

# INSPECTION REPORT

2022-2023



**NEWLANDS SCHOOL**

**UK CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Warqa'a 1
	Opening year of School	2017
	Website	www.newlandsschool.ae
	Telephone	97142821200
	Principal	Matthew Adam Edwards
	Principal - Date appointed	3/5/2021
	Language of Instruction	English, Arabic
	Inspection Dates	13 to 17 March 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 11
	Number of students on roll	931
	Number of Emirati students	27
	Number of students of determination	28
	Largest nationality group of students	Pakistani

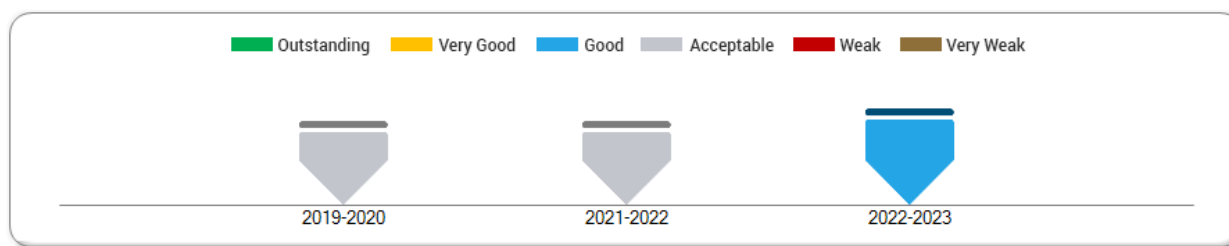
### TEACHERS

	Number of teachers	76
	Largest nationality group of teachers	Pakistan
	Number of teaching assistants	28
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	17%

### CURRICULUM

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

## School Journey for NEWLANDS SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Most students attain levels in line with or above the curriculum standards in all subjects. Children in the Foundation Stage (FS) make good progress in English, mathematics, and science. Students' progress and attainment are good in these three core subjects in the primary phase. In Secondary, students' progress and attainment are good in English and mathematics and very good in science. In Islamic Education and Arabic, their progress and attainment are acceptable in all phases. Students' learning skills are good.
- Almost all students demonstrate positive attitudes towards learning. Relationships are respectful. In FS, children are generally sensitive to one another's' needs. Students understand safe and healthy living. Students' attendance rates and punctuality are good. Students exhibit a good understanding of the culture of the UAE and other cultures. There is a strong work ethic and awareness of social responsibilities. Students are innovative and have a mature understanding of sustainability.

### PROVISION FOR LEARNERS

- Teachers have secure subject knowledge and most understand how students learn. The majority use questioning strategies very well. They make good use of digital technologies to support learning. Reliable and valid assessment data provide teachers with accurate information on students' performance. The use of student self-assessments and the feedback given to students by teachers on the quality of their work are inconsistent.
- The National Curriculum for England and the Pearson IGCSE courses provide an appropriate balance of knowledge, skills, and understanding. Gaps in students' learning, identified by benchmark testing, are addressed. Students are well prepared for the next phases of their education. Cross-curricular links ensure the application of transferable skills. Students are offered a good range of options in the upper secondary phase. Curriculum adaptations meet the needs of most groups of students.
- All staff members understand their responsibilities for child protection and safeguarding. Students are made aware of the need for safety when online. The school premises are secure and accessible to all. School transport is effectively supervised. Medical staff provide high-quality care. Students of determination are provided with appropriate support and their wellbeing is a high priority.

### LEADERSHIP AND MANAGEMENT

- School leadership, at all levels, is effective. Almost all leaders understand best educational practice. Self-evaluations are generally accurate and focused on appropriate improvement priorities. Parents are well informed and fully engaged as partners in their children's learning. Governors ensure that educational priorities are met, and all stakeholders feel valued. Investment in training has improved teachers' skills.

### The Best Features of The School:

- Strong progress in English, mathematics and science in the well-provisioned Foundation Stage (FS)
- Well supported transitions between FS and Key Stage 1 and strong early careers guidance in Secondary
- Robust performance management leading to effective monitoring of teaching and learning
- Very safe, hygienic and well-maintained premises with leaders and governors who put in place excellent safeguarding procedures





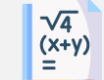

### Key Recommendations

- Raise students' attainment in Islamic Education and Arabic.
- Improve the quality of teaching, particularly in Islamic Education and Arabic, by sharing the best practices already evident in the school so that all teaching is consistently at least good, and often better.
- Refine assessment processes to ensure more-specific targets are set for all groups of students to ensure ongoing and sustainable improvement.
- Governors to make whatever new appointments are required to successfully launch phase 4, ensuring that the planned infrastructure fully meets the needs of older students.

## Overall School Performance

**Good ↑**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 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	Good ↑	Good
	Progress	Good ↑	Good	Good
 Mathematics	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good
 Science	Attainment	Acceptable	Good ↑	Very good ↑
	Progress	Good	Good	Very good

	Foundation Stage	Primary	Secondary
<b>Learning skills</b>	Good ↑	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Very 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	Good ↑	Good ↑	Good ↑
Assessment	Good	Good	Good

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE Schools 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 assessments	meets expectations	Not applicable

- The school sustained its good judgement against the National Agenda Parameter benchmark tests. The school has improved its targets in TIMSS. The results of the GL assessments show strong progression in the core subjects.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders' and teachers' analyses of data are comprehensive and detailed. The school has clear indications of the strategies required to adapt the curriculum to improve students' progress. Consequently, students' performances on external assessments have improved noticeably.

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

- All teachers have established reading and critical thinking as key components of their lessons. The development of critical thinking and independent inquiry is inconsistent.

**Overall, the school's progress toward achieving its UAE National Agenda targets meets expectations.**

#### For Development:

- Evaluate the effects of recent curriculum adaptations.
- Consolidate students' reading literacy skills across the school.
- Provide more opportunities to develop students' critical thinking and independent inquiry skills.

## Wellbeing

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

- Senior leaders demonstrate a strong commitment to the wellbeing of students, which is reflected in the school's wellbeing policy. The policy contains a clear vision for improvement, and the governors and owners provide additional funding for wellbeing and inclusion. The school uses student wellbeing surveys to identify and address individual and collective concerns. Students receive high-quality guidance and support for transitions between phases, and the medical staff carefully monitor their physical health. A range of well-planned extra-curricular sporting activities supports these efforts effectively.
- Tutors and counsellors closely monitor students' academic and personal progress and welfare. The inclusion team regularly reviews the goals of students of determination. Teachers know their students well, but some lessons lack a clear focus on the next steps of learning. Staff morale is high, and effective communication ensures parents are well informed about their children's welfare. Classroom management is successful, and the teaching staff is suitably qualified.
- Wellbeing is integrated into most aspects of school life, including the curriculum. Curriculum adaptations provide students of determination with opportunities to build confidence and achieve personal success. Students feel safe and valued at school, and they understand the importance of a healthy lifestyle. There is a strong connection between students and staff across all areas of the school.

## UAE social studies and Moral Education

- The UAE social studies and moral education curricula are taught in English, using the latest moral, social, and cultural (MSC) framework, textbooks and resources. The subjects are taught for two 45-minute lessons in Years 1 to 9 and for one 45-minute lesson in Years 10 and 11. Primary and secondary coordinators meet regularly to collaborate and facilitate a school wide approach to moral, social, and cultural education.
- The teaching of the MSC programme is through a mixture of classroom lessons, field trips, and project-based inquiries. Students are encouraged to take major themes from across the curriculum and to apply them to a variety of everyday situations, including the culture and heritage of the UAE. Students' work is regularly assessed.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Internal assessment data indicate that most students in the primary and secondary phases attain levels in line with or, at times, above the curriculum standards. However, some primary students' understanding of the basic aspects of worship is insecure.
- Primary students can list the Pillars of Islam and faith. They demonstrate a basic understanding of some aspects of the Seerah. Students are aware of Islamic values and the rules of Tajweed. They have adequate understanding of the rules of worship and can partially recite from memory the assigned holy verses, Hadith, and supplications.
- In the lower secondary phase, students demonstrate basic knowledge and understanding of the main tenets of Islam. They are aware of the Tajweed rules but may not apply them during recitations. The upper secondary students show limited understanding of Islamic principles and values in society.

#### For Development:

- Deepen the primary students' understanding of the basic aspects of worship.
- Improve the upper secondary students' understanding of the importance of Islamic values in society.

#### Arabic as a First Language

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

- Internal and external assessment data indicate that students' attainment and progress are at the expected levels. Most students' reading, writing, speaking and listening skills are in line with the curriculum expectations.
- In both the primary and secondary phases, the students' use of standard Arabic is underdeveloped. Although most students' vocabularies are limited, they can explain the meanings of words and phrases by using dictionaries. They use limited and familiar Arabic vocabulary when speaking.
- Almost all students in both phases can read Arabic to acceptable standards. However, only a few understand the full meanings of what they read. Their progress in independent writing is limited, although most can produce clear scripts that follow the rules of Arabic calligraphy.

#### For Development:

- Expand extended writing opportunities for students.
- Reduce the use of worksheets that require only short answers.
- Make more use of strategies such as role-playing to extend students' language skills.

## Arabic as an Additional Language

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

- Although grouped by years of experience, the progress and attainment of most students are limited. Students are too dependent on their teachers when forming sentences and responding to questions.
- Most students can write short, simple sentences. Only a few can extend their writing, even on familiar topics. Students can copy texts well, but few are able to write independently.
- Most students can read at acceptable levels. They are able to decode and recognize familiar words. However, only a few understand the full meanings of what they have read. Most students can apply their newly acquired vocabulary to everyday life.

### For Development:

- Improve students' attainment and progress to good levels.
- Develop students' reading comprehension.
- Provide more opportunities for students to develop their independent and extended writing skills.

## English

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

- Most students are fully engaged in learning and make good progress during lessons. The progress of children in FS has improved to be above expectations. Their attainment remains in line with the expected curriculum standards.
- Reading across the curriculum is a school improvement priority. In FS2, children understand letters and sounds and can read common words. From this starting point, older students make good progress developing the four language skills. The development of these skills is supported by a well-used library.
- Lesson planning is informed by relevant student information and a common planning format for all year groups. Most teachers ask thoughtful questions to probe understanding. Some lessons have too many activities for the time available.

### For Development:

- Ensure that lessons have sufficiently challenging and extended activities for students to consolidate their learning.

## Mathematics

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

- Most children in FS meet the Early Learning Goals for numeracy. In FS2, children compare length and capacity and can use non-standard measures. In Year 1 students understand the difference between two and three-dimensional shapes. They can apply their skills in an everyday context, for example, when estimating the quantities of building materials.
- By Year 6, the majority of students make good progress in numeracy, which they use to convert fractions into decimals. They are able to discuss and make practical applications. By Year 9 they make good progress in the application of mathematical reasoning to solve time and distance problems.
- By Year 11, the majority of students tackle complex algebraic problems and understand quadratic equations. While most students can apply their skills in everyday contexts, the resources to support practical learning are limited.

### For Development:

- Ensure that there are enough manipulatives and other resources to enable all students to engage in practical learning.

## Science


	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good ↑	Very good ↑
Progress	Good	Good	Very good

- In FS, most children attain levels that achieve the Early Learning Goals for understanding the world. The attainment of secondary students on their external assessments and examinations is well above international standards.
- In all phases most students use scientific vocabulary confidently when discussing the outcomes of their investigations. During most lessons, students develop research and inquiry skills. Students reflect very well on their own work and that of others at the end of lessons.
- During lessons most students can work independently or collaboratively to solve problems and complete tasks. Most students increase their understanding of scientific concepts and demonstrate critical thinking. All students use educational technologies confidently to complement their learning.

### For Development:

- Ensure that scientific inquiries and practical investigations increase students' scientific literacy and critical thinking skills.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good 	Good	Good

- Learning routines during almost all lessons allow students to engage purposefully in cooperative and collaborative activities. In FS, children work purposefully with each other. They interact and collaborate well in formal learning and when engaged in self-initiated learning.
- The majority of students are fully engaged in their learning. They participate responsibly in assessing one another's work, particularly in the primary phase. During most lessons students make meaningful connections with everyday life and other subjects.
- Most students, particularly in the secondary phase, are skilled in the use of educational technologies and learning platforms. Almost all students are able use them for research. In science, for example, they use technology to record their predictions, observations, and conclusions.

### For Development:

- Allocate time at the end of lessons for students to reflect on their learning against the objectives.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Very good ↑	Very good

- Students in all phases demonstrate positive attitudes toward learning and to school life. Relationships between students and with their teachers are respectful and friendly. Children in FS are sensitive to the needs of others. They are welcoming and address visitors confidently and politely.
- Bullying is rare and students fulfil supporting roles for one another. Students have very good understanding of safe and healthy living. Children in FS know which foods are healthy and what they should bring to school for snacks.
- Attendance rates and daily punctuality are generally good. However, some students arrive late to their lessons after breaks.

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

- Students in each phase have a good understanding and appreciation of Islamic values. They acknowledge the importance and relevance of these values to their everyday lives. Most students apply Islamic values such as respect and tolerance both inside and beyond their classrooms.
- Students generally exhibit good knowledge and understanding of the culture and heritage of the UAE. They participate with enthusiasm in celebrations such as Flag Day and National Day. Children in FS can name the seven Emirates and various national emblems.
- Students demonstrate pride in their own cultures and traditions. They have good knowledge of many other cultures, especially those represented by other students. Students enjoy representing and celebrating those different cultures during International Day.

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

- In FS, children take their class monitor roles seriously. Students in the other phases participate enthusiastically in many leadership roles. These include student council members who support and improve the school community. Some are active in producing the 'Newlands Broadcast.' They are aware of wider social responsibilities through charitable fundraising for the Red Crescent.
- A strong work ethic is evident from the youngest children upwards. Students show entrepreneurship by making and selling products to raise funds. They enjoy being innovative during their science and technology lessons, although they have too few opportunities to initiate their own enterprise projects.
- Almost all students have a mature understanding of global issues relating to sustainability. They understand the need to conserve water and to keep the oceans clean. They have initiated several recycling projects.

### For Development:

- Provide students with more opportunities to initiate their own innovative and creative projects.

### 3. Teaching and assessment

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

- In all phases teachers have secure subject knowledge. In FS, most teachers have good understanding of how young children learn. They provide them with a range of engaging learning experiences that promote independence. Positive interactions between teachers and students are features of almost all lessons.
- Many teachers use a range of questioning strategies well to probe and extend students' learning. During science lessons most teachers ask questions to challenge students effectively, and to ensure that they understand scientific concepts. However, this is inconsistent across the different subjects.
- Teachers are skilled at facilitating students' use of digital devices, resources, and platforms that support a variety of learning objectives. Teaching and learning have improved since the previous inspection as the result of effective training and close monitoring by senior leaders.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Internal assessment procedures are well organised and consistent in all three phases. The assessment data are valid and provide reliable information. This enables teachers to evaluate students' performances against the different curriculum standards.
- Students' academic outcomes are compared accurately with external, national, and international benchmarks. The data are analysed to confirm students' progress and provide teachers with accurate knowledge of the strengths and weaknesses of groups and individual students.
- Some teachers provide helpful feedback to students with written comments on their work. Students are involved in assessing their own learning in some subjects. However, high-quality feedback from teachers on students' work is inconsistent.

#### For Development:

- Ensure greater consistency in higher-order questioning to enable students to develop critical thinking skills.
- Ensure that all students receive clear written feedback on the quality of their work and how it can be improved.

## 4. Curriculum

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

- The curriculum meets all statutory requirements and the Pearson IGCSE examination specifications. It provides a balance of knowledge, skills, and understanding. The curriculum is revised regularly and collaboratively in each phase.
- Students are well prepared for their next phases of education, within the school and beyond. The curriculum supports transition between the FS and Year 1 particularly well.
- Cross-curricular links ensure that students are to apply transferable numeracy, literacy, and investigative skills. The range of options available in the secondary phase ensures that older students are able to pursue their interests and are well-prepared for post-16 education.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ↑	Good	Good

- In most subjects the curriculum is modified to address the learning gaps identified by external tests. This ensures that the needs of most groups of students are met. However, the curriculum in FS is not fully adapted to meet the needs of early English as an additional language learners.
- Subject plans are adapted to make links with life in the UAE. These links are commonly made and ensure that students relate their learning to the local context. Connections are also made with the moral, social, and cultural curriculum, ensuring that there is an ethical base to students' learning, with Islamic values.
- The curriculum is varied and offers a range of opportunities to engage most students' interests. A wide range of extra-curricular activities contributes to meeting the needs of most students, including the gifted and talented. National and international links are being reintroduced.
- Arabic is taught in FS1 for one-period each week and in FS2 for two periods each week.

### For Development:

- Adapt the curriculum to meet the needs of students who are in the early stages of learning English.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑

- Thorough training ensures that all staff understand their responsibilities for safeguarding students. There are comprehensive policies and clear procedures for reporting any concerns. Students are well informed about the damaging effects of bullying and the need for safety when online.
- The very clean, and secure site is accessible to all with lifts and ramps. Regular risk assessments are undertaken. All identified risks are dealt with immediately. School buses and private vehicle pick-ups and drop-offs are well supervised.
- Medical staff provide high-quality care and promote hygienic and healthy lifestyles. Support for students' physical and emotional wellbeing also ensures that the promotion of safe and healthy living is woven into school life.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Very good ↑

- Very good relationships and mutual respect between students and the staff are strong features of this inclusive school. All students conscientiously adhere to the school's code of behaviour. Procedures for monitoring attendance and promoting punctuality are thorough. This results in good rates of attendance.
- The individual needs of students of determination are identified accurately. Almost all receive good support to overcome their barriers to learning. Some higher-attaining and gifted students are now identified. However, during some lessons their learning tasks lack sufficient challenge.
- Students' personal and academic development are carefully monitored. Care and wellbeing of students are high priorities. Students receive very good support from the pastoral teams and tutors. Robust procedures ensure that transitions between phases are smooth. There is very good support for older students to make suitable course and career choices.

### For Development:

- Ensure that teachers provide academic and personal support that are well matched to the needs of individual students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- This inclusive school welcomes applications from students with a range of needs. The governing board and senior leaders are very committed to inclusion and have made significant investments in resources and staffing. The inclusion team of specialist educators supports students well.
- Accurate identifications are made of individual student's learning needs. Outside specialists support the inclusion team's assessments. More students who are gifted and talented have been identified across the school.
- Parents appreciate the help and advice they receive from the inclusion team. Regular meetings fully involve parents in setting and reviewing their children's learning goals. They are very positive about the provision and the effective communication systems.
- Individual learning plans and student profiles contain clear guidance and measurable steps toward success. These help teachers plan tasks with adaptations and intervention strategies. During a minority of lessons, these tasks may overlook students' next steps in learning.
- From their differing starting points most students consistently achieve their individual learning goals. Their progress is good overall. When students receive support from the inclusion team specialists, their progress is consistently high.

### For Development:

- Ensure that lesson plans identify specific and suitably challenging tasks for students of determination.

## 6. Leadership and management

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

- The principal and the senior leadership team have clearly identified priorities focused on students' outcomes. Taking account of stakeholders' views, leaders have developed their vision for achievement, inclusion, and wellbeing. Distributed leadership enables middle leaders to contribute to school improvements. Most leaders understand the best educational practices in teaching and learning. A focus on teachers' and students' wellbeing maintains high levels of staff morale and commitment to the vision. Leaders and teachers are committed to ensuring students' outcomes are above the curriculum expectations.
- Self-evaluations are based on internal and external assessment data and survey responses. The results inform subsequent improvement planning. Leaders share a clear understanding of the school's strengths and the areas for improvements. Performance management, including observations of teaching and learning, informs professional training. Leaders have responded positively to the recommendations made in the previous inspection report. However, improvements in the Islamic Education and Arabic are limited.
- Parents contribute to the school's vision and improvement plans. Informed by very good academic and pastoral reporting, parents are full partners in their children's learning. They are encouraged to communicate with teachers and leaders if they have any concerns or require any additional information. Parents are fully engaged with the school's academic, social, and sporting activities. Strong partnerships are forged with other schools, both locally and internationally.
- Governance includes representation of all stakeholders. Governors engage directly with school leaders at all levels. They regularly visit lessons and review students' outcomes. The information gathered enables the board to hold leaders to account for students' academic progress. Governors ensure that all statutory regulations are met. Governors ensure that in most areas there are sufficient human and practical resources available to support teaching and learning.
- Most aspects of day-to-day management are well organised. All teachers are suitably qualified. The goal to recruit effective teachers has been successful. Careful recruitment is paving the way for future improvement. Training has increased teachers' skills in most subjects, leading to more effective use of educational technologies for example. Provision in FS contributes to children's integrated learning through play.

### For Development:

- Improve the provision and students' outcomes in Islamic Education and Arabic.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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