



ARAB
Knowledge المعرفة



ARAB UNITY SCHOOL L.L.C

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of school	1974
	Website	www.arabunityschool.ae
	Telephone	97142886226
	Principal	Nigel James McQuoid
	Principal - date appointed	9/1/2023
	Language of instruction	English
	Inspection dates	27 November to 01 December 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS 2 – Year 13
	Number of students on roll	3532
	Number of Emirati students	23
	Number of students of determination	192
	Largest nationality group of students	Pakistani



TEACHERS

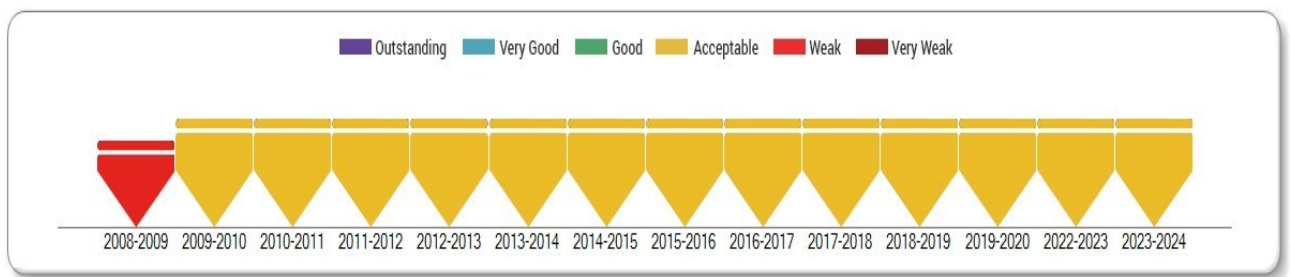
	Number of teachers	202
	Largest nationality group of teachers	Indian
	Number of teaching assistants	28
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE/GCSE/A Levels
	Accreditation	Cambridge International

School Journey for ARAB UNITY SCHOOL L.L.C



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

- Students' attainment and progress in all subjects in Foundation Stage (FS) are acceptable. Their progress in Islamic Education in the post-16 phase and in Arabic as an additional language in the primary phase has improved. In the primary phase, students' attainment remains acceptable in English and Math but Good in Science. It is good in English, mathematics and science in the secondary phase. In the post-16 phase, attainment is very good in mathematics and science.
- Students have caring and friendly relationships with their classmates and teachers. They appreciate, celebrate and have very secure knowledge and understanding of the heritage and culture of the UAE. They engage with enthusiasm in physical activities. Occasionally, some struggle to regulate their behaviour without the intervention of an adult, especially in the lower primary phase. Students are proud of the school. They are increasingly involved in contributing to the school and to the wider community.

Provision For learners

- Overall, teaching is most effective in the upper phases, where teachers have secure subject knowledge and good understanding of how students learn. Lesson plans are detailed but are sometimes implemented inappropriately, resulting in all students carrying out the same tasks. Accurate assessment data are available. The use of this information for lesson planning and teaching is inconsistent.
- The curriculum has a clear rationale. It is aligned closely to the vision of the UAE. In FS, emphasis is successfully given to the extension of communication skills and to children's personal, social and emotional development. Older students are offered a range of curricular choices. Cross-curricular links in most subjects are carefully planned and taught.
- Very effective systems ensure the health and safety of all. Leaders provide a nurturing and caring environment for all students and members of staff. Teachers effectively promote healthy living. Plans are developing to ensure that students receive appropriate support and intervention to address barriers to learning. Systems for monitoring students' academic, personal and social development are strongest in the post-16 phase.

Leadership and management

- Senior leaders have been successful in sustaining the improvements in students' attainment across the school. The recently appointed principal provides a clear vision. Working closely with the vice-principal, he has inspired other senior leaders. However, only some leaders rigorously check students' progress to ensure that individuals achieve as highly as they can.

Highlights of the school:

- The very positive attitudes, behaviour and relationships among students, particularly those in Post-16.
- The positive partnerships between the school, parents and the community.
- Students' deep understanding and application of Islamic values in daily life.
- Students' positive work ethic throughout the school.
- The very good arrangements for the health and safety of all.

Key recommendations








- Raise students' attainment to good levels in all subjects.
- Improve the quality of teaching to consistently good so that the needs of all students are addressed.
- Ensure that the school's self-evaluation is accurate.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	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	Good	Not applicable
	Progress	Acceptable	Acceptable	Good	Not applicable
 Mathematics	Attainment	Acceptable	Acceptable	Good	Very good
	Progress	Acceptable	Acceptable	Good	Good
 Science	Attainment	Acceptable	Good	Good	Very good
	Progress	Acceptable	Good	Good	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Very good

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Good	Good
Assessment	Acceptable	Acceptable	Good	Good

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Very good
Curriculum adaptation	Good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Good	Good	Good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	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 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	Weak
<ul style="list-style-type: none"> With an average score of 579 (High International Benchmark), the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) of 2021 by 29 points. In external tests of English, mathematics and science, students have improved their attainment over two years to good in English and mathematics and very good in science. The performances of Emirati students remained weak in English and science and acceptable in mathematics. 		
C. Leadership: International and Emirati Achievement	Acceptable	
<ul style="list-style-type: none"> Most senior and some middle leaders have sufficient understanding of subject skills and international benchmark and proficiency levels. They recognise certain gaps identified in benchmark assessment reports, particularly in reading. They have initiated some measures in response. However, these efforts have yet to enhance students' progress, including that of Emiratis. While the school's National Agenda and reading literacy action plans are coherent and set clear targets, they are inadequately connected to data analysis. 		
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Weak
<ul style="list-style-type: none"> The school's most recent profile indicates that a majority of students have achieved an acceptable level of reading literacy, while Emirati students tend to have weaker outcomes. Many teachers use assessment information derived from benchmark reports to design targeted interventions. Their understanding of students' reading needs is still in the early stages, resulting in inconsistent interventions. Students who struggle with reading, including most Emirati students, do not receive adequate support. As a result, they make insufficient progress. 		

Overall, school standards in the National Agenda Parameter are good.

For Development:

- Ensure that benchmark assessments are systematically used to identify gaps in learning and to inform high-quality improvement plans.
- Ensure that plans to improve the reading literacy of Emirati students are rigorously implemented.

Wellbeing



The KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at an acceptable level.

- The promotion of students' wellbeing is developing. A wellbeing vision is now being outlined by leaders and governors. The school community is beginning to understand the importance of establishing a wellbeing environment. A path for improvement is providing some direction. Students, members of staff and parents are beginning to understand the school's approach to promoting wellbeing.
- Policies and procedures for data collection and analysis are emerging. The involvement of stakeholders in surveys ensures that information about wellbeing has some validity. Leaders intend to use and implement the resulting information to inform their action plans. They are devising a range of self-review processes and identifying some strengths and weaknesses.
- Curricular and extra-curricular programmes promote wellbeing, but lack measurable impact. Older students have developing awareness of their wellbeing needs. Most students understand and adhere to online safety protocols and demonstrate responsible online behaviour.

For Development:

- Ensure that information from surveys is used to inform school policies and classroom practices.

UAE social studies and Moral Education

- The school's moral education and UAE social studies provision is integrated across most phases. In Years 7 to 11, there are separate lessons. The curriculum is based on the moral, social and cultural studies framework (MSCS), featuring a range of topics linked to everyday applications. They develop students' understanding of Emirati and other world cultures.
- The programme integrates world history and geography with cultural topics. Teachers of English and MSCS plan engaging and interactive thematic lessons. Students engage in research and project-based learning. Moral education and social studies are linked with other subjects to develop students' understanding. Assessments of learning include ongoing and final tests.

Arabic in Early Years

- Arabic is taught in FS2 and Year 1. Children in FS2 attend one session of Arabic for 40 minutes per week. In Year 1, students attend four sessions, the duration of each session being 40 minutes. Teachers use a modified Arabic curriculum in FS2 for Arabs and non-Arabs. Three qualified teachers deliver the programme. Assessments are through ongoing evaluation of children's engagement. Children learn the alphabet with the short sounds divided into groups. They listen to stories about different topics. Teachers use visual aids, games and activities.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good	Good	Good ↑

- In the primary and secondary phases, a majority of students demonstrate knowledge and understanding above MoE curriculum standards. In the post-16 phase, students' attainment is in line with expectations, although their progress has accelerated.
- Students' understanding of Islamic values and principles of worship is strong. Their skills in the recitation of the Holy Qur'an have improved, but remain inconsistent across the phases.
- In the primary phase students understand recitation rules, manners and worship. Older students understand the principle of Shura and its importance in society. Year 10 students can infer the significance of security in Islam in the light of the Holy Qur'an and Sunnah.

For Development:

- Improve students' attainment, particular in Post -16.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- Students in the primary phase make faster progress than those the other phases. Most can read texts aloud with expression and can communicate their ideas confidently. Their application of grammar is generally secure, especially in the lower year groups.
- In the upper two phases, students' reading skills are adequate. Their comprehension and analysis of different types of texts are developing. They can discuss simple ideas and details. However, they sometimes lack confidence when speaking.
- In all phases, listening is the strongest of the four language skills. Writing in all phases is underdeveloped, particularly in Secondary and Post-16. Students have difficulties in writing coherent, extended and creative texts.

For Development:

- Improve students' creative writing, particularly in the secondary and post-16 phases.
- Encourage students to speak in standard Arabic during lessons and when at school.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- Students' language skills are developing in line with expectations when considering their individual starting points. Their varying years of learning Arabic hamper them from progressing faster.
- Students read aloud fluently, even when full comprehension has not been achieved. Their writing skills are insecure. They often rely on a restricted set of words and models provided by their teachers. They can form very basic sentences, but use few connectors and adjectives.
- Students' listening and speaking skills are underdeveloped. They primarily repeat what they hear. This adversely affects their capacity to communicate effectively. Beginners are making adequate progress in learning new vocabulary.

For Development:

- Improve students' listening and speaking skills at all levels by offering them more opportunities to practise in lessons.
- Offer students more challenge in their learning tasks and more frequent opportunities for extended writing.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Not applicable
Progress	Acceptable	Acceptable	Good	Not applicable

- In FS, children listen attentively and respond to questions. They participate in discussions in small groups. They are starting to understand stories and can retell parts of a narrative. They are beginning to apply their phonic knowledge to their early reading and writing.
- Students' attainment and progress are developing through independent and collaborative activities that extend reading literacy and writing skills. Lessons in the lower Primary are often paced too quickly and limit students' progress.
- In the upper primary and secondary phases, students write informally with varying frequency. They have limited opportunities for formal written responses to literature.

For Development:

- Improve students' reading literacy by providing more reading and writing opportunities in the upper primary and secondary phases.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Very good
Progress	Acceptable	Acceptable	Good	Good

- In FS, children's ability to sequence and work with numbers correctly is developing steadily. Children's progress is in line with expectations. In the secondary and post-16 phases, a majority of students make better than expected progress due to good teaching.
- Most students in the upper primary years develop their skills in arithmetic successfully, learning about fractions and percentages. Skills in mathematical reasoning in the secondary and post-16 phases are strong. Students are familiar with the vocabulary of mathematics, which helps their understanding.
- Scrutiny of students' work shows that teachers' expectations of the progress that students can make are sometimes too low. Progress is slowed because there is insufficient emphasis on the development of reasoning and problem-solving.

For Development:

- Increase the levels of challenge across all year groups.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good	Good	Very good
Progress	Acceptable	Good	Good	Good

- In FS, science knowledge and skills are improving as children’s understanding of their world grows. In the primary and secondary phases, a majority of students make better than expected progress. In Post-16, students’ scientific skills are well applied.
- Across most phases students develop secure knowledge and understanding of scientific concepts and the ability to refer to specific science vocabulary. However, their use of precise scientific terms is sometimes inconsistent, particularly in the FS and lower primary years.
- Students generally have opportunities to design and construct their own science investigations. However, experiments and investigations vary in quality across all phases and science subjects. Cross-curricular opportunities involving the application of technology and mathematics are features of some lessons.

For Development:

- Ensure that scientific inquiry, reasoning and practical experiences support the development of students’ skills, particularly in FS and lower Primary.
- Strengthen cross-curricular opportunities to increase students’ progress.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Most students demonstrate genuine enthusiasm for learning. They are usually successful when lessons engage and motivate them. In the post-16 phase, students take increased responsibility for learning through self-assessment of the tasks assigned by teachers.
- In the upper phases students recognise the benefits of group work. They effectively respond to others. Research skills are extended when students use learning technology effectively. Students’ critical thinking and problem-solving skills are developing well.
- The better lessons in the secondary phase enable students to take responsibility for self-directed learning. While a majority of students connect their learning across different parts of the curriculum, opportunities for problem-solving across subjects are few.

For Development:

- Ensure that learning technology is used more effectively to engage students in research.
- Develop students’ critical thinking and problem-solving skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Outstanding

- In FS, children have good attitudes to learning. They work and play alongside one another harmoniously. In other phases, students are enthusiastic and keen to accept leadership roles. In the post-16 phase, students are particularly committed to assisting the younger through carefully organised programmes.
- Most students are friendly, polite and considerate. They demonstrate good levels of mutual respect. Students generally move around the large school site in a responsible manner.
- Students make wise choices for healthy eating, both in the cafeteria and in their lunch boxes. They share a good understanding of the importance of wellbeing. They report how yoga classes have supported them. Their overall rate of attendance is good.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Very good ↑	Very good	Very good

- In FS, teachers emphasise good understanding of the values and culture of the UAE. Across the other phases, students understand how Islamic values affect daily life in Emirati society. Older students appreciate the values of respect, honesty, hospitality and tolerance.
- Students are very knowledgeable about the different aspects of Emirati heritage, history and culture. They enthusiastically participate in cultural activities and celebrate national events.
- Students demonstrate great pride in their own cultures. Most can discuss the history, products and tourist attractions of their own countries. Students in the upper phases have deeper knowledge and understanding of local and world cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good	Very good

- Children in FS and Primary take good care of their class equipment and resources. In Secondary, students are aware of the need to keep the school clean and environmentally sound. They support charities, including the Shelter Box Project. Older students willingly volunteer to mentor and support younger students in English and mathematics.
- There is a strong work ethic in the school across different academic subjects and extra-curricular activities. Older students are motivated and self-disciplined. Many students in Post-16 aspire to attend university. They are good leaders and role models. They publish their own weekly newsletter.
- Students participate in recycling and energy conservation. For example, sustainability monitors are appointed in classes to prevent wastage of electricity. Students take care of the small gardens. Recycling bins are used daily around the school campus.

For Development:

- Encourage students in Primary and Secondary to be more involved in the school community.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Good	Good

- Teachers in FS have developing knowledge of how young children learn. They provide a range of practical activities to consolidate new learning. In the lower primary years, teachers' explanations are sometimes unclear. The work which they assign is usually matched to students' abilities.
- In the best lessons in the two upper phases, teachers plan activities which allow students to build on their prior learning and progressively develop their skills. Teachers focus on specific vocabulary so that students can understand complex questions.
- Teachers foster critical thinking, problem-solving and independent learning in the upper primary, secondary and post-16 phases. In FS and the lower primary years, there are limited opportunities for the development of these skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Good	Good

- In all phases, assessment results are analysed effectively to track the progress of all students, both individually and as groups. The resulting information is regularly monitored, reliable and accurate. However, the use of assessment information in classrooms is inconsistent, particularly in the FS and lower primary years.
- Most teachers have sound knowledge of their students' strengths and weaknesses. They derive much information from the analysis of test results. However, in Primary, teachers offer similar challenges to students of all abilities. Support for higher attaining students is often minimal.
- In the secondary and post-16 phases, information from assessments is used to plan teaching and curriculum modifications. Teachers provide written feedback to students to show them what improvements are needed.

For Development:

- Ensure that all teachers promote critical thinking and problem-solving skills.
- Provide tasks to meet the needs of the higher attaining students.
- Ensure that assessment information is rigorously used to inform teaching and curriculum adaptations, and to address the needs of all groups of students.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Very good

- The curriculum is broad, balanced and appropriate. It is relevant and effectively develops students' knowledge, skills and understanding. Students have a variety of enrichment activities to meet their various learning needs.
- In FS, long term curriculum plans cover all areas of learning. Good emphasis is given to communication skills and to children's personal, social and emotional development. In the upper phases, a range of subjects is offered, enabling students to study different combinations of the subjects which interest them.
- Most lessons include carefully planned cross-curricular links. Most students make useful connections between literacy, numeracy and technology. The choice of vocational pathways is limited.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is well planned, inclusive and modified to meet the needs of most students. The implementation of appropriate differentiation strategies, especially for higher attaining students, varies in quality. An emphasis on extending students' experiences in the post-16 phase is a distinctive feature, providing a well-rounded education.
- A considerable strength is the effect of the curriculum on students' knowledge and appreciation of the heritage of the UAE, fostering understanding of Emirati culture, society and values.
- There are improvements in the continuity and progression of the curriculum. It offers a broad spectrum of social, cultural, scientific and sporting extra-curricular activities. Teachers prioritise community engagement, reflected positively in students' commitments.

For Development:

- Develop the curriculum to challenge high attaining students and those with gifts and talents.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Provision for students' health and safety is consistently high. Procedures for safeguarding and child protection are robust. All members of staff are trained. Students feel very safe. They are confident to talk to an adult should an issue arise. Medical personnel are diligent in their care.
- Comprehensive maintenance checks, detailed records and risk assessments ensure a very hygienic and inclusive environment. Any problems are dealt with immediately. Classrooms are now ventilated. Students are well supervised when in school and on school transport.
- Students are offered healthy food options and physical activities. The extensive campus is well used for many sports during break times. Artificial turf and shaded areas under mature trees provide pleasant places for physical activity and relaxation.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Very good

- Members of staff are aware of students' needs, especially in the post-16 phase. Throughout the school there is an atmosphere of mutual respect. A comprehensive code of behaviour has been implemented, which is highly valued and supported by parents. Systems for managing attendance and punctuality are effective.
- The school provides a welcoming and nurturing environment for students of determination and for those with gifts and talents. Developing plans ensure that students are beginning to receive appropriate supports and interventions to address barriers to their learning.
- Reliable systems for monitoring students' academic, personal and social development are strongest in Post-16. In this phase, individual advice and guidance are available. They prove very helpful for students when making career choices or accessing higher education.

For Development:

- Ensure that the very good practice observed in Post-16 is provided across all phases.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- An inclusive ethos is reflected in many features of school’s policy and provision. The premises, facilities and resources seek to address the needs of students of determination. However, provision for students with complex needs lacks appropriate facilities to support their social and emotional development.
- A well-qualified team generally facilitates effective practices. Teachers are knowledgeable about their students. They understand the initial indicators of learning deficits. External specialists contribute to improved identification procedures and the associated provision.
- Parents are generally well engaged in their children’s educational programmes. They have access to helpful and appropriate guidance and support services within the school. Consequently, planning is personalised and focused on specific individual needs.
- The implementation of curriculum modifications and differentiated teaching strategies varies. Professional training has yet to address these skills.
- The progress of students of determination varies across subjects. It is dependent on how individual teachers track and monitor outcomes. The recording of students’ progress is sometimes less than rigorous. Teachers usually take into account students’ academic needs and their social and personal development.

For Development:

- Upgrade the facilities for students with complex needs.
- Ensure that all teachers receive training in curriculum modifications and differentiation strategies.
- Monitor the full potential of students of determination along with their academic successes.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders have been successful in sustaining students' attainment across the school. The recently appointed headteacher provides a clear vision for the future. Working closely with the vice-principal, he has reinvigorated the senior leadership team. However, only some leaders rigorously check students' progress to ensure that individuals achieve as highly as they can. They usually ensure that teaching and assessments are focused on learning. This practice is inconsistent in the lower primary years.
- Teachers' performance is monitored regularly. Some leaders are unable to evaluate the effects of teaching on students' progress with accuracy. School improvement plans address the appropriate issues. However, the actions planned are too general. Some plans lack time scales or measurable goals in terms of students' outcomes. Leaders share a systematic and rigorous approach to managing and analysing information from tests. However, the knowledge gained is yet to be fully exploited to identify what needs to be improved.
- Parents are very supportive of the school. They value the accessibility of all members of staff and governors. They describe the school as welcoming and caring. They consider that their children are happy, safe and enjoy learning. They appreciate the detailed information and regular reports that they receive about their children's attainment and progress. Parents report that school leaders deal with their concerns promptly and effectively.
- Governance includes wide representation from all stakeholders through an advisory group, student leaders and a parents' forum. Governors regularly visit the school, supporting leaders and holding them to account for the school's performance. However, the lack of accuracy and rigour in self-evaluations and in the school development plan reflects governors' shortcomings in overseeing these processes. The systems to collect the views of stakeholders are underdeveloped.
- Efficient procedures and timetables support the smooth daily operation of the school. Most members of staff are well qualified and deployed effectively. They receive professional training that aligns with some of the school's priorities. The building and surrounding areas are of good quality and well maintained. Restricted space in many classrooms, coupled with the high number of students in most classes, limits teaching strategies, especially for collaborative group work.

For Development:

- Improve the effectiveness of the governing body in challenging the school to improve.
- Improve the quality of teaching to be consistently good.



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