



المعرفة
Knowledge



AL SALAM PRIVATE SCHOOL UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



	Location	Al Nahda
	Opening year of school	1989
	Website	www.alsalamschool.ae
	Telephone	97142679594
	Principal	Wendy Banks
	Principal - date appointed	1/9/2021
	Language of instruction	English
	Inspection dates	30 to 03 November 2023



	Gender of students	Boys and girls
	Age range	3 to 14
	Grades or year groups	FS1 to Year 9
	Number of students on roll	1253
	Number of Emirati students	83
	Number of students of determination	241
	Largest nationality group of students	Pakistani

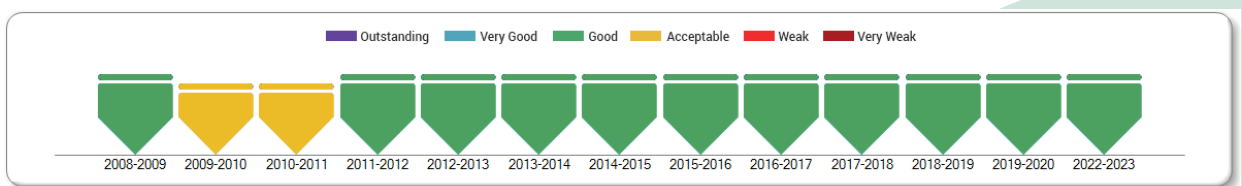


	Number of teachers	76
	Largest nationality group of teachers	Indian
	Number of teaching assistants	53
	Number of guidance counsellors	1



	curriculum	UK
	External Curriculum Examinations	n/a
	Accreditation	n/a

School Journey for AL SALAM PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement is mostly good, and very good in secondary mathematics and science. Attainment in English and mathematics in the Foundation Stage (FS), and in Arabic, for both first and additional language speakers, is mostly acceptable, although progress is good. Students in all phases have good learning skills.
- Students have very responsible attitudes towards learning and their school. They are self-disciplined and sensitive to the needs of others. Bullying in the school is rare. Students are keen to take responsibility, participating enthusiastically in fund-raising for charities and seeking ways to enhance the school's environment. The school's internship programme enables students to innovate, make informed decisions, and demonstrate a strong work ethic.

Provision For learners

- Teachers in Secondary are making effective use of assessment outcomes to inform their teaching. However, there is inconsistency in the quality of teaching, learning and the use of assessment, in FS and Primary. Classroom routines in lower Primary are not well enough established and expectations of students and teachers, are not always high enough.
- The National Curriculum for England (NCfE) is now established in all phases, and this is helping to ensure continuity and progression in learning. Meaningful cross-curricular links are identified in lessons. Curriculum modifications, however, are inconsistent in meeting the learning needs of students of determination. The curriculum helps students to develop a clear understanding of Emirati culture and its influence on society in the UAE.
- Students are kept safe through comprehensive policies and procedures. The school premises are very secure and maintained to an excellent standard. School transportation is well managed. The management of behaviour is mostly effective and understood by students. The school is inclusive and welcomes students of all abilities. The identification of students of determination is effective but support for them varies across subject areas.

Leadership and management

- The principal and school leaders are highly committed to the school and students. Middle leadership shows improvement across the school. However, there is insufficient rigour in the monitoring and evaluation of the quality of provision and outcomes in FS and Primary. Reading resources have been improved and expanding of provision in Secondary has brought improvements in achievement in mathematics and science.

Highlights of the school:

- The high attainment in science, and attainment and progress in mathematics in Secondary
- The school's strong sense of community, with students and adults working well together in a respectful atmosphere
- Students with a well-developed sense of personal and social responsibility and a keen awareness of, and respect for, Islamic values
- The introduction of technology to support project-based learning, particularly in science, technology and mathematics
- The strong links which leadership has developed and maintains with parents

Key recommendations:






- Improve the quality of teaching, learning and assessment throughout the school, particularly in lower Primary.
- Increase the consistency with which assessment information is used by teachers to inform classroom organisation, the delivery of lessons and implementation of all-inclusive provision.
- Ensure greater accountability for all aspects of the school's provision and outcomes.
- Apply greater rigour in identifying potential risks and taking action promptly to address them.



OVERALL SCHOOL PERFORMANCE

Good

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	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable
	Progress	Not applicable	Good	Good
 English	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable	Good	Very good ↑
	Progress	Good	Good	Very good ↑
 Science	Attainment	Good	Good	Very good ↑
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Very good	Very good	Very good

05 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	Very good	Good ↓	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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.



A. Registration Requirements	Met Fully
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Not Applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- In the 2021 Progress in International Reading Literacy Study (PIRLS) assessments, students exceeded their targets by 12 points. No Emirati students were involved in that assessment. In benchmark assessments, there were significant improvements over two years. In English, attainment improved from acceptable to good. However, Emirati attainment remained weak over the two years. In mathematics, the school maintained very good attainment, and the attainment of Emirati students improved from acceptable to good. In science, the attainment improved from good to outstanding, while Emirati attainment improved from weak to good.

C. Leadership: International and Emirati Achievement	Good
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- Action plans are based on the priorities identified from whole-school and Emirati outcomes in international assessments. The priorities in the National Agenda action plan are also reflected in subject action plans and are monitored for impact. Plans are working documents and are regularly checked. Curriculum adaptation, and teaching, are informed by the benchmark reports.

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

- The school's initiatives are bringing improvements for all students, including for Emirati students. The culture of reading is high profile in the school. The library is available during holidays and students are challenged to read a minimum number of books within a period of time. Phonics is systematically taught in FS and Years 1 and 2. Lessons and work in books demonstrate that students have a secure grasp of comprehension and can make inferences, drawing on evidence from the text. Comprehension work has been extended into science lessons, to help students understand scientific concepts and vocabulary.

Overall school standards in the National Agenda Parameter are good

For Development:

- Improve the reading outcomes for all students, but particularly those in Primary.
- Provide more support for Emirati students to improve their outcomes in the English benchmark tests.

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 wellbeing provision and outcomes is provided below:

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

- This school demonstrates a strong commitment to wellbeing promotion and practice. An experienced wellbeing team has developed detailed policies to enable their vision to move forward. The implementation of a newly established wellbeing programme has begun. The school collects survey data from all stakeholders to inform their strategy for further improvement. However, information gathered is not analysed carefully enough to contribute to continuous improvement and focused support for student's wellbeing.
- Students, parents and staff are represented on the governors' advisory board where wellbeing is a priority. Parents report their high levels of satisfaction with all areas of support. Students are well informed on how to access support and articulate their needs. Staff report their satisfaction with the school's wellbeing initiatives and their opportunities for professional development. In this caring school, stakeholders feel valued, safe and engaged in school life.
- The school's wellbeing programme has been linked to the curriculum with varying impact. It engages students and addresses some wellbeing themes. Students are generally confident and have developed a sense of their own wellbeing. They demonstrate an awareness of their emotional, physical and social needs. Assemblies and lesson planning address online safety. The school fosters a positive classroom climate that enables close connections, a sense of community belonging, and a place where every child is special.

For Development:

- Embed all wellbeing initiatives and practices more purposefully across the school.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSC) follow the Ministry of Education (MoE) guidelines. The school teaches MSCS in English as discrete lessons, and as an integrated theme in the humanities subjects. The understanding of the UAE's culture and society, and global moral and social issues, are strong features of learning.
- In the teaching of MSCS, a series of resources and creative adaptations are used. Lessons are imaginative and engaging. The large majority of students, across all phases, are actively engaged and clearly enjoy learning. Assessment is rigorous with accurate tracking and reporting. Innovative project-based learning occurs yearly across the phases.

Arabic in Early Years

- Children are taught Arabic in FS1 and FS2 by five teachers, three of whom have FS experience. They deliver the modified MoE curriculum for 180 minutes each week. The curriculum enhances the children's linguistic skills and supports the development of the broader range of language skills. In lessons, children learn about the alphabet, numbers, animals and colours. Assessment strategies include formative and summative assessments. Parents are involved in shaping their children's learning journey. Lesson planning is differentiated and adapted to individual needs to ensure a smooth transition into Year 1



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' work and lessons observed indicate that a majority of students attain levels of knowledge and skills that are above the curriculum standards. Boys and girls achieve equally well. Non-Arab students make better progress than Arab students overall.
- In Primary, students' understanding, and application of Islamic values and etiquette is strong. They demonstrate secure knowledge of the Pillars of Islam and Pillars of Faith. Students in Secondary can discuss knowledgeable events in the history of Islam.
- The school has sought to improve students' recitation and memorisation skills by allocating time for learning the Holy Qur'an. The impacts of these improvements are still not evident. However, students are now more skilful in applying their knowledge of Islam to everyday situations.

For Development:

- Improve students' skills in using appropriate references from the Holy Qur'an, Hadeeth, and Seerah to justify their opinions.
- Raise teachers' expectations and the level of challenge in learning tasks for all groups of students.

ARABIC AS A FIRST LANGUAGE

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

- Most students are attaining levels that are in line with the expected curriculum standards. Students' progress is above expectations. In Primary, the older students demonstrate stronger levels of progress. The achievement of Emirati students' meets expectations across all phases.
- Most students are developing secure listening skills. Their speaking, using standard Arabic, is less well-developed, due to limited opportunities to speak in lessons. Reading literacy classes are beginning to improve students' reading skills and enabling them to interpret and integrate information.
- Girls speak with more confidence than boys However, students' independent and creative writing skills are still at an early stage of development.

For Development:

- Improve students use of standard Arabic when speaking.
- Improve students writing skills by providing them with more opportunities to write independently on a range of different topics.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In Primary, in lessons and in their written work, a majority of students attain levels that are above the curriculum standards. In Secondary, fewer students attain these levels. Students' progress in all years is above the MoE curriculum expectations.
- Students demonstrate strong listening and secure reading comprehension skills. They make good use of previously learned vocabulary in their speaking. Most can interpret information and analyse texts. Although students understand the rules of punctuation, they do not always apply them in their writing.
- Additional reading classes and improvements in the use of assessment data are helping to support the development of students' reading skills. However, independent speaking using standard Arabic in different contexts, and accurate writing are underdeveloped.

For Development:

- Present students with more opportunities to initiate and maintain dialogues in Arabic.
- Support students' in improving their skills in writing.

ENGLISH

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

- Students' achievements in English improve as they move throughout the school. Most children enter FS with very low starting points, but the majority make consistently better progress in their reading, writing, speaking and listening skills from year to year.
- A majority of students acquire strong vocabularies which they use in their writing and when speaking. Many students are able to craft different styles of writing and use literary techniques for effect. Creative writing is well developed, and older students respond appropriately to more ambitious texts.
- The attainment of Emirati students and children in FS have not improved sufficiently. Higher ability students and those with gifts and talents have opportunities to work at their own pace and levels, especially in upper Primary and Secondary.

For Development:

- Improve the attainment of Emirati students, and children in FS.

MATHEMATICS

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

- Student outcomes demonstrate variable achievement across the phases. Children in FS and Primary achieve less well than those in Secondary because teachers do not use the assessment information effectively to plan lessons, which meet the needs of all learners.
- Students, particularly in upper Primary and Secondary, are adept at manipulating number. This is a developing feature in FS and in lower Primary. Opportunities to apply problem-solving to everyday situations are more embedded in Secondary, than elsewhere in the school.
- The skilful questioning by teachers in Secondary and upper Primary, is ensuring that students apply, explain and justify, their answers. These skills, together with the application of prior learning, are promoting greater depth of mathematical application and skill.

For Development:

- Improve students' numerical fluency, ability to manipulate numbers and employ problem-solving skills, in FS and lower Primary.
- Use assessment information to plan lessons which meet the mathematical needs of all students especially in FS and lower Primary.

SCIENCE

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

- Internal and external assessment data indicate that students’ attainment is very strong in both Primary and Secondary. In lessons, students make stronger attainment and progress in Secondary than in early Primary and FS. Emirati students’ progress is slightly behind that of other students
- In FS, children’s scientific language and enquiry skills are developing steadily. Primary students’ understanding of the natural world develops through regular project-based investigations such as, exploring gravity, forces and motion. In Secondary, these skills develop further through the imaginative exploration of electric currents and photosynthesis.
- The department is successful in promoting investigative work to enable students to improve their skills of observation, prediction, analysis and reporting. The positive outcomes of this development work are very evident in the Secondary.

For Development:

- Ensure that children in FS and early Primary have the necessary scientific and collaborative skills so that they maximise their learning in scientific investigations.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Critical thinking skills are embedded in upper Primary and Secondary and developing elsewhere in the school. In these phases, students accept their teachers and each other’s suggestions and purposefully self-assess their own work.
- Collaboration is a strength in many classes across the school. In the better lessons, students can present their findings and discuss their ideas with confidence. They become adept at making connections with other areas of the curriculum and with everyday situations.
- Students are enterprising especially in science and MSC. Project-based learning is a strong feature in these subjects and students use enquiry and research skills to support their understanding. Although these skills are apparent in other subjects, they are not as well integrated into all learning activities.

For Development:

- Apply the best practice in critical thinking, enterprise and use of enquiry from across the school into all subjects.

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

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

- Students across the school, including the children in FS, have very positive and responsible attitudes towards learning. Students enjoy coming to school and feel safe and appreciated. Bullying in the school is rare.
- Students are self-disciplined and sensitive to the needs of others. They develop respectful, friendly, and supportive relationships with each other and their teachers. Students are keen to take responsibility and engage in leadership roles across the school.
- Students' awareness of healthy lifestyles is very well-developed. They are pro-active in taking part in a variety of sporting activities. They make healthy choices when selecting their meals. Students are punctual to lessons, and the attendance rate is very good across all phases.

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

- Students demonstrate an excellent understanding of Islamic values and how these impact on modern day society in the UAE. They understand and appreciate values such as, modesty, honesty, and respect in their lives. Children in FS are developing their understanding of Islamic values well.
- Students are highly respectful and appreciative of the UAE culture and heritage. They can give details about the UAE's history, food, and its leaders. They can talk about the future of the UAE and explain how the country changed and entered the world of space.
- Students are very proud of their own cultures. They demonstrate a deep awareness and respect for other cultures around them. They can give details about the traditional food, dress, and tourist attractions from a variety of different countries.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students are responsible and actively contribute to the school and local community. They plan and participate in fund-raising for charities. Students take on additional responsibilities and children in FS take care of resources. Students know that their views are valued by leaders.
- Students actively seek ways to enhance their environment, successfully initiating projects such as, bottle planters for flowers. They are keen to embed recycling and sustainability, initiating links with local restaurants to collect and recycle bottles and cans.
- Students gain essential skills through well-planned projects and enterprising activities. These are having a significant social impact, enabling students to innovate, make informed decisions, and demonstrate a strong work ethic.

For Development:

- Extend opportunities for more students to contribute to the wider community, through volunteering activities.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- A majority of teachers have strong subject knowledge and know how students learn best. Teaching is less secure in FS. In Primary, the quality of teaching is more effective in the older classes. Teaching practices in Secondary are very effective in mathematics and science.
- Most teachers are adept at linking learning to other areas of the curriculum and to everyday life. The teaching of reading strategies is an improving feature of the school and beginning to have a positive impact on learning.
- The school has recently focused on developing students' critical thinking skills and teachers in Secondary have been particularly successful in doing so. Most teachers differentiate activities to meet the needs of different groups of students, including Emirati students, in their lessons.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Internal assessment processes are consistent and coherent across all three phases. In Secondary, teachers use assessment information consistently to inform teaching and meet the learning needs of the students. This is not as evident in lower Primary.
- Leaders benchmark students' attainment against national and international standards effectively. Gaps in assessment are identified and promptly addressed through lesson modifications and interventions.
- In FS and Primary, feedback from teachers on students' written work often lacks guidance on how the work can be improved. Where guidance is given in Secondary, there is little evidence of students responding to the advice provided.

For Development:

- Ensure more precision and use of assessment in planning learning activities for younger children and all groups of students.
- Provide effective written feedback to children and students which enables them to know exactly what steps they need to take to improve their work further.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The NCfE is now established in all phases of the school. In Secondary, it has been extended to give older students a broader range of choices in both academic and non-academic subjects. This is preparing the school well for extension to Year 10 and beyond.
- The mapping of the curriculum is effective and helps to ensure continuity and progression in learning. In Secondary, science, technology, engineering and mathematics (STEM) activities have been integrated well into the curriculum. This is helping to prepare students for further education, life and work.
- A range of meaningful cross-curricular links have been introduced and these are now seen regularly in lessons. Leaders review the curriculum frequently. However, it has not yet been successful in ensuring very good provision in all subjects, especially in FS and lower Primary.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- Across all phases, the school's leadership makes modifications to the curriculum to meet the needs of students of differing abilities. These are mostly effective but are sometimes inconsistent in meeting the learning needs of the full range of student ability in FS and lower Primary.
- The curriculum is imaginative and offers a very wide range of experiences to all students with many opportunities for innovation and enterprise. This is particularly evident in science and MSC, through project-based learning and extra-curricular activities.
- The school offers coherent learning experiences to help students develop a full understanding of Emirati heritage and culture and its impact on society in the UAE. This is well-embedded in lessons and school activities.

For Development:

- Review curriculum modifications to ensure maximum impact on teaching and learning, especially for students of determination and children in FS and lower Primary.

05 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 ↓

- Across all phases, students are safeguarded through comprehensive policies and procedures. All members of staff receive ongoing training. Students feel fully supported and very safe in school. However, there is insufficient rigour in the identification of potential risks and prompt action to address them.
- Actions taken to reduce bullying have been highly effective. The school premises are very secure and are maintained to an excellent hygienic standard. Organisation of school transportation is very well managed. Gate security is very effective.
- The promotion of healthy lifestyles permeates the school. The clinic is very well staffed by an active medical team who participate in health promotion across the school. Students know and understand why it is important to make healthy choices in life.

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

- Across all phases, support for most groups of students is generally effective. However, the quality of support is not consistent in all lessons particularly in Primary. Opportunities to extend and deepen the learning for students with gifts and talents is variable.
- The school is inclusive and welcomes students of all abilities. Informal and formal procedures are used to identify students with specific learning needs. A career guidance programme supports students in their continuing education and career choices. An enrichment programme is fully embedded in Secondary.
- The management of behaviour has improved across the school. A school-wide wellbeing programme is at an early stage of promoting and monitoring students' social and emotional health.

For Development:

- Ensure greater rigour in identifying potential risks and implementing prompt remedial action.
- Improve the quality of assessment to support students of determination and those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- This is a caring and inclusive school. Governors, school leaders and the inclusion team have a strong commitment and clear vision. The newly appointed head of inclusion leads a team of experienced specialists that ensure inclusive practice is evident and a priority.
- The identification of students suited to a vocational programme is successful. The identification systems for students with less complex needs, and those with gifts and talents, lack rigour and accuracy. Planned strategies to cater for these students do not always meet their specific needs.
- Parents value their involvement in their children's individualised education plans (IEPs) and the updates they receive about their children's progress. They work closely with the school and benefit from clear and regular communication.
- Teachers' modifications for students do not always align appropriately with the IEPs and classroom implementation is variable. Support staff provide guidance for students which is mostly appropriate. Learning in individual and group withdrawal sessions is effective.
- Baseline assessments are mostly accurate. However, target setting for academic and personal development often lacks focus and alignment to curriculum expectations. Regular evaluations of progress do not consistently include measurable and achievable goals. Progress rates for students of determination are, uneven.

For Development:

- Ensure that all IEP targets are relevant, achievable, closely linked to curriculum expectations and implemented successfully.

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

- Leaders at all levels show a high level of commitment to the school and its students. The principal and senior leaders have improved middle leadership, with clearly defined roles and responsibilities and a clearer focus on raising student achievement. Leaders communicate their vision successfully to all stakeholders and consult with them regularly. All leaders share a sense of common purpose and have strong support from parents.
- The school's self-evaluation arrangements involve the analysis of information gathered from a range of sources. The monitoring and evaluation process, involving the governors and school staff, places an appropriate focus on the quality of teaching in the school. The school's improvement plan draws on appropriate evidence including international assessments. However, the current plans do not have stated review dates, or checkpoints, to establish what progress is being made towards specific targets.
- The school is successful in engaging parents as partners in their children's learning and in the life of the school. As students move through the school, parents are well-informed about their children's learning and progress. Their views are frequently sought and fully considered when shaping school improvement priorities. Where relevant, parents are involved appropriately in planning their children's personalised programmes. Communication with parents is very effective and parents are very supportive of the school's leadership. Links with the community are developing.
- Governance is handled by the Executive Committee and the Governors' Advisory Board. There is a wide representation of stakeholders on the school's governing board including students, parents and teachers. It consults with stakeholders and responds constructively to their concerns and suggestions. Governors monitor the work of the school. The Executive Committee in particular holds the principal and senior leaders to account and oversees the self-evaluation and school improvement processes.
- The school's procedures and routines are very effective, and the day-to-day management of the school runs smoothly. The staff, particularly those new to the school, benefit from regular continuous professional development. The school premises have had recent improvements, including: an infant library, the creation of a rooftop playground and recently acquired resources include age-appropriate robotics, progressive technologies and digital reading resources. Not all areas for learning are fully accessible for students with mobility difficulties.

For Development:

- Raise expectations for students, teachers and leadership at all levels,
- Extend links with community to the benefit of all students, particularly those in the upper years.
- Ensure governors hold senior leaders to account for all aspects of the school's performance.



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