



المعرفة Knowledge



LITTLE FLOWER ENGLISH SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER












ACCEPTABLE









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SCHOOL INFORMATION

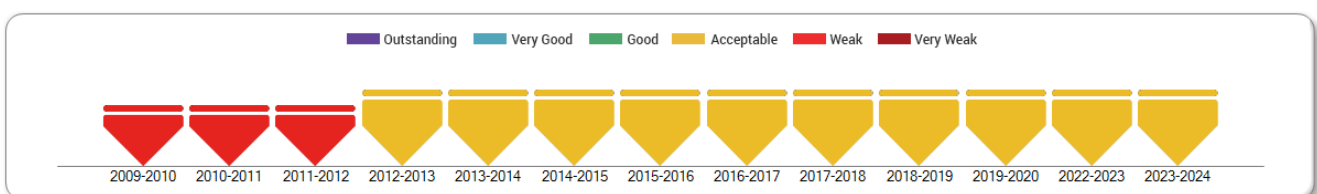
 <p>GENERAL INFORMATION</p>	 Location	Hor Al Anz
	 Opening year of school	1984
	 Website	www.littleflowerdubai.com
	 Telephone	0426676
	 Principal	Annie Mathew
	 Principal - date appointed	3/1/2023
	 Language of instruction	English
	 Inspection dates	02 to 06 October 2023

 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4-12
	 Grades or year groups	KG 1-Grade 6
	 Number of students on roll	927
	 Number of Emirati students	0
	 Number of students of determination	43
	 Largest nationality group of students	Indian

 <p>TEACHERS</p>	 Number of teachers	45
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	4
	 Number of guidance counsellors	1

 <p>CURRICULUM</p>	 curriculum	Indian
	 External Curriculum Examinations	NA
	 Accreditation	NA

School Journey for LITTLE FLOWER 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

- Across all subjects and in all phases, children and students attain at an acceptable level but show good attainment in English in the Kindergarten (KG). In KG, children make good progress in all subjects. Students mostly make acceptable progress in the primary and middle phases although their progress in primary phase Islamic Education and middle phase English and science is good.
- Throughout the school, children and students consistently display considerate behaviour towards their peers, teachers, and staff, fostering a positive and mutually respectful learning environment. They prioritise safety, mostly make healthy food choices, and engage in regular exercise. With a good attendance rate, all students also arrive promptly for school and lessons."

Provision For learners

- Most teachers have secure subject knowledge but do not always know how students learn best. All teachers have lesson plans but learning objectives do not always contain clear success criteria. Lessons do not always include differentiated learning tasks, meaning that some students are not sufficiently challenged. Recently introduced, rigorous internal assessment processes, linked to curriculum standards, are coherent and provide reliable data. Leaders effectively benchmark students' performance against national and international standards.
- The curriculum has a focus on knowledge acquisition and is reasonably broad and balanced. Across phases, cross-curricular themes are thoughtfully planned to ensure that students' skills in mathematics, English and science are developed. However, they do not fully facilitate students' transfer of learning between subjects. The curriculum does not sufficiently address the needs of the highest attaining students. A reasonable variety of language choices, clubs and extracurricular activities are implemented.
- Leaders prioritise health and safety and have in place adequate procedures for safeguarding children. In KG, teachers have nurturing relationships with children. In all phases students are well behaved, punctual to lessons and have positive attitudes to their learning. The school has effective systems in place which allow early identification of students of determination alongside those with gifts and talents.

Leadership and management

- The principal and leadership team are dedicated to school improvement and the creation of a vibrant community of lifelong learners. The principal has a deep understanding of teaching practices and prioritises teacher development, through a newly implemented mentoring programme. School leaders are tackling school improvement and addressing potential barriers to sustained improvement through a strengthened school self-evaluation procedures.

HIGHLIGHTS OF THE SCHOOL:

- A dedicated principal and staff with a strong commitment to school improvement
- Students’ very good personal development
- A forward-thinking and supportive board of governors
- The quality provision for children in KG

KEY RECOMMENDATIONS:

- Improve the quality of teaching and learning in all subjects, by:
 - providing more opportunities for students to engage in investigative learning, higher-order thinking and the use of technology.
 - ensuring that all teachers make full use of assessment information, to plan learning activities that meet the needs of all groups of students.
 - extending the skills of senior and middle leaders so that they can develop and share the most effective teaching strategies.











OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable ↓	Good
		KG	Primary	Middle
Learning skills		Good	Acceptable	Good

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

	KG	Primary	Middle
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

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

04 Curriculum

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

05 The protection, care, guidance and support of students

	KG	Primary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very 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	Good
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	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- The school exceeded its target in the 2021 international reading literacy assessment (PIRLS). More challenging targets have been set for 2026, which the school is on course to achieve. The school changed the benchmark assessments for English, mathematics, science this year, so comparisons cannot be made.

C. Leadership: International and Emirati Achievement	Acceptable	
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- Leaders make effective use of benchmark and international assessment reports to identify gaps in learning. They build these into action plans and adapt the curriculum. However, at classroom level, adaptations to teaching are not sufficiently impactful because teachers' use of assessment information is inconsistent. As a result, lessons do not always fully address the learning needs of all students.

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

- Weaknesses in students' reading skills, particularly in Grades 1 and 2, inhibit their progress across the curriculum. Reading is recognised as an area for development, with action taken to improve standards. Younger students have difficulty in reading texts, while older students struggle with inference. The school has introduced a raft of interventions to improve students' reading skills, but the impact is yet to be fully realised.

Overall school standards in the National Agenda Parameter are: Acceptable

For Development:

- Ensure that full use is made of assessment information to plan learning activities that meet the needs of all students.
- Monitor the impact of the reading interventions to ensure that they are effective.
- Ensure that the good practice evident in KG is further developed in Grades 1 and 2.

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 well-being provision and outcomes is provided below:

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

- The governors, principal, and inclusion leader unite behind a clear, shared vision to create a school ethos that prioritises community-wide wellbeing. This vision resonates with every member of the school community. They implement clear policies and assemble a proactive team to spearhead this mission. The school's corridors feature high-quality displays that underscore the importance of well-being, even though monitoring and assessing community well-being levels is not rigorous enough.
- Both staff and parents embrace guidance on how they can contribute to wellbeing initiatives. Parents eagerly participate in enrichment days and find celebrations in the wellbeing newsletter. Student voices are prominently heard, with various clubs and student councils offering ample opportunities for them to participate in the enhancement of wellbeing.
- Students serve as genuine ambassadors for the school and typically express a high degree of contentment with their school experiences and learning. They openly discuss the diverse opportunities at their disposal to support wellbeing, including exercise, meditation, healthy eating, and mindful communication. The school conducts numerous well-being initiatives throughout the week, providing students with ample avenues to champion wellbeing.

For Development:

- Improve the procedures for assessing of the impact of wellbeing initiatives, including the gathering of informal information.

UAE social studies and Moral Education

- The UAE social studies and moral education courses are combined and taught as an integrated programme. This programme, taught with English as the language of instruction, is delivered each week over two periods of 45 minutes each. Project work and field trips add to this provision. Students have some opportunity to apply their moral, social, and cultural learning in subjects across the curriculum.
- Lessons are mostly well planned with objectives that build on students' prior learning although there is limited evidence of adaptation to match work to students' differing starting points. Regular meetings are arranged and conducted by the heads to discuss the latest additions and curriculum requirements. Teaching encourages students to consider what is meant by strong personal and moral values. The promotion of wellbeing as a theme is also integrated well in the curriculum. Assessments are conducted, but students' progress in learning over time is not tracked by the teachers.

Arabic in Early Years

- Children in KG 2 are provided with 2 sessions of Arabic a week, one of 15 minutes and one of 45 minutes. The school follows the Ministry of Education (MoE) curriculum for Arabic as an additional language. Assessment strategies include both summative and formative elements, however these are neither fully nor effectively developed. Such strategies are not consistent with the assessment procedures most commonly used in the early years.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' achievement is in line with curriculum standards in the middle phase. The majority of students in the primary phase make better than expected progress in understanding the basic purpose of acts of worship and their types - such as ablution and prayer.
- The school has allocated a weekly session to recitation and interpretation of the Holy Qur'an. However, students' skills in memorising and reciting the Holy Qur'an, using the rules of Tajweed, are underdeveloped because of their poor Arabic language skills.
- Students in the middle phase interpret the Hadith and can derive values, etiquettes, and an understanding of the individual and collective responsibilities of Muslims. However, they are less skilled at citing Holy Qur'anic verses as evidence to support their conclusions.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more opportunities for them to practice these skills and improve their Arabic language skills.
- Ensure that students refer to Holy Qur'anic verses for evidence of new concepts, rulings, and values.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in the primary phase understand simple instructions, read aloud familiar words and write simple sentences. Students in the middle phase answer simple questions and speak with few errors in pronunciation. Their reading comprehension and independent writing skills are less secure.
- In the primary phase, students' handwriting is clear but may contain errors. In the middle phase, students create a limited number of simple sentences using previously learned writing structures. Due to limited vocabulary and insecure grammar, the ability to write longer sentences is underdeveloped.
- Using language and topics based on students' interests, such as food and family, motivates them to study Arabic. However, they do not often have sufficient opportunity to practice their language skills in lessons.

For Development:

- Raise teachers' expectations of student potential so that they rapidly improve their listening and writing skills.
- Encourage students to widen their vocabularies and practice using them when speaking about familiar topics in lessons.

ENGLISH

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

- Students' literacy skills are developing steadily across all phases. In KG, most children can communicate their learning clearly, read short sentences, and write for meaning and purpose. Primary, students read stories with understanding and write using simple grammatically correct sentences.
- In Middle, students write formal letters using a template, and show the difference between a formal and informal letter. However, their extended writing skills are under-developed, particularly in Primary. Other than in KG, opportunities for students to develop critical thinking are not always seen in lessons.
- Students in Primary and Middle use technology well to engage in research work and present their work to the class as a whole. However, these opportunities are limited because access to technology is restricted to particular days.

For Development:

- Improve students' extended writing skills, particularly in Primary.
- Develop students' critical thinking skills and use of technology to enhance learning in all grades.

MATHEMATICS

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

- In KG, most children can count numbers during play-based activities. In Primary, students have a secure understanding of numerical operations. Most middle school students can apply their learning to everyday problems. Across all phases they make at least acceptable progress.
- Good progress in KG is facilitated through well-planned, purposeful, and often practical activities. In Primary and Middle insufficient challenge limits the ability of students to achieve their very best. An increased emphasis on problem-solving and calculation strategies is a feature of the most effective lessons.
- Opportunities to discuss and explain mathematical problems help to consolidate students' understanding. Enquiry, critical thinking, research skills, as well as the application of skills in unfamiliar contexts are underdeveloped.

For Development:

- Provide more opportunities for students to practice multiplication facts and mental mathematical calculations.

SCIENCE

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable ↓	Good

- From KG onwards, students learn the scientific method of investigation. Progress in KG and Middle is good, because students are more regularly engaged in impactful, enquiry-based learning. However, in Primary, students are too often passive observers, rather than active participants.
- Assessment information is not always effectively used to plan activities that support and challenge students. Consequently, progress is inhibited, particularly in the primary phase, where students are rarely active, independent learners.
- Students understand, use and apply, scientific vocabulary to support the development of their reading literacy skills. For example, in KG2, children learn the meaning of absorbent. In Primary students learn about evaporation and refraction and in Middle, they learn about solubility.

For Development:

- Ensure that students, especially in the primary phase, have more opportunities to be active, independent learners.
- Ensure that all students, in all phases, are challenged in their thinking and further develop the use of the scientific method, such as fair testing.

LEARNING SKILLS

	KG	Primary	Middle
Learning skills	Good	Acceptable	Good

- Students in KG and Middle possess well-developed learning skills. In Primary, students have fewer opportunities to develop these skills, and this slows down their progress in learning.
- Across phases, students are enthusiastic learners. At different times, planned activities foster independent work and enable students to collaborate. Students are capable of taking responsibility for their learning and progress, particularly in the middle phase.
- Students have regular opportunities to apply their understanding to the wider world and share their learning with one another. The use of self-assessment and the effective use of technology to support learning are not always visible features.

For Development:

- Provide more opportunities for students to self-assess their learning.
- Extend the use of technology in lessons to support students' learning.



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

	KG	Primary	Middle
Personal development	Very good	Very good	Very good

- Students are self-disciplined and respond well to others. They are keen on the giving and receiving of critical feedback. In the upper two phases, some students become a little less focussed when they are not given the opportunity to lead their own learning.
- Students are caring and considerate, showing empathy towards other students and adults. They demonstrate good behaviour, which contributes to positive and respectful learning environments. Inter-personal relationships are strong across the school.
- Students consistently prioritise a safe and healthy lifestyle by making healthy food choices and engaging in regular exercise. Attendance is good, and students are punctual in arriving at school and for lessons throughout the school day.

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

- Students have a very secure understanding of the impact of Islamic values, such as tolerance and respect, and the significant role they play in the UAE. They integrate these values in their daily life in school.
- Students have a profound appreciation and respect for UAE heritage and cultural traditions. They show gratitude and respect to the UAE and its leaders by participating enthusiastically in cultural and national events.
- Students are knowledgeable of their own cultures, as well as the cultures of others. They can recognise and respect the similarities and differences that exist in different cultures. This is demonstrated when students lead assemblies where they perform traditional dances and share food from various countries.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students actively take on roles of responsibility in the life of the school. In KG, children enthusiastically participate in school fundraisers and enjoy helping their friends. Older students organize innovative projects and school events. They are successful in initiating many charitable activities.
- Children in KG are eager to learn and take responsibility to complete their work. In the primary and middle phases, students work hard, take interest in their lessons and collaborate well when learning in small groups.
- Students are enthusiastic participants in school and student directed programmes to promote sustainability, recycling, and conservation. Their initiatives, including 'Environmental Week', engage large numbers of students

For Development:

- Provide students with more opportunities to take responsibility for their learning, particularly in the upper two phases.
- Provide more opportunities for students in the primary and middle phases to present and execute their own ideas for projects to promote social responsibility and sustainability.

3. TEACHING AND ASSESSMENT

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Acceptable ↓

- Respectful teacher-student interactions and well-established routines contribute to the positive classroom learning environments that facilitate learning. In KG, the effective use of questioning promotes children’s thinking skills well.
- Most teachers have secure subject knowledge but do not always plan sufficiently well to address the learning preferences or needs of all students. In KG, teachers understand how often children learn best through practical activities and therefore, they implement a play-based learning environment.
- All teachers prepare lesson plans, but the learning objectives are not always clear. As a result, students do not always understand what they are expected to learn. Lessons do not consistently include differentiated learning tasks, resulting in insufficient challenge for too many students.

	KG	Primary	Middle
Assessment	Good	Acceptable	Acceptable

- Assessment procedures are variable and not a well-embedded feature of practice. Because learning objectives are not always clear, it is not always possible to accurately evaluate students’ progress in lessons. Teachers’ expectations are not always high enough, resulting in a lack of challenge for many students.
- In KG, assessment information is used well to plan lessons that meet the learning needs of all children. However, this is less evident in the primary and middle phases. Recently introduced curriculum-linked assessment procedures are rigorous and provide reliable information on students’ progress.
- Leaders effectively benchmark the school’s performance against national and international standards. Learning gaps are identified and addressed through curriculum adaptations and targeted interventions. The school marking policy is inconsistently applied in the primary and middle phases.

For Development:

- Ensure that teachers consistently use assessment information to plan lessons that meet the learning needs of all students.
- Ensure consistency in the application of the marking policy so that students know what they must do to improve.
- Improve liaison between KG and Primary so that assessment is consistent across the phases.



4. CURRICULUM

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

- The curriculum is reasonably broad and balanced with an emphasis on the acquisition of knowledge. The KG curriculum has an appropriately strong emphasis on the development of skills through practical activities. The school follows the MoE curriculum expectations and standards for Arabic and Islamic Education.
- The curriculum is implemented effectively across all phases to ensure that students learn smoothly and progressively. It has a reasonable variety of choices that meet the needs and interests of a majority of students. Older students are prepared well for the next stage of their education.
- Cross-curricular themes are planned thoughtfully to ensure that students' skills in mathematics, English and science are developed progressively. However, they do not fully facilitate students' transfer of learning between subjects. However, provision for the most able students is inconsistent across the phases.

	KG	Primary	Middle
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- The curriculum is modified in the light of the outcomes of the international benchmark assessments. A variety of initiatives have been taken to address the gaps identified in students' learning. However, the impact of these initiatives on students' progress is inconsistent.
- The curriculum is adequately engaging. Some opportunities for innovation, creativity and enterprise are provided through, for example artificial intelligence lessons and robotics.
- The curriculum includes activities that celebrate the heritage and culture of the UAE. It includes visits to places of interest and competitions related to Islam. In many subjects, links to the UAE help to develop students understanding of the Emirati culture and society.

For Development:

- Conduct a systematic review of the curriculum to ensure higher achievement of all groups of students in Primary and Middle.
- Strengthen cross-curricular links to fully facilitate students' transfer of learning between subjects.
- Provide more structured opportunities for students to be innovative and enterprising.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school prioritises the health, safety and safeguarding of all students. Staff are suitable trained in child protection procedures. Confidential records for each student are comprehensive and stored securely.
- The school premises are clean and secure and support learning in both indoor and outdoor areas. Safety checks, including fire drills, ensure that children are safe throughout the day. School transport and parent drop-off and pick-up are well organized providing for safe arrival and departure from school.
- The promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices, as is evidenced by their snack and lunch choices. The physical education curriculum supports the components of healthy living and well-being.

	KG	Primary	Middle
Care and support	Very good	Good	Good

- In KG, teachers have excellent, nurturing relationships and they ensure that behaviour is positive throughout the day. In Primary and Middle, teachers mostly establish very positive and interesting classroom environments, also promoting punctuality, good behaviour and attitudes to learning.
- The attendance recording system allows for immediate checks on any student absence. Procedures to promote regular attendance for all groups of learners, including students of determination, are generally effective.
- The school has thorough and effective systems in place which allow the early identification of students of determination and gifted and talented students. The inclusion department matches interventions to support the needs of these students.

For Development:

- Ensure that all teachers implement the school's positive behaviour management strategy and provide effective support for students of determination.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- A newly appointed governor for inclusion and a new inclusion leader demonstrate a good level of effectiveness, They are successfully implementing the inclusion policy and establishing clear systems of accountability. Reviews of inclusive education practices contribute to generally accurate self-evaluation and well-considered improvement planning.
- The process of Identification is primarily led by teachers and parents, with external support providing reports to guide the writing of individual education plans (IEPs). However, some IEPs lack focus on measurable steps in learning. In some lessons, support is inconsistent because of varying levels of teachers' expertise.
- The inclusion leader maintains close communication with parents, providing regular updates on their children's progress through formal and informal meetings and phone calls. Nevertheless, some parents initially resist engagement with external assessments, leading to delays in identifying the specific needs of their children.
- While teachers with stronger classroom teaching skills effectively support students with determination, the established classroom environments do not consistently provide the necessary support. Differentiated lesson planning and delivery vary, resulting in inconsistent levels of engagement, challenge, and support, particularly for the most vulnerable students.
- Student development indicators, work scrutiny, and informed teacher input are routinely discussed in meetings between teachers and the inclusion lead. However, students who are not meeting the expected standards often struggle to make sustained progress due to the challenges posed by variations in teaching quality and assessment.

For Development:

- Improve students' IEPs by ensuring they specify small, measurable learning steps for students of determination.
- Improve the use of assessment within lessons to ensure these students make the best progress they can from their individual starting points.



6. LEADERSHIP AND MANAGEMENT

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

- The principal and the leadership team have a clear vision and are committed to school improvement and the creation of a highly motivated community of lifelong learners. Most leaders possess secure knowledge of the curriculum, and many recognise strong teaching, learning and assessment. Leaders are mostly effective in establishing a positive learning culture and in achieving adequate standards of students' learning and very strong student personal and social development.
- A newly formed self-evaluation team, consisting of members of the governing body, staff, external advisors and parents, conducts an analysis of external and internal data to pinpoint strengths and areas for improvement. This initiative leads to the creation of the school's detailed action plans, with well-focused goals, which are reviewed every three months to assess progress. The full impact of this is yet to be seen. The school is dedicated to developing teachers' skills through a newly instituted mentorship program.
- An engaged parents' council maintains regular communication with the school leadership. Parents express high satisfaction with the breadth and quality of communication they have from the school. Parents currently have limited participation in the development of school policies or action plans, but they highly appreciate the opportunities provided by the school to offer feedback on their children's academic, personal, and social progress. Parents commend the school for the extensive range of extra-curricular activities available to their children.
- The board of governors consists of members with expertise in curriculum, self-evaluation, administration, and inclusion. The board maintains a secure understanding of the school's activities, regularly monitoring and holding senior leaders accountable for the school's performance. Each governor is assigned a specific area for oversight and development, collaborating closely with the school leadership.
- The day-to-day management of the school is effective, leading to positive impacts on students' behaviour and performance. Timetabling and well-qualified staff deployment ensure optimal resource utilisation. The building, in general, serves its purpose well. Most classrooms provide satisfactory accommodations. Adequate resources are available throughout the school, with all classrooms equipped with digital resources and internet access.

For Development:

- Drive school improvement by fully implementing the new school self-evaluation initiative.
- Improve school performance and accelerate change by developing the skills of all leaders and ensuring that best practice is embedded across the school.



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