

INSPECTION REPORT

2022-2023



H.H.SHAikh RASHID AL MAKTOUM PAKISTANI SCHOOL

PAKISTANI CURRICULUM









ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1995
	Website	www.sramps.ae
	Telephone	04-298-8303
	Principal	Ms. Aisha Nasim
	Principal - Date appointed	9/3/2019
	Language of Instruction	English
	Inspection Dates	09 to 13 October 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	FS 1 to Grade 12
	Number of students on roll	1382
	Number of Emirati students	0
	Number of students of determination	22
	Largest nationality group of students	Pakistani

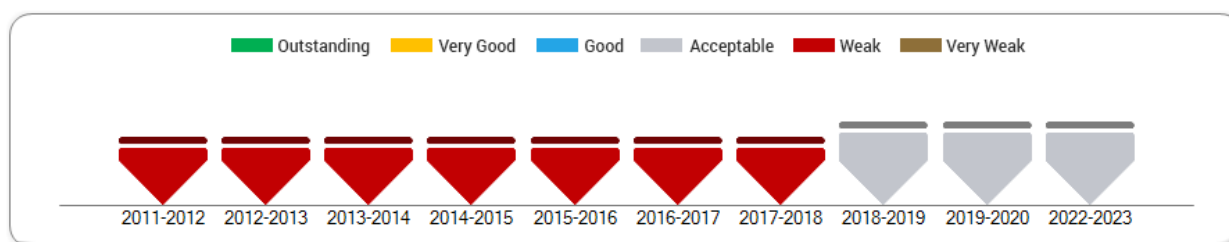
TEACHERS

	Number of teachers	84
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	7
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	25%

CURRICULUM

	Educational Permit/ License	Pakistani
	Main Curriculum	Pakistani
	External Tests and Examinations	NA
	Accreditation	Federal Board of Intermediate and Secondary Education (FBISE)

School Journey for H.H.SHAikh RASHID AL MAKTOUM PAKISTANI SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	<ul style="list-style-type: none"> In the Foundation Stage (FS), Primary and Middle phases, students' achievements are mostly acceptable. However, their progress is now good in Islamic Education in the Primary and Middle phases and in science in the Middle phase. In High school, students' attainment and progress are now good in most subjects. They remain acceptable in mathematics. Students' achievement is weak in Arabic across all phases. Students' attitudes and behaviour are strong in the FS, Primary and Middle phases. They are even stronger in High school. Students' understanding of Islam's impact on the modern society of the UAE is good across all phases. However, students in High school have very good knowledge and understanding of environmental issues and their challenges; this is less strong in the other phases.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> The quality of teaching is good in the High school, while it is satisfactory in the other phases. The quality of assessments is sound across the school. A functional assessment system is in place, but the use of assessment information is inconsistent across different subjects. The use of available assessment data to develop the curriculum and teaching strategies is developing. The quality of questions that teachers ask their students in lessons varies. The curriculum provides an adequate variety of subjects and activities, with clear continuity and progression between phases. It is compliant with the Pakistani requirements. However, it does not accurately follow the UAE standards for Arabic. Curriculum modification to meet the needs of different groups of students, including the gifted and talented students and students of determination, is still developing. School leaders ensure that students are safe in school. Students have strong relationships with their peers, teachers, and staff. The school's personal and academic guidance supports students in making decisions about their next steps of learning. However, the provision for inclusion, specifically the identification process and admission policy, are underdeveloped. Teachers care about their students.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The Principal is committed to school improvement and sets the direction through prioritising the identified development targets. Her leadership team builds strong relationships across the school and is beginning to hold the teachers accountable for their students' achievements. However, heads of departments have varied understanding of how to improve their subjects. The school has made sound progress in addressing most of the previous inspection report's recommendations.

The Best Features of The School:

- Students' improving achievement, particularly in High school, in most subjects.
- The students' strong personal and social development across all phases.
- Good partnerships with parents and the community.
- The positive approach and commitment to developing the whole school community, led by the Principal.





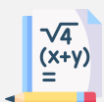

Key Recommendations:

- Improve students' achievement across all subjects, especially in Arabic, by providing regular opportunities for independent learning and building on what the students already know and can do.
- Establish an accurate identification process for students of determination, and adapt teaching strategies to meet their individual needs and abilities.
- Enhance the systems for monitoring and evaluating students' progress.
- Provide high-quality teaching across all phases building on the best practices which exist in the school.
- Produce more accurate self-evaluations to inform effective improvement plans.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Good ↑	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak ↓	Weak
 English	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Acceptable	Good ↑
		Foundation Stage	Primary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good ↑

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good ↑
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Middle	High
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	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	is below expectations	Not applicable

- Information from the PISA assessments demonstrate the school did not meet its targets in science and reading in 2018. In the TIMSS test of 2019, targets in mathematics and science were achieved in Grade 4 but not in Grade 8. In the National Agenda Parameter scores for 2021 and 2022, progress was weak, but with improvement in mathematics in the Middle phase.

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

- School leaders support the vision and goals of the National Agenda (NA). Leaders recognise the challenges. The school's NA action plan identifies interventions to address the gaps in students' skills and knowledge. Middle leaders' use of assessment information continues to develop. Adapting the curriculum to meet students' needs in lessons is inconsistent in the key subjects.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations	Not applicable

- Students' reading capabilities are not in line with expectations. Teachers are aware of this and are addressing it. While students can think critically and creatively, lessons do not provide sufficient opportunities for these skills to be developed.

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

For Development:

- Ensure that the promotion of students' reading literacy skills is embedded in all learning areas.
- Provide all teachers with the training required to address the identified gaps in students' knowledge and skills.
- Enhance the opportunities for students' engagement in creative and critical thinking.

Well-being

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

- School leaders and governors are aware of the need to prioritize the well-being of the staff, students and parents. A wellbeing champion has been appointed. Data from annual surveys inform some priorities to address well-being issues among students. Governors generally hold leaders accountable for addressing this. Monitoring, evaluation and review processes require further development to ensure sustainable and impactful improvement of wellbeing provision and outcomes. Providing opportunities to enhance the wellbeing of students of determination remains an important priority for the school.
- Students have positive relationships with teachers and their peers and feel able to approach teachers for support when needed. The Well-being Coordinator along with the Inclusion staff monitor the personal development of students. The school attempts to address parents and stakeholders' feedback and act on any well-being matters. Staff are consulted on their wellbeing and leaders to take action to address this. The wellbeing action plan includes a target to ensure staff work- life balance is well maintained.
- Students, particularly girls, have very positive attitudes toward learning and are keen to participate in lessons. The school provides opportunities for students to develop their well-being through assemblies, but further work is required to ensure the school's curriculum systematically promotes student's wellbeing enhancement. Leaders are working to meet the challenge of students adopting healthier lifestyles. They feel safe and supported and appreciate the actions leaders have taken to improve the facilities.

UAE social studies and Moral Education

- The school is using the Moral, Social and Cultural framework and its standards. Moral education and social studies are taught in Grades 1 to 9 for eighty minutes each week. The language of instruction is English, and it meets the requirements set out by the Ministry of Education (MoE).
- The school ensures that baseline and diagnostic tests are conducted to check students' awareness of heritage, culture and history. In moral education, students are mostly assessed at the end of the lessons, plus portfolios and projects. The records of assessment are maintained by the teachers.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Good ↑
Progress	Not applicable	Good ↑	Good ↑	Good

- Most students in the primary and middle phases demonstrate knowledge and understanding in lessons and recent work, which are in line with the MoE curriculum standards in most aspects. Students in the high school phase show higher attainment than those in the primary and middle phases. No differences in achievement are observed between boys and girls.
- In the primary phase, students demonstrate secure knowledge and understanding of Islamic values, morals and the pillars of Islamic prayers. In the middle school phase, students can apply Islamic principles to aspects of their lives. In the high school phase, students have strong abilities when explaining the differences between forbidden and permissible behaviours in the Islamic faith.
- Students in the high school phase develop a sound knowledge of Islamic laws and make connections to real life. However, students' abilities to understand the verses and to independently apply the recitation rules is lower.

For Development:

- Ensure that the Holy Qur'an, Hadith and Seerah are linked to all areas of learning.
- Provide more opportunities for students to practice Holy Qur'an recitation, particularly in the Middle and High schools.

Arabic as an Additional Language

	Foundation Stage	Primary	Middle	High
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Weak	Weak ↓	Weak

- Internal assessment results in all phases do not accurately reflect the generally lower achievement that is observed in lessons. Lesson observations and reviews of students' recent work in all phases confirms that their attainment in most skills of Arabic is below the curriculum standards.
- In most grades in the primary school, students can write letters correctly and copy sentences, but do not have the skills to write freely. In the middle and high school phases, students' reading skills are improving. They can read individual words but struggle to read extended texts with sufficient levels of understanding.
- Students' improvement in speaking is limited and most are not confident when holding a simple conversation about new topics. Students rely on their teacher's translation into English, which undermines their ability to learn the language.

For Development:

- Reduce teachers' use of English language in lessons and provide students with more opportunities for listening and speaking.
- Modify the curriculum to address the identified gaps across all four language skills.
- Improve achievements by developing teaching strategies that engage students in learning.

English

	Foundation Stage	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Acceptable	Acceptable	Good ↑

- Students in high school make rapid progress, which is reflected in their strong attainment in both internal and external tests. Inspection evidence shows that a large minority of boys do not achieve as well as girls.
- Most students' reading is developing well, which impacts positively on extending their vocabularies, which they use more effectively when speaking than they do in writing. A minority of students routinely check their work for accuracy. Most secondary students are articulate and confident speakers.
- Department leaders have taken appropriate actions to identify and narrow the gaps in students' knowledge and skills, for example, the Shakespeare Club. Newly appointed department leaders and teachers, along with new resources have not been in place long enough to determine their effects.

For Development:

- Improve all aspects of students' writing, particularly their spelling, punctuation and grammar.
- Provide more opportunities for students to write extensively on topics that interest them, for different purposes and creatively.
- Ensure that students use the feedback received from teachers and routinely check their work for accuracy.

Mathematics

	Foundation Stage	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑	Acceptable

- In the FS, children's attainment aligns with the curriculum standards. They continue to make progress through the primary, middle and high phases. Their progress in lessons varies and is closely related to matching the levels of challenge to each student's abilities.
- Students' mental mathematics and calculation skills are appropriately developed through school. Young children and older students have too few opportunities to practice their skills through investigation, discussion, problem-solving and applying mathematics to real-life situations.
- On the external and international tests, students demonstrate some progress but not consistently across the school. The recent review of curriculum materials, the use of interactive technology in classrooms and staff training have added momentum to students' developing skills in the subject.

For Development:

- Ensure that students have the language and reading skills to support their learning in mathematics.
- Provide students with opportunities to engage in collaborative learning, when they can discuss, problem solve and think critically.
- Provide students in the FS and primary phase with manipulable objects to support their acquisition of mathematical concepts and skills.

Science

	Foundation Stage	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Acceptable	Acceptable	Good ↑

- Students' attainment and progress are acceptable in three phases and good in the high school phase. Focused teaching and individual guidance for high school students have resulted in good attainment.
- Most science lessons are well-planned. Most teachers in the middle and high phases manage their time very well, although a few in the primary phase do not. Teachers provide safe environments conducive to learning. Teachers use the new curriculum in science, which has enhanced learning. Most teachers use resources well.
- The use of scientific methods, investigations and critical thinking is good in the high school phase and developing features in the other phases.

For Development:

- Incorporate more activity-based learning to develop independence, critical thinking and collaboration.

Learning Skills

	Foundation Stage	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good ↑

- Across all phases, most students, particularly girls, have positive attitudes toward learning and are keen to participate in lessons. Students' learning skills vary and are generally stronger in the high school phase than in the other phases. Older students increasingly take responsibility for their learning.
- Most students interact well with their teachers and peers. They regularly engage in collaborative, purposeful learning activities to discuss and share their thinking. Most students can connect their learning to real-life situations, personal experiences and occasionally to other subjects.
- Students' critical thinking, reading and research skills are still developing at varying rates across the school. The development of students' inquiry skills is most evident in science lessons. When given the opportunities and appropriate resources, students can find things out for themselves.

For Development:

- Ensure that students are encouraged to take greater ownership of learning, engage in research and evaluate their learning.
- Develop students' higher order thinking, innovation and enterprise skills.
- Ensure that all students have access to a well-stocked library to promote the development of their reading skills.

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

	Foundation Stage	Primary	Middle	High
Personal development	Good	Good	Good	Very good

- Students demonstrate responsible, positive attitudes toward learning. They are polite and respectful and feel safe within the school. Relationships between students and teachers are mutually respectful. Students care for each other and they are extremely welcoming and helpful to visitors.
- Most students, particularly in the upper grades, have an excellent understanding of safe and healthy living. They generally make well-informed decisions in their choices of food. Many participate enthusiastically in physical activities.
- Students enjoy taking on leadership roles to support the school and their peers. Most students attend school regularly and return to classes punctually from all activities. The most recent attendance figure is a rate of 94 per cent.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They can give examples of how the values of Islam, such as fairness, equality and tolerance, make the UAE society a secure society.
- Students have a good appreciation and understanding of the UAE's culture and heritage. They are knowledgeable about Emirati rituals and traditions and speak with pride about their daily life. Students in all phases know about local traditions such as food, clothes and games.
- Students demonstrate clear understanding, awareness and appreciation of their own cultures. They speak proudly about their own countries. However, their knowledge of other cultures needs further improvement.

	Foundation Stage	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good

- The student council plays an active role in organising events and ensuring the safety of all students. Older students are proactive in organising fundraising events. For example, funds for the recent floods in Pakistan and a school-wide charity day to raise funds for those less fortunate. Students are not yet involved in wider community events.
- Students demonstrate good work ethics whenever they are given an opportunity or a task to complete, particularly the older students. The innovation and research skills are not fully understood by the teaching staff or embedded into the curriculum, particularly in the lower phases of the school. Consequently these things are seldom evident among students.
- Students show some awareness of environmental issues. The FS children have designed bins and are involved in recycling in the school. The Plant a Tree programme in the school has helped to raise awareness of the importance of planting new trees. Understanding of wider environmental issues is developing across all phases.

For Development:

- Improve student's awareness of world cultures by involving them in more cultural awareness programs and activities about other countries.
- Raise environmental awareness and the development of innovation and research skills, particularly the lower phases in school.

3. Teaching and assessment

	Foundation Stage	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good ↑

- The quality of teaching is inconsistent across phases and within subjects. Stronger teaching is evident in high school. Most teachers have adequate subject knowledge and routinely plan their lessons. They identify learning objectives, but some may not provide students with the associated success criteria.
- In the best lessons, teachers optimise the use of time and resources, including technology, to maximise the learning that is also tailored to the specific needs of individual students. They skillfully question students to probe their understanding and engage them in thoughtful discussions.
- Data are used effectively to group students and inform differentiated tasks, although these do not always provide sufficient challenge. The monitoring of teaching is not sufficiently informed, and consequently, not all the training needs are identified and addressed. Teaching in the FS is not fully aligned to best practices.

	Foundation Stage	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The collection and use of assessment data are becoming more systematic across all phases. The use of assessment information to inform the curriculum and teaching strategies and to track students' progress varies from subject to subject and across phases. Internal assessments may provide an inaccurate overview of the children's and students' progress.
- School data are benchmarked against national and international data. Increasingly the school is using the information from these assessments to identify and address gaps in students' learning.
- Teachers' feedback to students varies in quality. Formative assessment practices need further development. There is scope to increase opportunities for students to assess their own and their peers' work.

For Development:

- Require students to check their work for errors in spelling, punctuation and grammar.
- Use assessment information to inform curriculum and teaching strategies more effectively and to track students' progress across all subjects and phases.
- Ensure that the quality of verbal and written feedback enables students to be more responsible for and clearer about how they can improve their learning.

4. Curriculum

	Foundation Stage	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The school uses Cambridge international curriculum materials to support their delivery of the licensed Pakistan curriculum up to the middle school phase. The curriculum has a clear rationale and is balanced, age-appropriate and aligned to prepare students for international assessments. However, the Arabic curriculum is not aligned with UAE MoE standards.
- The curriculum demonstrates progression and continuity and enables smooth transitions between all school phases. The higher phases have limited choices of subjects for students. Regular termly and annual reviews are conducted to ensure that the curriculum meets the needs of most students and the requirements of internal and external assessments.
- Curricular links are planned; for example, mathematical skills with data in science, UAE social studies with moral education, Pakistan studies, English, and Arabic with the development of vocabulary and speaking skills. Most lessons include references to the UAE's culture and Islam.
- The school offers Arabic in the Foundation Stage.

	Foundation Stage	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, school leaders make regular modifications to the curriculum. Efforts are made to include differentiated activities in most subjects; however, in the middle and primary phases, teachers may use them ineffectively. The data analysis system is partially effective in identifying gaps in students' skills.
- Efforts are being made to enhance opportunities for enterprise, innovation, creativity and social contribution through projects and competitions for students, especially in the higher grades. But more time and effort are needed across all phases.
- Opportunities are missed to consistently apply learning to real-world contexts and between areas of learning. Additionally, students' independent, creative, and extended writing and reading skills are underdeveloped across the school.

For Development:

- Provided more consistent opportunities to apply learning to real world contexts and between areas of learning.
- Ensure that independent, creative and extended writing skills are developed across the school in all subjects.
- Ensure that the Arabic curriculum is fully aligned with the UAE MoE standards.

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

	Foundation Stage	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school has appropriate procedures for the safeguarding of students, including child protection. All staff members know how to safeguard students and keep themselves and other staff members safe. They are aware of the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns to an adult in school.
- The school conducts regular quality checks and keeps risk and maintenance records. Notable improvements have been made to the physical environment since the previous inspection. While potential risks are swiftly addressed, checks are not rigorous enough to ensure that all risks are identified sufficiently early.
- The school premises are now clean and hygienic. The medical team provides a coordinated level of care that includes ways by which to live healthy lifestyles.

	Foundation Stage	Primary	Middle	High
Care and support	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Across all phases, teachers have positive relationships with students and care about their own and each other's well-being. The system for managing students' behaviour is improving, and attendance and punctuation are carefully monitored with follow-up contact with parents.
- The school has an ineffective system to accurately identify the barriers to learning when identifying students with special educational needs, according to the KHDA guidelines. This includes those who are gifted and talented. Some teachers provide relevant interventions to meet the needs of the students of determination. The provision to extend the learning for gifted and talented students is underdeveloped across all phases.
- Students, especially those in Grade 12, receive appropriate career guidance and support. The well-being coordinator and the Inclusion staff monitor the personal development of students.

For Development:

- Ensure that there are robust risk assessment procedures implemented across the whole school.
- Put a greater effort into improving the healthy eating habits of students when at school.
- Improve the accuracy of identification of students with special educational needs and those who are gifted and talented, using the KHDA guidelines.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- The governor for inclusion, the inclusion champion, and the senior leadership team are working to ensure that a vision of an inclusive school is evident in the policies and practices across the school.
- Admission and identification of students of determination are inadequate and may lead to students being excluded from the school. The identification of barriers to learning is often inaccurate.
- Parents are informed of their children's progress and accomplishments and appreciate effective communication with the teachers, which enables them to support their children outside the school.
- The implementation of accommodations in the Individual Educational Plan (IEP) is not evident in lessons; this limits the progress made by students of determination.
- Students of determination who have been identified correctly and who have work which is differentiated consistently make good progress.

For Development:

- Review the admission policy, inclusion policy and procedures for admitting students of determination to ensure they are not denied.
- Ensure that all classroom teachers implement, and are accountable for, the recommendations in IEPs and that these IEPs are more accurately focused on reducing barriers to learning.

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 principal is determined to improve the school and has set a direction to prioritise the targets. The senior leadership team focuses on enhancing students' outcomes. However, this focus is less evident at other leadership levels. The Principal and her leadership team have created strong relationships across the school. They hold the teaching staff accountable for their students' achievements. However, heads of departments have a varied understanding of how to improve their sections.
- School leaders monitor the quality of teaching and learning through learning walks and analysis of external and internal assessment results. The school recognises the noticeable gaps in students' attainment on internal and external assessments. At the departmental level, the school improvement plan is continuing to enhance students' achievements. The school has made sound progress in addressing most of the previous inspection report's recommendations.
- Parents are supportive of the school and always feel very welcome. The principal and senior leadership team address their individual concerns in a timely manner. A wide range of effective strategies is used to communicate with parents. The appointment of a parent relationship officer has established a more systematic partnership with the school. The school's partnership with the international community is less well-developed.
- The governing board is very committed to the school community and its development. There is a sufficient representation of the stakeholders on the board. Governors make sure that the necessary resources are available. They ensure that almost all of the statutory requirements are met. Governors are supporting leaders to improve students' learning experiences and outcomes. However, this work is yet to improve the inclusion of students of determination.
- The school's daily management is efficient. The staff is committed to the school community, which reflects their sense of loyalty and belonging. The refurbished premises provide a clean, safe and welcoming environment for learning. External training opportunities are available to some teachers. The library is developing, but the books on offer do not yet fully meet students' different interests.

For Development:

- Ensure that all leaders, including the heads of departments, share a common direction for developing the school.
- Ensure that evaluations of teaching are consistently focused on students' learning outcomes.
- Ensure that the Governing Board accelerates the development plan for the premises in order to enhance the students' learning experiences.

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