



المعرفة
Knowledge



CAPITAL SCHOOL L.L.C

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

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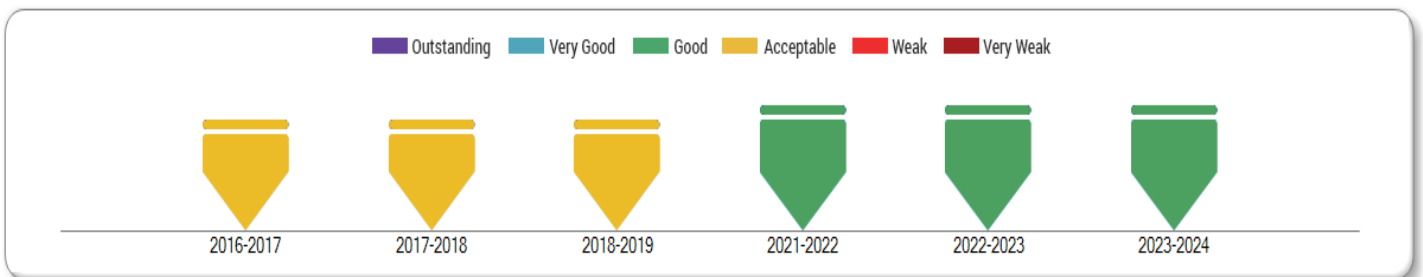
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Qusais
	 Opening year of school	2014
	 Website	www.capitalschooluae.com
	 Telephone	97142988776
	 Principal	Daniel James Sutton
	 Principal - date appointed	8/1/2021
	 Language of instruction	English, Arabic
	 Inspection dates	29 to 02 February 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 16
	 Grades or year groups	FS1 to Year 11
	 Number of students on roll	796
	 Number of Emirati students	30
	 Number of students of determination	69
	 Largest nationality group of students	Indian
 <p>TEACHERS</p>	 Number of teachers	49
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	23
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	IGCSE
	 Accreditation	BSO, BSME

School Journey for CAPITAL SCHOOL L.L.C



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

- In the Foundation Stage (FS), children achieve very highly in all subjects. Progress in secondary Islamic Education and in primary Arabic, as both a first and an additional language, has improved, although attainment remains acceptable. Progress in English, mathematics and science in Primary and Secondary is good, as is attainment in mathematics and science. Attainment in English is acceptable. Learning skills are particularly strong in FS.
- Students across all phases behave very responsibly. Across the school, students demonstrate understanding and appreciation of, and respect for, Islamic values and the history and culture of the UAE. Students in all phases enjoy opportunities to be creative, especially, but not exclusively, in art and music. In all phases students demonstrate innovative capabilities. Children in FS have limited enterprise opportunities.

Provision For learners

- Very effective teaching and assessment in FS provide successful, appropriately challenging, child-led learning that secures high achievement. Improved teaching and assessment in Primary and Secondary are leading to increasing progress in most core subjects. Across Primary and Secondary, teaching increasingly features common approaches to lesson planning, but effective implementation is less consistent. Internal and external assessments are not always closely aligned.
- The FS curriculum provides well-planned activities that ensure rapid progression in children's learning. It is adapted well to meet the differing learning needs of individuals and groups. In Primary, the curriculum supports good progression and increasingly engaging learning in Arabic. The curriculum in Secondary provides well for students' academic and personal development. Curriculum modifications do not sufficiently meet the needs of higher attainers.
- Good arrangements for the health and safety of the whole school community ensure students' security. Child protection arrangements are appropriate. Mutually respectful relationships promote openness and trust between teachers and students and contribute to very effective care. Personal and social guidance includes increasing support for senior students' subject choices in preparation for the next stage of their education.

Leadership and management

- The principal, senior leaders and staff have improved children’s achievement in FS and have impacted positively on students’ outcomes in the other phases. Self-evaluation is not entirely accurate because judgements on the school’s performance are too generous. Helpful information and advice strengthen partnerships with parents. Governors provide an appropriate level of challenge and support to school leaders. Science and library resources are underdeveloped.

Highlights of the school:

- The provision and outcomes in FS that prepare children very well for the next stage of their education.
- Students' highly responsible behaviour and personal development.
- The very high quality of care and support provided for students.

Key recommendations:








- Improve the quality and consistency of teaching and raise progress and attainment in all core subjects in Primary and Secondary.
- Base school self-evaluation on accurate information and provide a secure platform for improvement planning.
- Make more effective use of assessment information to guide curriculum modifications in order to address gaps in students' learning.
- Ensure that science laboratories are well resourced and there are sufficient Arabic texts in the library.



OVERALL SCHOOL PERFORMANCE

Good

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good ↑	Acceptable	Acceptable
	Progress	Very good	Good	Good ↑
 Mathematics	Attainment	Very good ↑	Good ↑	Good ↑
	Progress	Very good	Good	Good
 Science	Attainment	Very good ↑	Good	Good ↑
	Progress	Very good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Very 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	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- International assessment data show improvement in students' overall scores in benchmark tests, with targets in English, mathematics and science exceeded. With a score of 581 the school exceeded the target set in the 2021 Progress in International Reading Literacy Study (PIRLS) by 48 points.

C. Leadership: International and Emirati Achievement	Good	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Acceptable

- The effective use of benchmark reading assessments is resulting in the majority of students making at least the expected progress in reading. Teachers work closely with parents to develop a strong reading culture and to enhance students' enjoyment of reading.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Evaluate the impact of the actions being taken to improve students' reading literacy.
- Ensure that full use is made of the information contained in the external benchmark assessment reports.

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 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 a good level.

- Leaders and governors are developing an understanding of why wellbeing is a UAE national priority. Members of staff have been deployed to develop, promote and implement the wellbeing policy. They have the qualifications and experience needed to develop and extend wellbeing policy and practice in the school. The school provides a caring and supportive ethos where students and staff interact very positively.
- Surveys of parents and students inform improvement planning and policy development. At various meetings, themes are explored, and action plans put in place. Students' opinions are heard and heeded. The recently appointed counsellor offers sensitive and confidential support for students who may be experiencing social and emotional issues.
- Students are respectful and courteous in all phases. Positive classroom climates are an improving feature in the school. Students have a good understanding of the importance of wellbeing and how positive attitudes, care and respect can build resilience and good citizenship. Curriculum planning and provision for wellbeing is developing well through initiatives such as 'Wellbeing Wednesday' in Secondary. Across all phases, students' active role in contributing to their own and others' wellbeing is underdeveloped.

For Development:

- Enable students to contribute more to their own and others' wellbeing through opportunities to devise their own initiatives.

UAE Social Studies and Moral Education

- From Year 2 to Year 11, the school uses the Ministry of Education (MoE) Moral, Social and Cultural Studies (MSCS) framework. Social studies and moral education are taught as separate subjects. Students receive two 50 minute lessons per week in Years 2 to 5, two 60 minute lessons per week in Years 6 to 10, and one in Year 11.
- Both programmes link values, such as tolerance and generosity, and how these values relate to everyday life in the UAE. The curricula cover the history and geography of the UAE as well as global perspectives. Skills of collaboration, critical thinking and problem-solving are embedded features.

Arabic in Early Years

- In FS and Year 1, children are taught Arabic by two teachers for 90 minutes per week. The teachers use a modified curriculum based on the Year 2 standards of the MoE curriculum. Children participate in diverse activities focusing on letters, numbers, days of the week and the names of animals. Learning is enhanced through visual aids, colourful presentations and videos. Children's progress is tracked through ongoing checks on learning and end of term assessments.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students demonstrate the expected knowledge and understanding in lessons and their recent work. Students in Secondary make better progress than those in Primary. The achievements of non-Arab students are stronger than those of Arab students.
- Students in Primary have secure knowledge and understanding of core Islamic beliefs, practices of worship and values. In Secondary, students demonstrate a good understanding of Seerah, Hadith and Islamic etiquette. They make stronger progress in understanding and applying the recitation rules.
- The school has improved students' Holy Qur'an recitation and memorisation skills this year. However, the full impact of this is not yet evident, especially in Secondary. The use of the Holy Qur'an, Hadith, and Seerah as references to support students' opinions is beginning to develop.

For Development:

- Improve progress and raise attainment.
- Improve students' Holy Qur'an memorisation and recitation following Tajweed rules.

ARABIC AS A FIRST LANGUAGE

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

- In both phases, most students demonstrate proficient reading comprehension and listening skills, aligned with MoE curriculum standards. However, students' speaking skills are underdeveloped, with mainly brief single word responses or short phrases.
- In lessons and workbooks, students in Primary show steady progress in developing their literary analysis, writing accuracy and organisation of ideas. In Secondary, students demonstrate proficiency in analysing various literary texts for comparisons. However, progress is slower in creative writing and in expressing opinions and thoughts supported by evidence.
- While the school has implemented additional strategies and initiatives to enhance students' Arabic skills, these improvements are still in the process of becoming embedded. They have yet to impact on students' speaking and independent creative writing skills.

For Development:

- Improve students' speaking and creative writing, through consistently high-quality teaching.
- Ensure that students with gaps in Arabic, especially those in Secondary, benefit from intensive interventions.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students across the school attain levels that are in line with curriculum expectations. In lessons and in their work, most students make steady progress. However, the progress of different groups of students is not consistent. Primary students make better progress than those in the secondary phase.
- Students' listening skills vary across the phases. Speaking is limited to the use of single words or short phrases in both phases. Upper primary students analyse and identify elements of stories, whereas secondary students' comprehension is limited.
- New teaching strategies in Primary aim to develop students' sentence structuring. However, the inconsistent application of these strategies and reliance on knowledge acquisition hinder students' progress, especially in oral and written expression.

For Development:

- Improve students' speaking and writing skills by providing more opportunities for them to practise the language more freely and extensively.
- Increase opportunities for students to use Arabic in lessons.

ENGLISH

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

- The large majority of children in FS achieve very highly, rapidly progressing in all aspects of English. In Primary and Secondary, the majority of students progress better in lessons and in recent work than in school and international assessments.
- The large majority of children in FS use increasingly accurate vocabulary. They understand key features of stories and develop secure writing skills. Across Primary and Secondary, the majority of students progressively use ambitious vocabulary in speaking and writing.
- Students' reading skills across the phases develop well, effectively stimulated by the whole-school focus on reading. Secondary students' inferential reading and their related written critical responses develop well by Year 11. Nevertheless, in general, critical thinking is underdeveloped.

For Development:

- Raise attainment in Primary and Secondary.
- Provide more opportunities for all students develop their critical thinking in response to a broader range of texts.

MATHEMATICS

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

- In FS, children benefit from well-resourced activities and a wide range of manipulatives. They develop their numeracy skills through a series of practical activities that reinforce mathematical concepts. They use mathematical language with confidence when talking to their classmates.
- Results from internal and external assessments are variable. Teachers use assessment information effectively to plan activities that are better matched to students' abilities. During lessons, students demonstrate a good understanding of the application of mathematical skills to solving problems related to everyday contexts.
- Support and intervention groups, as well as activities that are challenging, help to boost students' learning. Opportunities for innovation, enterprise and research are not yet embedded across the school. Where technology is used for research, it promotes further engagement and enjoyment.

For Development:

- Increase opportunities for innovation, enterprise and research in mathematics lessons.

SCIENCE

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

- The science curriculum provides a balance of investigative skills and knowledge, which develop across the phases. In FS, children achieve above curriculum standards and can make predictions and discuss their observations. Students' conceptual understanding builds over time and leads to improved attainment in Secondary.
- Students make increasingly informed predictions and can plan investigations to test their ideas. Primary students can classify and analyse data. Older students can draw conclusions and analyse data in preparation for examinations.
- Increased challenge across all phases is beginning to enhance students' outcomes. Investigations support primary students' scientific thinking and enquiry, and their application of science to the outside world. Practical work is limited in Secondary, as the focus moves to scientific knowledge and understanding.

For Development:

- Embed appropriately challenging practical work in all phases to develop skills and improve independent investigative work.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- In FS, children eagerly instigate and take responsibility for their own learning. Across the primary and secondary phases, students are equally keen to learn. Most understand their strengths and areas for development and can take appropriate steps to move forward.
- Students demonstrate good communication skills and effectively use correct terminology in lessons. They adeptly use resources, showing positivity and willingness to complete tasks. The most effective learning is characterised by positive interactions and considered responses to questioning.
- Opportunities for students to work independently and to use technology are inconsistent. Students enjoy collaborative learning as their communication skills improve. Some find it less easy to connect topics or to relate their learning to the wider world.

For Development:

- Foster students' independent exploration and use of technology to support their learning.
- Provide more opportunities for students to link their learning to the wider world.

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

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

- Across all phases students demonstrate positive and responsible attitudes towards learning and the school. They show interest in their lessons. From FS onwards, students become increasingly self-reliant and willing to take responsibility for themselves and others.
- Relationships between staff and students are very positive, friendly and respectful. Behaviour is exemplary and bullying is rare. Students are highly motivated and show empathy towards others. They are extremely polite and helpful to adults.
- Students generally maintain healthy lifestyles and make healthy food choices. They are highly engaged in physical education lessons and sporting activities. They arrive at school and to lessons on time. Their attendance is very good overall.

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

- Students across the school demonstrate a clear awareness of Islamic values and understand their relevance to Emirati society. They appreciate the Islamic values of charity, tolerance and kindness in their communities. They explain how these values are reflected in all aspects of life in the UAE.
- Students respect and appreciate the heritage and culture of the UAE. Across all phases, students can give details about the UAE such as aspects of history, leaders and food. They appreciate the diversity of the country and involve themselves in a range of national celebrations.
- Students are proud of their own cultures. They can give many examples of the history of their own countries and tourist attractions. Students' awareness of world cultures is most evident in the higher year groups.

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

- Students understand their responsibilities as members of the school community. Some older students take on key roles such as student ambassadors. Students in all phases are involved in wider community initiatives, such as holding events to sell homemade items in support of the less fortunate.
- Students have creative and innovative ideas. They act on their own initiative. For example, they requested the installation of water coolers throughout school. Younger students do not yet enjoy sufficient opportunities to take on wider responsibilities.
- In all phases, students participate in activities to promote and care for their school environment. They participate in schemes that promote sustainability. They imaginatively recycle materials to create new learning resources, such as a cardboard coffee shop in FS role play.

For Development:

- Provide experiences that will deepen students' understanding of a broad range of world cultures, particularly in Primary.
- Provide more opportunities for younger students to take on roles of responsibility in school.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Good

- Teachers in FS confidently and enthusiastically set very clear expectations for learning. In Primary and Secondary, teachers' secure subject knowledge supports the planning of engaging lessons. In a minority of lessons, learning is delayed by overly long introductory activities.
- In FS, teachers' interactions very skilfully develop individual children's learning through child-centred activities. In Primary and Secondary, the most successful lessons feature carefully managed learning time. They include probing interactions to extend and deepen students' thinking.
- There have been improvements in Arabic, where teaching strategies are promoting more active engagement in lessons. In science, the effective use of questioning develops students' critical thinking and problem-solving skills. However, across subjects and phases, attention to the needs of higher attaining and gifted and talented students is inconsistent.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good

- Assessment systems in FS are coherent and consistent. Ongoing checks provide teachers with accurate information on children's levels of progress. In Primary and Secondary, although assessment processes are matched to the curriculum standards, internal assessments do not always align with the outcomes of external tests.
- The school has developed tracking systems to check students' progress over time. In FS, the system is used to ensure that children make very good progress from their starting points. Assessment data are used to influence lesson content and to identify specific areas, such as reading and writing, that require improvement.
- In lessons, teachers use assessment well to check what students have learned. Errors or misconceptions are identified and addressed, enabling students to deepen their understanding in different subjects. Teachers' marking and feedback to students do not always provide clear guidance on how students should improve their work.

For Development:

- Investigate and reconcile differences between internal and external assessments.
- Give students clear guidance on how to improve their work.
- Ensure that learning activities challenge and extend students' thinking, especially the higher attaining and the gifted and talented.

04 CURRICULUM

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

- The curriculum meets statutory requirements. In FS, it is based on the Early Years Foundation Stage (EYFS) framework, and outcomes are closely linked to the developmental expectations. In Primary and Secondary, curriculum continuity and progression ensure that all subjects provide a balance of knowledge and skills.
- Continuous provision in FS provides very clear links to other areas of learning. Curriculum links are planned in other phases, but they do not consistently facilitate the transfer of learning between subjects.
- Curriculum reviews are ongoing. Leaders have started to address the breadth of the upper secondary curriculum, with the planned introduction of drama and economics. Additional learning pathways are under active consideration as the school expands.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Good	Good

- In FS, the curriculum is successfully modified to meet the needs of all children. Curriculum adaptations in Primary and Secondary are not always successful in meeting the needs of all groups of students.
- The curriculum provides some opportunities for creativity and debate. Collaborative activities in mathematics promote student-led learning. The English programme of study encourages debate and the primary science programme provides opportunities for creativity. However, opportunities to promote innovation and enterprise are limited.
- Students' curriculum experiences develop their understanding of the culture and society of the UAE. The range of extra-curricular activities provides support for the development of students' wider academic and personal interests.

For Development:

- Strengthen cross-curricular links to consolidate the transfer of learning between subjects.
- Ensure that curriculum adaptations meet the learning needs of all students.
- Provide more opportunities for students to develop and apply creative and innovative skills.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school provides a safe, hygienic and secure environment for all. Students feel safe at school. There are effective procedures for safeguarding students, including all matters related to child protection.
- Safety checks are frequent and the supervision of students, at breaktimes and when using school transport, is effective. Premises, resources and equipment are generally well maintained, and there are comprehensive records of maintenance checks.
- The school has addressed the health and safety development points from the previous inspection report. However, the school's procedures are not fully comprehensive with regard to risk assessments or engaging students in the development of healthy lifestyles.

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

- Teachers know their students very well. They are especially aware of their individual social, physical, emotional and intellectual needs. Teachers have very good relationships with students. Behaviour management is effective. The approaches towards promoting attendance and punctuality are fully understood by all.
- The school has rigorous systems to identify students of determination and those with gifts and talents. The quality of support enables the majority of students to make their best personal and academic progress. However, more able students do not yet benefit from suitably creative and challenging programmes.
- The wellbeing and personal development of students is efficiently and sensitively managed and monitored. The recent appointment of a guidance counsellor provides effective personal support and career guidance for older students.

For Development:

- Develop strategies for taking account of students' views in carrying out risk assessments and in the promotion of healthy lifestyles.
- Improve the level of support for higher attaining and for gifted and talented students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
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- Leaders and governors promote an inclusive ethos which is reflected in many features of school life. The premises, facilities and resources are sufficient for purpose. Staff are appropriately deployed. A recently appointed head of inclusion is accountable for the implementation of policy.
- A range of formal and informal assessment strategies is used to identify the needs of students of determination. Students who experience the most significant needs benefit from individual educational plans (IEPs). Support for students with gifts and talents is limited
- The school involves and engages with parents fruitfully and sensitively in managing the barriers to their children’s learning. The school welcomes parents to visit at any time and responds promptly to any concern. Parents contribute to the IEPs developed by the inclusion team.
- The inclusion team has carefully planned a range of targeted support to ensure that students are involved in all learning activities. Key personal and social skills are developed, notably in a range of extra-curricular activities on Fridays.
- Teachers are developing more secure systems in gathering and measuring information on academic, social and emotional progress, with the help of the counsellor. These developments are intended to enrich the inclusive learning experiences of students and to provide parents with more wide-ranging information. Progress in lessons is mostly positive.

For Development:

- Implement programmes and interventions to meet the needs of students with gifts and talents and involve parents in the process.



06 LEADERSHIP AND MANAGEMENT

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

- The principal provides clear leadership and direction based on a vision of high-quality inclusive education. Leaders are well focused on the UAE national priorities. They maintain respect for Emirati culture and Islamic values in the school community. Senior leaders demonstrate well-developed professional understanding of the curriculum, learning, teaching and assessment. Their support for middle leaders, many of whom are recently appointed, is leading to improvements, although not yet fully embedded in practice.
- Leaders make extensive use of assessment data in the process of school self-evaluation. However, their interpretation of data is over-optimistic and does not always reflect students' actual level of performance. Leaders' monitoring of teaching and learning is focused on students' progress. This monitoring supports the development of teaching and learning in Primary and Secondary. While school improvement plans identify clear priorities, related actions in departmental plans are not always implemented as planned.
- Teachers engage parents well as partners in their children's education through effective advanced sharing of what their children will learn. Useful conversational prompts aim to support parents' dialogue with their children about their learning. A wide range of formal and informal communication enables the two-way exchange of information. Valued parent and teacher conferences supplement informative school reports. Practical partnerships support students' learning, particularly in inclusive education.
- Governance includes representation from all stakeholders. Some governors have educational expertise. Governors actively seek stakeholders' views. The principal's monthly reports complement governors' regular school visits. Governors have a well-founded awareness of the school's strengths and development needs. They hold leaders accountable for the school's performance. They support the school with human and material resources that contribute to school improvement. They acknowledge areas where further investment is required.
- Effective daily routines ensure an orderly, calm and purposeful ethos throughout the school. Morale is very high. Facilities include appropriate provision for almost all specialist subjects, especially music. Attractive social and dining areas are well used. The staff complement includes suitably qualified personnel in almost all areas. The lack of technician support and laboratory resources constrains students' practical science experiences. Library resourcing and staffing is underdeveloped.

For Development:

- Develop the capacity of all leaders to drive improvement in their areas of responsibility.
- As an integral part of the process of self-evaluation, ensure the accuracy of the interpretation of all assessment and performance data and that all improvement plans are fully implemented.
- Ensure that the library and science laboratories are adequately resourced and staffed.



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