

INSPECTION REPORT

2022-2023



GRAMMAR SCHOOL

UK CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	1970
	Website	www.grammarschool.ae
	Telephone	042824822
	Principal	Benjamin David Barry
	Principal - Date appointed	20 August 2022
	Language of Instruction	English
	Inspection Dates	16 to 20 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS2 to Post-16
	Number of students on roll	1305
	Number of Emirati students	15
	Number of students of determination	135
	Largest nationality group of students	Pakistani

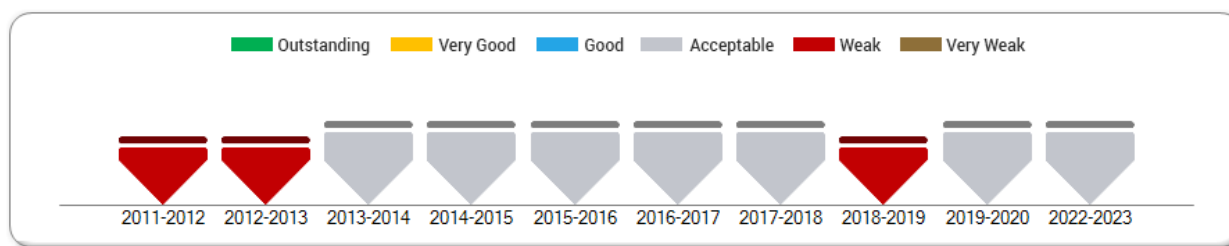
TEACHERS

	Number of teachers	83
	Largest nationality group of teachers	Indian
	Number of teaching assistants	3
	Teacher-student ratio	1:28
	Number of guidance counsellors	1
	Teacher turnover	16%

CURRICULUM

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

School Journey for GRAMMAR SCHOOL



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

- The progress of children in Foundation Stage (FS), and students' attainment in Arabic as a first language, English, and science in all phases, are acceptable. In Islamic Education, Arabic as an additional language and mathematics, attainment is hindered by inconsistent teaching and by teachers' insecure classroom management skills. The progress of students of determination is only acceptable because the provision of support in class is not adequately developed.
- Students across the school demonstrate positive and responsible attitudes to one another and to their teachers. Students in the secondary and post-16 phases are more self-reliant and self-disciplined. Volunteering work is becoming a regular feature. The student council is beginning to show sound practices in programmes of community service. Students have made a solid start to developing environmental sustainability.

PROVISION FOR LEARNERS

- A majority of teachers has secure subject knowledge but inconsistent understanding of how children and young people learn. Planning is not consistently linked to information from assessments, resulting in lessons that do not meet all learners' needs. In FS, children enjoy exploring and discovering. Limited access to technology constrains learning. Students do not have enough opportunities to develop critical thinking or problem-solving skills, or to become independent learners.
- The curriculum has a clear rationale. It focuses more on knowledge rather than the application of skills to the real world. Curriculum adaptation is based on the outcomes of the analyses of information from assessments and students' needs. It meets the needs of most groups of students. A strength is the link to the culture of the UAE and to global issues.
- The school meets the general requirements for maintaining the health and safety of students and members of staff, who are trained regularly on child protection. Supervision of students is effective, including on school transport. A whole-school pastoral care system promotes and monitors students' wellbeing. Personal guidance is available to all students. The school counsellor provides support and advice for those applying to universities.

LEADERSHIP AND MANAGEMENT

- The newly appointed principal and senior leaders are committed to the provision of high-quality education in line with the national priorities of the UAE. Self-evaluation is adequate. The improvement plan has detailed action points but lacks measurable targets. There are strong relationships with parents. Governors are not sufficiently focused on providing critical advice to the school leaders. The day-to-day management of the school is effective.

The best features of the school:

- Students' personal development and relationships
- The variety of the subjects offered at examination levels
- The care and support for students
- Partnership with parents





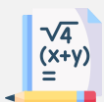

Key Recommendations:

- Raise students' achievement in all subjects and phases.
- Ensure that self-evaluation uses reliable data and that improvement plans have measurable targets.
- Improve the quality and the capacity of middle leaders to demonstrate the best practices in teaching, learning, assessment, and the curriculum.
- Ensure the stability and continuity of leadership and the retention of good teachers through effective governance.
- Improve the school's learning environment and the quality and quantity of resources.

Overall School Performance


Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	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	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable ↑	Weak ↓	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↑
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

- Targets in PISA and TIMSS were not met. Overall, the level of performance in PISA indicates that Level 2 has been achieved in reading, mathematics and science. In TIMSS, the performance is at the intermediate international level for mathematics and science in Years 5 and 9. The National Agenda Parameter tests (GLPT) show, in Primary, an unexpectedly high performance in English, mathematics and science, which the school cannot explain.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- The school's data from a variety of tests, international, national, and internal, are analysed to show that gaps in learning exist. This analysis has yet to have an observable impact on classroom practice and the adaptation of the curriculum.

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

- The school has recently adopted a reading assessment which offers a meaningful comparison with expected levels of reading competence. A large majority of students reads at levels which are below expectations. Students rarely have the opportunity to research, to think critically or to solve problems, although with support they can do so.

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

For Development:

- Provide opportunities for students to research, think and solve problems.
- Implement a coherent reading programme to improve reading levels for all students.
- Use the information which teachers have about students' reading levels to inform differentiation in lessons.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level.

- The wellbeing committee is experienced and well qualified. Members share a clear vision of wellbeing and an understanding of students' needs. The wellbeing policy does not yet ensure that this vision is realised throughout the whole school. The governors regularly review wellbeing activities and hold senior leaders to account. The analysis of information informs planning, but there is insufficient monitoring of actions. School activities including assemblies, the school radio, and displays focus on essential aspects of wellbeing.
- Form teachers receive training and advice from the pastoral care team. With the support of the team, they identify students who have wellbeing concerns. Teachers are available for advice, guidance, and help. The school endeavours to respond to the wellbeing issues of members of staff by offering support and counselling, and by encouraging them to look after their own mental and physical wellbeing. The school listens to all stakeholders through surveys and oral reports. The information obtained is taken into consideration when planning wellbeing provision.
- Information shows that students are happy in school, enjoy their lessons and are motivated to learn. The school implements effective approaches to develop wellbeing aspects, particularly through healthy living and exercising. The curriculum provides learning experiences that enable students to express their feelings and thoughts. Caring about people's safety is embedded as an Islamic value in the school curriculum. The pastoral care team oversees students and monitors and promotes their wellbeing.

UAE social studies and Moral Education

- Social studies and moral education are taught throughout the school, in English, as a separate subject. In Years 1 to 9 the UAE Framework is followed. The Salama framework is used for Arabic speakers from Year 2. In the post-16 phase, moral education is not integrated into the curriculum but has cross-curricular links with other subjects.
- The curriculum and teaching, for both areas, are not effective in developing discussion about global perspectives. They do not consistently promote reasoning and analytical skills which students can then demonstrate. Parental and community involvement is underdeveloped.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and in recent work, less than three quarters of students demonstrate the expected knowledge and understanding of the subject. Students in the post-16 phase make better progress than those in the other phases. Girls generally achieve better than boys.
- Students demonstrate adequate understanding of concepts such as justice, equality, moderation, and racism. They can explain them from an Islamic perspective. Islamic values are strong. Understanding of The Holy Qur'an, Hadith and Seerah is less secure. Students make few references to them in support of their learning.
- Improvement of students' memorization, and recitation skills is still not evident. Students need to apply extra care and to receive a better quality of support in order to improve

For Development:

- Improve students' memorization, and recitation skills of The Holy Qur'an.
- Ensure that all students can link their learning to The Holy Qur'an, Hadith and Seerah.

Arabic as a First Language

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

- Students in all phases attain levels that are broadly in line with curriculum expectations. Assessment information is variable and does not reflect students' current attainment levels. In lessons, students in the upper primary and post-16 phases make better progress in reading comprehension and speaking skills.
- Reading fluency and comprehension skills are slowly developing in all phases. While listening skills are adequate, speaking skills and independent creative writing remain underdeveloped for most students because of the lack of regular opportunities for practice.
- Students in the primary and secondary phases have more opportunities for independent reading for different purposes and for comprehension. As a result, their reading skills have improved. Post-16 students are able to analyse poetry and short stories effectively.

For Development:

- Improve students' skills in speaking and in independent, creative writing.

Arabic as an Additional Language

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

- Students' attainment in lessons and in their recent work is below expectations, which is in line with external benchmarking data. Internal assessment information for the primary phase is unreliable. There is little variation in attainment between phases, although students new to learning Arabic make slightly better progress.
- Listening skills in the upper primary phase are slowly improving. Most students' speaking, independent writing and application of new language remain underdeveloped.
- As a result of large class sizes and inadequate implementation of the curriculum, students' progress in most language skills is slow. Consequently, their overall achievement remains below curriculum expectations.

For Development:

- Raise students' achievement by using teaching strategies that are more suitable for second language learners.

English

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

- From low starting points, children in FS quickly acquire the skills to communicate in English with increasing confidence. By the primary phase, most students' fluency in English is adequate for them to acquire knowledge, skills and understanding in all academic subjects.
- In Primary, students develop their fluency in reading and acquire appropriate strategies to analyse texts. By Secondary, literary analysis and higher-order thinking skills become more refined. In all phases, classroom discussions and presentations enrich students' speaking and writing abilities.
- The development of inquiry, critical thinking, research, and problem-solving skills is not fully integrated in all classes. Although lesson plans are linked to appropriate learning goals, students' progress is limited due to the teaching strategies used.

For Development:

- Improve adaptation of the curriculum to meet all students' learning needs.
- Adopt more appropriate teaching methods in all lessons.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable ↑	Weak ↓	Weak
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- In FS and Primary, students attain in line with curriculum standards and make progress accordingly. While students in Secondary and Post-16 make expected levels of progress, their attainment is below curriculum standards.
- Across all phases, the focus on number is a strength. However, there is insufficient application of knowledge in terms of reasoning and problem-solving.
- Since the previous inspection, teachers have acknowledged the need to prepare students more thoroughly for external examinations, through repeated practice. The impact of this development has yet to be seen.

For Development:

- At all levels, focus more sharply on enhancing students' reasoning and problem-solving skills.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↑
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- In all phases, students' level of understanding as shown in internal tests and in recent work is broadly in line with curriculum standards. However, this is not reflected in the data from external examinations.
- Students' practical skills are improving, although they still remain underdeveloped. Students' knowledge and understanding are stronger features.
- Practical work is undertaken more frequently, but these investigations are still too simple to extend students' scientific skills as fully as they should. As a result, scientific inquiry and students' analytical skills are improving too slowly. Hypothesising and investigative planning remain developing features of learning in science.

For Development:

- Undertake a scheduled and comprehensive programme of investigations, with heightened expectations.
- Focus on improving students' practical skills, such as observing, measuring, recording, and analysing.

Learning Skills

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

- Most students readily engage in lessons, are motivated and keen to learn. In FS, children enjoy exploring and discovering. They increasingly take responsibility for their learning. Across all phases, most students have positive attitudes to learning. They remain on task even when teaching does not encourage active participation.
- Activities and projects develop some independence, allowing students to refine their learning skills. Group work, a common feature in most classes, fosters collaborative skills. Students listen to their peers and exchange viewpoints. They can make connections to the world beyond their classroom, but not in a consistent way.
- Limited access to technology constrains the development of research skills, students' ability to explore topics and to draw conclusions independently.

For Development:

- Create a learning environment which enables the effective use of technology for learning.

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

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

- Students demonstrate positive and responsible attitudes towards learning and their school. They are respectful to one another and to their teachers. Students in the secondary and post-16 phases are more self-reliant and more self-disciplined than others.
- A key strength of the school is students' strong relationships. In all phases, they are sensitive to the needs of others and show genuine concern for them. Although they are well aware of healthy lifestyles, some make unhealthy choices in their diet.
- The school has attempted to improve attendance and punctuality. The impact of these initiatives is not evident. A number of students arrive late at class. Attendance, at 94%, is just acceptable.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Good ↑

- Students across the school are aware of Islamic values. They understand their impact and relevance to the life of all who live in the UAE. They can explain how people in the UAE live together in harmony and peace, irrespective of their religion and ethnicity.
- Students' knowledge of the UAE heritage and culture is adequately developed. Students are aware of the history of the UAE. They can explain how the country has changed from isolated emirates to a united country, with advanced technologies and sophisticated infrastructure.
- Older students' understanding of their own cultures and of world cultures is improving. However, children and students in the early phases are insufficiently aware of cultures other than their own.

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

- Students are aware of their roles and responsibilities as members of the school and wider community. They make a positive contribution to the school, the student council being a vehicle to share and act on students' ideas. Volunteer work is becoming a regular feature.
- Most students are happy and have an acceptable work ethic. The student council is beginning to develop sound practices of community service.
- Students are interested in developing environmental sustainability. In all phases, they can talk about the environmental challenges that the world is facing and suggest ways to solve these issues.

For Development:

- Improve students' attendance and punctuality.
- Improve students' contribution to the wider community and develop their enterprise, entrepreneurship, and innovation skills.
- Invite students to develop systems to ensure that the school environment is consistently clean and tidy.

3. Teaching and assessment

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

- Most teachers have secure knowledge of their subject. However, the majority does not clearly understand learning processes or appropriate teaching methodologies. In all phases, the best teaching promotes critical thinking and problem-solving skills.
- Teachers' expectations of what students can attain are too low. Planning is not consistently linked to the information gained from assessments, resulting in lessons which are not appropriately differentiated and do not meet all learners' needs.
- In the stronger lessons, teachers use varied strategies and effective questioning skills. In a minority of lessons, the learning objectives do not reflect curriculum expectations. Students' gains in knowledge, skills, and understanding are not always as secure as they should be.

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

- In all phases, systems ensure that students are assessed on a regular basis. These assessments are linked to the curriculum standards.
- Information from internal tests is compared with external data, but the process is not sufficiently thorough. The assessment and tracking of skills development is not yet rigorous. Teachers seldom make effective use of data to offer appropriate support or challenge to students.
- Written feedback in books, and orally in lessons, does not always identify what students need to do to improve. When the feedback is appropriate, students do not always take the necessary steps to follow the advice.

For Development:

- Ensure that teachers use all forms of assessment information to offer learning which supports and challenges all groups of students.
- Provide students with high-quality feedback, both written and oral, so that they can take meaningful next steps in their learning.

4. Curriculum

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

- The curriculum has a clear rationale. It follows the National Curriculum for England (NCfE). It is appropriately embedded in schemes of work which focus on external tests. It concentrates more on the acquisition of knowledge than on the application of skills. The delivery of curriculum standards in Arabic as an additional language is not secure.
- Curriculum leaders conduct regular reviews to refine provision. A strength of the curriculum is the choice of options available for external examinations. The programme caters for the needs and preferences of most students.
- Continuity and progression through the key stages are development priorities. This is being done through curriculum mapping and transition meetings. Assessment data are beginning to be used to meet students' needs as they embark on the next stage of their education.

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

- Curriculum adaptation is based on the outcomes of data analyses and students' needs, some of which are met.
- The curriculum offers a range of opportunities to enhance students' personal and emotional development. Some extra-curricular activities and external competitions allow students to display their innovation and enterprise skills and to demonstrate their talents and abilities.
- Students are beginning to be aware of and to understand the UAE culture and a range of global issues through new curriculum programmes. They are beginning to be more enlightened about the world around them.
- Arabic is not taught in FS.

For Development:

- Ensure that the curriculum is delivered accurately, according to curriculum standards in all subjects, but particularly in Arabic as an additional language.

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

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

- The school meets the general requirements for maintaining the health and safety of all. Members of staff receive regular training on child protection. The supervision of students is effective, including when they are on school transport.
- The buildings and equipment are maintained adequately. The school keeps secure records, including those for evacuation practices. Safety checks are regular. The medical clinic is well equipped. Medical staff keep appropriate records of incidents and subsequent actions.
- The premises and facilities provide a safe physical environment. However, some science laboratories are overcrowded. The school's promotion of safe and healthy living is systematically built into most aspects of school life. Risk assessment procedures are not yet fully developed.

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

- Relationships between members of staff and students are predominantly respectful. The school's comprehensive policies promote good behaviour in class and around the school.
- The school fosters an inclusive ethos. Systematic processes are in place to identify students of determination. However, the recommended academic and personal support is not always provided in lessons. Procedures for identifying and supporting students with gifts and talents are developing.
- A whole-school pastoral care system promotes and monitors students' wellbeing. Personal guidance is available to all. The school counsellor advises students on their subject options and future career pathways, as well as providing support and advice for those applying to university.

For Development:

- Ensure that the number of students attending the science laboratories does not exceed health and safety recommendations.
- Develop systematic processes for undertaking risk assessments.
- Make sure that the recommended support by the inclusion department is implemented fully in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The school's inclusion team and the governor for inclusive education maintain an inclusive ethos across the school. The head of inclusion leads an experienced support team in overseeing provision and accountability for students' outcomes. The inclusive education development plan contains some unrealistic goals.
- The school welcomes students of determination and operates a staged process to identify their needs. The inclusion team plans and delivers interventions which help to lower barriers to learning.
- Parents contribute to the design of their children's individual education plans. They receive regular updates on their children's progress. They welcome opportunities to be more involved in the school and in their children's education.
- Curriculum modification attempts to ensure the full inclusion of students of determination. However, in some lessons, curriculum plans are not appropriately modified to meet students' individual needs. Learning activities are not always relevant or meaningful.
- The school effectively tracks, monitors, and evaluates learning and personal and social development. A majority of students makes progress at, or above, expectations. The school does not yet offer alternative pathways to ensure that all students can continue their education and receive recognition for their achievements.

For Development:

- Provide sufficient opportunities for appropriate training to support inclusive education.
- Revise the inclusive education development plan to feature realistic, achievable, and measurable goals.

6. Leadership and management

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

- The newly-appointed principal and the senior leadership team are committed to the provision of high-quality education in line with national priorities. The school has an inclusive admission policy. Relationships between staff and communication are professional. Most leaders have a secure knowledge of best educational practice. However, they are inconsistent in their collective approaches to addressing barriers to students' learning and personal development. Leaders have not yet managed to improve the school's overall performance.
- Leaders have an organised approach to self-evaluation using information from internal and external sources. They monitor the quality of teaching and learning regularly, but this work does not focus sufficiently on students' attainment and progress. The improvement plan has detailed action points, but not all the priorities and measurable targets are subsequently supported by effective review, monitoring and future planning. There has been progress in addressing some of the recommendations of the previous inspection. However, weaknesses remain in Islamic Education and Arabic.
- The school successfully engages with parents, several whom read stories to children in FS classes. Parents can easily contact teachers and discuss their children's work. The school provides regular reports and organises formal meetings between parents and teachers. The reports cover students' academic performance but not their social and personal development. They do not indicate the next steps for improvement. The school's partnerships with local, national, and international bodies are not extensive.
- The newly structured governing body includes representatives from the school community but no external educational expertise. Governors, on occasion, seek clarification on the school's actions through the owners' representative, but they do not hold leaders sufficiently to account with regard to systematic improvement outcomes for students. Governors are endeavouring to ensure stable school leadership and the recruitment and retention of high-quality teachers. They do not yet act as critical friends to ensure consistent improvement. The school is run efficiently on day-to-day basis. Daily routines and procedures are well established. The school is adequately staffed. Most members of staff are suitably qualified and benefit from a range of training programmes. However, the training does not address issues of classroom practice or of discipline. The school premises, facilities, and resources are adequate but limited in quantity and quality, particularly with regard to resources in FS, the library and the science laboratories.

For Development:

- Train middle leaders so that they can address the school's improvement priorities.
- Improve the monitoring of teaching and learning, with the main focus on students' achievement.
- Improve reports on students by providing details on what they need to do to improve in their academic, social, and personal development.
- Ensure that governors have the expertise to offer constructive and improvement-focused critical advice.
- Provide training programmes to support best practices in classroom management.

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