

# INSPECTION REPORT

2022-2023



**AL SHUROOQ PRIVATE SCHOOL**

**MOE CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Jumeirah First
	Opening year of School	1986
	Website	www.shorouq.sch.ae
	Telephone	97143442026
	Principal	Suzan Tawfiq Mohammad Khashan
	Principal - Date appointed	1/18/2021
	Language of Instruction	Arabic
	Inspection Dates	16 to 20 January 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1862
	Number of Emirati students	284
	Number of students of determination	127
	Largest nationality group of students	Arabic

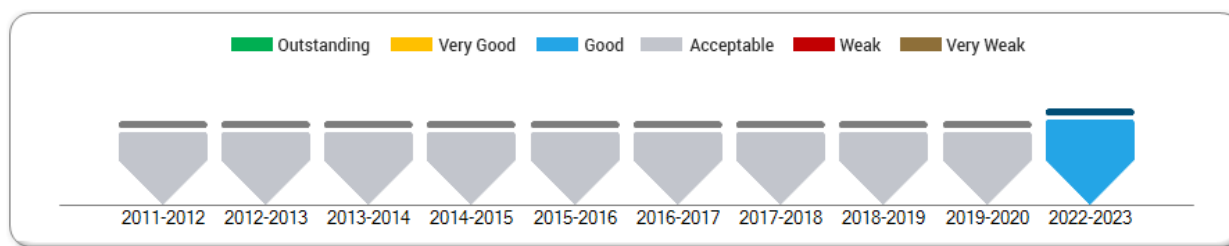
### TEACHERS

	Number of teachers	116
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:16
	Number of guidance counsellors	7
	Teacher turnover	25%

### CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	MoE

## School Journey for AL SHUROOQ PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Kindergarten (KG) children's achievement in Islamic Education and Arabic is now consistently very good, with good progress in mathematics and science. Progress in English has improved to good in Cycles 2 and 3. Students' active use of English for self-expression is underdeveloped in KG and Cycle 1. Students' learning skills are now consistently good across the school. They continue to benefit from active and practical learning tasks and activities.
- Students' personal development is at least good across the school, with very good outcomes in Cycles 2 and 3. Students' very good appreciation of Islamic values, and their understanding of moral social issues and cultural awareness, informs their contribution to the care and welfare of others in the community. Students are now well placed to take on further responsibility for leadership of activities and innovative projects.

### PROVISION FOR LEARNERS

- Teaching and use of assessment are now consistently good across the school, having improved in both the KG and Cycle 3. Teachers' accurate knowledge of their students' strengths and development needs, based on accurate assessments, informs well-planned, structured, and engaging learning activities. The quality of teaching does not yet enable the development of students' innovative, creative, problem-solving, and critical thinking skills consistently across all subjects.
- The KG curriculum supports children well to learn through enquiry and investigation. Within the acceptable curriculum provision across other Cycles, students benefit from well-planned cross-curricular learning, particularly through their moral and social education projects. Students' choice, especially in Cycle 3, remains limited. Teachers' improved adaptation of the curriculum across the school is meeting the learning needs of most groups of students on a more consistent basis.
- The health and safety, and care and support of students remains good across the school. Staff address any health and safety concerns promptly. Arrangements for students' safeguarding are comprehensively shared with stakeholders, with related training for all staff. Additional staffing enables more focused attention to students' care and support. Improved provision for inclusion supports students of determination well.

### LEADERSHIP AND MANAGEMENT

- Under the Principal's effective direction, school leaders have brought about significant school improvement. Rigorous, accurate self-evaluation and well-linked professional development help to ensure consistently good levels of teaching. Parental partnership is now very good. The roles of senior leaders and the governing body are clearly defined. Governors are more active in holding leaders to account. Recent appointments have increased leadership capacity. Facilities and resources remain at an acceptable level of quality.

### The best features of the school:

- Students' good to very good progress in Islamic Education, Arabic, mathematics, and science across the school, and in English in Cycles 2 and 3.
- Students' very good appreciation of Islamic values and culture and history of the UAE and their understanding of moral and social issues.
- The consistently good quality of teaching and use of assessment information to plan engaging lessons, which have improved students' progress and learning skills.
- Teachers' effective curriculum adaptation in ways that meet the learning needs of almost all groups of students.
- The leadership of the Principal, and senior leaders.

### Key Recommendations:





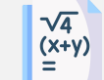

- Improve students' attainment by:
  - providing more regular opportunities for students' independent learning, through critical thinking and problem-solving activities across all sections of the school
  - ensuring that KG children and Cycle 1 students use English more actively to express themselves in speaking and in writing.
- Improve the implementation of curriculum design to support students to transfer learning across a wider range of subjects, and to enjoy more opportunities to make meaningful and relevant choices in their learning.
- Improve opportunities for students with gifts and talents to excel, by matching across all subjects the existing effective practice and by providing challenging learning experiences.
- Governors should support the strategic development of the school through the provision of facilities and resources, human and material, to address the agreed improvement priorities.



## Overall School Performance

Good ↑

### 1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Very good ↑	Good
 Arabic as a First Language	Attainment	Very good ↑	Good	Acceptable	Good ↑
	Progress	Very good	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Good	Good	Good ↑
 Science	Attainment	Acceptable	Acceptable	Good ↑	Good
	Progress	Good ↑	Good ↑	Good	Good
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Good ↑	Good	Good	Good ↑

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Very 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	Good	Good	Good	Very good

## 3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Good	Good	Good ↑
Assessment	Good ↑	Good	Good	Good ↑

## 4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good ↑

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



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

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

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>meets expectations</b>	<b>meets expectations</b>

- Across successive PISA international assessments of reading, mathematics and science, the school's overall attainment approaches expectations. In the TIMSS assessments, Grades 4 and 8 students performed in line with international expectations in mathematics and science, with targets exceeded in Grade 4.
- Emirati students' overall progression and attainment in the international assessments is in line with expectations. In PISA, students made better than expected progression leading to reading improving up to expected levels. Grade 4 students performed above expectations in mathematics and science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>

- The National Agenda Parameter (NAP) action plan is effective despite inconsistently measurable success criteria. Heads of department use benchmark reports carefully in planning. All NAP and Ministry of Education (MoE) assessment analyses identify areas of weakness. Appropriate curriculum changes or interventions follow. Most teachers use assessment data effectively to plan lessons to meet individual and group needs, including the needs of Emiratis. Students' critical thinking skills are being developed by teachers' open questioning and, in science, by an active approach to learning.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations</b>	<b>meets expectations</b>

- Most teachers provide opportunities for active reading and research in Arabic and English. Reading levels are tested three times per year but the use of these results is not yet fully embedded in lessons.
- Emirati students' reading performance has improved significantly in relation to their peers. They use technology well for research and enjoy the more active approach to learning.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Ensure greater consistency in teachers' use of reading data when planning lessons.
- Improve the measurability of success criteria in the NAP action plan.



## Wellbeing

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

- Senior leaders clearly understand the contributions which all aspects of the school's work make to the wellbeing of the school community. The board of governors has appointed a wellbeing champion to support an objective evaluation of wellbeing and to hold leaders accountable. School leaders use their analyses of wellbeing data alongside other performance data to plan and implement wellbeing promotion activities. Improvements in teaching and learning meets students' needs in all phases and a varied activity program is providing well-planned opportunities for students to follow their interests.
- The school is active in identifying named staff responsible for groups of students. Consistent support is provided by social workers, supervisors, and the inclusion team who respond promptly to wellbeing concerns. Staff are available and accessible to advise and support students when needed. The school seeks, and responds to, the views of students, parents, and staff on issues of wellbeing. Teachers benefit from effective training that helps them to improve their professional practice and confidence.
- The school purposefully plans for and implements a range of balanced approaches to develop student wellbeing, providing students with engaging learning experiences in which they increasingly experience success. Students' participation in high-quality break time music performance brings joy to the whole school community. The school's medical team monitors key health indicators and promotes students' understanding of what they can do, and what they can eat, in order to be and remain healthy. Students demonstrate healthy lifestyles and feel valued, safe, and engaged in the life of the school.

## UAE social studies and Moral Education

- The school's social and moral education program is purposefully planned to enhance students' academic and personal skills using the MoE social and moral education framework. Three Lessons are scheduled as separate subjects meeting the MoE requirements. The Salama textbook is used effectively in Cycle 1. In KG and Cycle 3, moral and social education is integrated with other subjects. Every teacher is considered a social and moral education teacher.
- Teaching strategies engage students' interest and include meaningful collaboration with parents and the community. Boys and girls are equally involved. The positive impact of the program is evident in the personal and behavioural skills of all students.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Very good ↑	Good

- In assessment results, lessons, and recent work, at least the majority of students demonstrates confident knowledge and understanding of Islamic principles which are securely above the curriculum standards. Students make rapid progress in all cycles, but especially in Cycle 2. The strongest levels of attainment and progress are in KG.
- Students, especially Emiratis and boys, are confident in their recitation and memorisation of the Holy Qur'an. This is more evident in KG and Cycle 2. Students, in KG and Cycle 1, demonstrate a secure understanding of the Pillars of Islam and Seerah.
- In the stronger lessons, and especially in Cycle 3, students debate and recall knowledge, and can refer to the Holy Qur'an, Noble Hadeeth and Seerah to support their learning. Progress is better when guidelines are provided, and a progress tracker is used across the subject standards.

#### For Development:

- Ensure consistency in using the guidelines and the progress tracker in lessons and students' notebooks for the standards in Islamic Education.

#### Arabic as a First Language

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good ↑	Good	Acceptable	Good ↑
Progress	Very good	Good	Good ↑	Good

- In KG, children rapidly develop their skills in Arabic language and maintain them at a level above the curriculum standards. Attainment in Cycle 1 and recently in Cycle 3 for the majority of students is also above standards. Achievement is in line with the curriculum standards in Cycle 2. The rates of progress are improving across the school, but more rapidly in the KG.
- Across the school students speak accurately and confidently. Their use of grammar and vocabulary in their written work is less secure, especially in Cycle 2. However, across the school, students are increasingly building on what they already know to extend their vocabulary.
- The impact of improving reading and writing teaching strategies is evident across all cycles. Purposeful opportunities for textual analysis, debating, and presenting research projects in Arabic, support the faster development of speaking skills, especially in Cycle 3.

#### For Development:

- Provide more opportunities for students to practise and extend their Arabic language production and skills in lessons by checking and building on their pre-knowledge.

## English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑	Good ↑

- Students' attainment in international tests is lower than indicated in internal assessments and external curriculum-related tests. Students' progress has improved in Cycles 2 and 3 due to improvements in teaching strategies. Emirati students' progress is in line with that of their peers. However, they outperform their peers in international assessments.
- Across the school, listening and speaking skills are stronger than reading and writing. In the senior cycles, students speak with increasing confidence when debating, engaging in public speaking, and making presentations. Students are increasingly writing for a wider range of purpose and readership.
- Recent initiatives which focus on the promotion of reading and writing in English are beginning to have an impact on students' learning. These strategies include the use of reading trackers, dedicated library periods, reading challenges and learning technologies to publish and share students' written work in different genres.

### For Development:

- Provide a greater focus on improving students' oral language skills in KG and Cycle 1.
- Improve students' language skills by ensuring consistency in the provision of written feedback and next steps for improvement on their work.

## Mathematics

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Good	Good	Good ↑

- Stronger features of attainment include Cycle 3 advanced students' geometry and algebra. Progress measures in the KG and Cycle 3 are improving. Emirati students outperform their peers in international assessments.
- In KG, children use a number line effectively for addition. In Cycle 1, the daily practice of mental arithmetic continues to support students' computation skills. Cycle 2 students are confident when finding the average of different types of data. Students in Cycle 3 produce 3-D shapes and optimize the volume by calculation.
- Engaging teaching, well-focused on gaps in students' knowledge and understanding, supports improved progress. Nonetheless, some students do not always understand what is needed at each stage of problem-solving, and with aspects of statistics and probability. Cycle 3 students find reflection, rotation, and displacement concepts challenging.

### For Development:

- Ensure that all students understand the steps they need to take to solve a mathematical problem.
- Support senior students with their understanding of statistics and probability.
- Engage students in Cycle 3 in having a better understanding of reflection, rotation, and displacement.

## Science

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Good ↑	Good
Progress	Good ↑	Good ↑	Good	Good

- KG and Cycle 1 students develop scientific knowledge, but less understanding of topics. In Cycles 2 and 3 students deepen their understanding leading to success in examinations. Advanced course Cycle 3 students achieve higher in chemistry than students in the general science course.
- Across the school, a majority makes better than expected progress in understanding scientific methodology. KG children select clothing to fit seasons and in other cycles students investigate hypotheses to identify and isolate variables.
- Across the school students make effective use of technology to find information. They perform simulated investigations with a good understanding of the scientific method. They have less opportunity to carry out independent practical work or deep research into specific topics.
- Emirati students enjoy science and perform in line with their peers in lessons. They attain above the curriculum expectations on benchmark tests.

### For Development:

- Improve opportunities for older students to plan full investigations to test their own hypotheses.
- Raise attainment levels in the KG, Cycle 1, and Cycle 3 general science course.

## Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good ↑	Good	Good	Good ↑

- Across the school, students demonstrate a genuine interest in learning and contribute successfully to lessons. They work well in groups and support one another during activities. Students are highly engaged in their learning and readily accept responsibility whenever opportunities arise.
- In the more effective lessons, students are developing their skills of research and enquiry. They can find things out for themselves and use technology to support their learning. However, these skills are not consistent across all grades and subjects.
- The redesign of outdoor learning areas in the KG is providing greater opportunities for the development of the skills of collaboration, decision-making, communication, and investigation. A greater focus on independence and students' choice has also resulted in improved learning skills in Cycle 3.

### For Development:

- Provide even more opportunities for students to develop higher levels of innovation, enterprise, enquiry, and critical thinking skills.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Very good ↑	Very good

- Students form positive relationships with staff and their peers at each phase. They are respectful, considerate, sensitive to the needs of others and appreciate differences. Older students take the lead with additional responsibilities, for instance, healthy eating campaigns, or cyber bullying presentations.
- Very positive behavior and attitudes contribute to a harmonious learning environment across the school. Bullying is rare. This means that students enjoy coming to school. Older students respond very well to different forms of critical feedback.
- Students usually arrive at school and to lessons on time. Attendance is at least good. Cycle 2 students have improved their learning by demonstrating a sound understanding of adopting a healthy lifestyle. Some of the younger students still rely too much on the adults in the classroom for guidance.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Across the school, students demonstrate a deep appreciation of Islamic values. They can provide examples of values such as modesty, respect, and tolerance, and how these values benefit their personal lives and life in the UAE.
- Students are very knowledgeable and respectful of the heritage and culture that underpin contemporary life in the UAE. They know about their own cultures and are involved in a range of cultural activities.
- In an effort to improve students' appreciation of other world cultures, the school has begun to build cross-cultural links between the school and students from different cultures through online conferences and platforms. This is beginning to have an impact in the senior cycles but requires embedding elsewhere in the school.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Very good

- Some Emirati girls have been working actively on a project with the Red Crescent, visiting retirement homes and orphanages. Others engage with students from the Japanese school to study cultural diversity. Students support local charities, and act as wellbeing ambassadors in their own school.
- Students across all phases demonstrate a strong work ethic and contribute to innovative projects, particularly in the area of robotics. They collaborate in projects where they construct websites that explore different countries. Students also enjoy participating in essay competitions that discuss the United Nations global issues.
- Throughout the school, students demonstrate an awareness of the environment and some of the issues. For instance, they discuss innovative solutions to the pollution of the oceans with proposals include using robots to remove plastic debris. In their own lives, they are enthusiastic about recycling plastics and paper for use in their art and craft lessons.

### For Development:

- Ensure that younger students demonstrate more self-reliance, so they are not relying too much on their teachers.
- Encourage even more students in Cycles 1 and 2 to participate in student-led initiatives that develop innovation, critical thinking, and design skills.

### 3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Good	Good	Good ↑

- Teaching across the KG and in all other Cycles has consistent strengths in almost all elements. These include teachers' subject knowledge and, a well-applied understanding of how students best learn. Across the school, teachers always plan tasks and activities that support students' practical and collaborative learning.
- Across all phases, teachers' questioning skills are beginning to extend students' thinking and support their progress in lessons. Teaching strategies are now better matched to students' levels of knowledge and understanding and are meeting the needs of almost all groups of students.
- The quality of teaching, particularly in the KG and Cycle 3, has benefited from well-focused professional development and skillful use of assessment information. However, teaching strategies in all phases have yet to develop students' independent, innovative, and creative learning.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good ↑	Good	Good	Good ↑

- In all grade levels, students are assessed in line with the relevant curriculum standards. In the KG, teachers are skillful at recording tracking sheets to record progress. In other cycles, similar systems track skill development to supplement data from benchmark tests and MoE examinations.
- All assessment data are rigorously analysed and used to identify curriculum gaps and to plan learning. Data are used to agree individual targets against which students' progress is checked. Most teachers use assessment data to inform lesson planning, ensuring greater relevance and better progress towards their targets.
- Most teachers encourage students to assess their own and others' work against rubrics aligned to the curriculum standards. However, this system is not consistently applied, and students do not always know what they need to do to improve their work.

#### For Development:

- Improve student's use of self-assessment and their ability to set targets for improvement.
- Create regular opportunities for all students to learn independently when engaged in innovative thinking and problem-solving activities.



#### 4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Acceptable

- The curriculum follows the MoE requirements, with a clear focus on developing knowledge and skills. The learning of most students builds on their previous acquisition of knowledge and skills. The curriculum in the KG is successful in promoting independence and in providing choice for the children.
- Students in Cycle 3 are well supported for the next phase of their education and career. The school is exploring opportunities to provide students in both general and advanced streams with greater opportunities.
- Cross-curricular links are planned well but are more effective in the KG, Arabic, Islamic Education, mathematics, and moral and social education. The curriculum is reviewed weekly by senior and middle leaders to identify gaps in provision based on assessment results, with changes made to ensure that gaps are filled.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good ↑

- Teachers have adapted the curriculum effectively to motivate and engage all learners. The needs of almost all groups of students are met. Students' Individual Education Plans (IEPs) are well used with the inclusion of appropriate tasks.
- Curriculum adaptations are constantly reviewed at regular planned meetings. Teachers consider content, continuity and progression when making changes for learning. Assessment information is also used effectively to plan appropriate tasks, to ensure that learning is meeting the needs of the different groups of students.
- Links with Emirati culture and society are integrated into the very core of the school's work. There are opportunities for enterprise, innovation, and creativity in break activities. However, some students do not have a choice about which activities they wish to attend.
- Following the MoE curriculum, Arabic is a mandatory subject taught in the KG for 280 minutes per week.

#### For Development:

- Provide more elective courses to students in Cycle 3 and ensure that curricular links are designed and managed consistently across all subjects.
- Give students more opportunities for the choice of activities they attend in their break times.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- A comprehensive Child Protection and Safeguarding policy is in place. All staff are aware of the policy and receive annual training. The school protects students from bullying through its Anti-bullying and Cyber Safety Policies. The technology department has measures in place to protect students' safety when online.
- Efficient systems maintain a safe, secure, and hygienic environment. Safety checks and risk management of proposed school activities are carried out. The school transport system is managed effectively, and the school meets all the regulatory requirements.
- The school premises and equipment are maintained to a high standard. All medical records are accurately and securely maintained in the clinic. The school promotes safe and healthy living very effectively in collaboration with the school doctor.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Good

- The school operates in an atmosphere of mutual respect between students and teachers. Thorough systems for managing attendance and punctuality, including follow up of all absences, impact positively on the rates of attendance and improving punctuality to lessons.
- As an inclusive school, staff members are conscious of providing a welcoming and supportive environment for students of determination. A well-qualified and dedicated team engages with parents to identify barriers to their children's learning. Procedures to identify students with gifts and talents are being developed, along with key interventions to ensure that all students reach their potential.
- Guidance and counselling arrangements are comprehensive and offer security and confidentiality to students. Students have confidence in the school's support for their academic and personal development.

### For Development:

- Ensure that students with gifts and talents are well supported to reach their full potential.
- Ensure that all assessments of risk consider all early identification of potential hazards within the school environment.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good 

- Governors and senior leaders promote an inclusive ethos which is reflected in the everyday life and in all areas of the school. Members of the qualified senior leadership team are responsible and accountable for the outcomes of students of determination, and for the strategic planning and improvement of provision.
- The school has developed appropriate plans and policies which are consistently applied across the school for students of determination. Students with gifts and talents are now a priority for the inclusion team. Although there is adequate investment in resourcing, some students, especially those with social and emotional issues, do not have enough personal space.
- The school keeps parents informed of their children's progress through formal and informal reporting methods. Parents report being very happy with the school and their involvement with their children's school experiences. Curriculum planning is appropriately modified. This ensures that students of determination are regularly engaged with relevant and meaningful learning opportunities at levels matching their abilities.
- Carefully targeted support ensures that students are actively involved in a range of learning activities that promote the acquisition of key personal and social skills. Assessments are frequently made to ensure that teaching is leading to progress in students' learning.
- The inclusion team, comprising an Inclusion Champion, SENCO, counsellors, a social worker and a behavior therapist, all support the good personal and academic progress of students of determination.

### For Development:

- Ensure that students with gifts and talents are enabled to reach their full potential.

## 6. Leadership and management

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

- The principal provides very clear vision and direction to the work of the school, which is rigorously focused on school improvement. School leaders share an understanding of the key elements of effective educational leadership and school improvement across all phases of the school. As such, all leaders demonstrate capacity to improve the school. As a team they are collegiate, solution-focused, and, together with their staff, have made improvements in teaching, assessment, and curriculum adaptation, leading to improved progress for students.
- Accurate self-evaluation, firmly founded on accurately analysed data, and the frequent monitoring of teaching and learning, is enabling school leaders to plan for improvement. Improvement plans identify key priorities, actions, and success criteria. These plans also make provision for effective professional development linked to the performance management of all teachers. The school's self-evaluation processes and related action-planning impact positively on students' progress and in adaptations to the curriculum adaptation to meet their needs.
- The school successfully engages parents as partners in their children's learning, building on closer links generated during the recent pandemic. Leaders take careful account of parental views when planning improvement and respond appropriately to any concerns. Regular communications enable parents to be engaged in their children's learning. Progress reports and parent-teacher consultation further support parental partnerships. The school's engagement with a range of community partners, charitable works, and other schools is helping to foster students' learning and personal development.
- Since the previous inspection, stakeholder membership of the governing body now includes education professionals, although, as yet, no student representative. Clear separation of the roles and responsibilities of school leaders from those of the governors is enabling the governing body to hold school leaders more objectively to account for the school's performance. Governors have supported important improvements to staffing, technology infrastructure and learning resources. Governors acknowledge the need for further investment to conserve and continue the school's improvement journey.
- Well-administered daily routines contribute importantly to the purposeful climate for learning across the school. Increased leadership capacity has focused appropriately on inclusion and wellbeing. Teachers' professional development has supported improvements in the KG and Cycle 3. Specialist accommodation for science, music, art, and PE supports only adequate provision for these subjects. The attractive library lacks a comprehensive book stock. Beyond well-used provision for robotics, the school is not sufficiently well resourced to support students' independent, innovative, and creative learning adequately across the curriculum.

### For Development:

- Improve students' achievement by building on the improvements achieved so far.
- Develop partnerships at national and international level to continue to widen students' learning to life in the communities.
- Plan strategic upgrades to facilities and resources in support of identified school improvement priorities.

## 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](mailto:QA.Schools@khda.gov.ae)