



**المعرفة**  
Knowledge



# PRIMUS PRIVATE SCHOOL L.L.C

## INDIAN CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of school	2008
	Website	www.primusschool.sch.ae
	Telephone	97142800691
	Principal	Arundhati Rawat
	Principal - date appointed	3/10/2013
	Language of instruction	English
	Inspection dates	02 to 06 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1455
	Number of Emirati students	0
	Number of students of determination	53
	Largest nationality group of students	Indian



TEACHERS

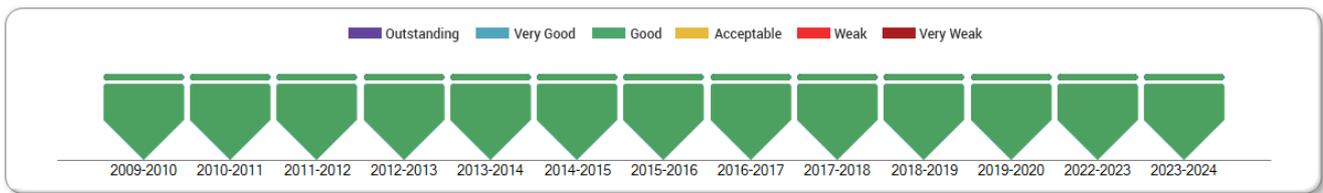
	Number of teachers	86
	Largest nationality group of teachers	INDIAN
	Number of teaching assistants	4
	Number of guidance counsellors	4



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

### School Journey for PRIMUS PRIVATE SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students' achievement in external assessments is consistently strong. In science, progress has strengthened in three phases. In Middle, progress in English and mathematics has improved, as it has in Arabic in Secondary. Children in Kindergarten (KG) make steady progress. Across the school, students are developing independent learning skills, including the use of technology. They communicate very clearly when sharing their learning with others.
- Students demonstrate very positive personal and social skills. They relate well to others and contribute to the excellent climate of wellbeing in the school. They are courteous, respectful and happy to take on responsibilities. The Year of Sustainability is leading to successful initiatives, led by students. They show some innovation skills and have the potential to develop them.

### Provision For learners

- Teaching varies across subjects and phases. In the best lessons, creative teaching strategies lead to a development of skills and very good progress. Most teachers ask well-crafted questions to encourage critical thinking or to reinforce learning. The majority of lessons are planned to include practical activities and the extension of knowledge. Assessment takes different forms, including imaginative online tasks.
- The curriculum meets the requirements of the Central Board of Secondary Education (CBSE) examinations. It addresses the priorities of the UAE, in specific lessons or interwoven across subjects. The curriculum is enhanced with opportunities in the arts, physical development and higher-order skills. It meets a good range of interests. Curriculum adaptations are beginning to address the needs of different groups of students.
- The school provides a safe and protective environment. Leaders are responsive to any areas for improvement that are identified. Effective systems for tracking students on school transport are in place. All teachers monitor students within the school. The atmosphere is very caring. Students look out for one another, and adults show genuine affection for them.

### Leadership and management

- A team of compassionate educators leads the school. Senior leaders are dedicated to a vision of academic excellence and positive wellbeing for all. They work towards school improvement with commitment. Some middle leaders' management skills are insecure. Parents are fully engaged as partners within the school community. The well-informed governing board supports school growth and wellbeing. Additional resources supplement learning opportunities in many subjects. Professional training is not fully developed.

### Highlights of the school:

- Strong personal and social development, particularly students' attitudes and behaviour and the relationships between students and teachers.
- The very positive climate of wellbeing in an inclusive environment.
- Students' exemplary results in the Progress in International Reading Literacy Study (PIRLS), and high performance in national and external assessments.
- The commitment of all stakeholders to school improvement.
- The role of parents as an integral part of the school community.

### Key recommendations:

- Institute a carefully designed, long-term programme of professional training that addresses key teaching strategies and best practice.
- Develop the management skills of middle leaders, and so enable them to monitor, develop and evaluate high quality teaching effectively.
- Raise students' attainment across all key subjects and ensure that students' performance in lessons is lifted to the level seen in external assessments.





# OVERALL SCHOOL PERFORMANCE

## Good

### 01 Students' Achievement

		KG	Primary	Middle	Secondary
Islamic Education	<b>Attainment</b>	Not applicable	Good	Good	Acceptable
	<b>Progress</b>	Not applicable	Good	Good	Good
Arabic as a First Language	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	<b>Attainment</b>	Not applicable	Good	Good ↑	Acceptable
	<b>Progress</b>	Not applicable	Good	Good	Acceptable
English	<b>Attainment</b>	Very good	Very good	Very good	Very good
	<b>Progress</b>	Very good	Very good	Very good ↑	Very good
Mathematics	<b>Attainment</b>	Very good	Very good	Very good	Good
	<b>Progress</b>	Very good	Very good	Very good ↑	Good
Science	<b>Attainment</b>	Good	Very good	Very good	Very good
	<b>Progress</b>	Good	Very good ↑	Very good ↑	Very good ↑
		KG	Primary	Middle	Secondary
Learning skills		Very good	Very good ↑	Very good ↑	Good

## 02 Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

## 03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

## 04 Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Good	Very good ↑	Good	Good

## 05 The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

## 06 Leadership and management

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

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.



<b>A. Registration Requirements</b>	<b>Met fully</b>
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Not applicable</b>

- With an average score of 600, the school exceeded its set target in PIRLS 2021 by 27 points. In benchmark assessments, students sustained an outstanding judgment in English, mathematics and science over two years.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>
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- The large majority of leaders understand how the subject skills and content align to the proficiency levels of the Programme for International Student Assessment (PISA) and other international benchmarks. Leaders implement action plans with a focus on international assessments and reading literacy, and which address the gaps identified in the benchmark assessment reports. Monitoring the impact of the curriculum modifications on students' progress is a developing feature.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Not applicable</b>

- The school's most recent reading literacy skills assessment reveals that a majority of students' reading literacy scores are within the low average band. Leaders are working to improve reading skills and to develop a culture of reading. The impact on the levels of students' literacy is emerging. Teachers make use of data and reports from the reading literacy assessment to inform their planning and teaching in core subjects.

**Overall school standards in the National Agenda Parameter are good.**

#### For Development:

- Ensure that all leaders have a clear understanding of the implications of benchmark assessment reports and establish systems to monitor and measure the impact of curriculum adaptations.
- Improve students' reading literacy skills.

## 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 outcome is at a very good level.**

- Leaders have a sound understanding of wellbeing principles, which positively influences provision and development. The self-review process has been strengthened to improve planning and to monitor its impact. Enhancement of the connection between self-review outcomes and their impact in classrooms provides valuable information for overall growth.
- Members of staff engage with the school's wellbeing vision through surveys and communications. Students participate enthusiastically in wellbeing initiatives, with a focus on their ability to set a goal and effect change. Most parents maintain positive interactions and effective communication. A school counsellor offers older students personalised guidance for their examinations, career choices, and their next steps when they leave school.
- Students deepen their self-awareness through open communication and support. Strong collaboration permeates the school community. Structured feedback collection methods provide some insights into the overall development of wellbeing.

### For Development:

- Strengthen the connection between self-review outcomes and classroom impact.
- Develop data analysis and feedback methods for the effective advancement of wellbeing provision.
- Enhance efforts to engage with all parents.

## UAE social studies and Moral Education

- The school teaches UAE social studies as a discrete subject once per week in all phases. Topics in social studies are linked appropriately to other subjects in the Indian curriculum. Students have the opportunity to compare and relate social studies concepts from different perspectives.
- UAE social studies is aligned to the Ministry of Education (MoE) standards and adapted to make the subject relevant. Students have opportunities to do project work. They effectively explore topics and demonstrate their strong collaborative skills. They conduct research independently and in groups, and present their findings.
- Moral education is taught as a separate subject once per week throughout the school, following the MoE curriculum. Additionally, it is integrated into social studies, Islamic Education, English and several other subjects.
- In moral education, teachers use case studies and simulations which encourage students to think deeply. Project-based learning gives students opportunities to apply their learning to different contexts. Students are very engaged in these lessons. They enjoy discussion and debate on key ideas. Assessment is based on progress in different learning modules.

## Arabic in Early Years

- The school recently started teaching Arabic in KG. All KG2 children are taught Arabic as an additional language for one period of 30 minutes each week. No particular curriculum is followed. Children can recognise letters. They are building a basic vocabulary, know colours and numbers, and have very basic conversation skills. The teacher uses observation to assess children's attainment and progress.





# Main Inspection Report

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Good	Good	Acceptable
<b>Progress</b>	Not applicable	Good	Good	Good

- Internal assessments show strong levels of attainment and progress in all phases. In lessons, attainment in Primary and Middle are above MoE expectations. Secondary students attain only adequate levels because of gaps in their learning.
- Most students have an appropriate understanding of the Holy Qur'an, Hadith and the Articles of Faith. Students' knowledge of Seerah and Islamic personalities are underdeveloped, especially in Secondary. Recitation of the Holy Qur'an is slowly improving. Knowledge and application of Tajweed rules is limited.
- Students' strong independent learning skills are fostering an in-depth knowledge and understanding of Divine revelations, especially in upper Primary and lower Middle. Their ability to justify their views with evidence from the Holy Qur'an and Hadith is underdeveloped.

#### For Development:

- Improve students' memorisation and recitation skills, and their knowledge and application of the rules of Tajweed.
- Encourage students to justify their views with evidence from the Holy Qur'an and Hadith.

## ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Not applicable	Good	Good ↑	Acceptable
<b>Progress</b>	Not applicable	Good	Good	Acceptable

- Attainment in external and internal examinations is strong across all phases. Girls achieve slightly better than boys. When compared with school assessment data, students' attainment and progress in lessons and in their recent work is less secure, especially in Secondary.
- Listening skills when responding to familiar topics are strengthening. In all phases, students have well-developed reading comprehension skills. They can read written texts competently and respond orally and in writing. Students' speaking and creative writing skills are slowly developing, whether about familiar or unfamiliar topics.
- The school includes reading and comprehension in most lessons. As a result, students' reading fluency and comprehension skills are improving. Older students do not show the same competencies.

**For Development:**

- Extend students' listening skills through more frequent practice.
- Strengthen older students' reading and comprehension skills.

## ENGLISH

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Very good	Very good	Very good	Very good
<b>Progress</b>	Very good	Very good	Very good ↑	Very good

- External and internal assessments show consistently strong attainment. Students' written work demonstrates very good progress over time. However, there are limited examples of challenging work for the most able. Older students are particularly confident when presenting their work to classmates.
- Students have strong reading comprehension skills of both fictional and non-fictional texts. Speaking is very well developed from a young age. Students express well-justified personal opinions. Older students demonstrate writing and grammatical skills which are above curriculum expectations.
- The study of literary texts allows students to show appreciation of a range of English prose and poetry. Older students write their own narratives in different contexts, including theatre scripts and newsletters. Younger students are not provided with such a variety of tasks.

**For Development:**

- Plan and implement lessons that enable all groups of students to be challenged appropriately.
- Provide younger students with more imaginative writing tasks.



## MATHEMATICS

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Very good	Very good	Very good	Good
<b>Progress</b>	Very good	Very good	Very good ↑	Good

- Students attain highly in external assessments. Attainment in CBSE board examinations is higher at Grade 10, as only a few students choose mathematics at Grade 12. Across all phases, attainment and progress, for boys and girls, is fairly equal.
- Children in KG are successful in developing number sense. In Primary, students can apply calculation skills to finding the perimeter and area of compound two-dimensional shapes. Geometry is a strength in Middle. Secondary students are confident in solving tasks related to vector algebra.
- The progress of students in Middle has improved, as seen in their classwork and tests. However, most students do not have enough opportunities to apply and discuss their learning, to use critical thinking during lessons, or to apply their knowledge to practical tasks.

**For Development:**

- Challenge students with tasks that develop critical thinking and investigative skills.
- Provide more opportunities for students to apply their mathematical skills to everyday situations.

## SCIENCE

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Good	Very good	Very good	Very good
<b>Progress</b>	Good	Very good ↑	Very good ↑	Very good ↑

- In KG, children's lower attainment and progress are mainly due to a lack of opportunities to explore and to work independently. They do not develop enquiry skills or learn more about their world.
- Students in other phases have a sound understanding of aspects of biology and physical sciences. Students in Grade 2 can give examples of the solubility of different substances. In Grade 5, students demonstrate excellent research skills. They can find information on air quality in Dubai.
- Overall, students' practical and investigative skills are improving consistently because of a rigorous review of the curriculum and improved teaching.

**For Development:**

- Provide more opportunities for children in KG to develop their scientific inquiry skills through independent and collaborative learning activities.



## LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good ↑	Very good ↑	Good

- Across phases, most students engage in productive collaborative and independent learning activities. Most are articulate in explaining their learning to others or in giving reasons to support their answers. Their presentation skills are often excellent.
- Students are highly skilled in the use of technology. They organise their new ideas and take part in interactive activities to supplement their learning. Learning skills in Secondary are slightly less strong as students do not have enough exposure to higher-level critical thinking and innovation.
- Students in all phases enjoy learning, are motivated and participate willingly in projects and lessons. They are keen to use a variety of resources in many subject areas, with subsequent gains in learning skills.

**For Development:**

- Increase opportunities for older students to develop higher-order critical thinking skills.



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

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate mature and responsible attitudes. Their behaviour is exemplary. Most are self-disciplined and follow school rules. Attendance is very good. While students are usually on time to school, occasionally they arrive late when moving between lessons.
- Students are very courteous. Mutual support is a strength. The student council members are active in maintaining a safe and harmonious environment. Children in KG consistently help others and eagerly take leadership roles. Students feel safe and valued, and their opinions are heard.
- Most students have a secure understanding of healthy lifestyles. Food monitors take an active part in encouraging students to adhere to healthy eating habits. Many students increasingly participate in regular sporting activities and competitions.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good	Very good	Very good

- Students demonstrate an excellent understanding of the values of Islam. They are very respectful during recitations of the Holy Qur'an and show awareness of the importance of Islamic values to the local community. They donate to workers' camps during Ramadan.
- Students are knowledgeable of and respectful towards Emirati culture. Across the school, students show pride in being part of this society. They contribute to the various national celebrations. They demonstrate a strong understanding of the history, economy and culture of the UAE.
- Students celebrate their own national cultures. Through a variety of activities, students are developing an appreciation and understanding of a range of world cultures.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Very good

- Students participate in some activities that have positive effects on the school and on the wider community. These include litter picking in the vicinity of the school and collecting unwanted shoes, clothes and toys for charity.

### For Development:

- Provide more opportunities for students to improve their knowledge of world cultures.
- Increase opportunities for students to undertake enterprising and entrepreneurial actions that have social benefits.



## 03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Good	Good	Good	Good

- Teachers in KG have a secure understanding of how young children learn. They plan activities which are well suited to the children's age for most subjects. Some teachers in Primary develop creative lessons with activities that address different learning styles and build speaking skills.
- Teachers plan differentiated tasks to meet students' needs. However, not all groups of students have their learning needs fully addressed. Older students develop skills to deal with the varieties of assessments that they may encounter.
- The focus on using skilful questioning is evident in many classes. The development of critical thinking is in the early stages in a few lessons. Across the school, there is not yet consistency in the quality of teaching.

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Good	Good	Good	Good

- Internal assessment processes are coherent, consistent, and linked well to curriculum standards. They provide valid and reliable measures of students' knowledge and academic progress.
- External assessments are linked to curriculum expectations. Students participate in a range of tests to benchmark performance to international standards. Analyses of available assessment information enable the school to monitor students' progress as individuals and as groups.
- Since the previous inspection, analyses of internal and external assessment data have improved. Teachers' use of assessment information to inform their teaching and to modify the curriculum is not yet consistent across subjects. The quality of written feedback given to students in their workbooks is varied.

### For Development:

- Ensure that all teachers use assessment data to introduce activities that support the learning needs of all groups of students, and to modify the curriculum as needed.
- Ensure that the quality of written feedback provided in students' workbooks is of high quality and includes clear steps for improvement.



## 04 CURRICULUM

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Very good	Very good ↑	Very good ↑	Very good ↑

- The curriculum is broad and aligned to the school's vision and UAE priorities. It is effective in developing knowledge, skills and understanding. Cross-curricular links are meaningfully planned and implemented. Subject-based terminology is well integrated. The Islamic Education curriculum does not fully reflect MoE standards.
- Subject choices for older students ensure that they have a wide range of opportunities to follow their interests and their aspirations for future careers. They includes courses such as marketing and psychology. The inclusion of practical activities and robotics is popular.
- The school conducts curriculum reviews regularly and systematically. In KG, the science curriculum is redesigned to integrate inquiry skills systematically. However, its implementation is inconsistent.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Good	Very good ↑	Good	Good

- Teachers are generally successful in modifying the curriculum to meet the needs of most groups of students. However the implementation of modifications is inconsistent, particularly in Islamic Education, Arabic, and mathematics and for students of determination in almost all subjects.
- The school offers many online courses to supplement learning. Many programmes enhance students' skills of enterprise and innovation. However, innovation is less evident in the majority of taught lessons.
- The Islamic Education, Arabic, social studies and moral education programmes have strong links to Emirati culture and society. They enable students to have coherent learning experiences. Celebrations and cultural activities help students to appreciate Islamic values, local culture, diversity and global issues.

### For Development:

- Ensure the effective implementation of modifications to the curriculum for all groups of students, and in particular for students of determination, in all subjects.
- Provide more opportunities for students to develop innovation skills.



## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good	Very good	Very good	Very good

- The school provides a safe, hygienic and secure environment. Safety checks are regular but not always rigorous. The school's systems and processes are not yet sufficiently detailed to pick up all potential issues.
- Supervision of students is effective during the school day and on school transport. Improved systems have been installed for digitally scanning children joining and leaving buses. Arrangements for the arrival and departure of students are also improved.
- The school's premises and facilities support the effective delivery of the curriculum. The school has yet to make all areas of the school, including the upper floors, accessible for those with temporary or permanent mobility needs.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Very good	Very good	Very good	Very good

- The school supports inclusion and meets the needs of most students. While it identifies students of determination and those with gifts and talents through effective identification, modifications to the curriculum are not well embedded.
- The school has strong personal support systems. Each student is assigned to a staff member for addressing concerns. Robust systems monitor students' wellbeing and personal development. Students receive helpful individual guidance.
- For older students, the school provides valuable guidance on careers and higher education. Attendance and punctuality are efficiently managed. Parents are promptly informed of concerns. Procedures for analysing attendance vary across the school.

### For Development:

- Ensure that safety checks are frequent, systematic and rigorous.
- Ensure that the identification of students of determination results in the uniform application of necessary support in all phases.



## INCLUSION OF STUDENTS OF DETERMINATION

<b>Provision and outcomes for students of determination</b>	Good
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- Leaders emphasise inclusivity and high-quality education. Governors play a crucial role in shaping policies and practices. Some issues emerge when implementing strategies for students with disabilities and in managing individual education programmes (IEPs), resulting in an occasional mismatch between the school's vision and classroom practices.
- The school excels in identifying students of determination and provides timely support. However, variations in the implementation of intervention plans affect the consistency of support. Not all classroom interventions meet expectations. Nonetheless, most students make at least the expected progress in Primary and Secondary.
- Parents maintain positive relationships with the school. They commend communication, support and the positive influence of school leaders and teachers. There are opportunities to engage more parents.
- Classroom environments generally support learning. Students sometimes have limited participation in discussions. Learning pathways and tailored programmes for all identified students do not yet fully enhance curriculum access.
- The involvement of students in self-assessment is limited. There is inconsistent evaluation of starting points and next steps. Leaders monitor progress against targets. Data indicate that most students make at least the expected progress in Primary and Secondary.

### For Development:

- Ensure the consistent implementation of students' IEPs in all lessons.
- Develop the skills of all members of staff to ensure consistent support for students of determination.



## 06 LEADERSHIP AND MANAGEMENT

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

- Leaders have a largely realistic view of students' strengths and areas for improvement, supported by academic data. They foster positive relationships and good communication across the school. They are knowledgeable about the curriculum. They work to provide students with a well-rounded education. The wellbeing of the school community is important for all leaders. Middle leaders are not yet addressing the inconsistencies in teaching and learning in subjects and phases. UAE priorities influence decision making.
- Self-evaluation procedures are sound and involve contributions from all subjects. External and internal assessment data are used in evaluating current strengths and in formulating next steps. The self-evaluation documentation is not at the expected level and is too descriptive. Senior leaders monitor and evaluate the quality of teaching, linked to students' progress. School improvement planning is overambitious in the number of projects to be undertaken.
- Parents highly value the school's commitment to wellbeing and academic achievement. They appreciate the vision to educate every child in a happy learning environment. Parents are a well-established part of the school community. Communication is frequent. Parents are very well informed of happenings in school and of their children's development. Links with the community help to build personal and social responsibility for students.
- Governance includes and values the opinions of stakeholders in the school community. Governors respond appropriately to suggestions for improvement. They determinedly hold to account the principal and senior leaders for actions needed for school improvement, including performance in external and international examinations. They are committed to the school being fully inclusive and to the employment of appropriately qualified staff. The recent addition of the career guidance counsellor is already benefiting families.
- The day-to-day running of the school is managed very well. Professional training activities are frequent and specifically related to identified needs or to new initiatives. The school premises include specialist rooms for a range of activities. Suitable resources have been added but not for all subjects. A range of useful online programs is effectively supplementing students' learning or providing ways for students to demonstrate new learning.

### For Development:

- Address the inconsistencies in teaching and learning in order to ensure overall school improvement.
- Ensure that the school's self-evaluation document is properly evaluative, rather than descriptive.
- Expand the use of learning resources for practical activities in mathematics, and the use of learning technology in KG.



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