



المعرفة Knowledge



AL SADIQ ISLAMIC ENGLISH SCHOOL

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER





























GOOD

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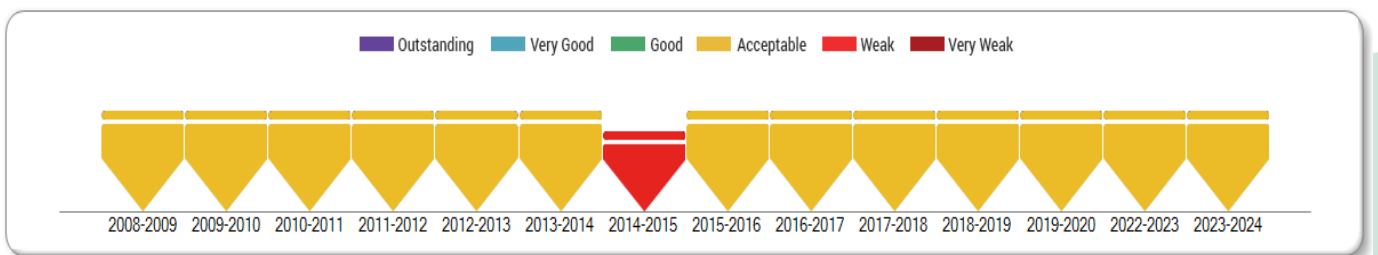
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Qusais
	 Opening year of school	1989
	 Website	www.alsadiqschool.com/
	 Telephone	97142634083
	 Principal	Sadia Wajid
	 Principal - date appointed	10/1/2022
	 Language of instruction	English
	 Inspection dates	30 to 03 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4-16
	 Grades or year groups	Year 1-FS2
	 Number of students on roll	2196
	 Number of Emirati students	17
	 Number of students of determination	80
	 Largest nationality group of students	Pakistani
 <p>TEACHERS</p>	 Number of teachers	117
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	17
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 curriculum	UK
	 External Curriculum Examinations	IGCSE
	 Accreditation	NO

School Journey for AL SADIQ ISLAMIC ENGLISH SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- In the Foundation Stage (FS), children's achievement in the core subjects is acceptable. In Primary, apart from Islamic Education, where attainment is good, and science, where progress is also good, students' achievement is acceptable. In Secondary, students' attainment in Arabic, as both a first and additional language, is acceptable. In the other core subjects, students' attainment is good. Learning skills are acceptable in FS and Primary and good in Secondary.
- Students show positive attitudes towards learning and their behaviour is consistently good. Secondary students are particularly self-reliant. Students' understanding of Islamic values, the UAE culture and other world cultures is strong. They make positive social contributions and are aware of environmental issues. They initiate and lead a variety of projects that have a positive impact on the school. The personal development of girls is particularly good.

Provision For learners

- The quality of teaching is acceptable in FS and Primary, and good in Secondary. Teaching is most effective when there is not too much teacher talk and learning is not overly directed by teachers. The school has effective systems in place to collect and analyse assessment data. More effective use is made of this information in lesson planning and teaching in Secondary than in the other phases.
- The curriculum is fully aligned with the National Curriculum for England (NCfE). It provides an appropriate balance between the development of knowledge and skills. The curriculum is reviewed on a regular basis to ensure relevance. It features many links to the UAE. Curriculum adaptation to meet students' needs is good in Secondary, but inconsistent in FS and Primary.
- The school has effective procedures to ensure the health and safety of students and staff. The premises are clean and well maintained. Students' health records are detailed and securely stored. Although lock down procedures are clear, there has not been a recent emergency drill. Systems for supporting students' attendance and behaviour are effective. The quality of care and support for students is good.

Leadership and management

- The principal provides a clear vision and communicates the core values of the school effectively to all stakeholders. The school improvement plans are detailed, but do not focus clearly enough on the impact of teaching on students' progress. The partnerships with parents are very strong. Governors hold school leaders to account for the school's performance. The school is managed well on a daily basis.

Highlights of the school:

- The partnerships with parents and their support for their children’s learning.
- Students’ personal development, and their understanding of Islamic values and concepts and of the history and culture of the UAE.
- The effectiveness of school leadership and governance.

Key recommendations:








- Improve the quality and consistency of teaching in all phases.
- Ensure that, in reviewing the curriculum, full use is made of assessment data to identify and close gaps in students’ learning.
- Improve students’ reading literacy skills by ensuring that the school’s reading development strategies are implemented consistently in all subjects.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

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.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- Over the last three cycles of the Progress in International Reading Literacy Study (PIRLS), students' outcomes have increased by 138 points, giving an overall score of 575 points in 2021. The outcome in the most recent assessment exceeded the school's target by 43 points. No Emirati students were in the cohort selected for the assessment. Students' improved judgements in mathematics and science from weak to good, and from weak to very good in English, indicate very good progress overall. Outcomes for Emirati students improved from a low base in all three subjects, indicating good progress.

C. Leadership: International and Emirati Achievement	Good
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- The school has detailed national agenda and reading action plans which have a significant focus on improving reading standards within the school, as measured by standardised age-related scores. The plans have key actions and details how the school aims to improve different aspects of reading. However, they lack measurable targets for raising the reading skills of Emirati students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Weak

- Students display an enjoyment of reading. There has been a whole-school emphasis on raising the standards of reading and on developing a culture where students read for pleasure and are able to access the curriculum resources more readily. The specific interventions to raise standards of reading have yet to be fully effective, particularly for Emirati students. Teachers have undertaken professional training in their role as promoters of reading within their subjects. The useful action plan for the development of reading lacks specific measurable targets for the Emirati students.

Overall school standards in the National Agenda Parameter are: Good

For Development:

- Improve the students' reading assessment outcomes, particularly those for Emirati students.
- Use the data from external and internal assessments more effectively in lessons.

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 good level

- Led by a strong and dedicated team, the school demonstrates a full commitment to wellbeing. Policies, supported by an appropriate action plan, provide a clear vision for the effective implementation of wellbeing initiatives. Detailed analyses of survey information provide leaders with stakeholders' views. However, not enough use is made of more informal methods of collecting the views of the school community.
- Students' views are significant in shaping wellbeing provision. Parents value newsletters and regular communication. Induction programmes involve hand-over procedures at leadership level. New teachers are well informed about the school processes. Targeted interventions enhance students' wellbeing. Curriculum adaptations strengthen support. However, this does not extend to individualised support for children on entry to FS.
- The school's approach to wellbeing provision is highly valued by students and enables them to understand the wellbeing themes. They can identify issues that can impact on their mental health, particularly when online. Emotional self-control is embedded in FS. Students are secure in their own wellbeing and have a deep awareness of the needs of others. Student-led wellbeing teams are a strength in the school.

For Development:

- Make more use of informal methods to enhance the collection of stakeholders' views.

UAE social studies and Moral Education

- The school teaches social studies and moral education through an integrated approach following the most recent Ministry of Education (MoE) Moral, Social and Cultural Studies Framework (MSCS). Lessons are taught in English by appropriately qualified teachers for all students between Years 2 and 11.
- The curriculum is effectively planned to ensure compliance with MoE requirements. Schemes of work and lesson plans are closely aligned to the MSCS curriculum. A range of strategies and resources, including MSCS textbooks, is used to support teaching and learning. Students receive two lessons each week, supplemented by projects, school assemblies and a range of local and community events. Students are assessed by a mix of continuous assessments and mid-term and end-of-term final assessments.

Arabic in Early Years

- The Arabic curriculum is introduced to children in FS. It encompasses listening, speaking, writing, vocabulary and phonics. It includes one lesson per week for FS2 and two lessons for Year 1, delivered by a team of seven teachers. The curriculum incorporates a variety of exercises to enhance Arabic reading comprehension and writing skills. Regular assessments are conducted every six weeks to gauge levels of attainment and to track progress. Ongoing assessments allow teachers to monitor children's achievement. The school plans to introduce additional interactive technologies to cater for differing learning needs and to support all children and students more effectively.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students across Primary and Secondary develop a strong understanding of Islamic concepts. Given their differing language backgrounds, the progress of non-Arab students is particularly good, as is the achievement of girls.
- Students exhibit a well-rounded understanding of various aspects of Islam, with a focus on memorisation, Holy Qur’anic rules, manners, Hadith and worship. In Primary, students excel in recognising the pillars of Islam and Iman, effectively connecting moral values to daily life.
- Improvements in teachers’ lesson planning and implementation, and the adoption of strategies that include research and independent learning, as well as ‘think, pair and share’, have contributed significantly to improving students’ achievements. However, links to everyday life are inconsistent.

For Development:

- Provide more opportunities for students to consolidate their learning by making links to everyday life.

ARABIC AS A FIRST LANGUAGE

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

- Students in both phases demonstrate adequate progress from their initial starting points. Notably, students' writing skills, particularly in the boys' section, are below the other language skills. In Primary, students' speaking and writing skills are below the curriculum standards.
- Students exhibit strong listening skills in both phases. Their reading comprehension and reading strategies are less well advanced, particularly in the secondary phase. Students often respond using brief phrases and sentences.
- More opportunities to engage in creative writing have led to moderate improvements in students' writing. The use of diagnostic tests provides teachers with more accurate information of students' abilities. The use of this information is enhancing provision in the most effective lessons.

For Development:

- Improve reading comprehension across all year groups.
- Improve the acquisition of standard Arabic vocabulary to enhance speaking and writing proficiency.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In both phases, students are able to comprehend and respond to a limited range of short, familiar oral and written communications. They can compose brief sentences and paragraphs. A minority of students encounter difficulties when conversing in Arabic, particularly when discussing less familiar subjects.
- Listening is the most well-developed skill. Students can read and grasp familiar texts with guidance. In Primary, students can compose a story from an image or engage in discussions about familiar topics. Nevertheless, the ability to engage in creative writing, or to read with understanding is limited.
- To foster students' language proficiency, the school offers a range of opportunities and initiatives. Reading competitions and digital platforms, as well as practical exercises grounded in everyday contexts, enhance their comprehension and reading skills.

For Development:

- Provide more opportunities for students to develop their speaking and writing skills.

ENGLISH

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

- From low starting points, children in FS make steady progress in the development of early language and literacy skills. Students' attainment in most year groups has improved and is highest in Secondary.
- Students' speaking and reading skills are developing more rapidly than their writing and handwriting skills. The focus on reading is improving students' vocabulary, reading fluency, oral communication and comprehension skills. Students' skills of inference, prediction and analysis are developing more slowly.
- Students steadily improve their knowledge and understanding of English writing conventions and techniques, but do not consistently apply what they learn in their writing. Too many students continue to make basic spelling, punctuation and grammatical errors. They do not check their work for accuracy.

For Development:

- Improve students' writing skills by placing emphasis on the conventions and techniques, and routinely check their work for accuracy.

MATHEMATICS

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

- Attainment and progress in FS and Primary are restricted because of inconsistent teaching. Progress in FS has declined, while progress in Primary is too slow. In Secondary, good planning and assessment have improved students' understanding of mathematical concepts.
- In Secondary, an increase in students' ability to solve complex word problems is due to a new emphasis on understanding technical vocabulary. In Primary, students' manipulation of numbers is weak. In FS, practical mathematics is not focused closely enough on children's needs.
- Recent improvements in planning, marking and the introduction of test questions are having a positive impact on students' progress. However, outcomes are restricted in some FS and primary lessons, due to ineffective classroom routines and inconsistent teaching approaches.

For Development:

- Improve attainment through the use of more consistent teaching and classroom routines in FS and Primary.
- Ensure that the improved teaching and learning strategies in Secondary are shared and implemented effectively in the other phases.

SCIENCE

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

- Internal and external assessment data indicate that students' attainment has improved across all phases particularly in chemistry and physics. Biology is less strong. Lesson observations indicate that all three sciences in the secondary phase are equally strong.
- Most students display a very secure understanding of scientific concepts in their oral work. They use scientific terminology appropriately in their discussions. Students in the middle years of the primary phase are less confident when talking or writing about science.
- The development of investigative work is enabling students to link theoretical learning to their everyday lives, and to develop their critical thinking and problem-solving skills. The positive outcomes are particularly evident in the upper year groups of Primary and throughout Secondary.

For Development:

- Strengthen opportunities for students in Primary to develop their scientific investigation skills.
- Consolidate the recent improvements in external assessments, and in particular improve the external assessment results in biology in Secondary.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable ↓	Acceptable	Good

- In all phases, most students are keen to engage in learning. They take responsibility for completing their learning activities. Children in FS increasingly develop their confidence in communicating and learning through varied activities. Secondary students demonstrate a mature approach to learning.
- Most students interact well with their teachers and their classmates. Collaborative learning routines are not fully embedded particularly in FS and Primary. Students regularly make connections in their learning to the wider world and sometimes to other subjects.
- Students increasingly use technology to access learning platforms to support their learning, although few students initiate their own learning. Problem-solving, critical thinking, reflection and self-evaluation activities are features of many lessons. Students in Secondary effectively use examination assessment guidelines to focus and structure their work.

For Development:

- Provide more collaborative learning opportunities for children and students to discuss and develop their ideas, particularly in FS and Primary.

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

	Foundation Stage	Primary	Secondary
Personal development	Good ↓	Good	Very good

- Throughout, students display a strong sense of belonging to the school. They exhibit positivity, confidence and a keen sense of personal responsibility. In Secondary, students show a strong commitment, particularly the girls. In Primary, some boys are less involved in roles of responsibility.
- Students demonstrate self-reliance across various activities and actively engage with their classmates. Bullying is exceptionally rare. The school fosters an environment characterised by mutual respect among students, between students and teachers, and with the school community as a whole.
- The school actively promotes and monitors students' choices for healthy eating, both in the cafeteria and their food from home. Students benefit from consistent physical exercise routines. They maintain good attendance rates and arrive punctually at the start of the school day.

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

- Across all phases, students display a secure understanding of Islamic values and recognise their significance in daily life within the UAE. They are aware of the importance of the Islamic values of tolerance, coexistence and respect, aligned with the guiding principles of the UAE.
- School activities and classroom lessons consistently uphold Islamic values, while fostering regard for the culture and heritage of the Emirates. Special attention is given to the celebration of national and Islamic occasions during assemblies. Older students play a prominent role in their organisation.
- Given the diverse cultural backgrounds, students display notable respect for and appreciation of their own cultures. However, there is limited exploration of shared cultural elements, especially in art and literature.

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

- Students have some opportunities for social and environmental responsibility. They take part in projects that promote understanding of threats to the environment. The sustainability champions encourage students to participate in sustainability projects.
- Students supported by teachers have developed an eco-growing system that has led to the cultivation of fruit and vegetables that are shared amongst students and local community.
- Students use their talents to invent and design new products. They are creative in developing projects that deal with world environmental issues and have recycled clothes.

For Development:

- Provide more opportunities for students to be involved in social outreach programmes in the local community.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good

- The quality of teaching standards varies between phases and within subjects. Stronger teaching is evident in Secondary. Teaching is most effective when good classroom management techniques are employed, and the best use is made of time and resources.
- The most effective lessons are characterised by planning that identifies clear learning objectives and the use of a range of resources to involve students in active learning. However, teaching strategies are variable. In less effective lessons, there is too much teacher talk and learning is overly directed by teachers.
- Most teachers interact well with students. They use questioning to engage students in discussions that promote deeper thinking. Learning activities provide appropriate levels of challenge for most, but not all, students. Recent professional training is beginning to improve the quality of teaching.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Good ↑

- Internal assessments are coherent and consistent. They provide detailed measures of students' progress. Students' achievements in all subjects are benchmarked against national and international comparators.
- Internal assessment data are analysed effectively by senior leaders and subject coordinators. Learning gaps are increasingly identified and addressed through curriculum implementation and targeted interventions. The impact of these on classroom practice is stronger in the secondary phase.
- Most teachers have a good knowledge of students' strengths and the next steps needed to improve achievement. They monitor students' work in lessons. Most provide immediate, helpful feedback. This is strongest in the secondary phase, as is the use of self- and peer-assessment.

For Development:

- Ensure that, in all phases, more use is made of assessment data to match learning activities to the needs of students.
- Ensure that written feedback to students is consistent across all phases and includes next steps for improvement.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum aligns with all specifications of the NCfE and complies with statutory requirements. It strikes a balance between knowledge, skills and understanding. While planning has addressed some concerns raised in the previous inspection report, changes have not been fully integrated into FS.
- Curriculum planning is focused on teaching to the highest level of learners. This has yielded positive outcomes, especially in Secondary. However, this emphasis is not as well established in FS and Primary, nor in the Arabic curricula.
- The curriculum is reviewed regularly by subject departments to assess its relevance and effectiveness. This results in a more pertinent curriculum for different groups and supports the preparation of students for the next stage of their education.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable ↓	Acceptable	Good ↑

- The curriculum is consistently adapted to address the needs of all groups of students. Learning gaps are recognised. Teachers use assessment data to design activities that match students' requirements, particularly in Secondary. However, this approach is not fully developed in FS.
- A diverse range of extra-curricular activities enriches students' experiences and supports their personal development. These additions are augmented by various other activities, some of which are initiated by students themselves, such as inter-house team competitions.
- Students have many and improving opportunities to gain insights into the culture, values and life of the UAE. They initiate the exploration of aspects independently. However, there is limited curriculum enhancement in Arabic.

For Development:

- Adapt the curriculum to meet the different needs and abilities of all groups of students.
- Enhance the curriculum in Arabic.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- There are effective policies and procedures for keeping children and students safe, including a clear child protection policy and regular training of staff. Classrooms and outdoor areas are well maintained, safe and clean. Supervision is thorough. Arrangements for students travelling by school transport are secure.
- Healthy lifestyles are promoted through regular physical exercise. The clinic supports students' understanding of the importance of diet and exercise.. Although there is a lockdown policy, the school has not yet conducted an emergency procedure.
- Secure and comprehensive individual records are maintained, including incidents and subsequent actions. Detailed records include the timings of medication and how it should be administered. These records are securely stored.

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

- Staff have established an atmosphere of mutual respect with positive relationships. They are aware of students' needs. A clear policy supports behaviour. However, it is not always consistently implemented. Behaviour at break times and in corridors is generally calm and supported by school monitors.
- The school ensures very good attendance across all phases, including FS. Systems for monitoring lateness and absences are efficient and effective. Parents are notified promptly of any concerns. Punctuality enables classes to begin and end on time.
- The school has thorough systems to identify students of determination. Systems to identify the gifted and talented have recently been introduced. The admissions policy is fully inclusive. The process of identification is not soon enough after entry to FS.

For Development:

- Ensure consistent implementation of the school's behaviour policy in all lessons.
- Complete a lockdown drill to ensure that all students are confident and familiar with the procedures.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- The school has appropriate systems for identifying students of determination and those who are gifted and talented. Appropriate support allows them to make adequate personal and academic progress. The identification of children in FS is not as prompt as in the other phases.
- Partnerships with parents are strong. Parents say that the school is very supportive and individual withdrawal sessions in school are effective. They say that their children feel safe, and that communication is regular.
- Curriculum adaptation enables all groups of learners, including gifted and talented students, to access a curriculum that meets their needs. There is further opportunity for students to study online accredited external courses.

For Development:

- Work more closely with parents to identify students of determination on entry to the school, particularly in FS.

06 LEADERSHIP AND MANAGEMENT

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

- The principal has successfully shared the vision and core values of the school. Leaders have created a positive environment for both students and staff. Relationships are professional. Leaders show clear appreciation of their roles and responsibilities. They have a secure understanding of the curriculum. Communication is effective. Morale throughout the school is positive. Leaders have been able to secure improvement in some of the areas that needed the most attention.
- Self-evaluation procedures are methodically executed within specified timeframes. The school's improvement plan is detailed and supported by a body of evidence. Leaders monitor and evaluate the quality of teaching across the phases. However, they give insufficient attention to the impact of teaching on students' progress and attainment. The school has made some progress in addressing the recommendations of the previous inspection report.
- The school actively involves parents in all aspects related to their children's academic and personal development. Their opinions are appreciated and considered when making decisions that affect their children. Communication with parents is open and ongoing. Through oral and written reports, parents are kept well informed of their children's academic, personal and social progress.
- The board of governors consists of a representative group of stakeholders. They closely collaborate with the school to improve students' performance. They monitor the school's leadership through regular reports, ensuring adherence to the school's vision and holding all leaders accountable. Members of the board play a critical role in providing the resources needed to enhance teaching, learning and students' outcomes.
- The school's daily management is efficient. The school places an emphasis on the recruitment and ongoing training of teachers and leaders. However, there are gaps in terms of leaders' capacity to bring about essential changes. The school offers a wide range of resources to support students' learning. Some limitations in the school facilities and premises remain.

For Development:

- Enhance the process of self-evaluation by establishing a close connection between teaching and students' learning and progress.



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