are self disciplined, respond very well to their fellow students and to adults and resolve difficulties in mature ways. Older students are active and resilient.
- Students are respectful, friendly, and supportive of the needs of others. Consequently, they feel safe and valued. They are generally well behaved and follow school rules. They are aware of healthy lifestyles and make appropriate choices regarding diet and exercise.
- Students have respectful relationships with their teachers and others in the school. Attendance and punctuality rates are good.

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

- Students demonstrate clear understanding of Islamic values. They appreciate how these values influence many aspects of life in the UAE. They can provide examples of respect, modesty, tolerance, and equality that are promoted by Islam.
- Older students are knowledgeable about the culture of the UAE and show appreciation of Emirati heritage and traditions. They have established an Emirati club and appointed an Emirati champion to promote the heritage of the UAE and to enhance participation in celebratory events.
- Students are proud of their own cultures. They value diversity in school and in the UAE. They gain knowledge about other cultures through lessons, assemblies, and celebrations, including International Day celebrations. Children in FS demonstrate less awareness of Emirati traditions and diversity.

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

- Post-16 students and some secondary students are involved in a range of volunteering activities in the school and local community. Students in the secondary and post-16 phases have opportunities to engage in leadership and mentoring roles with younger students.

- Students often initiate and manage projects that are creative and innovative, including a focus on anti-bullying and healthy lifestyles. They demonstrate a strong work ethic, innovation skills, and entrepreneurship. They have participated in many local competitions that have provided opportunities to demonstrate these skills.

- Students are compassionate and clearly aware of local and international environmental issues. They initiate projects or activities such as sustainability and recycling that have positive impact on the school and the local environment.

For Development:

- Improve students' awareness of Emirati and world cultures, especially in FS and Primary.

- Offer children in FS and students in Primary more opportunities for leadership and volunteering.

3. Teaching and assessment

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

- Across the school, teachers have strong subject knowledge. In FS, teachers' understanding of how young children learn is less secure. Teaching in the upper secondary years and the post-16 phase generally provides students with more consistently appropriate levels of challenge.
- In other phases, varied levels of challenge and overly directive teaching inadvertently constrain opportunities for students to make their best progress. In the most effective lessons, teachers develop students' skills well and extend their knowledge and understanding.
- Systematic approaches extend students' reading skills, especially in Primary. Careful lesson planning helps teachers and students to share learning objectives and success criteria. The planning of tasks and activities appropriately matched to students' needs and abilities remains variable, particularly in FS and Primary.

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

- The school's internal assessment procedures are coherent and consistent. Assessment data provide a complete profile of students' academic achievements. Teachers use assessment information well to plan lessons and to modify the curriculum to match the needs of most students.
- Leaders analyse assessment data carefully. Information from assessments provides teachers with a helpful picture of students' strengths and weaknesses. However, assessment outcome data are not rigorously monitored for reliability and accuracy over time.
- Teachers know their students very well and support their learning effectively. Some provide relevant feedback to students on their work with written comments. This practice is inconsistent across the different phases and subjects.

For development:

- Ensure that teachers, particularly in FS and Primary, consistently offer all students appropriately challenging tasks which are well matched to their needs and abilities.
- Ensure that assessment data are rigorously monitored and lead to accurate and reliable information that helps to improve attainment.

4. Curriculum

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

- The curriculum is broad, balanced and age appropriate. It is relevant and effectively develops students' knowledge, skills and understanding. A rigorous review in Post-16 has resulted in more appropriate programmes for each student.
- Curriculum provision is planned so that it builds on students' prior learning, especially in mathematics, science, and technology lessons. Provision meets the needs of most students. They are well prepared for their next stages of education, within school and beyond.
- A range of curricular options allows older students choices which develop their talents, interests and aspirations. Cross-curricular links are well planned. They help students to see links between different subjects. Regular reviews assist students in achieving places at their preferred university.

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

- Teachers work effectively to adapt the curriculum to motivate and engage learners. The needs of almost all groups of students are met. Individual education plans (IEPs) ensure that tasks are modified for those who need it.
- Curriculum adaptation is prioritised and reviewed at regular planning meetings. Teachers consider the progression and continuity of content. Information from assessments is used to plan appropriate tasks to meet the needs of different groups.
- Links with Emirati culture and society are integrated into curricular provision. There are opportunities for enterprise, innovation, and creativity in lessons across the different subjects. Extra-curricular activities are not extensive enough.
- Arabic is taught in FS for 45 minutes once each week.

For development:

- Ensure that there is a wider programme of extra-curricular activities to promote students' academic and personal development.

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, safeguarding, and child protection are the primary concern and responsibility of the health and safety committee. Appropriate policies and procedures are in place and shared with all parents, students and members of staff. The campus is safe, hygienic and secure.

- Supervision of students is good, especially during break times and at the end of classes. School buses are well overseen and safe. The school is generally suited to students' educational needs. All indoor and outdoor areas are inspected regularly. Some classrooms are not well ventilated.

- The school provides for and promotes safe and healthy lifestyles. Students are actively involved in identifying health and safety issues and in creating dynamic programmes that help all to become aware of healthy and happy lifestyles.

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

- A caring ethos and respectful relationships are present in all phases. The wellbeing and personal development of students are high priorities for all members of staff. Guidance on subject choices and higher education pathways is particularly successful for older students.
- Teachers are actively identifying students of determination. This work enables intervention programmes to be implemented at an early stage. Children in some FS classes do not exhibit acceptable or appropriate behaviour.
- Opportunities for students with gifts and talents to excel through extra-curricular activities and in some subjects have improved. The school provides professional training for staff. The training is enabling more teachers to offer personalised support for students of determination.

For development:

- Improve ventilation in the classrooms where it is needed.

- Ensure that teachers in FS have high expectations of behaviour to enable all children to learn without disruption.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Leaders promote an inclusive ethos. The school has responded very positively to a recent increase in the number of students of determination, but there is insufficient specialist staff. Students benefit from the school's intervention programmes in English.
- The school has improved the accuracy of identification of students of determination. Individual behaviour plans are effective. However, the quality and effectiveness of the IEPs vary. Targets, success criteria, and strategies are not sufficientlyclear to guide the work of teachers.
- Parents are included in all stages of the process of identification, planning, and review. They are encouraged to reinforce learning at home. They value the school's inclusive and caring ethos and its responsiveness to the academic needs, personal development, and wellbeing of their children.
- Curriculum modification and support from specialist staff in small group sessions are carefully tailored to help students to build on prior learning. In lessons, challenge and support for students are less consistent. There is an excessive dependence on the skills of individual teachers and learning support assistants, rather than a clear, systematic approach.
- Students' progress is monitored carefully. In all phases, records indicate that students make good progress towards their targets. Their progress in lessons varies. In general, students with IEPs successfully develop positive self-esteem. Support assistants sometimes neglect to promote independent learning.

For development:

- Provide professional training for teachers and assistants to plan tasks that take account of prior learning.
- Ensure that the success criteria in IEPs are precise.
- Ensure that strategies in the IEPs guide teachers to enable students to make the best possible progress.

6. Leadership and management

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

- The senior management team, led by the principal and in collaboration with all stakeholders, has developed a mission statement which is shared by the whole school community. Leaders demonstrate a shared commitment to an inclusive and purposeful learning culture. The senior management team has invested heavily in the professional training of curriculum and pastoral leaders. While this initiative has been successful in improving outcomes in some subjects, it is not yet fully embedded in FS.

- Self-evaluation is carried out using internal and external assessment data. However, the analysis of these data may lead to inaccurate judgements. The school has identified key areas for interventions, but they are at an early stage of implementation. The monitoring of teaching and learning is carried out regularly by senior leaders. The school improvement plan is well structured. It identifies actions to be taken and those responsible for achieving the targets. The school has made good progress in addressing the recommendations of the previous inspection report.

- The school is successful in engaging parents as partners in their children's learning and in school life generally. Parents are involved in a wide range of celebrations throughout the year. Parent representatives are members of the executive board of governors. Representatives of the Parent-Teacher Association regularly meet with leaders to discuss any issues that may arise. Parents report that they are well informed about all school-related activities. They have access to an IT platform to access their children's reports.

- The executive board of governors is well informed about the school's activities. It is influential in directing school leaders through the active engagement of advisory sub-committees. The advisory board regularly monitors the school's actions and holds senior leaders responsible for the quality of the school's performance. The board seeks stakeholders' views and acts upon them. The initiatives of the board are not yet fully evident across the whole school.

- The efficient daily management of the school positively affects students' behaviour and academic performance. Precise timetabling and deployment of staff ensure the maximum use of resources. The school is situated on an extensive campus, which has a large auditorium and physical education facilities. All classrooms are equipped with digital resources. Specialist areas are generally well resourced, as evidenced by the laboratories for the different science subjects.

For development:

- Fully involve middle and senior leaders in the raising of students' attainment across all subjects, particularly in FS.

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**