



المعرفة Knowledge



ELITE ENGLISH SCHOOL INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Waheda
	Opening year of school	1992
	Website	www.eliteenglishschool.com
	Telephone	97142688244
	Principal	Kiran Mathai
	Principal - date appointed	1/4/2022
	Language of instruction	English
	Inspection dates	09 to 13 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2156
	Number of Emirati students	0
	Number of students of determination	116
	Largest nationality group of students	Indian



TEACHERS

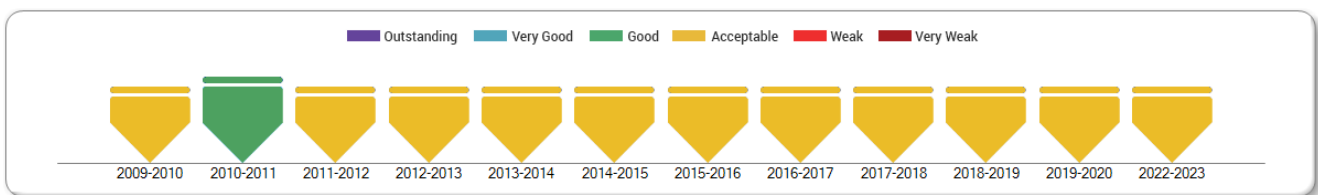
	Number of teachers	95
	Largest nationality group of teachers	Indian
	Number of teaching assistants	11
	Number of guidance counsellors	1



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for ELITE ENGLISH SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students demonstrate higher levels of achievement in English across the school with the best outcomes in Secondary. Students’ achievement in mathematics and science is mostly good in the Kindergarten (KG) and Primary and acceptable in Middle and Secondary. In Islamic Education progress is good while attainment is acceptable. Student achievement in Arabic is acceptable in Primary, but weak in the other phases. The progress of students of determination is acceptable. Students’ learning skills are good.
- Students are self-disciplined and have very positive attitudes to learning, which contribute to a harmonious school atmosphere. They are proud ambassadors of the school and take their roles and responsibilities very seriously. Students have a secure understanding and appreciation of Islamic values. Students have a well-developed sense of civic responsibility and contribute to their school and local community in a variety of ways.

Provision For learners

- Teaching in KG and Primary is stronger than in the other phases as teachers systematically build children’s learning. In Middle and Secondary, teaching is more instructional, limiting students’ ability to work independently and develop their learning skills. The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark student’s performance against international standards.
- The curriculum is age-appropriately designed, offering a broad and balanced educational experience that aligns with students’ interests and aspirations. The Early Years Foundation Stage (EYFS) principles in KG promote practical learning experiences. The curriculum is continuously improved, incorporating relevant elements from the National Curriculum for England (NCfE) where appropriate. The curriculum demonstrates some flexibility by adapting activities and programmes to cater for the needs and abilities of most students.
- The school has well-developed procedures to ensure children’s safety. Safeguarding and child protection are high priorities. School transport and parent drop-off are well organised. However, issues related to parents’ pick-up of students remain. Care and wellbeing are high priorities for the school. The identification of students of determination and those with differing learning needs is accurate but support remains uneven.

Leadership and Management

- Leaders are committed to the UAE national priorities. They are also committed to school improvement, but not all demonstrate the capacity to make the required changes. They have maintained a mostly adequate performance with improvement in a few areas. Day-to-day management operates effectively. Well-established daily routines and procedures are known to students and staff. The school is adequately staffed, and most are suitably qualified.

HIGHLIGHTS OF THE SCHOOL:

- The achievement of children in KG
- Students' personal and social development
- The quality of the care and support and provision for wellbeing

KEY RECOMMENDATIONS:

- Raise achievement by improving the quality of teaching and learning, particularly in Arabic.
- Ensure that assessments provide accurate data and that the information is used to plan learning activities that meet the needs of all groups of students.
- Strengthen the level of challenge provided by governors in holding leaders to account for the school's performance.
- Improve the capacity of the school leaders, particularly the middle leaders, to identify and remove barriers to learning.











OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
 English	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
 Science	Attainment	Acceptable	Good	Acceptable	Acceptable
	Progress	↑ Good	Acceptable	Acceptable	Good

	KG	Primary	Middle	Secondary
Learning skills	Good ↑	Good	Good	Good ↓

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Acceptable	Acceptable
Assessment	Good	Acceptable	Acceptable	Acceptable

04 Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

05 The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
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	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	Partially Met
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- With an average score of 549, the school fell short of its set target in the 2021 Progress in International Reading Literacy Study (PIRLS) by 28 points. In benchmark assessments, students sustained a very good judgement in English over two years; improved from good to very good in mathematics and from very good to outstanding in science.

C. Leadership: International and Emirati Achievement	Acceptable
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- Leaders are developing their understanding of the outcomes of the latest PIRLS report. The school implements international assessment and reading literacy plans that address the gaps identified in the benchmark assessment reports. However, the plans are too general. Leaders' monitoring of the impact of curriculum modifications on students' progress is an emerging feature.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- The school's most recent reading literacy skills assessment show that a majority of students' scores are at, or above, age-related expectations. The use of reports from benchmark assessments to inform teaching practices is in the early stage of development. There is not enough evidence to evaluate the impact of initiatives to improve students' reading proficiency. A reading culture is developing in most subjects across the school.

Overall school standards in the National Agenda Parameter are: good

For Development:

- Ensure that all leaders fully understand the implications of benchmark reports, and use this information to identify and close gaps in learning.
- Establish systems to monitor and measure the impact of curriculum adaptations.
- Improve the level of students' English reading skills.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of wellbeing provision and outcomes is provided below:

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

- Leaders demonstrate a commitment to wellbeing in this inclusive school. It has a high priority and reflected in the mutual respect shown by all members of the school community. The wellbeing leaders ensure all stakeholders know and understand the school's vision. The large majority of lessons take account of the differing needs of students. Surveys of wellbeing are made although these are limited in the range of sources of information.
- The school provides continuing training in wellbeing and supports the personal welfare of staff. Interviews indicate that staff morale is high. Parents strongly appreciate the close school partnerships, regular communication and wellbeing guidance and support.
- Students are given responsibilities to support the wellbeing of one another. They understand internet safety protocols and demonstrate responsibility in their online behaviour. Personalised and individual strategies are implemented for all students who require support. Healthy lifestyles are promoted well and monitored carefully by medical staff. Students know how to stay safe. The positive and harmonious school climate ensures students feel a sense of belonging and self-worth, and most are confident, engaged learners.

For Development:

- Survey a wider range of sources for information on the impact of wellbeing initiatives.
- Provide students with more opportunities to discuss, cooperate and develop the social skills needed to enhance their personal wellbeing.

UAE social studies and Moral Education

- The moral education curriculum is well-structured and cultivates a broad understanding of knowledge and values, together with the development of skills. The UAE social studies programme is thoughtfully designed, incorporating the key concepts of citizenship, government, national identity, and values. The programme is supported by relevant resources to meet curriculum standards.
- Lessons are planned and delivered to promote deep conceptual understanding, often accompanied by enriching activities. Secondary students demonstrate independence and regularly use technology for investigations. A diverse range of assessments, including integrated projects and worksheets are used to assess students' knowledge and skills, with progress periodically reported to parents. The majority of students attain above curriculum standards, demonstrating better than expected progress.

Arabic in Early Years

- Arabic is not taught in early years



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION				
	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- The attainment of most students, across all phases, is in line with curriculum standards, although progress is good. Students' secure knowledge and understanding of the divine revelation, acts of worship and Islamic etiquette are common features across all phases.
- In lessons and in their written work, the majority of students are able to relate understanding of the Holy verses and Noble Hadiths to everyday situations. Recitation skills are improving.
- The school implements a number of activities to improve skills of recitation. A slight improvement has been made, but this is variable across phases and grades. A few more able students, particularly in Secondary, apply most of the Tajweed rules.

For Development:

- Improve recitation skills and memorisation of the assigned Holy verses by introducing the use of technology to encourage independent learning.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Weak	Weak

- Most students in Primary have basic language skills that are in line with the curriculum standards. In Middle and Secondary, the majority of students are below curriculum standards in relation to the number of years of studying Arabic.
- In lessons, students in Primary demonstrate secure listening and reading comprehension skills. In Middle and Secondary, students' limited vocabularies make it difficult for them to respond to simple questions or write simple sentences on familiar topics.
- Strategies such as, role-plays, conversations and interviews promote the use of Arabic both in, and outside the classroom. However, only in few situations are students encouraged to engage in discussions and practice speaking in Arabic.

For Development:

- Ensure Arabic is being taught according to the number of years of studying Arabic to improve students' outcomes.
- Improve students' speaking skills by providing students with opportunities to use Arabic in everyday contexts.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Very good
Progress	Good	Good	Good	Very good

- The majority of children in KG, and students in Primary and Middle, exhibit skills that are above curriculum standards. They comprehend age-appropriate texts, describe characters and construct grammatically correct sentences. A large majority of students in Secondary are able to deliberate, infer, analyse and interpret information.
- Students in Primary and Middle are able to write short first-hand descriptions, conversational pieces and brief instructional information. Secondary students can write in a range of creative and information-giving styles and provide thoughtful opinions in their book reviews. Students' independent writing is improving.
- Initiatives to enhance linguistic skills are having a positive impact on students' progress. A majority of children in KG are able to write words using phonic sounds and in the upper phases, students are able to communicate articulately and read fluently.

For Development:

- Improve independent and extended writing skills in all phases.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Acceptable

- Although the results of external benchmark assessments are high, secondary students' performance in CBSE board examinations is less strong. Progress is strongest in KG and Primary. The progress of boys and girls is fairly equal throughout the school.
- In KG, children use addition in everyday contexts. Students in Primary are confident in operating with fractions. In Middle, students find the areas of 3-dimensional shapes. Upper secondary students are able to find areas of curved shapes.
- There are too few opportunities for students to investigate, discuss and apply mathematical concepts during lessons. Critical thinking skills are underdeveloped across all phases.

For Development:

- Improve students' performance in CBSE examinations.
- Provide more opportunities for students to apply their mathematical skills in everyday contexts.
- Challenge students with tasks that develop their critical thinking and investigative skills.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Good	Acceptable	Acceptable
Progress	Good ↑	Acceptable	Acceptable	Good

- The attainment of most students is in line with curriculum standards. The majority of students in Primary are above curriculum standards as they develop the skills of scientific investigation. The progress of children in KG is improving as a result of challenging tasks and skilful teacher questioning.
- Across the phases, teachers link scientific learning to everyday experiences to enrich students' learning. Critical thinking tasks are now evident in lesson plans but have yet to be embedded fully in all lessons.
- Students are developing their scientific literacy skills. However, they do not apply the appropriate scientific terminology when they communicate their learning and findings during class discussions or in their workbooks.

For Development:

- Fully embed strategies to develop students' critical thinking skills.
- Provide more opportunities for students to engage in scientific inquiry, experiments and problem-solving.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Good ↑	Good	Good	Good ↓

- The learning skills of children in KG are improving as a result of challenging tasks and skilful questioning. Students’ learning skills in Middle and Secondary are delayed by content driven lessons that focus on instruction rather than independent learning.
- Students are actively involved in their lessons. They sometimes take responsibility for their own learning, particularly in English, but in other subjects they rely too much on their teachers for learning. The majority of students work well without close supervision, but others can become easily distracted and lose interest.
- Students are able to find information for themselves by using their textbooks or technology. particularly in the upper grades. Students’ interpretation of findings and reflection in order to consolidate learning have yet to develop..

For Development:

- Improve students’ independence by enabling them to enquire and lead their own learning.
- Ensure students use critical thinking skills to enhance learning by consolidating their understanding.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding

- Students are self-disciplined and have very positive attitudes. In KG, children quickly become independent and learn how to behave responsibly. Most students. At all levels, are fully engaged in learning during lessons. They readily accept and respond to feedback from teachers and classmates.
- The positive attitudes of students and willingness to help each other contribute to a harmonious atmosphere. They are proud ambassadors of the school and take their roles and responsibilities very seriously. Secondary students demonstrate a mature awareness of their responsibilities to the school and community.
- Students adopt healthy eating habits and maintain an active lifestyle. Almost all students are punctual in arriving at school and for lessons throughout the school day. Attendance is very good.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students have a secure understanding and appreciation of Islamic values. All students regardless of their cultures celebrate Islamic events, such as Ramadan and the Prophet's (PBUH) Day.
- Students express their understanding and appreciation of the Emirati heritage and culture through assemblies, displays and celebrating national events for instance, Flag Day and National Day. Their ability to discuss the history, literature, and sports of the UAE is yet to develop.
- Students are knowledgeable about their own cultures. They embrace students with differing cultural backgrounds. However, their understanding of wider World cultures is at an early stage of development.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Good

- Students have a well-developed sense of civic responsibility and contribute to the school and local communities in a variety of ways. This is evident in the charitable projects in which they participate such as, sending food to the less fortunate during Ramadan.
- In lessons students consistently demonstrate a positive work ethic. They enjoy planning and presenting assemblies, organizing school campaigns and arranging school celebrations. However, there are limited opportunities for students to be innovative and develop their entrepreneurial skills.
- Students show environmental awareness for factors impacting the UAE. They take increased responsibility for addressing these within the school. This is evident in their participation in the UN ECO club and the school's environmental club.

For Development:

- Ensure students have opportunities to explore and understand other World cultures beyond their own.
- Provide more opportunities for students to develop innovative and entrepreneurial skills.

3. TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Acceptable	Acceptable

- Teaching in KG is stronger than in the other phases as teachers carefully structure children’s learning. In Middle and Secondary, teaching is more instructional, limiting students’ ability to work independently and develop their learning skills.
- Most teachers have secure subject knowledge and understand how students learn. Learning objectives for lessons are usually shared appropriately with students. However, success criteria linked to the learning objectives, are not always clearly expressed to students as they progress through the learning activities.
- Across the school, lesson plans are comprehensive and well-structured. Challenge and support provided to students during lessons are not always well-matched to students’ individual needs. The time provided for students to participate and reflect on active learning is uneven across subjects and grades.

	KG	Primary	Middle	Secondary
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Internal assessment processes are reliable and linked to curriculum standards across the school. They enable the school to collect accurate assessment information about the academic progress of individuals and groups of students. These processes are well-developed in KG.
- The school conducts external assessments linked to curriculum expectations and, participates in a range of tests to benchmark student’s performance to international standards. The quality of analysis of available assessment information is stronger in KG than in other phases.
- The use of assessment data to inform teaching is an emerging feature in Primary, Middle and Secondary. It is stronger in KG. Written feedback to students is limited and does not provide the students with clear guidance on how to improve their work.

For Development:

- Improve the analysis and use of assessment information in lesson planning and implement activities that support and appropriately challenge all groups of students.
- Improve the quality of written teachers’ feedback on students’ work by including clear steps for further improvement.

4. CURRICULUM

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is age-appropriately and relevantly designed with a clear rationale, offering a broad and balanced educational experience that aligns with students' interests and aspirations. The principles of the EYFS based curriculum in KG promotes play-based learning.
- The curriculum is continuously improved, incorporating relevant elements from the NcfE curriculum in different phases. This approach encourages research-based learning and cross-curricular connections, enabling students to apply knowledge in everyday contexts. However, this is more consistent in Secondary.
- Annual curriculum reviews are guided adequately by assessment data and student outcomes, allowing for adjustments to benefit most students, including students of determination. However, reviews are not sufficiently rigorous to ensure high-level outcomes, particularly for the gifted and talented.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum demonstrates some flexibility by adapting activities and programmes to cater to the needs and abilities of most groups of students. The curriculum is predominantly content-focused, it presents limited adaptations for students to engage in enterprise, innovation and creativity.
- Some collaboration with local companies offers older students insight to work environments through internships. Enriching projects such as, 'Bake and Sale,' 'Solar Panel,' 'Bio Gas Generation,' and 'Environmental Sustainable Items' provide valuable learning experiences.
- The curriculum integrates programmes that foster students' knowledge, understanding, and appreciation of UAE and Emirati traditions, culture, and values. Through activities such as, school assemblies, UAE National Day and Flag Day celebrations, the 30-Day Ramadan Blog, Kirat, and Adan competitions, it aims to instill a deeper connection with the local culture and heritage.

For Development:

- Conduct a comprehensive and rigorous review to ensure that the curriculum supports high level student outcomes.
- Adapt the curriculum to meet the needs of all students' groups, particularly the higher achievers and those with gifts and talents

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school has well-developed plans to ensure the safety and security of all children. Policies and procedures are documented and effectively communicated to teachers, students and parents. Safeguarding, child protection and anti-bullying are high priorities..
- The school premises are well-maintained and support learning. Safety checks, including termly fire drills, assure students' safety throughout the day. School transport and parent drop-off are well organised. However, parent pick-up time remains a concern.
- The school promotes healthy behaviour, especially healthy eating and exercise. Student's individual health needs are carefully supervised. Records are comprehensive and procedures are well known. Incidents are handled effectively, using established protocols.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Positive relationships between students and staff result in a climate of mutual respect and cooperation. Students successfully follow the school's code of behaviour. Procedures for monitoring levels of attendance and promoting punctuality are well organised and rigorous. They impact well and ensure high levels of attendance.
- The identification of students of determination and those with differing learning needs is accurate. However, support for them is inconsistent. In a minority of lessons, the planning of tasks does not take sufficient account of identified goals or individual starting points.
- Students' academic and personal development are regularly monitored. Care and wellbeing are high priorities. Students receive strong support from the counsellor, teachers and medical staff. Effective advice on course and career pathways is provided for older students.

For Development:

- Improve the arrangements for parents picking their children up at the end of the school day.
- Ensure that in all lessons, support is well-matched to the needs of individual students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- There is a strong commitment to providing an inclusive school by governors and school leaders. The experienced inclusion leader receives effective support from an enhanced team of experienced specialists.
- The school uses a range of assessments to identify accurately individual barriers to learning. Detailed individual education plans (IEPs) focus well on students' prime needs. However, not all provide the modifications necessary to meet students' specific needs. Modifications for gifted and talented students are at an early stage of development.
- Partnerships with parents are very positive. They appreciate the advice they receive to enable them to support their children's learning at home. Parents are fully involved in reviewing and forming the agreed plans for support.
- Most classroom atmospheres are positive, with fellow student mentors contributing to a climate of mutual support. In the best lessons teachers plan appropriate tasks and interventions related to student's IEPs. An approved modified curriculum is provided for a small number of students.
- Overall, most students make acceptable progress and acquire a range of knowledge and skills. The school monitors the progress of students of determination and uses this information to amend academic and personal goals. Progress is accelerated when students receive individual support from the specialist inclusion staff.

For Development:

- Ensure that in lesson planning, all teachers take account of the needs of students of determination and those with gifts and talents.
- Use assessment information and individual learning plans to provide intervention strategies to meet students' current learning needs.

6. 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

- Most leaders are committed to the UAE's national priorities. They demonstrate a basic understanding of best practices in teaching and learning. Leadership competency varies across subjects, with English being the strongest. Relationships are professional with clear expectations of subject leaders. Leaders are aware of the school's journey for improvement, but not all demonstrate the capacity to make the required changes. Leaders have maintained an adequate level of school performance while ensuring the school is, in all respects, compliant.
- The school's self-evaluation is based on general analyses of both internal and external data. Senior leaders address recommendations through an improvement plan and monitor teaching and learning in lessons. However, there is insufficient emphasis on students' progress, with clear measurable targets to determine the impact of actions on students' performance. Subject monthly reports to school leaders are mainly descriptive.
- The school effectively engages parents in their children's education. Communication is effective and parents can readily contact teachers and review their children's progress. Reports to parents inform them of their children's academic performance and, to a lesser extent the social and emotional development. The school's partnership with external organisations is underdeveloped.
- The governing board has full representation of all stakeholders. They meet with the principal, on a termly basis, to discuss students' performance. They participate to a lesser extent in the self-evaluation process and the writing of the school improvement plan. Governors review staffing, resources, and other needs with a particular focus on inclusion and wellbeing. However, they lack the skills to act fully as critical friends in the drive for school improvement.
- The school is run effectively on day-to-day basis. There are established daily routines and procedures that are known to students and staff. The school is adequately staffed and most are suitably qualified. All staff have regular access to a range of professional training programme, but these are yet to have an impact on the quality of teaching and learning. The school's premises, facilities, and resources are adequate for learning.

For Development:

- Improve the capacity of the middle leaders to improve teaching and learning in their subject areas.
- Ensure leaders monitor the impact of all initiatives and actions with respect to students' learning and their achievement.
- Improve the ability of governors to hold leaders to account for school's performance.



WHAT HAPPENS NEXT?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae