



المعرفة
Knowledge



H.H.SHAikh RASHID AL MAKTOUM PAKISTANI SCHOOL

PAKISTANI CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



	Location	Al Qusais
	Opening year of school	1995
	Website	www.sramps.sch.ae
	Telephone	97142988303
	Principal	Ms. Aisha Nasim
	Principal - date appointed	3/9/2019
	Language of instruction	English
	Inspection dates	16 to 20 October 2023



	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1357
	Number of Emirati students	0
	Number of students of determination	58
	Largest nationality group of students	Pakistani

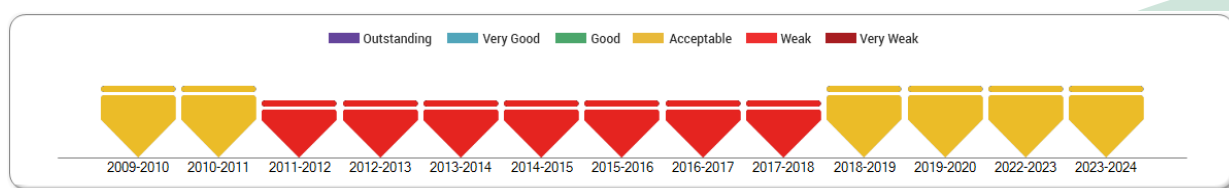


	Number of teachers	84
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	7
	Number of guidance counsellors	1



	curriculum	Pakistani
	External Curriculum Examinations	FBISE
	Accreditation	FBISE

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



SUMMARY OF INSPECTION FINDINGS 2023-2024

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 have improved in Islamic Education and science. Their progress in Arabic is stronger, although their attainment is weak. Entering with little English, children in Kindergarten (KG) make steady progress in acquiring communication skills. Students in all phases display strong listening and speaking skills. Reading has improved. Writing for different purposes remains a limited aspect of literacy. In mathematics, students have too few opportunities for investigation. However, investigation is well developed in science.
- The behaviour of most students is commendable. Students in High display very mature and responsible attitudes. They play positive roles in the school community. During assemblies, students speak confidently, placing themes in the context of Islam. Punctuality reflects students' commitment to learning. They take pride in their own and other cultures. They have some opportunities for social and environmental engagement. Students' social links with the wider world are limited.

Provision For learners

- Most teachers have secure subject knowledge and plan purposeful lessons, especially in High and in Islamic Education and science. Teaching and assessment in KG do not ensure active learning or progression. Assessments are linked to the curriculum standards. Students' performances are benchmarked against international standards. Limited feedback in workbooks guides next steps in students' learning, to some degree.
- The curricula in KG and Grade 1 lack continuity. There are continuity and progression between the curricula in other phases. Adequate choices are available for students in High. Cross-curricular links, innovation and the use of technology are identified in lesson plans. However, opportunities for enterprise and social contributions by students are limited.
- Policies to protect children are secure and supported by regular training for members of staff. Buildings are well maintained. Inclusion is a priority, but the premises impose limitations. School transport is well organised. Incident reports and medical records are maintained securely. Healthy living is promoted. Students' behaviour, attendance and punctuality are managed well. The identification of students of determination and those with gifts and talents is undertaken, but belatedly.

Leadership and management

- The influential principal is creating a modern inclusive environment focused on the development of learning skills. The development plan, based on internal and external outcomes, has led to some improvements. Teachers use inappropriate assessment procedures in KG. Parents are enthusiastic partners in their children's learning. The local community has provided considerable support, but students' engagement beyond school is restricted. Technology and other resources remain limited.

Highlights of the school:

- The effect of Islamic Education on the life and culture of the school and its students.
- The improving learning in science, which is leading to better outcomes.
- Students' personal development.
- The secure policies and procedures to ensure the health and safety of the school community.

Key recommendations:








- Ensure that all teachers deliver skilful differentiation of learning tasks during lessons.
- Ensure that assessments identify what the children in KG know and what they need to learn next.
- Take children in KG outdoors to integrate learning with different environments.
- Ensure that all students make good progress in learning Arabic.







OVERALL SCHOOL PERFORMANCE

Acceptable


01 Students' Achievement

		Foundation Stage	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Good ↑	Good ↑	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	Acceptable ↑	Acceptable ↑	Acceptable ↑
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable ↓	Acceptable
 Science	Attainment	Acceptable	Good ↑	Good ↑	Good
	Progress	Acceptable	Good ↑	Good ↑	Good
		Foundation Stage	Primary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good

02 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	Very good 	Very good 	Very good 	Very good 
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good





03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements

Partially met

- The school has not yet chosen a provider for reading literacy assessments that complies fully with the requirements of KHDA. Registration for the next cycle of international benchmark test (IBT) Arabic is incomplete.

Whole school

Emirati cohort

B. International and Benchmark Achievement

Good

Not applicable

- With an average score of 438, the school fell short of its target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 24 points. In benchmark assessments, students made significant improvements in all subjects over two years. They are now outstanding in English, very good in mathematics and good in science.

C. Leadership: International and Emirati Achievement

Acceptable

- A majority of leaders understand how subject skills and content align with proficiency levels and international benchmarks. The school implements international assessment action plans that address the gaps identified in the benchmark assessment reports. The quality of planning is insufficient. Monitoring of the implementations of the plans has yet to be established.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Acceptable

Not applicable

- Students' reading literacy levels have not been assessed. The school plans interventions aimed at improving students' reading skills. Monitoring the effects of interventions is an emerging feature. The use of data to inform curriculum adaptations and teaching practices is in the early stage of development. Students' English reading literacy is developing in most subjects.

Overall, the school's achievement of standards in the National Agenda Parameter is acceptable.

For Development:

- Introduce external, standardised assessments to measure students' reading literacy levels.
- Ensure that all leaders understand the benchmark assessment reports, including the identified gaps and respective recommendations.
- Establish systems to monitor and measure the effects of curriculum adaptations.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcomes is at an acceptable level.

- The principal is committed to the wellbeing vision and has overcome many challenges in order to promote students' wellbeing. Members of staff and students all contribute to embed that vision. The school has celebrated the beginning of the 'daily empathy' programme and introduced the 'gratitude lunch' for members of staff, served by students from Grade 12. Women's Day is celebrated.
- During morning assemblies, students participate in a keep fit activity. A fitness programme has been introduced effectively across the school. The different exercises motivate students to participate in more physical activities. The nutrition and fitness challenge promotes healthy lifestyles. It aims to instil lifelong habits that contribute to students' overall wellbeing and academic success.
- Students act as wellbeing monitors and sustainability ambassadors. They feel safe in school. They take individual responsibility for ensuring that everyone behaves well. Students can explain the importance of a secure value system and how to react in various situations. However, girls frequently do not participate in formal physical education lessons.

For Development:

- Encourage girls to participate more in sport.

UAE social studies and Moral Education

- The school uses the Moral, Social and Cultural Education (MSCE) framework and its standards. Social studies are taught in Grades 1 to 8 for 80 minutes per week and for 40 minutes in Grades 9 to 12. Moral education is taught for 40 minutes in each grade. The language of instruction during these lessons is English. Both subjects meet the requirements of the Ministry of Education (MoE).
- Social studies teachers use the MoE resources, enriched with additional projects and some independent research. Links with other subjects are mapped and delivered well. Shared teaching with MSCE studies ensures a common vision and approach. Assessments of learning are ongoing and summative. Teachers maintain records that enable students' progress to be tracked.

Arabic in Early Years

- In KG, children are taught Arabic as an additional language for a total of 80 minutes, divided into two lessons each week. The content is adapted from the MoE curriculum. The curriculum ensures that children acquire the necessary skills for transition to the next level. Teachers use appropriate methods, such as immersion in the language, storytelling, songs, interactive games and practical activities. Teachers use termly examinations, monthly tests and graded assignments to determine children's progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal data indicate that students' attainment is above the curriculum standards in all phases. Their progress consistently exceeds expectations, as reflected during lessons when they demonstrate good understanding of Islamic principles, Seerah and recitation skills for the Holy Qur'an and Hadeeth.
- Students in the primary phase are well versed in the pillars of Islam. They can describe Islamic worship. They are articulate in debates on Islamic law, taking into account contemporary perspectives. They know the significance of Islamic etiquette. In the middle and high phases, girls and boys perform equally well.
- Students are making significant improvements in their recitation skills, applying Tajweed rules during lessons. During the best lessons, when they have research opportunities and access to resources, they can refer to the Holy Qur'an and Hadith to explain the rationale behind Islamic rules.

For Development:

- Ensure that all students have regular research opportunities and access to resources, so that they can refer to the Holy Qur'an and Hadith to explain the rationale behind Islamic rules.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The assessment data do not reflect students' attainment accurately, as students are categorised by grade rather than by their years of studying Arabic. Consequently, their attainment remains below the curriculum standards. However, students generally make the expected progress in all phases.
- Students' listening and reading comprehension skills are insecure. The production of extended speech is challenging for most students, although their pronunciation is clear. Students' writing during lessons is restricted to copying directly from the texts provided.
- Students enhance their language acquisition during daily assemblies and in other Arabic activities. Notebooks demonstrate gradual improvement in students' writing over time, especially when guided by success criteria. In the primary phase, students show slightly better attainment and progress.

For Development:

- Ensure that learning objectives and assessments are accurately aligned with curriculum standards and designed according to the number of years students have been studying Arabic.
- Develop students' speaking and writing skills."

ENGLISH


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

- From low starting points in KG, children make steady progress in acquiring vocabulary and in developing their communication skills.
- In all phases, students demonstrate particular strengths when listening and speaking. Most students express themselves clearly and confidently. Students in High show increasing competence in their writing as their vocabulary and grammar improve. Generally, girls outperform boys in their reading and writing skills.
- A focus on developing students' reading and writing skills has resulted in some improvements. However, students in all phases have too few opportunities to write for different purposes, or to plan, draft and edit extended written work.

For Development:

- Provide more opportunities for students to read and write in a range of styles, both during and outside their English lessons.

MATHEMATICS





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

- Students attain highly in external assessments. The achievement of students in High in the Federal Board of Intermediate and Secondary Education (FBISE) examinations is lower. Students' progress during lessons largely depends on the level of challenge provided. Girls make better progress than boys.
- Children in the KG are successful at developing their sense of number. Older students in the primary phase are confident when operating with fractions. In the middle phase, students successfully apply skills of algebraic manipulation to solving simultaneous equations. Senior students in High apply their knowledge of linear programming to solve optimisation tasks.
- Improved language skills support students' learning. However, students have too few opportunities for investigations, discussions or applied mathematics during lessons. Their critical thinking skills are underdeveloped in all phases.

For Development:

- Increase students' attainment in external assessments.
- Challenge students with tasks that develop their critical thinking and investigative skills.

SCIENCE

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

- Children in KG have few opportunities to follow their natural curiosity or to develop independence. They spend too much time completing worksheets, rather than engaging in discovery. Most students in other phases develop their scientific knowledge through discussions, investigations and simple experiments.
- From Primary phase, students can record and analyse data. Older students show understanding of the scientific method. They predict, observe, record results, draw conclusions and present their findings, especially in High. However, they have yet to design their own experiments in response to an original hypothesis.
- Students work well together to solve problems and complete investigations. They make some use of technology. They lack sufficient challenge to take responsibility for learning, extend their higher-order thinking or develop greater independence.

For Development:

- Ensure that students' tasks consistently require higher-order thinking.
- Give students more opportunities to be independent learners.
- Extend the use of technology for reading, investigation and research.

LEARNING SKILLS

	Foundation Stage	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Most students have positive attitudes and are keen to learn. Students in High more frequently take responsibility for their learning. Such independent learning is frequent in Islamic Education. Girls generally take greater responsibility for learning than boys.
- Students work together enthusiastically in groups when they are given the opportunity. They communicate their learning clearly. They make strong links to Emirati society and culture, particularly during Islamic Education and Arabic lessons.
- Students seldom engage in deeper thinking or display skills for problem-solving. Enquiry, research and the use of technology to enhance learning are underdeveloped. As a result, higher-order skills such as critical thinking and evaluation are underdeveloped.

For Development:

- Ensure that there are more opportunities for students to think critically and to develop their skills for problem solving and investigation.
- Provide more opportunities for students to use technology during lessons to support independent research in all subjects.

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

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

- The behaviour of most but not all students is commendable. Occasionally, students in the middle phase, particularly a few boys, interrupt learning with inappropriate behaviour. By contrast, students in High display very mature, responsible attitudes. They play very positive roles in daily school management.
- During school assemblies, students confidently lead the proceedings. Punctuality to lessons and activities reflects students' commitment to learning. They have generally respectful relationships with their teachers. They are warm and welcoming and greet visitors politely.
- Most students enjoy physical activities. They make healthy food choices. They display tolerance and positivity. As a result, bullying is rare. Students engage fully with daily assemblies. The overall school attendance is very good, though it was lower during the inspection.

	Foundation Stage	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students appreciate Islamic values such as kindness, honesty, charity and helping others. They apply these principles actively in their daily lives, particularly during Islamic events. Students respectfully recite the Holy Qur'an and explain the Noble Hadith during daily assemblies.
- Students demonstrate strong understanding of the significance of the heritage of the UAE. They believe that tolerance fosters a sustainable, multicultural environment in Dubai.
- Students take great pride in their own cultures and enjoy learning about others. Cultural studies are integrated into many subjects, including moral and social education. Students are eager to have more opportunities to explore and understand a wider range of world cultures.

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

- Students have some opportunities for social and environmental engagement. They take part in a range of projects that foster understanding of their environment. The Wellbeing Champions introduce students to the importance of supporting school initiatives.
- Sustainability Champions encourage recycling and environmental awareness and conservation. They organise clean-up initiatives, during which all students are responsible for collecting rubbish. They have also introduced a recycling initiative.
- Innovation is a key feature of the school. Students use their talents to invent and design new products. They are creative at developing innovative projects, such as designing a microwave oven powered by the sun.

For Development:

- Establish opportunities for students to engage with the local and wider communities to make social contributions and share innovative and sustainable ideas.
- Reduce the instances of inappropriate behaviour.

03 TEACHING AND ASSESSMENT

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

- Most teachers have secure subject knowledge. They plan purposeful lessons. The quality of teaching is best in High, Islamic Education and science, where teachers facilitate learning rather than direct it. In KG, teachers provide too few opportunities for children to engage in active learning.
- Relationships are positive. Most teachers question students well to check their knowledge and understanding. During the better lessons, teachers' questions encourage discussion and critical thinking. Some lessons are too directed by teachers, resulting in fewer opportunities for reflection or meaningful dialogue between students.
- Teachers use assessment data to group students according to their abilities. Most teachers plan work for the different ability levels. They sometimes personalise learning to enable each student to reach his or her potential.

	Foundation Stage	Primary	Middle	High
Assessment	Weak ↓	Acceptable	Acceptable	Acceptable

- Internal assessment procedures are linked to curriculum standards throughout the school. They enable the collection of accurate information about students' academic progress. However, the information is inaccurate when applied to groups of students. Assessment procedures are yet to be linked to future learning in KG.
- Teachers use external assessments that are appropriate for the curriculum expectations. They participate in a range of tests to benchmark students' performances against international standards. Analyses of the available assessment information are inaccurate in some subjects.
- The use of assessment data to inform teaching is underdeveloped. Assessment information in KG does not inform the children's next steps in learning. Written feedback in students' workbooks is limited and rarely provides students with clear guidance on what they need to do to improve.

For Development:

- Ensure that teachers' questioning of their students promotes critical thinking and problem solving.
- Use assessment data to implement activities that address the learning needs of all groups of students.
- In written feedback to students, include clear steps for improvement.

04 CURRICULUM

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

- The curriculum is broad and balanced. It often encourages the development of learning skills. In KG and Grade 1, implementation of the curriculum has yet to enable integrated learning experiences. Curriculum implementation is better in High, especially in Islamic Education and science.
- Continuity and progression between the phases are ensured. Students are adequately prepared for the next stages of learning, within school and beyond. In High, students have appropriate curricular choices to pursue their interests and support their future careers.
- Teachers identify cross-curricular links in their lesson plans. However, they largely overlook them when teaching, or mention them only briefly without making meaningful links.

	Foundation Stage	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The KG curriculum is not adapted adequately to ensure integrated learning experiences for the children. In the other phases, adaptations are made in response to external and internal assessment results. However, they are yet to be fully established. Extra-curricular learning activities are limited in scope.
- Teachers have added innovation as an additional focus in their lesson plans, but only in vague terms. Opportunities for enterprise and social contribution are limited. Rarely do the curriculum adaptations promote creativity or encourage higher-order thinking. Adaptations permit some use of technology for research.
- Links with Emirati culture and society are integrated into the curriculum. These links develop students' understanding of the values of the UAE. Students celebrate important festivals enthusiastically.

For Development:

- Establish an extra-curricular programme to strengthen the physical, social and emotional development of both boys and girls.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies and procedures keep children and students safe. Members of staff are familiar with the school's child protection policy, as they receive regular training. Classrooms and outdoor areas support inclusion. Students with mobility challenges are assisted to gain access to their classrooms.
- Buildings are well maintained, safe and clean. Teachers and senior students carry out their supervision duties appropriately. School transport is well organised and safe.
- Comprehensive medical records are maintained securely. Incident records and responses are kept. Healthy lifestyles are promoted through regular physical exercise. Some girls do not participate in exercise. Medical personnel support students to understand healthy lifestyles. Most students take healthy snacks at break times.

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

- Most teachers have good relationships with their students. An effective approach to managing students' behaviour is understood by almost all. Systems for managing attendance and punctuality are largely effective. The school records late arrivals and absences, communicating with parents on the first day of absence.
- Teachers use a range of assessments to identify students of determination and those with gifts and talents. However, the differentiation of learning experiences to meet these additional needs is irregular. Children who require support are identified, sometimes after a lengthy delay.
- The head of inclusion, the career guidance counsellor and advisor offer dedicated inclusion support. A psychologist has recently been appointed. This role ensures greater access to support services to enhance students' wellbeing and personal development.

For Development:

- Provide earlier interventions in KG to identify children who may need support or challenge soon after they enter the school.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The principal and the governing board are committed to inclusion. A key member of staff promotes the implementation of an inclusive education policy. Some members of the inclusion team have appropriate training, qualifications and experience.
- Some teachers are generally knowledgeable about their students and have awareness of the KHDA's inclusion categories. A limited range of assessment strategies is used to identify students' needs. There is too much reliance on specialist teachers.
- The school works closely with the parents of students of determination. Parents are regularly informed about their children's progress. However, some are adamant that they do not receive enough information. Members of staff ensure that most parents work with them to increase students' progress.
- The quality of differentiated lesson planning and delivery varies. Teachers are beginning to explore specialist, alternative pathways to provide greater opportunities for all students.
- Students' progress toward their individual targets is sometimes tracked. This information informs provision for students. Students of determination receive different leaving certificates that may limit their access to further education, training or employment.

For Development:

- Ensure that effective task differentiation is a central part of all lessons.
- Introduce alternative pathways to ensure that each student is able to fulfil his or her potential and to access the next stages of education or employment.
- Address the perceived lack of information provided to parents.

06 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 motivating principal is determined that the school should be a modern, inclusive learning environment. Senior and middle leaders are increasing their management skills. They are focused on the priorities of the UAE and on instilling 21st century skills. They communicate the school's vision effectively. Most show understanding of the best practices in teaching and learning. They have improved some areas of the school and are aware that further improvements can be made. They have the capacity to effect further changes.
- The school improvement plan derives from internal and external assessment data and frequent observations of teaching and learning. Senior leaders have realistic views of the majority of priorities. They are contributing to some improvements in students' achievements. However, evaluations of the children's outcomes in KG are inadequate in some aspects. There has been some progress in addressing the recommendations from the previous inspection report.
- Parents are very enthusiastic partners in their children's learning. They fully appreciate the new direction in which leaders are taking the school. Some are empowered by effective academic communication and are appropriately informed by online information. They value the swift responses to any concerns and the ways in which teachers sustain students' wellbeing. The school has benefited significantly from its links with the local community. However, opportunities for students to participate in the community are limited.
- The governing board has been restructured to address the needs of this evolving school. Guided by the principal, the newly appointed board members now understand their roles to challenge and support the school's physical and organisational development. They are advised by the principal on how to hold her and senior leaders to account for students' outcomes. Members are now more active in helping to secure resources for improvement.
- The principal and senior leaders ensure the smooth running of the school. Recent appointments have led to improvements in teaching and learning. The premises are enhanced as a result of considerable support and investment by the local community. The technological facilities have been updated but remain somewhat limited. Improvements have been made to the outdoor sports grounds. Access to the outdoor learning environment is inadequate for integrated learning in KG.

For Development:

- Ensure that the best practices in teaching and learning are implemented more commonly and effectively in all phases of the school.
- Support governors to understand the need for continued investment to improve the school's academic and social outcomes.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae