



ام جيتي  
Knowledge المعرفة



## AMITY SCHOOL L.L.C INDIAN CURRICULUM

GOOD

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA  
PARAMETER



VERY GOOD

# CONTENTS









<i>SCHOOL INFORMATION</i>	<i>3</i>
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
Focus Areas	8
Main Inspection Report	12
WHAT HAPPENS NEXT?	22



## SCHOOL INFORMATION










### GENERAL INFORMATION

	Location	Al Qusais
	Opening year of school	2017
	Website	www.amityschooldubai.com
	Telephone	97142041000
	Principal	Sangita Chima
	Principal - date appointed	6/1/2019
	Language of instruction	English
	Inspection dates	09 to 13 October 2023







### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	KG 1 to Grade 10
	Number of students on roll	1311
	Number of Emirati students	0
	Number of students of determination	78
	Largest nationality group of students	Indian






### TEACHERS

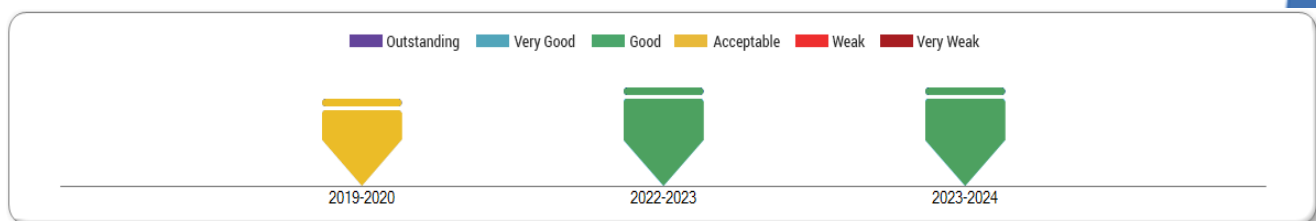
	Number of teachers	77
	Largest nationality group of teachers	Indian
	Number of teaching assistants	30
	Number of guidance counsellors	1



### CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

## School Journey for AMITY 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

- Since the last inspection here has been particular improvement in key subjects in Middle and Secondary, where specialist teachers have smaller class groupings. The very good achievement in English in the Kindergarten (KG), Middle and Secondary is a particular strength in the school. In Islamic Education, progress is very good and attainment good in Primary, and good and acceptable Middle and Secondary. In Arabic achievement is good in Primary and acceptable in Middle and Secondary. Learning skills are of high quality in Middle and Secondary, as is attainment in science in those phases.
- Students' responsible attitudes, their self-discipline and very positive behaviour, all combine to make a very positive environment where learning takes place in a climate of mutual respect. Relationships among students and with staff are respectful and considerate. Students understand their responsibilities as members of the school community and have a positive work ethic. They sometimes take the initiative and make independent decisions.

### Provision For learners

- Teachers know their subjects well and are able to convey their knowledge clearly and confidently to their learners. They plan their lessons effectively with clear learning objectives which almost always are shared with the students. Good quality resources, including learning technologies, support and enhance teaching and learning. The school assessment systems allow students' progress to be tracked closely.
- The school's curriculum effectively promotes the development of a balance of knowledge, skills and understanding. Students' learning builds well on their previous achievement so that there is continuity and progression in all subjects. The older students benefit from learning experiences that encourage their talents, interests and aspirations. Most teachers modify the curriculum well to meet the needs of almost all students.
- The school identifies appropriately the learning needs of students of determination and those who are gifted and talented. In most lessons, the differentiation of learning activities ensures an appropriate match to the range of abilities in the class. Students' wellbeing is monitored effectively, and they appreciate the school counsellor's help and support. Senior students receive appropriate careers information, advice and guidance.

### Leadership and management

- The principal and senior leaders have a clear vision for the future of the school which is strongly supported by key stakeholders. Leadership has been successful in building a positive school community with a common sense of purpose. They are strongly focused and innovative, on initiatives for improving students' progress and outcomes. However, the arrangements for whole-school self-evaluation and oversight of the process by governors are not rigorous enough.

#### HIGHLIGHTS OF THE SCHOOL:

- Improved progress in Islamic Education which is now at least good in all phases
- Very good achievement in English in KG, Middle and Secondary and very good attainment in science in Middle and Secondary
- Students with a strong sense of social responsibility and a well-developed awareness of Islamic values
- Procedures for ensuring health and safety and child protection, with an appropriately strong focus on wellbeing
- The success of school leaders in securing improvements in the students' learning and development

#### KEY RECOMMENDATIONS:

- Raise attainment so that it is at least good in all phases in Islamic Education and Arabic.
- Improve the consistency of teaching, assessment and monitoring in Arabic.
- Ensure that full use is made of assessment data to inform teaching, learning and curriculum adaptation.
- Increase the rigour of self-evaluation so that leaders have an accurate picture of the school's strengths and areas where improvement is needed.











## OVERALL SCHOOL PERFORMANCE

**Good**

### 01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	<b>Attainment</b>	Not applicable	Good	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Very 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	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Acceptable	Acceptable
 English	<b>Attainment</b>	Very good ↑	Good	Very good ↑	Very good ↑
	<b>Progress</b>	Very good ↑	Good	Very good ↑	Very good ↑
 Mathematics	<b>Attainment</b>	Good	Good	Good	Good
	<b>Progress</b>	Good	Good	Good	Good
 Science	<b>Attainment</b>	Good	Good	Very good ↑	Very good ↑
	<b>Progress</b>	Good	Good	Good	Good

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

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

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

## 06 Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Very good
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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**Not Applicable**

	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Not applicable</b>

- The 2021 PIRLS results were very high and placed the school significantly above the PIRLS centre-point. The statistical significance of the result is limited as only four students sat the test. A challenging target has been set for the next round of assessments. Students continue to attain highly in the ASSET international benchmarking tests, with outcomes for all phases either at, or close to, outstanding. Outcomes were equally high in the school's first round of IBT assessments. There are no Emirati students at the school.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- The National Agenda action plan seeks to improve students' preparation for external benchmarking assessments and build students' reading skills. A separate plan focuses on reading literacy to sustain outcomes in PIRLS. The emphasis is on developing students' skills in reading for purpose and in reading for enjoyment. Both plans are detailed with clear outcomes for each action point.

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

- The school has moved to using the NGRT benchmarking assessments to track the development of students' reading skills. Data from 2022-2023 indicate that the school's work to support and build students' reading is having an impact with the closure of the gaps between students' reading ages and their chronological ages. The school has provided training for teachers to interpret and use information from the NGRT assessments, and to make them more aware of how they can adapt their lessons to support students' reading.

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



### For Development:

- Ensure all staff understand how to review and interpret accurately the results from the NGRT benchmarking assessments.
- Build the capacity and skills of all teachers to support more effectively the improvement of students' reading literacy skills.

## Wellbeing



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

### **Overall, the quality of wellbeing provision and outcome is at a good level**

- This school leadership is committed to the promotion of wellbeing, both within the school and among the wider school community. Wellbeing is a high priority for the school. It is integrated into its ethos and culture and central to all school policies. The school surveys stakeholders on a regular basis. A recent survey of parents indicated a very high level of satisfaction that their children are members of this school community.
- Parents are regularly engaged, receiving timely and pertinent information in relation to their children. Students know how to seek help and advice and are willing to approach trusted adults for support and guidance. Well-informed interventions consistently enhance students' wellbeing and improve their learning and developmental outcomes. Supportive induction, information and guidance support staff wellbeing and performance. Staff are generally satisfied and contribute to a positive work environment.
- The school recognises the importance of students' physical wellbeing. It offers additional physical activities both before and after school time, without additional cost. Students understand and adhere to cyber safety protocols, consistently demonstrating responsible online behaviour. Students have a secure understanding of their wellbeing status and needs. Using appropriate strategies, students generally manage and develop their wellbeing with increasing independence. They consistently express high levels of positivity about the school.

### **For Development:**

- Increase opportunities for students to propose initiatives relevant to their own wellbeing.

## UAE social studies and Moral Education

- The school's arrangements for moral, social and cultural studies (MSCS) integrates them into one subject, based on the Ministry of Education (MoE) Framework. The language of instruction is English and the teaching time for each grade is in line with MoE requirements. Teachers encourage students to reflect on important areas, such as, 'making good decisions' and help prepare them to become responsible citizens.
- The curriculum is planned effectively and incorporates an appropriate balance of moral education and social studies, frequently linking the learning to other subjects. Teachers also relate the MSCS topics to students' own lived experiences and this enriches the quality of in-class discussion. They employ a range of methods of assessment to check students' progress, including self-assessment and peer-assessment.

## Arabic in Early Years

- Children in KG2 are taught Arabic for 40 minutes a week. The curriculum focuses on oral language and the acquisition of vocabulary such as, numbers, fruits and colours. During lessons, children watch videos, sing alphabet songs, and respond to teachers' prompts. The language of instruction is English. Children begin to develop the ability to name items in Arabic. They show positive attitudes to learning the language. Teachers' assessments are informal and not systematic.



# Main Inspection Report

## 1. STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

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

- Students are making good or better progress in most lessons, due to effective teaching that engages all in active learning. Progress is stronger in Primary, due to higher teacher expectations for all students in most lessons.
- Students in Primary know and understand key Islamic beliefs and practices such as day of judgement and congregational prayer. In the upper phases, students develop secure knowledge about the meaning of Holy Qur'an verses and Hadith. Students' knowledge of Fiqh, and some aspects of Seerah, is less well developed because of uneven coverage of the curriculum, especially in the upper phases.
- Students' recitation and memorisation skills of the Holy Quran are improving. The use of Arabic to read and understand the Holy Qur'an verses is a strong feature of most lessons and students' work.

#### For Development:

- Enhance students' knowledge and skills in the areas of Fiqh and Seerah
- Ensure even coverage and assessment of all areas of the curriculum

## ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal assessment data are not reliable because reading and writing questions in the end of term examination were made available to students as practice sheets during the term. External data show higher levels of attainment than internal data.
- In Primary, students read and understand short familiar texts and use some key vocabulary in sentences. In their workbooks, they can write about themselves and their daily routines. Reading and writing skills in Middle and Secondary are variable. Students' conversation skills remain underdeveloped.
- In some lessons and across the phases, traditional teaching and low teacher expectations slow down the progress of students. The new online reading program is yet to be embedded in the curriculum.

### For Development:

- Implement rigorous assessment procedures to obtain accurate levels of students' achievement in all language skills.
- Improve conversational skills in all phases.

## ENGLISH

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

- Students in KG, Middle and Secondary show improvement in their English language skills. They understand teachers' questioning and typically respond with clarity. They express themselves effectively when discussing familiar situations. Most students increasingly use a broader vocabulary and articulate their viewpoints well.
- In lessons and in their written work, a majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Listening and reading skills are strengths across the school. Older students are able to analyse poetry, determine themes and respond to more complex texts.
- In the secondary phase there has been a recent emphasis on creative writing, reading and speaking. Students can analyse the traits of a character in a story. However, their extended writing skills are not developed sufficiently well.

### For Development:

- Improve students' extended writing skills, particularly in the middle and secondary phases.

## MATHEMATICS

	KG	Primary	Middle	Secondary
<b>Attainment</b>	Good	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Good

- The achievement of the majority of learners, in all phases, is above curriculum expectations. Students' outcomes in external benchmark assessments are high.
- In KG, children can sequence and record their own simple number patterns. Students in Primary understand how to measure the length and the mass of objects accurately using correct units. Students in Middle and Secondary can apply their mathematical understanding, solving problems linked to the physical dimensions of objects.
- Most classroom activities engage students in practically based group-work activities. A minority of students do not actively take part during group-work tasks. In a minority of lessons, teachers do not use assessment information sufficiently well to meet the learning needs of all students.

### For Development:

- Improve students' knowledge and use of mathematical vocabulary.
- Ensure all students are actively learning in group activities, to enable assessment of the understanding and progress of the whole group.

## SCIENCE

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

- Attainment is stronger in the upper phases where the specialist science teachers systematically develop students' investigative skills. Assessment is undertaken in various ways according to the content and format of the lesson and the topic.
- Across the school lessons are based on inquiry and research. Older students are able to predict, research and reason more confidently. Younger students find some of the terms used in science lessons beyond their level of understanding.
- Arrangements to provide a greater challenge for students who are identified as gifted and talented include giving them activities with a higher level of difficulty. However, this at times involves them in working in isolation. Cross-curricular links are planned but their implementation is not consistently effective.

### For Development:

- Ensure that all younger students fully understand specific scientific vocabulary used in lessons.
- Integrate cross-curricular links more meaningfully in lessons.



## LEARNING SKILLS

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

- Children in KG are enthusiastic about learning. They work independently and take responsibility for their work. Older students participate actively and remain focused throughout the learning process. They collaborate effectively in group work and communicate their knowledge with confidence.
- In most classes, students have opportunities to conduct independent research, use appropriate technology, and apply their learning to new and unfamiliar situations. In many classes, critical thinking and problem-solving skills are evident, particularly in secondary English and science.
- Recently, the school has introduced a variety of initiatives to accelerate students' literacy and learning skills. Most students are responsible and active learners who enjoy the new and challenging activities that are presented to them through these initiatives.

### For Development:

- Improve students' enquiry, research and critical thinking skills in all subjects.

## 2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students have a very strong work ethic and sense of personal responsibility. They follow the feedback and guidance given to them by their teachers to help them to improve. They play leading roles in creating a very positive school learning culture.
- Students have very positive attitudes to school and to their work. Behaviour is exemplary during lessons and around the school. They have highly respectful relationships with staff and with each other. As a result, they feel safe, valued, and supported.
- Students have a strong commitment to a safe and healthy lifestyle. Consequently, they make sensible decisions regarding diet and exercise. Most students are willing participants in physical education lessons and sporting activities. The school's overall attendance rate is very good.

	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

- In KG, classrooms are given different countries' names and the children have many opportunities to learn about world cultures. This is not built upon sufficiently well in the older classes. Across all phases, students have a secure understanding and appreciation of Islamic values.
- Students appreciate the values of equality, charity and tolerance that permeate UAE society. They have a secure understanding of the history and rapid development of the UAE. Their exposure to Emirati culture is not as well-developed.
- Students have strong knowledge of their own heritages. They celebrate Indian Independence Day and other Indian cultural events. Only a few students can make meaningful comparisons between aspects of Indian culture and other cultures.

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

- Students understand their roles as members of the school and wider community. Some take on leadership roles within the school, including as members of the student council, prefects and wellbeing ambassadors. They lead events, such as, house competitions and visits to places of interest.
- Across the school, students have a very positive work ethic. They know that their opinions are appreciated by staff and offer constructive ideas. They are willing participants in school-wide projects and sometimes exercise initiative and demonstrate creativity, particularly in the upper phases.
- Students in all phases understand the importance of environmental issues and are aware of the school's sustainability goals. They take good care of their school and actively participate in recycling projects that protect and enhance the environment.

### For Development:

- Ensure students have more opportunities to initiate their own projects and develop creative ideas.

### 3. TEACHING AND ASSESSMENT

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

- In KG, teachers demonstrate thorough knowledge of how young children learn and have created simulating environments to support learning. In some classes in the early primary phase, there is an over-reliance on teacher-directed learning activities.
- In Middle and Secondary, teachers set high expectations. In Secondary, students are routinely encouraged to question and challenge their own and others' thinking. All teachers plan learning activities, but these are not consistently matched to the different abilities of the learners in their classes.
- In the more effective lessons, teachers are increasingly developing students' critical thinking and problem-solving skills. Teachers use time and resources, including the use of learning technologies, creatively to improve opportunities for learning.

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

- Internal assessment systems in all phases provide a comprehensive overview of students' academic and personal development. Assessment data are analysed in great depth, providing teachers with detailed information about their students. Assessment systems are consistent across all subjects.
- The level and depth of feedback teachers provide to students on their work is not consistent and does not always specify what they need to do to improve it. Students in turn, do not always respond to the comments made and often proceed to repeat the same mistakes.
- Assessment information provides teachers with information of students' strengths and where improvement is needed. However, full use is not made of this information to match learning activities precisely to the abilities and needs of all students.

#### For Development:

- Ensure teachers consistently plan learning activities that are matched to the different abilities of the students.
- Ensure students are given time to respond to teachers' comments on their written work and make any necessary amendments promptly.

## 4. CURRICULUM

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

- The school offers a balanced curriculum which has a clear rationale and is compliant with the CBSE and UAE requirements. The range of curricular choices has increased in the secondary phase with the introduction of CBSE Arabic.
- The curriculum in KG ensures progression in learning to the primary phase. Reviews of the curriculum ensure smooth transition across grades and phases and contribute to the improved outcomes in international assessments.
- Additional curricular choices, and skill development courses, assist higher achievers and students of determination, in particular, to reach their potential. The school is developing support for older students in making choices about their future educational and career options.

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

- The school's activities, within and beyond the classroom, are aligned with the national goals. It emphasises an appreciation of, and interest in, the UAE culture and heritage, with reference to some of the other main World cultures.
- The curriculum is planned effectively, so that most groups of students are fully engaged and challenged. Curriculum enhancements are seen in and across phases. These include indoor activities for children in KG, and skill electives and co-curricular choices for students in the upper phases.
- Recycling and other initiatives help to support students' awareness of healthy lifestyles and sustainability. Opportunities to develop innovation, leadership and entrepreneurship skills are provided through most curricular areas, particularly in the secondary phase.

### For Development:

- Embed cross-curricular links more effectively to give additional relevance to students' learning.
- Implement curricular modifications more successfully, to cater for the full range of student abilities.

## 5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has thorough and effective systems to ensure students' safety, including when using the internet. Child protection and safeguarding policies and procedures are reviewed regularly. Training and awareness campaigns ensure staff, students, and their parents are fully up to date.
- Regular maintenance and safety checks ensure that the school's facilities are safe and in excellent condition. Security and medical records are comprehensive and secure. The premises and facilities are spacious and modern, providing an excellent physical environment which meets the learning needs of all students.
- Students are carefully supervised both in the school and when on school transport. The school's promotion of safe and healthy lifestyles is systematically built into most aspects of school life, encouraging students to make healthy choices.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Good	Good	Good	Good

- The school's ethos of mutual respect between students and their teachers promotes a positive learning environment for all. It is an inclusive school, underpinned by a clear code of behaviour. Appropriate systems are in place for promoting and monitoring attendance and punctuality.
- The school has a thorough approach to the identification of students' learning needs, whether they are students of determination or those with gifts and talents. However, differentiation in lessons is not consistent enough to secure higher rates of progress for all students.
- Wellbeing and personal development are given a high priority in the school. Students appreciate the individual help and support available from the school counsellor. Senior students are provided with information, advice and guidance on careers and further education pathways.

### For Development:

- Improve the quality of differentiation in teachers' planning and classroom implementation to secure consistently high progress for all groups of students.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- The board of governors, together with the principal, the head of inclusion and the inclusion team, promote an inclusive school. This is reflected in the school's admissions policy, the partnerships developed with parents and, the daily work with students.
- Teachers are knowledgeable about their students and use initial identification indicators, referral systems and a range of formal and informal assessments to identify the needs of students of determination. The school also draws on support from external specialists.
- Parents work closely with the school to ensure the best outcomes for their children. They are kept informed on a regular basis about their children's progress. Parents appreciate the helpful support and guidance they receive regarding their children's all-round development.
- The supportive culture in classrooms promotes engagement and collaboration. In most cases, appropriate differentiation of learning ensures that students of determination are engaged meaningfully. However, this varies across classes, leading to inconsistent engagement, challenge, support and outcomes.
- Whole school systems of monitoring and assessment identify the achievements of students of determination. Progress against individual targets is monitored and this informs the review and the subsequent development of provision. Information from a range of sources indicates that most students are making the expected levels of progress.

### For Development:

- Improve the consistency and effectiveness of differentiation in all lessons across.





## 6. LEADERSHIP AND MANAGEMENT

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

- Leadership, at all levels, is highly committed to the UAE national priorities. Leaders demonstrate a clear awareness of best practices in teaching and learning. They have been innovative in their approach to raising students' progress and attainment. Considerable work has been undertaken to improve assessment procedures and processes. The school distributes leadership effectively among skilled and committed individuals and teams, who have shared accountability for improved outcomes for students.
- The school leadership team conducts whole-school self-evaluation systematically, using both internal and external assessment data. In almost all subjects, there is suitable monitoring and appropriate evaluation of teaching and learning and their effect on students' achievements. The school improvement plan results in positive effects on students' learning and personal development. Action has been taken to address the recommendations of the last inspection report. As a result, there has been improvement in a number of key areas.
- Leaders are successful in engaging parents as partners in their children's learning and in the life and work of the school. The views of parents are fully considered when shaping school improvement priorities. Teachers ensure that parents are well informed about their children's learning and development. The school's reporting strategies for parents accurately reflect all of their children's achievements at school and their areas for improvement. The school has meaningful links to local, national and international communities.
- Governors include wide representation from stakeholders, including students, parents, teachers, and the owner. The board consistently seeks the views of stakeholders and gains in-depth knowledge about the life and work of the school. It holds the senior and middle leaders to account for the school's performance. It exerts a very positive influence on the school. However, oversight of the school's self-evaluation processes are not rigorous enough.
- The day-to-day management of the school is very well organised. The school's procedures and routines are very effective. The school is appropriately staffed to fulfil its vision and mission. Staff are well deployed to promote students' achievements. The premises are of the highest quality with extensive specialist facilities that are designed well. Students have access to all learning areas, including technology facilities. The learning environment contains a wide range of high-quality resources for the use of teachers and learners.

### For Development:

- Improve the impact of leadership on performance to raise attainment in all subjects to be at least good.
- Ensure that governors exercise closer oversight of the process and accuracy of the school's self-evaluation.



## 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)