



المعرفة Knowledge



AL SHUROOQ PRIVATE SCHOOL

MoE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Jumeirah First
	Opening year of school	1986
	Website	http://www.shoruq.com/
	Telephone	97143442026
	Principal	Suzan Tawfiq Mohammad Khashan
	Principal - date appointed	1/18/2021
	Language of instruction	Arabic
	Inspection dates	20 to 24 November 2023



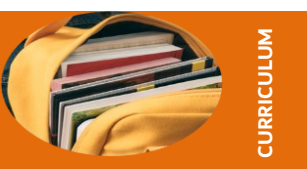
STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1948
	Number of Emirati students	240
	Number of students of determination	127
	Largest nationality group of students	Arabic



TEACHERS

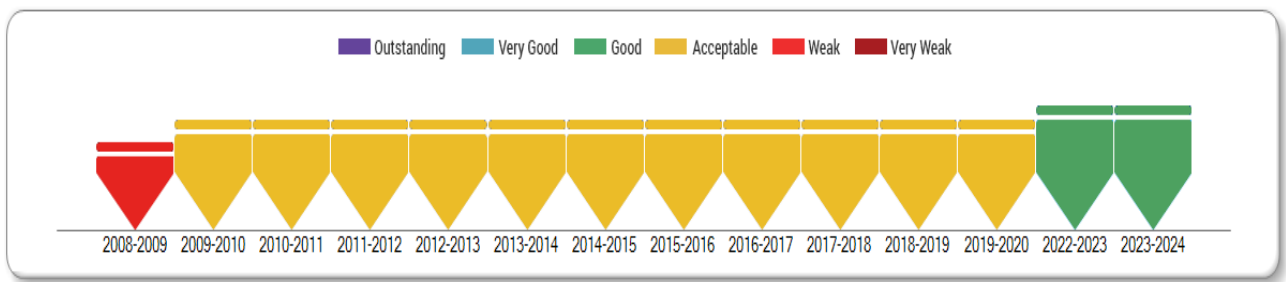
	Number of teachers	114
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	1
	Number of guidance counsellors	6



CURRICULUM

	Curriculum	MoE
	External Curriculum Examinations	EMSAT
	Accreditation	None

School Journey for AL SHUROOQ 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

- Across the school, students in mathematics and science are attaining above the curriculum standards and making better than expected progress. In English, most students are achieving within the curriculum standards, except in Cycles 2 and 3, where students' progress is more rapid. Students' performances in Islamic Education and Arabic are strongest in the Kindergarten (KG).
- Students have positive and responsible attitudes. They are courteous to their teachers and each other. Most are self-reliant and respond well to critical feedback. Teachers create safe and orderly learning environments. Students possess a profound appreciation for the significance of Islam, holding its values in high regard. Most students actively support any peers who may be in need of help.

Provision For learners

- The quality of teaching for effective learning is steadily strengthening across the school. The skilled questions asked by teachers are purposeful for checking students' understanding and developing their critical thinking skills. Teachers adjust their lessons to ensure that students make at least the expected levels of progress. The school's use of progress tracking sheets which merge internal and external data are helping to inform teaching strategies.
- The school follows the Ministry of Education (MoE) curriculum. It is designed to build on students' prior accomplishments, caters for their needs and ensures that they are thoroughly prepared for their futures. Meaningful cross-curricular links are intentionally planned and well-coordinated, supporting the transfer of learning between different subjects. Students have numerous opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution.
- The school has secure systems in place to ensure a safe and secure learning environment. Bus transportation is managed very effectively. The school's premises and safety equipment are well-maintained. The school's promotion of healthy lifestyles is supported by a medical team. Across all cycles, relationships between teachers and students are almost always mutually respectful. The school's procedures to identify students of determination are effective.

Leadership and management

- The school's leaders, led by the principal, are committed to academic success, wellbeing and inclusive learning. Communication within the school is positive and staff morale is high. All leaders have clear roles and responsibilities. The school is effectively managed by the principal and her team. The school is highly successful at engaging parents in their children's learning. The governing board assists the school with the recruitment of a qualified staff, resources and the school's direction.

Highlights of the school:

- Improved attainment in mathematics across the school and in science in the KG and Cycle 1
- Students' personal development
- Students' understanding of Islamic values and awareness of Emirati culture
- Students' social responsibility and innovation skills in Cycles 2 and 3

Key recommendations








- Implement consistently high-quality teaching to meet the needs of different groups of students, especially those learning English.
- Strengthen the middle leaders' skills and capacity, empowering them to understand and implement strategies for school improvement.
- Enable the governing board to serve effectively as critical friends, actively challenging and supporting school leaders at enhancing the school's overall performance.
- Improve the school's learning environment and specialist facilities to foster conducive settings for highly effective teaching and learning.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Very good	Good
 Arabic as a First Language	Attainment	Very good	Good	Acceptable	Good
	Progress	Very good	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
 Mathematics	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good	Good	Good	Good
 Science	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good	Good	Good	Good
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Good	Good	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Very good ↑	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good

03 TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

04 CURRICULUM

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good ↑	Good ↑	Good ↑
Curriculum adaptation	Good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Acceptable
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 Assessments, Reading Literacy and Emirati Achievements

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	Not met	
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- The school uses a system which is not translated into a recognised standard reading test.

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

- The school failed to meet its targets in the Progress in International Reading Literacy Scores (PIRLS) and did not achieve over 550 points. Its benchmark scores are outstanding for both whole school and Emirati students in mathematics and science but are weak in two areas in English. This gives an average of very good for the whole and Emirati students. The school believes this is because mathematics and science examinations are in Arabic, the school's language of instruction. English reading tests are administered in English, which puts the students at a disadvantage.

C. Leadership: International and Emirati Achievement	Good
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- Leaders have ensured that the curriculum is successfully adapted to improve students' outcomes in international assessments. As a result, students' attainment in mathematics and science has improved, including that of Emirati students. This improvement is less evident in English. Although not meeting requirements for the assessment of reading literacy, the school has used alternative methods. Gaps in students' reading literacy knowledge and skill have been identified and are being acted upon.

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

- Students' current reading skills are acceptable. The school is unable to compare them with the KHDA's standardised reading scores. Using current data, students' reading literacy skills are well behind their literacy skills in mathematics and science.

Overall, the school's achievement of standards in the National Agenda Parameter is good.

For Development:

- Use the proposed new reading tests to identify which elements of reading literacy need to improve across the school.

Wellbeing



The 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.

- Senior leaders, committed to developing the community's wellbeing, have evolved a practical vision. They delegate wellbeing leadership to a knowledgeable school counsellor. Leaders' periodic surveys of students and the teaching staff, combined with other school performance data, inform training for teachers and provision for student activities. Wellbeing improvement plans contain suitable priorities. The success criteria are mostly linked to the school's vision and most targets are measurable.
- Students, the staff and parents are engaged in developing the school's provision for wellbeing. They have varying degrees of knowledge and understanding about how best to promote it. Interventions to support students' wellbeing are timely and effective. Daily wellbeing checks are yet to be consistent. The school has carefully addressed the issue of teachers' work and life balance.
- Extra-curricular programmes are prominent features of the school's wellbeing provision, particularly in music. All subjects now contribute to the continuity and progression in students' learning about their wellbeing. The School Council shows considerable potential for leadership of wellbeing activity and to contribute to its development. Across the school positive classroom climates for students' learning and development are consistently observed.

For Development:

- Ensure the school's wellbeing vision is widely shared and understood.
- Promote students' initiatives for developing the school community's wellbeing.

UAE Social Studies and Moral Education

- The school has a carefully planned social and moral education programme that enables students to build their knowledge, skills and understanding based on the MoE frameworks. Students benefit from three lessons each week, taught in Arabic.
- In Cycles 1 and 2 students receive separate lessons for moral education. In the KG and Cycle 3, lessons are integrated. Leaders ensure that moral education is carefully planned across all subjects. Students' learning is assessed using internal procedures to check their progress, including on student-led projects.
- Social studies lessons are taught separately throughout the school. The school assesses the attainment of students by using the MoE's assessments across Cycles 1 to 3. The school also incorporates units from the Emirati Etiquette curriculum.

Arabic in Early Years

- As an MoE curriculum school, teaching Arabic in the KG is mandatory.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Very good	Good

- Across the school, more than half of the students are achieving at above the curriculum standards. Most have developed memorisation and recitation skills. Children in the KG make rapid progress understanding the significance of Islamic values, beliefs and practices.
- A majority of students in Cycle 1 make better than expected progress understanding and applying acts of worship. Students in Cycle 2 progress rapidly, interpreting the Hadith and deriving the values, etiquettes and collective responsibilities required by the Muslim faith.
- Students in Cycle 3 discuss current social topics from an Islamic perspective, reflecting their learning of values and linking them to real life. Students are less skilled at citing evidence from the Qur'anic verses and Hadith to support their points of view.

For Development:

- Improve students' skills for referring to Qur'anic verses and Hadith for evidence of new concepts, rulings and values.

ARABIC AS A FIRST LANGUAGE

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Acceptable	Good
Progress	Very good	Good	Good	Good

- Students' achievements are mostly good across the school. Children in the KG are making rapid progress in their literacy. Most students in Cycle 2 are attaining within the curriculum standards.
- Students have strong reading skills. Cycle 1 students apply the basic rules of grammar in their writing. Cycle 2 students' comprehension skills are limited to simple sentences. Cycle 3 students are confident when presenting their ideas about literary texts. Students' writing skills are inconsistent in all cycles.
- The school has introduced several projects to engage students in learning Arabic, including a drama club; however, only a few students are engaged in these activities.

For Development:

- Extend students' breadth of vocabulary and sentence structure, especially when responding to readings.
- Improve students extended free and guided writing in Cycles 1 to 3.

ENGLISH

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good	Good

- Students make more rapid progress in reading in Cycles 2 and 3 than they do in the KG and Cycle 1. Although their progress is starting to accelerate, some students have insufficient opportunities to read.
- Students' speaking skills develop incrementally because their teachers provide regular opportunities for discussion and debate. Across the school, students are starting to make improvements in their written work. Many can build on simple sentences to write more interesting texts.
- Students in Cycles 2 and 3 now benefit from regular written feedback from their teachers, which is helping them to make further improvements. Changes to the curriculum for reading in the KG have laid a firm foundation for improvement to the teaching and learning of reading.

For Development:

- Improve the reading of younger students by ensuring that there is a consistent approach by all teachers.
- Build on the high-quality assessments that students receive in some classes by ensuring that all teachers do the same.

MATHEMATICS

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good ↑	Good ↑	Good ↑	Good ↑
Progress	Good	Good	Good	Good

- There are no significant differences in students' achievements across all phases. Gaps in students' learning are now identified and strategies to close them are leading to raised attainment across the school.
- In the KG children use their mathematical skills when adding up the cost of items on a menu. In Cycle 1 students respond to questions related to decimals and numbers with confidence. Students in Cycle 2 link their understanding of percentages to real contexts and can identify common misconceptions. In Cycle 3 students handle complex equations of time measurement.
- Detailed lesson plans based on students' strengths and weaknesses are beginning to help to improve their achievements. The department has been successful at supporting senior students in their understanding of statistics and probability.

For Development:

- Introduce more opportunities for students to apply their mathematical understanding to their lives.
- Ensure that all students are given work that better matches their potential.

SCIENCE

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good ↑	Good ↑	Good	Good
Progress	Good	Good	Good	Good

- A majority of students' attainment is now above the curriculum expectations. Children in the KG show knowledge of and interest in practical exploration. Older students' attainment on assessments outperforms what is observed in lessons. In Cycle 3 students perform better in chemistry than in biology or physics.
- In the KG children test density and floatability in water. In Cycle 1 they distinguish between animal and plant cells. By Cycle 2 they are demonstrating a strong grasp of concepts such as reaction and speed. In Cycle 3 students are able to explain genetic recombination and mutations.
- The recent emphasis on improving students' practical work, including frequent laboratory sessions, is improving their investigative skills, ability to write scientific reports and draw valuable conclusions.

For Development:

- Establish well-structured programmes which improve students' scientific research skills.

LEARNING SKILLS

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good	Good	Good	Good

- Students engage enthusiastically in the activity’s teachers prepare for them. They can be relied upon to collaborate conscientiously with others when completing their work. In mathematics and science lessons, students’ responsibility for learning is commendable.
- Students are skilled at using technology to source information independently for the topics that they are studying. There are increased cross-curricular opportunities for students to make connections between their work and the society in the UAE and the wider world.
- Students now have more opportunities for critical thinking during lessons, although there are fewer opportunities for them to be enterprising and innovative. Some planned activities enable students to be creative when pursuing their own ideas.

For Development:

- Enable students to be innovative and enterprising by providing more opportunities to take responsibility for decisions when carrying out tasks.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Very good ↑	Very good	Very good

- Across the school students have positive and responsible attitudes toward learning. They are courteous to their teachers and to other students. Most are self-reliant and respond well to critical feedback. Teachers create safe and orderly learning environments.
- Relationships between teachers and students are friendly and mutually respectful. Students are very sensitive to the needs of their peers in all grades, including those with additional learning needs. They are very willing to help when appropriate.
- Most students understand that leading healthy and active lifestyle brings long term benefits. Many students are active and willing participants in physical education lessons and sporting activities. The rate of attendance is good and almost all students are punctual when arriving at school and for lessons.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students possess a profound appreciation for the significance of Islam and hold its values in high regard as an integral component of the UAE's culture. They demonstrate comprehensive understanding of Islamic principles and their practical applications in their daily lives.
- Students exhibit deep admiration for the authenticity, warmth, respect and tolerance that characterise the UAE. Their understanding of Emirati traditions, culture and history is extensive and well-informed.
- Students participate actively in a diverse range of cultural events connected with the UAE and other countries hosted by the school. They do so with pride in their own cultures and traditions. Student's greater appreciation of different world cultures is evolving, with the potential for further improvement.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good

- Throughout the school community students enthusiastically support peers who may be in need of help with their learning. As volunteers they organise and participate in charitable activities to provide food and financial support to countries where there have been natural disasters.
- In Cycles 1 to 3 students demonstrate their positive work ethic and innovation through participation in the science, technology, engineering, arts and mathematics (STEAM) projects. Students in Cycles 2 and 3 have developed projects which enable them to build scaled prototypes of their original ideas.
- In the senior grade's students demonstrate deep understanding of global sustainability. Some students are involved in the Model United Nations Club. In Cycles 2 and 3, students engage in interesting projects; for example, by designing innovative models of solutions to global sustainability challenges.

For Development:

- Enrich students' cultural awareness by encouraging them to find out about traditions, literature, and arts from a wider range of countries.
- Ensure that a greater number of students in Cycle 1 have opportunities to develop their own innovative projects.

03 TEACHING AND ASSESSMENT

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good

- Teaching is steadily improving across all cycles. The consistent approach to planning across the school, whereby teachers take account of what students already know, is enabling them to plan work more accurately so that most students' learning needs are met.
- The skilled questioning by most teachers is purposeful for checking students' understanding and encouraging their critical thinking skills. Teachers adjust lessons or use the additional expertise of assistants to ensure that students can make at least the expected progress.
- Opportunities to strengthen the quality of teaching, through the sharing of good practice, are beginning to enhance students' learning. Teacher led activities may limit students' abilities to take full responsibility for learning.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good	Good	Good	Good

- Assessments are linked to the MoE curriculum standards and produce data about the students' progress. The recording of assessment results and the management of them are developing well. The information is used to identify some trends and patterns among different groups of students.
- In the upper grade's students are encouraged to be aware of their current academic knowledge and skills and the next steps for improvement. In the KG and Cycle 1 there is less effective guidance and constructive feedback given to students.
- Assessment information is being used well to influence teaching and the curriculum in science and mathematics but less effectively in other subjects. Many teachers have good knowledge of the strengths and weaknesses of individual students, but such knowledge is yet to be fully established in the KG and Cycle 1.

For Development:

- Provide students with more opportunities to develop learning skills by requiring them to take greater responsibility.
- Improve the written assessments for students in Cycle 1 and the KG so that all understand how they can improve their work.

04 CURRICULUM

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good ↑	Good ↑	Good ↑

- The school follows the MoE curriculum. It is strategically designed to build upon students' prior learning, ensuring that they are thoroughly prepared for the subsequent phases of their education.
- The school provides students in Cycle 3 with a range of subject choices that effectively meets their present and future needs. In the KG teachers are using the 'E-Alpha' curriculum in science and mathematics to support children's literacy skills.
- Meaningful cross-curricular links are intentionally planned and well-coordinated, enabling the transfer of learning between most subjects. These links are less apparent in the English curriculum in Cycles 1 to 3. The school conducts regular reviews of the curriculum and makes the necessary adjustments as required.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is effectively adapted across all cycles. It provides sufficient challenge and support to meet the needs of most groups of students. It is designed to support the development of their social, personal and academic needs.
- Students have opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. The activities are varied and include drama, science and singing. Students in Cycles 2 and 3 are innovative in their projects; for instance, in designing 'Future Cities' and eco-friendly houses.
- The social studies curriculum integrates the 'Sena' programme, which develops students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values that influence the UAE's society.

For Development:

- Implement more meaningful cross-curricular links in the English curriculum, particularly in Cycles 1 and 2.
- Ensure that extra-curricular activities enable maximum participation by students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- A comprehensive safeguarding policy is in place. All staff members know the procedures to follow if a child protection issue arises. The school protects students from cyber bullying by educating students in how to deal with online dangers. The school meets all regulatory requirements.
- The school has secure systems in place to ensure a safe and secure learning environment, although provision in the KG requires minor improvements. Safety checks and risk management of any proposed activities are carried out. The bus transport system is managed very effectively.
- The school premises and safety equipment are effectively maintained. The school's promotion of healthy lifestyles is enabled by the medical team in collaboration with the staff. The variety of food provided by the canteen ensures that students have healthy options from which to choose.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Good

- Across all cycles, relationships between teachers and students are almost always mutually respectful. The school's revised approaches to promoting and securing students' high rates of attendance and punctuality are yet to address the declines at particular times of the year.
- The procedures to identify students of determination and those with gifts and talents are effective. Across all cycles most students of determination are generally well-supported in lessons. However, support is less effective for students who are gifted and talented.
- Across the cycles, teachers monitor students' wellbeing and personal development effectively. Students know who to turn to if they are worried or upset. The personalised career guidance for senior students is strong. Opportunities for work experience or internships are few.

For Development:

- Improve risk assessments in the Kindergarten.
- Ensure that the importance of attendance is actively understood by parents and students, to address patterns of low attendance at particular times during the year.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Leaders ensure that policies drive the school's commitment to inclusive education. The inclusion leader provides clear direction to the work of her experienced team. Governors have yet to ensure that the school's specialist accommodation and resources fully support inclusive learning.
- Teachers identify students' learning barriers, their gifts and talents using a suitable range of diagnostic tools. Most teachers modify learning tasks effectively to meet students' needs. In a minority of lessons insufficient attention to students' individual education plans (IEPs) constrains their progress.
- Parents are well-engaged as partners in their children's learning. They value their access to online information about their children's progress. A few parents report that they would like more detailed information on how to support learning at home.
- Most teachers and learning support assistants provide well-judged assistance in lessons, fostering independence in students' learning from the KG onwards. When judged as appropriate, well-planned individual and small group tutorials enthuse students to learn in ways they find enjoyable and challenging.
- Assessment procedures identify students' progress accurately from defined starting points. Students' IEPs have measurable and attainable targets within reasonable times. This practice enables the majority of students to make better than expected progress in their learning and personal development.

For Development:

- Ensure that all teachers apply the accommodations in the IEPs in order to meet students' needs.

06 LEADERSHIP AND MANAGEMENT

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

- Led by the Principal, school leaders are committed to students' academic success, wellbeing and inclusive learning. Communication within the school is positive and staff morale is high. All leaders have clear roles and responsibilities. There are strengths in middle leadership when it comes to addressing school improvement priorities but these vary somewhat across subject areas. Leaders have improved some aspects of the school's performance, but they are yet to secure success across all areas of need.
- Systematic self-evaluation using both internal and external data is embedded in the school's improvement planning and practices. The leaders know the strengths and areas for improvement. The key priorities are identified, and actions are set within the improvement plan. However, leaders have yet to establish a shared understanding of very good and outstanding teaching practices. Almost all the recommendations from the last inspection have been implemented and the school is showing sustained improvements over time.
- The school is highly successful at engaging parents as active partners in their children's education. Regular communication channels, such as e-mails, and social media are used effectively. While the school provides academic progress reports, these are yet to address students' personal and social development. Leaders recognise that further efforts are required to establish connections with local, national and international communities to enhance students' experiences.
- The governing board occasionally seeks stakeholders' opinions. Their full knowledge about the school remains limited. The board assists the school with the recruitment of staff, financial support and by influencing the school's direction. However, board members have only minimal involvement in the self-evaluation and improvement planning processes. They are yet to act as a critical friend to the school and to have the knowledge required to support higher outcomes for students.
- The school is effectively managed daily by leaders with appropriate procedures and most routines. There is still room for improvement in transitions within the KG to minimise the loss of learning time. The staff is comprised of qualified teachers who benefit from generic professional development programmes. The premises are regularly maintained, ensuring a clean and safe environment. The learning environment and specialist facilities, while providing adequate opportunities, require enhancement to support students' developing academic, physical and mental wellbeing.

For Development:

- Identify and spread existing strong practice in middle leadership
- Improve the school's national and international partnerships to enrich students' learning experiences.
- Enhance the roles of governors in the school.
- Provide more personalised professional development for teachers, based on their individual needs.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from the 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