

INSPECTION REPORT

2022-2023



AL SADIQ ISLAMIC ENGLISH SCHOOL

UK CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1989
	Website	www.alsadiqschool.com/
	Telephone	97142634083
	Principal	Sadia Wajid
	Principal - Date appointed	9/20/2022
	Language of Instruction	English
	Inspection Dates	14 to 18 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 16
	Grades or year groups	FS2 to Year 11
	Number of students on roll	2196
	Number of Emirati students	17
	Number of students of determination	104
	Largest nationality group of students	Pakistani

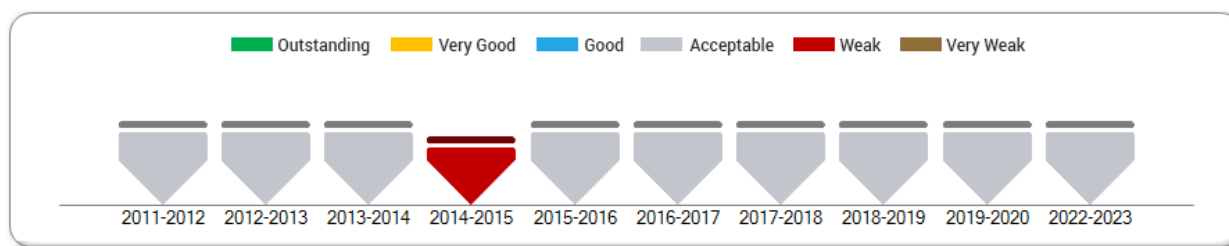
TEACHERS

	Number of teachers	116
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	39%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE
	Accreditation	NA

School Journey for AL SADIQ ISLAMIC ENGLISH SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Student achievement across the school has been maintained in Islamic Education and Arabic. In the Foundation Stage (FS), rates of progress have been sustained in English, mathematics, and science. Students' learning skills are strong in the FS and in the secondary phase. Students demonstrate positive attitudes to their learning and collaborate well.
- Students display self-discipline and responsibility, especially girls in the secondary phase who are mature in their approach to lessons and assemblies. Students enjoy sporting activities and are well aware of the importance of healthy living. They have a secure understanding and appreciation of Islam, and the culture of the UAE. Secondary students teach younger classes to debate and organise Enterprise Days, and in making innovative products.

PROVISION FOR LEARNERS

- Teachers interact well with their students and there are examples of good and very good teaching in all phases. In Secondary, the consistency of teaching is resulting in students being encouraged to develop their independent learning skills even further. In some subjects, teachers' written feedback to students is developmental and is helping to support their next steps in learning.
- The design and implementation of the curriculum is secure. There are some effective links between subjects, for instance, Islamic Education and Arabic, and between FS and Year 1. This is helping to make students' passage through the school a positive one. A range of extra-curricular activities are enhancing students' experiences and their personal development. Students enjoy opportunities to learn about the culture, values, and life in the UAE.
- The school fulfils its health, protection, and safeguarding obligations. The promotion of healthy living permeates the school. Students in all phases respect one another and generally show care and concern for their peers. In FS, teachers are aware of their children's social, emotional and academic needs. Students can approach key members of staff for personal advice and counselling.

LEADERSHIP AND MANAGEMENT

- The returning former principal is re-establishing a purposeful learning community for students, parents and staff driven by Islamic values. Senior Leaders hold all postholders to account for the outcomes of students. The systematic improvement in the quality of student learning is beginning to be achieved through the setting of more realistic, specific, and measurable targets in the school's self-evaluation improvement planning processes.

The best features of the school:

- Senior leaders' drive to improve learning within an inclusive learning community driven by Islamic values
- The personal development of students, their awareness and understanding of Islamic values and their social responsibility
- Improvements to teaching in Secondary
- Parents' support for leaders, teachers and staff, and their desire to play a full role in partnership





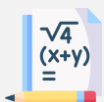

Key Recommendations:

- Raise students' attainment and progress in all key subjects by:
 - improving teaching for effective learning to at least a good level,
 - developing the skills of middle leaders and teachers to enhance their understanding of best practices in teaching and assessment, and
 - embedding a whole-school reading literacy strategy so all students can access the curriculum and improve their learning outcomes.
- Improve the quality of teaching by:
 - regularly evaluating the quality of teaching and its impact on student outcomes,
 - using assessment information consistently, to improve students' achievement through personalised learning programmes which meet all students' needs, and
 - increasing the opportunities for investigative and independent learning within lessons.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable ↓
	Progress	Good	Acceptable ↓	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable ↓	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good ↑
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good ↑	Acceptable	Acceptable

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter

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

- International assessment data indicates significant improvement in TIMSS with the targets exceeded in all three areas. This was not the case with PISA. In the National Agenda benchmark tests, there was a decline in student outcomes in comparison to the previous year.

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

- Leaders at all levels, understand the proficiency levels of both the international and the National Agenda benchmarks. Based on their data analyses, they identify those skills that require further development and then implement strategies to improve them. This is done by adapting teaching styles or amending the curriculum.

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

- The school has recently introduced a diagnostic reading test which is now beginning to generate data. Consequently, the school is now developing a plan to support students in need of intervention.

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

For Development:

- Prioritise the need to raise outcomes in the National Agenda Parameter benchmark tests.
- As more reading data becomes available, leaders should ensure that this is measured against all other data strands to give a complete profile of student achievement.

Wellbeing

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

- School leaders and governors continue to develop their wellbeing vision for the school. They are aware of some key strategies and actions required to underpin better outcomes in this area. The school is in the process of collecting and analysing a range of information from some but not all stakeholders. More systematic processes will be required in the future to gather wider information on a regular basis and from all stakeholders.
- Well informed staff in all grades identify students with wellbeing issues and are available and accessible to students for advice, guidance, and support. The school does not yet provide regular opportunities for students and parents to offer feedback on a range of wellbeing matters that may influence wider provision.
- General wellbeing promotion opportunities, such as assemblies and access to a mindfulness programme are available to students. The development of a structured wellbeing curriculum is being considered. Students' lifestyle choices demonstrate some knowledge about the importance of healthy living and its impact on their health. This is an area of focus for the school. Students report feeling safe and secure in school. Across the school students demonstrate positive behaviours and attitudes.

UAE social studies and Moral Education

- Social studies and moral education are taught as an integrated stand-alone course. It follows the Ministry of Education (MoE) curriculum for UAE Moral, Social and Cultural Studies. Themes are also extended by being incorporated into other subject areas.
- The course is enriched with a wide range of activities that celebrate the life and values of the UAE now, and how these have developed over time. Students have opportunities to conduct research and follow their own interests, and in most lessons they do. Occasionally they do not engage sufficiently enough. Moral, cultural, and social elements appear in other subjects where they are relevant.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- School internal data does not reflect attainment achieved in lessons. Most students are maintaining sufficient levels of knowledge of Islamic principles. Progress is steadily improving in Primary and is above expectations in Secondary.
- In Secondary, girls are confident in applying critical thinking skills when learning more challenging elements of Islamic worship. Boys are developing their reference skills at a slower rate. Students in Primary are broadly developing their understanding of the Pillars of Islam and Iman.
- The understanding of Islamic concepts in relation to real life situations is strong. The Qur'anic recitation assessment tracker is showing improvements in students' skills but their application of the rules of Tajweed are underdeveloped. New students to the school are improving their knowledge and understanding with gaps being addressed, especially in relation to learning the Seerah and Hadeeth.

For Development:

- Provide all students with appropriate levels of challenge in learning Islamic principles.
- Ensure curriculum modifications have a positive impact in supporting the knowledge gaps of new students.
- Provide additional time in lessons for students to recite their learning individually.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Student achievement is in line with the expected requirements of the curriculum. Internal and external data, however, does not reflect the current progress that students are making. Girls are progressing more rapidly than boys. Older students have stronger age-related language skills.
- Students understand the value of reading platforms but do not display sufficient comprehension skills. In the secondary phase, students are careful when applying the rules of grammar in their creative and independent writing.
- Most students enjoy using the reading platforms but have not yet developed the full range of language skills, for instance, to summarise, to debate, and to extend their written work.

For Development:

- Enhance student's comprehension skills and develop further their skills of oracy, debating and extended writing.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students' achievements are in line with the expected curriculum requirements. All assessment data does not however, reflect the progress that students are making. Girls are making slightly better progress than boys. The language skills of older students are stronger than those in Primary.
- Students have adequate listening and speaking skills and can respond in short phrases, to direct questions. They do not fully comprehend any unfamiliar texts. Students write neatly with well-constructed short pieces of writing; they are less confident in producing more extended independent written work.
- Students are enjoying using the reading platforms but have yet to develop the full range of language skills, such as, summarising, presenting, and debating.

For Development:

- Develop students' use of vocabulary and their fluency in all language skills.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable ↓
Progress	Acceptable	Acceptable	Good

- Student attainment remains unchanged in the FS and Primary, but has declined in Secondary, as confirmed by data for the latest General Learning (GL) tests. The attainment of Emirati students is weaker than that of other groups of students.
- Reading, writing, speaking, and listening skills are improving gradually. Oral skills and fluency are stronger than writing skills and handwriting. Sentence structure and extensive writing are not yet sufficiently developed in Secondary.
- Low expectations and challenge from teachers provide insufficient opportunities for students to develop to their full potential. The previous inspection report's advice to provide more opportunities for active learning and role play has not been fully implemented; consequently, the speaking and listening skills of students have not improved sufficiently.

For Development:

- Embed the acquisition of stronger reading skills, to ensure that students' written work continues to improve.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable ↓	Acceptable	Acceptable ↓
Progress	Good	Acceptable ↓	Acceptable ↓

- In FS, most children attain in line with the curriculum standards, but a majority are making better than expected progress in their knowledge and application of number. In Primary and Secondary most students attain in line with expectations and make expected levels of progress.
- Students' strength in mathematics and across all phases, is their understanding of number. Some areas of geometry, particularly in Primary, are less well developed as is the understanding of mathematical vocabulary. This is due solely to missed schooling during the pandemic.
- Since the previous inspection, the main focus of the department was to develop students' skills with problem-solving, in order to improve outcomes in external assessments. The impact of this focus is yet to be seen.

For Development:

- Help students to enhance their understanding of specialist mathematical vocabulary and improve their ability to solve problems.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable ↓	Acceptable ↓
Progress	Acceptable	Acceptable ↓	Good

- Children in FS recognise and name different animals and plants and match them to either the forest or desert environments. Students in Primary and lower Secondary have acceptable levels of understanding and knowledge. Although external examination results are disappointing, there are signs of improvement.
- Assessment information is not used consistently to guide students' learning. In lower Primary, learning is not always ordered in a logical manner, but is improving. Questioning and discussion help students to explain their understanding more accurately. Investigative skills are also improving, although occasionally, teachers give too much direction to students.
- Students' research skills and understanding of applications of science to real-life situations have improved. The school's drive to improve students' use and understanding of scientific terminology is beginning to have a positive impact.

For Development:

- Use assessment information to make sure that work is challenging for all students and develops their knowledge and understanding of science.
- Improve scientific enquiry skills by making sure students have opportunities to conduct their own investigations, unimpeded by teacher direction.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Good

- In all phases, most students demonstrate positive attitudes and behaviour, and a genuine interest in learning, most significantly in the FS. They communicate their learning clearly. However, some primary students are still not able to work for sustained periods, individually, or with others.
- Students interact and collaborate well, both with peers and their teachers, and, in the best lessons, make purposeful connections with previous learning and the real world. Collaboration is not consistent, especially in some primary classes.

- Students' opportunities for independent learning, the development of problem-solving skills and critical thinking are limited, though more consistent in Secondary. Students rarely use learning technologies in lessons which severely limits the development of their research skills.

For Development:

- Provide opportunities for all students to engage in research, enquiry, and innovation, to extend their learning, accelerate their progress, and achieve in line with their full potential.
- Ensure that students have better access to, and use of, technology to support their independent research.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Good	Very good

- Students display positive and responsible attitudes to school. This is a strong feature of girls in Secondary who are extremely well behaved and cooperative. Children in the FS demonstrate self-discipline and respond well to others. They are also able to identify the healthy items in their lunchboxes.
- Girls and boys in all phases speak highly about their school and teachers. Relationships with teachers and with peers are respectful, and as a result, bullying is rare. Occasionally, the lack of consideration of some boys is disruptive to the learning of others.
- Students enjoy sporting activities and are aware of the importance of healthy lifestyles. They are well behaved during transition between break and class. Students' punctuality and overall attendance is less than should be expected.

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

- Students are successfully engaged in Islamic activities and competitions. They speak respectfully about the UAE heritage and even young children recognise the main animals of the UAE. Students in their daily practices reflect a high level of appreciation of Islamic values.
- Students stand for, and respect the National Anthem, and they recite the Holy Qur'an and Hadeeth in their assemblies where they also share ideas about tolerance and empathy. In their clubs they celebrate art and languages, and they share knowledge of different cultures.
- Students celebrate cultures of the world during the National Day celebrations. They know that more than 200 nationalities live together in peace in the UAE. They speak with pride about their own cultures but lack opportunities to expand their knowledge about other world-wide cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good ↑	Good

- Across the school, students accept their responsibilities to the wider community and engage in volunteering activities including fundraising for flood victims in Pakistan and Afghanistan, and bake-sales for cancer research.
- Students are aware of sustainability and environmental issues and engage in recycling and waste reduction. Children in FS engage in an, 'Adopt-a-Plant' scheme. Primary students participate in 'Clean Up Dubai,' a 'Can Collection' initiatives and vegetable growing in the school garden.
- Students know their ideas are valued by staff and are proactive in trying to improve the school community. In Primary they hold an anti-bullying campaign using posters and storytelling. Secondary students teach younger classes to debate, and they organise Enterprise Days, exploring business ideas and making innovative products.

For Development:

- Provide more opportunities for students to learn about world cultures, initiate projects and demonstrate innovation.
- Improve students' attendance and punctuality to school.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good ↑

- Teachers have secure subject knowledge and interact well with students. While the best teaching is seen in Secondary, inconsistencies in teaching is seen in all phases, along with some good and very good teaching. Teaching is more effective when the learning environment is engaging, and when classroom management skills allow students to focus on their learning.
- Teaching styles are variable in their effectiveness. Often, teachers speak for too long and do not focus sufficiently on providing active learning activities where students have full opportunity for discussion and reflection.
- Teaching strategies do not always include a sufficient level of challenge or provide enough opportunities to develop students' critical thinking, inquiry, problem-solving and independent learning skills.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Across all phases, the school carries out regular assessments of students' attainment in the key subjects. In Primary and Secondary, these assessments are linked to external benchmarking tests.
- In some subjects, teachers' written feedback is developmental and refers students back to their learning. Both self- and peer-assessment is encouraged. The gap between what internal data and benchmark data is revealing, sometimes presents a confused picture of the actual levels of student attainment.
- Since the previous inspection, a priority for the application of the school's assessment strategy has been to use data more to inform lesson planning. Although professional development training is starting to help teachers with their understanding, the application of assessment data for student learning is a still a developing feature.

For Development:

- Increase the levels of challenge in lessons so that students engage in critical thinking, research, and enquiry.
- Ensure that all data is used to provide leaders and teachers with an accurate view of each student's attainment and progress.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The school meets the requirements of the National Curriculum of England (NCfE) and the UAE Ministry of Education (MoE). The curriculum is slowly improving after a period of disruption. There is considerable effort to help students overcome missed educational experiences although some younger students are working at a level below their age expectation.
- There are good links between subjects, especially for Islamic Education and Arabic, and between FS and Year 1, which is helping to support students' transitions through the school. Links between businesses and other schools, are supporting the wider choice of subjects, and, ensuring that Year 11 students continue their education, or move into careers more successfully.
- The school analyses and reviews its curriculum thoroughly. Gaps in students' education is being addressed, and cross-curricular links are beginning to enhance student learning.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- The curriculum is not adapted consistently to meet the needs of all groups of students. Gaps in learning are quickly identified, but teachers do not always have available assessment information to plan work to meet their needs.
- There is a wide range of extra-curricular activities, enhancing students' experiences and personal development. Sports, photography, Qur'anic reading, and drama activities are well attended. It is further enriched by other activities, several initiated by students, for example, constructing a geodesic dome from recycled materials, and investigating the constituents of sports drinks.
- Opportunities to learn about the culture, values and life in the UAE are secure. Students have initiated their own work, for example, in studying and evaluating the history and development of Emirati cultures, and of other cultures from around the world.

For Development:

- Ensure that teachers can access the assessment data on all students they teach and use it to adapt the curriculum and learning more effectively to students' needs.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school fulfils its child health, protection, and safeguarding obligations comprehensively. It has robust policies and procedures for safeguarding and child protection, health, and safety, bullying and e-safety. Staff are required to know and implement their responsibilities. They receive regular training and updates.
- The school has good procedures and staffing for the safe arrival and departure of students, with safety checks and drills. The campus is well maintained and protected, with regular, well-documented reviews. Staff receive fire safety, first aid and basic life support training.
- The promotion of healthy living permeates the school. The medical team is active in supporting students' health and wellbeing including their personal hygiene and nutrition.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- Teachers and students in all phases respect one another and generally show care and concern for their peers. In the FS, teachers are aware of their children's social, emotional and academic needs. The school has an effective system for managing behaviour and maintains records of attendance and punctuality, with absences reported to parents.
- Processes to identify students of determination are appropriately managed by specialist staff with growing levels of support from parents. Students' progress is recorded routinely. However, for those students who may be gifted, or talented, few progress records are available.
- Students can approach key staff members for personal advice and counselling. Guidance is provided on personal health and wellbeing matters in a confidential manner. Guidance counselling is provided to older students from Year 8 upwards.

For Development:

- Ensure that the progress of identified students who may have gifts or talents is measured and monitored accurately.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The Inclusion Governor and the inclusion team are working diligently to set a clear direction and ethos for the school. The school's website, social media and monthly newsletter promotes this emerging inclusive ethos.
- The school has revised and updated its admissions and inclusion policy. Consequently, a range of information and data is used to ensure that students with additional learning needs are identified. A revised online referral form is available so that students with additional needs are referred in a timely manner.
- Parents are happy to engage in regular conversations with the inclusion team through telephone calls, or by email, regarding the progress of their child. The school conducts end of year meetings to discuss students' transitions to their next class or phase.
- The school is working on plans to accommodate, modify and provide exemptions to address students' barriers to learning. Individualised planning is in place, but targets are not implemented successfully within the classroom setting.
- All forms of assessment data have not been formally analysed by teachers to ensure that students' starting points are understood fully. Consequently, the measuring of progress is insecure across all subject areas.

For Development:

- Implement the provision now outlined in the school's policy documents to ensure that all students of determination are accurately identified and supported through targeted interventions.

6. Leadership and management

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

- The former principal who returned to the school in October 2022 is re-establishing a purposeful learning community for all. Senior leaders are ensuring that all leaders have ample opportunity to demonstrate further their expertise and effectiveness. Middle leaders are working to display how they can best support their staff to reach better outcomes for students. All leaders are now fully accountable to the senior leadership team.
- The systematic school improvements in the quality of student learning are beginning to be achieved through the setting of more realistic and measurable performance indicators. Senior leaders understand their role in ensuring a more consistent approaches to the monitoring of student progress. The school recognises that it has not yet been able to make sustained improvements in the quality of teaching, and use of assessment for learning, since the previous inspection.
- Parents praise the effectiveness of the school's channels of communications and they appreciate the high level of teachers' and leaders' accessibility. They express satisfaction with the quality and regularity of the formal written reports and, informal feedback they receive on their child's progress. Parents would welcome a return to the previous high levels of engagement in school events which had been prevented by the pandemic. They are also pleased that the renewal of links with the local community has been established.
- The recently re-constituted governing board includes representation from most stakeholders as well as education advisers. The previous governing body did not always support and guide, nor hold senior leaders sufficiently accountable for the quality of the school's performance, including the achievements and personal development of students. The effect and impact of the present board of governors has yet to be realised.
- School leaders recognise that improvement to the students' learning environment is required and have commissioned renovation of sports and recreational facilities. Governors have recently begun to supplement classroom resources to support learning and teaching programmes more effectively. The school's procedures and routines are effective. Teacher turnover is high and the induction and support for 71 new teachers is challenging for leaders. The lack of sufficient access to learning technologies, overcrowded classrooms, and outdated facilities, is limiting student achievement.

For Development:

- Ensure that all leaders have an accurate understanding of how to improve the school and student outcomes.
- Ensure that all leaders accurately evaluate the quality of teaching and learning.
- Provide governance that will deliver upon its stated intentions to meet the needs of the school community and invest in the school's premises and resources.

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