DUBAI
Knowledge المعرفة

GRAMMAR SCHOOL

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Garhoud
Opening year of school	1970
Website	www.grammarschool.ae
Telephone	97142824822
Principal	Benjamin David Barry
Principal - date appointed	8/20/2022
Language of instruction	English
Inspection dates	20 to 24 November 2023

STUDENTS

Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	FS2 to Year 13
Number of students on roll	1321
Number of Emirati students	11
Number of students of determination	111
Largest nationality group of students	Pakistani

TEACHERS

Number of teachers	83
Largest nationality group of teachers	Indian
Number of teaching assistants	6
Number of guidance counsellors	1

CURRICULUM

Curriculum	UK
External Curriculum Examinations	IGCSE, AS, A Level
Accreditation	UK

School Journey for GRAMMAR SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2022-2023 | 2023-2024
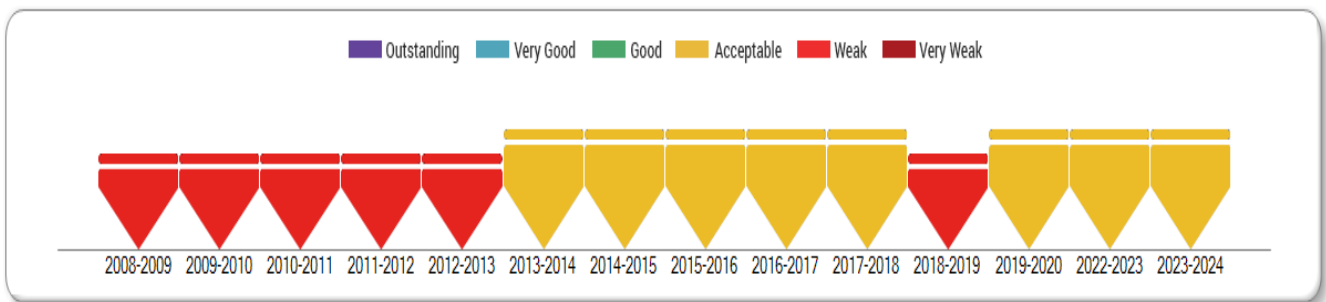
SUMMARY OF INSPECTION FINDINGS 2023-2024
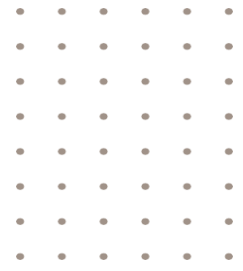
The overall quality of education provided by the school is **acceptable.** The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' achievement has improved across the school in Islamic Education and in Arabic as an additional language. There is an increase in students' performance in mathematics in the secondary phase. Improvements are noticeable in students' learning skills in Post-16, where they take more responsibility for their own learning and collaborate well in their study groups. Critical thinking and problem-solving remain areas for development.

- Students benefit from the supportive environment. They generally demonstrate self-discipline and a positive attitude towards the school and its rules. They express their appreciation and understanding of Islamic values by showing acceptance, kindness and tolerance. Students willingly participate in activities that have positive effects on the school and the wider community.

Provision For learners

- Most teachers have appropriate subject knowledge. Lesson planning adequately meets students' needs. Occasionally, weaker classroom management leads to poor use of time as effective routines have not been established. Internal assessments are now aligned with the curriculum. Teachers' feedback on students' work does not always identify strengths and areas for improvement.

- The curriculum is reasonably broad and balanced. There is adequate progression across the phases. In the Foundation Stage (FS), the emphasis is on the development of the whole child. The other phases offer a range of subject choices. Innovation, creativity and enterprise are supported through enrichment, extra-curricular and cross-curricular provision linked to mathematics, science and technology.

- The school has effective procedures for the safeguarding of students, including child protection. Appropriate measures are taken to protect students from bullying and all forms of abuse. Relationships between members of staff and students are largely underpinned by mutual respect, trust and confidence. Systems for managing behaviour are generally effective.

Leadership and management

- The principal and the new leadership group are establishing a learning community that provides a caring environment which values inclusivity and wellbeing. Leaders are fully aware of the urgent need to improve students' performance in all subject areas. Governors have responded to the previous inspection report. They have improved their capacity to offer constructive critical advice.

Highlights of the school:

- A principal and senior leaders trusted by students, members of staff and parents.
- Improvements to students' attainment in Islamic Education and Arabic as an additional language.
- Students' personal development, their understanding of Islamic values and their social responsibility.
- The care and support provided for students.

Key recommendations:

- Scrutinise external benchmark test reports, implement their findings and raise students' achievement.
- Support middle leaders and enhance their capacity to bring about improvement in their areas of responsibility.
- Improve the quality of teaching in all phases.
- Improve the effectiveness of governors and the support they provide for school leaders.

OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable ⬆	Acceptable ⬆	Acceptable ⬆
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable ⬆	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	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable ⬆	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

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

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

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

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable
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	Good	Weak

- In the recent Progress in International Reading Literacy Study (PIRLS) test, the school exceeded its target by 40 points, with an overall improvement of 61 points from 2016. Benchmark results in English, mathematics and science remain low, though progress is in line with expectations. Performance in science is improving. A majority of students achieved scores that were better than expected. In the benchmark tests, Emirati students did not attain as well as other students.

C. Leadership: International and Emirati Achievement	Acceptable	

- Leaders have become more knowledgeable about how they can match the curriculum to the requirements of international assessments. They are aware of the gaps in students' knowledge and skills identified through these assessments. Although leaders have made some adaptations to the curriculum, they are not yet fully embedded across the school. Action plans are in place to give support to students' reading.

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

- The most recent reading literacy skills profile reveals that the reading literacy scores of less than half of the students are at or above age-related expectations. Strategies are in place to help students who are identified as needing support to improve their reading. However, these strategies are relatively new. Leaders recognise that they will not result in rapid progress in students' reading abilities. Half of the Emirati students achieved reading literacy scores that are at or above age-related expectations.

  Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Analyse external benchmark test reports and adapt the curriculum and teaching to address the gaps in students' learning, particularly for the Emirati students.

- Ensure that interventions to improve reading literacy are fully embedded and that support for weaker readers is of consistently high quality.

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 outcomes is at an acceptable level.

- Students set the wellbeing climate through the daily school radio podcast. The student-led wellbeing committee plans events and initiatives. Members encourage students to look out for friends in difficulty. They offers advice and support on wellbeing matters. Students organise, stage and present themed assemblies which lead to specific and measurable improvements in wellbeing. Members of staff feel valued. Wellbeing initiatives raise morale across the whole school, which benefits students.

- Wellbeing is a priority that underpins the ethos, climate and culture throughout the school. Leaders and teachers actively model and apply appropriate wellbeing practices. Policies are comprehensive and appropriately reviewed. The principal leads a skilled and experienced team of teachers and counsellors. They support students and adults who are experiencing wellbeing issues. Data on wellbeing are gathered through surveys and feedback from members of staff, students and parents, and are constantly monitored.

- Special initiatives and extra-curricular activities help students to recognise their own wellbeing needs and to equip them to help and support their fellow students. Most display a level of diligence and maturity which enables them to exercise vigilance in their online activities and to support their friends in this regard. Students and their parents feel part of the school community. They look on the school as an extension of their own family. Throughout the school, there are high levels of positivity.

For Development:
- Increase efforts to make all students aware of cybersecurity issues.

UAE Social Studies and Moral Education

- The UAE moral, social and cultural studies (MSCS) framework is used as the basis of teaching. Separate lessons are the usual timetabling arrangement. The school uses a wide range of sources to enrich teaching. There are fortnightly assessments in Primary, Secondary and Post-16, as well as classroom observations.

- Students have two lessons per week, one on social studies, the other on MSCS. The latter covers such elements as character, tolerance and cultural awareness. If issues emerge through assessments, intervention classes are provided. The form teacher often conducts this exercise, to assist students who have initial difficulties in adjusting to life in a new country, for example.

Arabic in Early Years

- All children learn Arabic in FS. The curriculum is an adaptation of the Ministry of Education (MoE) curriculum and focuses on the four language areas. The curriculum ensures a smooth transition to the next phase. Teachers use ongoing assessments and a dedicated tracking system. Grouping in classes and lesson planning are tailored to accommodate children without an Arabic background. Teachers provide differentiated activities, extended challenges and a dedicated Arabic corner in FS classrooms, where there are resources and links to the Emirati context. The curriculum has been standardised to facilitate children's transition to Primary.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In Islamic Education, most students' attainment is broadly in line with MoE curriculum expectations. The, attainment of non-Arab students slightly higher, largely because Arabic speaking students are insufficiently challenged.

- Students across all phases make appropriate progress. They use evidence from the Holy Qur'an and Hadith in their class work. They demonstrate age-appropriate knowledge of the five pillars of Islam. Progress in the post-16 phase is less evident, with few opportunities for independent learning.

- Since the previous inspection, teachers have placed a greater emphasis on the development of students' Tajweed skills. They have continued to focus on raising attainment, with some success.

For Development:

- Ensure that Arabic speaking students are sufficiently challenged.

- Increase opportunities for students' independent learning, especially in the post-16 phase.

ARABIC AS A FIRST LANGUAGE

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

- In Primary, students display an understanding of the elements of stories. Fluency in the use of Arabic has improved. In the secondary and post-16 phases, students can adequately explain the meaning of Arabic short stories and poetry.

- In all phases, students are making progress in developing their vocabulary and knowledge of grammar. However, they are less secure in deducing implicit meanings from literary texts, especially in Secondary and Post-16.

- Notebooks and electronic samples of students' work in Primary reflect steady progress. In other phases, work samples do not fully reflect students' capabilities, both in the quality and the quantity of writing produced.

For Development:

- Enhance students' independent writing skills by providing them with frameworks to structure their writing and constructive feedback on their work.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable.	Weak.	Weak.	Not applicable.
Progress	Not applicable.	Acceptable ⬆	Acceptable ⬆	Not applicable.

- Attainment in Primary and Secondary remains below curriculum standards. However, in Primary, students' skills in Arabic are slowly improving. Listening and reading are more secure language skills. Speaking and writing are steadily progressing. .

- Writing improves when students can draw upon their earlier learning of language structures. In Primary, students improve their speaking by incorporating conjunctions and adjectives into their sentences. In Secondary, students show a steady development of vocabulary and of grammar. Progress, as demonstrated in notebooks, is appropriate.

- Students' speaking and writing skills are acceptable when learning objectives and the grouping system take into consideration the length of time spent studying Arabic. Challenges arise for beginners in mixed ability groups when learning activities are not appropriately adjusted.

For Development:

- Ensure that learning objectives take into consideration the varying years of studying Arabic.

- Enhance students' language acquisition and build upon what they already know.

ENGLISH

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

- There is variability in students' attainment throughout the school. In Primary, speaking ranges from poor delivery and inadequate word formation to eagerly made, articulate contributions. Although speaking skills are generally acceptable in Secondary, there are some weaker performances.

- Teachers' efforts to improve reading literacy are beginning to show results. Students can read suitable texts, with some evident pleasure. However, in Secondary, a few students remain reluctant readers, uninterested in lessons or the texts.

- In Primary, writing ranges from well-presented passages methodically revised, to poor letter and word formation. In upper Secondary, work varies between high quality, carefully crafted pieces to poorly presented work with errors of spelling and grammar.

For Development:

- Raise attainment and accelerate students' progress in all phases.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable ⬆	Weak
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students do not achieve as highly in Post-16 as they do in the other phases of the school. They struggle to draw on previous learning as a basis on which to build new knowledge.

- Most assessment in lessons relies on questioning. However, teachers do not have a complete picture of students' understanding. This means that they are less successful in adapting their teaching or in giving individualised challenge and support.

- Since the previous inspection, teachers link lessons to everyday contexts. However, the links are often tenuous and do not always add to the learning. The focus in lessons on key mathematical words has helped students to understand examination questions better.

For Development:

- Make sure that the links to everyday life are meaningful.

- Ensure that teachers use assessment strategies which allow them to give timely, effective support and challenge, where needed.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- In FS, children`s science knowledge is growing alongside their observational skills. In Primary and Secondary, students make expected progress and acquire knowledge at a steady rate. In Post-16, students continue to make expected progress and deepen their understanding and skills through special projects and enrichment.

- Across most phases, students develop adequate knowledge and understanding of science concepts and an ability to communicate ideas and predictions. However, their ability to recall precise science terminology is inconsistent across all phases.

- Leaders have made some improvements to ensure that opportunities for practical experimentation are included in the science programme. However, the skills of scientific method remain underdeveloped across all phases.

For Development:

- Implement a planned programme of more regular science experimentation and investigation and strengthen students' use and understanding of scientific method.

- Improve students' understanding and use of specific scientific terminology.

LEARNING SKILLS

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

- Students have positive attitudes to learning. They assume greater responsibility as they advance through the school. Where students have greater opportunities to participate independently in lessons, they quickly embark on the tasks.

- Students generally are keen to collaborate with their classmates and to interact with teachers. Some are hesitant to identify their progress in learning, but others are happy to articulate what they have so far achieved.

- Students sometimes make connections with the everyday world, but the links are strained and occasionally inappropriate. Opportunities for students to engage in critical thinking and problem-solving are developing, but not evenly throughout the school.

For Development:

- Develop students' critical thinking and problem-solving skills in all phases

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

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

- Students enjoy good relationships with teachers and their classmates. They are deeply appreciative of the supportive environment provided in the school, They demonstrate self-discipline and a positive attitude to learning.

- Students are aware of the need for a healthy lifestyle. They actively participate in sporting activities and make appropriate food choices. In Primary, some students do not exhibit the same mature attitudes to eating and physical exercise.

- Attendance has significantly improved, and now exceeds the recommendation from the previous inspection. This positive development reflects students' increased dedication to their academic studies.

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

- Students express their appreciation and understanding of Islamic values. In their daily practices, they show acceptance, kindness and tolerance. This is less evident in younger students.

- Students are proud to be part of Emirati society. They can speak about the heritage and future vision of the UAE. They celebrate Islamic and national events. Their respect of Islamic values and UAE culture is reflected in displays of their work around the school.

- Students know that there are many nationalities in the school, and they recognise the benefits of this diversity. They understand the importance of harmony, acceptance and respect. Students participate in many activities to reinforce social cohesion.

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

- Students willingly participate in activities that have positive effects on the school and the wider community. Older students volunteer to help younger students in their reading. Students are involved in charitable activities and fund raising.

- Most students demonstrate a positive work ethic. They sell produce which they grow in the school greenhouse and reinvest the profits in the gardening project. The science, technology, engineering, arts and mathematics (STEAM) room facilitates collaborative innovation projects, incorporating robotics and three-dimensional printing.

- There is a strong focus on environmental awareness and action. Successful campaigns to reduce, reuse and recycle include the collection of metal cans for craft projects, and supplying a recycling company with the surplus. During Green Day events, students and parents planted trees at school.

For Development:
- Increase opportunities for students to engage in enterprise and entrepreneurial activities.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate secure subject knowledge. Most lesson planning adequately meets students' needs, but sometimes fails to reflect students' prior knowledge. There is occasionally weaker classroom management, when time is lost as effective routines have not been established.

- Interactions between teachers and students are generally adequate or better. Some teachers allow students to shout out answers, thus preventing effective management of questions and leading to a loss of learning. In a few instances, over-direction by teachers result in students' disengagement.

- In the better lessons, teachers use a variety of techniques to challenge students to engage in effective critical thinking. This practice is not widespread, either in subjects or in phases.

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

- Internal assessments are now more closely aligned with the curriculum. Leaders have analysed external examination expectations, and most subjects now integrate them into internal assessments to ensure consistency.

- Teachers' questioning generally elicits students' understanding. However, students often do not follow any routine to the answering of these questions. Other forms of assessment are not often used. Teachers are not able to assess all students' understanding or to offer appropriate individual support and challenge.

- Teachers' feedback is not always helpful in identifying strengths and areas for improvement. Students sometimes overlook the guidance provided.

For Development:

- Ensure that classroom management is effective in all lessons.
- Ensure that all teachers use the information from assessments to guide lesson planning.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum complies with the requirements of the National Curriculum for England (NCfE) with adequate progression. In FS, the emphasis is on children's all-round development. There is a strong emphasis on cross-curricular learning in Primary. A range of subject choices is available in the upper phases.

- Leaders regularly review the curriculum to ensure that provision is appropriate. Plans to broaden Post-16 curriculum choices to include vocational and inclusive alternative pathways are being considered, in order to widen provision for students.

- Leaders have ensured that the curriculum for Arabic as an additional language meets curriculum and MoE expectations. They are working towards more accurate alignment with students' needs based on years of study.

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

- The schools` curriculum is adequately adapted and offers an improving range of opportunities across all phases. Innovation, creativity and enterprise are supported through enrichment, extra-curricular and cross-curricular provision linked to mathematics, science and technology.

- In all phases, students participate in events and celebrations aimed at reinforcing their understanding of Emirati culture, values and society. However, students do not have regular opportunities to reflect on the life and culture of the UAE.

- Leaders and teachers have had some success with curriculum modification. For example, they foster the use of digital technology in the upper phases. However, curriculum modification is inconsistent in supporting all groups of students, including those who are high achievers.

For Development:
- Implement plans to provide alternative pathways in the post-16 phase.
- Ensure that links to the culture and heritage of the UAE are fostered consistently.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has effective procedures for the safeguarding of students, including child protection. Students are protected from bullying and all forms of abuse. Safety checks are regular but not always rigorous. During the inspection, a few issues were identified and promptly addressed.

- The school's premises and facilities provide a safe physical environment that supports delivery of the curriculum. The supervision of students is effective during the school day and on school transport.

- Aspects of the curriculum promote healthy eating and the importance of exercise. Most outdoor play areas and facilities for physical education are shaded. Drinking water is readily available. A doctor and two nurses take care of students' medical needs.

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

- Systems for management of the school's code of behaviour work successfully. Procedures for promoting attendance and punctuality are effective. Relationships between members of staff and students are generally purposeful. Mutual trust and confidence are evident in most interactions.

- There are thorough systems for identifying students of determination and those with gifts and talents. Leaders of inclusion and teachers are committed to early identification of these students. They design interventions to assist students' progress. However, support through differentiation in lessons is inadequate.

- Most students in Secondary receive support and guidance with subject choices and in Post-16 career pathways. Plans are in place to provide alternative education pathways to encourage students of determination to continue their education into Post-16 and beyond.

For Development:

- Ensure systematic and rigorous safety checks.

- Provide greater differentiation for students of determination and for students with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable

- Leaders promote inclusivity. The appointment of a highly qualified and experienced leader of inclusion has brought about improvements aligned with the development plan. Students of determination have individual education plans (IEPs). Accelerated learning programmes (ALPs) cater for gifted students.

- Assessments in FS identify children with additional needs and inform specific interventions. Barriers to learning are aligned with KHDA standards. An online development tracker charts progress against personalised learning targets and outcomes.

- The engagement of parents is encouraged through social media, telephone calls and a weekly email with personalised feedback linked to IEP learning goals. Parents receive progress updates and have individual reviews every three months.

- Provision for students of determination promotes engagement across subjects. Curriculum modifications develop independence. Interventions foster confidence and resilience. The curriculum motivates and challenges, while extra-curricular activities build confidence and bolster personal development.

- Assessment of progress is not consistent across all subjects. Leaders recognise that improved marking, feedback and prompting are necessary for progress. Some students of determination choose alternative subjects with their counsellor, which builds success and independence.

For Development:

- Improve the assessment of progress.

- Improve provision in lessons by emphasising that the progress of students of determination is the responsibility of all teachers.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and a new leadership group are establishing a learning community that provides a caring environment which values inclusivity and wellbeing. Senior leaders encourage best practice in teaching through their middle leaders. They have maintained students' outcomes in a period of change. Teachers show high levels of morale and commitment. Leaders are aware of the urgent need to improve students' performance across all subject areas.

- Self-evaluation and improvement planning are approached systematically. Senior leaders regularly observe the quality of learning and teachers' performance. They expect middle leaders to be committed to improvement. They understand the importance of judging the effectiveness of teaching through its impact on students' learning. However, school action plans do not sufficiently focus on impact. Leaders have secured improvement in Islamic Education and Arabic as an additional language, and in students' personal and social development.

- Parents speak highly of the school's communication and the ease with which they can contact members of staff. They wish to be more supportive of their children's learning. However, school reports do not yet refer to students' personal development or indicate the next steps for improvement. Parents appreciate the beneficial changes to school culture and leadership. Links with the local community and other schools are being re-established to enrich students' learning experiences.

- The governing board now includes representation from almost all stakeholders including parents, students and others with educational expertise. The board has a direct impact on policy and practice. The governors hold senior leaders to account through regular informal review meetings and through written reports. Governors stress the importance of careful recruitment. They understand the importance of ensuring staffing stability. They have made some improvement in their capacity to offer constructive critical advice.

- The day-to-day management of the school is well organised and has a positive impact on students' achievements through effective routines. Teachers are generally supported by professional training, but outcomes for students remain variable. There has been some investment in the premises, facilities and resources to support the development of STEAM and reading literacy. Subjects where improvement to students' outcomes is required are not sufficiently prioritised in terms of resourcing or professional training.

For Development:

- Consolidate middle leaders' capacity to improve students' outcomes, and prioritise investment in areas where increased students' performance is required.

- Ensure that school action plans are working documents focusing on students' achievement.

- Ensure that governors provide support and challenge to school leaders.

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