



**المعرفة**  
Knowledge



## AL SALAM COMMUNITY SCHOOL L.L.C

### UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Twar 2
	Opening year of school	2019
	Website	www.alsalamcommunity.ae
	Telephone	+971.48942222
	Principal	Kifaya Khan
	Principal - date appointed	7/18/2021
	Language of instruction	English and Arabic
	Inspection dates	05 to 09 February 2024



STUDENTS

	Gender of students	Boys and Girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1946
	Number of Emirati students	181
	Number of students of determination	134
	Largest nationality group of students	Arab



TEACHERS

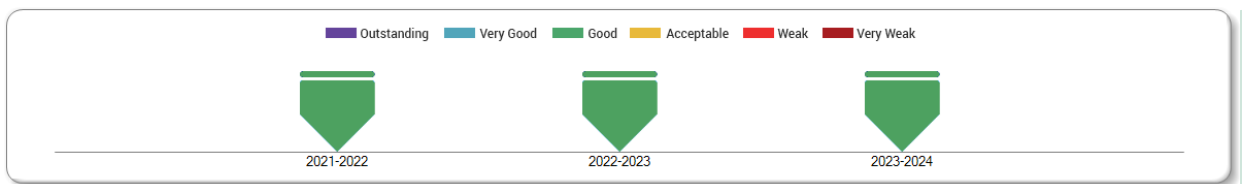
	Number of teachers	130
	Largest nationality group of teachers	UK and Ireland
	Number of teaching assistants	40
	Number of guidance counsellors	3



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE, AS/A Levels
	Accreditation	BSO

## School Journey for AL SALAM COMMUNITY SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- The students' achievement are strongest in Secondary and Post-16. There are improvements in English and mathematics since the previous inspection. Students' achievements are strongest in English, mathematics and science. In Primary and in subjects taught in Arabic students' achievements are mostly acceptable. Students' learning skills are good across all year groups.
- The students' personal and social development are mostly very strong across the school. They have very positive attitudes toward school, their classmates and teachers. Almost all students come to school on time daily. They behave well in classrooms and in common areas. Students show respect for the culture of the UAE and the values of Islam. They demonstrate safe and healthy lifestyles. Many voluntarily make contributions to the school and the local community.

### Provision For learners

- The quality of teaching is good overall. A majority of lessons feature active learning experiences for students to enjoy. Teaching is generally more engaging in Secondary and Post-16 years. The teaching of subjects taught in Arabic requires further improvement, especially in Primary. The assessments of learning are of good quality overall but are uneven across different subjects.
- The curriculum is of good quality as it meets the needs of almost all students. It is reasonably broad, balanced and offers students choices. The curriculum prepares students for post-secondary destinations well. The curriculum complies with the requirements of the National Curriculum for England (NCfE) and the UAE's Ministry of Education (MoE). There are regular links between topics of study and the UAE's society.
- The school protects and cares for students very well. The premises are safe, secure and well maintained. There are clear policies and procedures for child protection and safeguarding. Students' attendance is carefully monitored. Students of determination are identified and supported well. All students are provided with appropriate guidance and support as they grow up through the years.

### Leadership and management

- The leaders have improved the school since last year, especially their knowledge of its strengths and the areas that that require improvements. There are improved outcomes in the secondary years, but some decline in the primary years. Almost half of the members of staff are new this year, as well as many new subject leaders. These staffing changes have affected students' experiences in both Primary and Secondary phases of the school.

### Highlights of the school:

- The good progress made by students learning English and science
- The very strong personal and social development of students
- The quality of the curriculum and assessments of learning
- The protection, care, guidance and support of students
- The good overall quality of leadership

### Key recommendations:








- Improve the progress that students make so that it is good in all key subjects.
- Improve the quality of teaching in the primary years so that most lessons are good.
- Improve the quality and quantity of resources for teaching and learning of subjects taught in Arabic.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

		FS	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Good	Good
 Arabic First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	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	Very good ↑	Acceptable
	Progress	Good	Good	Very good ↑	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good ↑	Good
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Good	Good	Good

	FS	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

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

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, child protection and safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

## 06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Very good

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Acceptable</b>

- Students' collective performance in the Progress in International Reading Literacy Study (PIRLS) assessments is strong. The school exceeded its target and is performing at the high international benchmark and above the PIRLS centre point. No data are available to compare changes over time. The General Learning (GL) assessments in 2023 compared to 2022 show that students have improved in English and science and sustained acceptable attainment in mathematics. The overall progression of results on the GL assessments are good overall, but for Emirati students the results are weak.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>	
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- Leaders have a good understanding of the PIRLS and GL data. The school has been effective in analysing gaps in students' skills from the New Group Reading Test (NGRT) reports. The school has adapted the curriculum to address weaknesses in specific year groups. Data are used well to differentiate activities for most groups of students, both in lessons and in a wider range of extra-curricular activities.
- Emirati students are well supported across all subjects. The performance of Emirati students on external examinations in the upper secondary and Post-16 years is consistent with that of their peers.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Acceptable</b>

- Teachers have access to reading data which are used well in planning lessons. Scientific terms and mathematics vocabulary are key priorities for the school. Vocabulary lists are on display in laboratories and classrooms. Planned interventions are in place for weaker readers across the school. Critical thinking, inquiry, research and problem-solving are seen in lessons, especially in Secondary. The quality of teachers' questioning is positive and planned, and some very good discussions ensue. This teaching skill is less strong in lower primary.



**Overall, the school's achievement of standards in the National Agenda Parameter are good.**

**For Development:**

- Improve Emirati students' performances in the lower year groups.
- Improve the external assessment results across Primary and Secondary.

## Wellbeing



The KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being 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 are at good levels.**

- Leaders and governors are developing a clear understanding as to why wellbeing is a national priority within the UAE. Members of staff have been deployed to develop, promote and implement wellbeing policies. Their experiences are ensuring that wellbeing has a greater priority in the school's policy documents and provision. The school is determined to provide a caring and supportive ethos, where students and staff can interact positively.
- Parent and student surveys inform improvement planning and policy development. At various stakeholders' meetings, or as issues arise, action plans are put into place to communicate the relevant information to all. This is ensuring that students' voices are heard. The counsellors are skilful in supporting students with social and emotional issues, in confidence, when necessary.
- Students are respectful and courteous across all phases. Positive classroom climates are evident and are a significant feature of the school especially in the Foundation Stage (FS). Students have a good understanding of the importance of wellbeing and how positive attitudes, care and respect which is enabling them to build resilience and good citizenship. The school recognises that curriculum planning and provision for wellbeing are underdeveloped. un

### **For Development:**

- Enhance the strong relationships with parents even further to ensure that they are able to continue to make meaningful contributions to students' wellbeing.
- Enhance the inclusion of wellbeing within curriculum planning to improve provision.

## UAE social studies and Moral Education

- The UAE social studies and the moral education studies (MSCS) programmes are integrated across the phases. Both follow the MoE's curriculum framework. Teachers make good use of the standard texts, which they supplement with additional resources, visits and celebrations. Lessons are aligned to the standards, with meaningful connections made between other areas of the curriculum.
- Primary and secondary students have two lessons each week. All lessons are taught in English with the aim of developing students' values and moral ethics with age-appropriate knowledge. Historical, geographical and cultural information is included in project-based learning. Assessment results are shared with parents. Secondary students offer support to younger ones as part of the 'Rahhal' programme. The school community contributes to the worldwide Red Crescent humanitarian projects. This ensures that they have global perspectives on how charities provide for those with most need.

## Arabic in Early Years

- Arabic is taught to all FS children for 120 minutes weekly. The school has designed a curriculum and aligned it with the MoE standards. This ensures smooth transitions to Primary. In FS1 students are introduced to selected letters; in FS2 they are introduced to all Arabic letters, long and short vowels and write simple words. Children are taught through various activities to recognise letters. These activities are integrated into the children's daily routines. Continual monitoring and formative assessments are evident in lessons.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable ↓	Good	Good

- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards. Students in Secondary and Post-16 make better progress than those in Primary. Non-Arab students' achievements are slightly stronger than those of Arab students.
- Students in the upper grades can discuss the prescribed Islamic laws and acts of worship such as, Halal, Haram and financial contracts in Islam. In Primary students have secure knowledge of Islamic concepts, such as, the Pillars of Islam and faith.
- The school has started using the Holy Qur'an, Hadith and Seerah as references to support students' opinions. However, the impact of this work is not yet evident. The skills of recitation and memorisation from the Holy Qur'an are still underdeveloped among some students.

#### For Development:

- Improve students' Holy Qur'anic memorisation and recitation skills, following the Tajweed rules by providing more opportunities for them to practice.

## ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable ↓	Acceptable	Acceptable

- Students across all phases are attaining in line with curriculum standards in their acquisition of their linguistic skills. They also demonstrate expected levels of progress although improvements are noted in their writing skills as they advance through the school.
- Primary students can read short texts and write simple sentences, but their fluency is limited to the use of familiar vocabulary and pronunciation is sometimes incorrect. Secondary students often resort to using more colloquial language during discussions. Listening skills are stronger for girls than boys.
- The Arabic writing programme is now positively influencing students' writing skills and Arabic calligraphy skills are improving. However, students' independent writing often contains structural errors and spelling mistakes.

### For Development:

- Improve students' speaking skills, their pronunciation and use of standard Arabic.
- Enhance students' reading, comprehension and writing skills further.

## ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Not applicable
<b>Progress</b>	Not applicable	Acceptable	Acceptable	Not applicable

- Most student across the phases are achieving in line with the curriculum standards. In Primary, students can write simple sentences relevant to their lessons using familiar words. They can analyse words by letters and syllables and describe their personal possessions in lessons.
- In Secondary, most students demonstrate improved Arabic handwriting skills and also use familiar words in their writing. However, their reading comprehension skills are underdeveloped, and confidence in speaking is low. Secondary students can write short paragraphs with linking words and respond to specific questions from their teachers.
- Grouping students based on their years of studying Arabic and providing learning which meets their needs is yet to be fully addressed. Limited resources, including students' vocabularies, is also preventing students from making faster progress in their reading and speaking proficiency.

### For Development:

- Require students to use standard Arabic in daily school routines and in lessons.
- Improve student's language skills even further by supporting them with all the resources they need.

**ENGLISH**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Acceptable	Acceptable	Very good ↑	Acceptable
<b>Progress</b>	Good	Good	Very good ↑	Good

- A majority of children in FS make good progress learning spoken language. Students' progress across Secondary is more rapid than in Primary. Internal examination results align with those externally.
- Students' early reading skills are weak because their phonological knowledge is still insecure. Primary students lack a rich vocabulary; consequently, there has been a focus to strengthen it. Secondary and Post-16 students' writing demonstrates competent and sophisticated expressions of ideas.
- The English department is focusing on enhancing students' oral skills. There are now more opportunities for discussions in lessons to enhance their writing skills further. Analysis of reading assessments identifies all groups who require intervention and informs the required teaching strategies for each class.

**For Development:**

- Embed phonic knowledge in lower Primary to accelerate all students' reading skills so they can read easily, fluently and with good understanding by Year 6.

**MATHEMATICS**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Acceptable	Acceptable	Good ↑	Good
<b>Progress</b>	Good	Acceptable	Good	Good

- In FS, children develop a secure understanding of number and patterns. In Primary, the internal and external assessment information indicates that students' levels of attainment are at curriculum standards. The achievements of Emirati students are generally below those of their peers.
- In upper Primary students build secure foundations for learning geometry. While in lower Primary ineffective teaching strategies in some lessons adversely affect students' progress. Mental mathematic skills are developing, and students' use of numeracy strategies is reflected in their written work.
- In Secondary, students' good levels of achievement align with the outcomes of the external benchmark and IGCSE assessments. In Post-16, students have secure knowledge and understanding of more complex mathematical concepts that equip them for further study. Cross- curricular links and research skills are limited.

**For Development:**

- Improve results on external examinations, particularly in Primary and for Emirati students.
- Ensure that more cross-curricular links and research skills are included in lessons.

## SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Acceptable	Acceptable	Good	Good
<b>Progress</b>	Good	Good	Good	Good

- Internal and external assessment data indicate that students' achievements are stronger in Secondary. The slight decline in the recent Post-16 examination results has been addressed. In lessons, Post-16 students are currently progressing well. The achievements of Emirati students are stronger in the two upper phases.
- In FS, children's scientific knowledge is developing as they use a variety of equipment for investigations. In Primary and Secondary, students' application of the scientific method supports their predictive and enquiry skills although their laboratory skills are still underdeveloped.
- The school now ensures that there is a structured investigation in most lessons across all phases. In a minority of lessons, the outcomes of investigations are not fully explored in the review of learning.

### For Development:

- Explore the outcomes of investigations in reviews at the end of lessons to embed learning in Primary.
- Improve students' laboratory skills even further to prepare them for external examinations and the next phases of their education.

## LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Good	Good	Good	Good

- Children in FS are keen to learn, investigate and think carefully about solving problems. Primary students are collaborative but have fewer opportunities to find things out for themselves. Senior Students accept responsibility for learning and know their own strengths and strive to address weaknesses in their knowledge and skills.
- Students' use of digital technology is a strength. They can access the range of online learning platforms provided by the school and in most subjects. However, in Islamic Education and Arabic lessons in FS children have fewer opportunities to use technology to support their independent learning skills.
- Investigative and inquiry work begins in FS and is evident in all phases when students have opportunities to use their skills of research. Secondary and Post-16 students are resourceful, reflective and able to present their ideas and opinions effectively.

### For Development:

- Increase opportunities in Islamic Education and Arabic lessons for students to apply their learning skills to problems that require discovery and exploration.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Very good	Good ↓	Very good	Very good

- Most students show positive attitudes toward school life and have an effective work ethic. They are keen to learn and demonstrate self-reliance. The behaviour of students in Secondary and Post-16 is relatively stronger than in Primary. In FS, children's attitudes and their behaviour are positive.
- Students develop respectful and strong relationships with members of staff and with each other. Across the school students show a secure understanding of how to keep themselves safe and healthy. They are fully aware of the need to make appropriate food choices.
- Bullying across the school is rare. The rates of attendance and punctuality at the start of the day, are generally positive in all phases. Most students arrive to their lessons on time.

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Most students have excellent appreciation and understanding of how Islamic values influence contemporary society in the UAE. They can provide examples of how these values influence people's lives. Students talk about tolerance and explain how different nationalities and religions are treated equally in the UAE.
- Students respect and appreciate the heritage and culture that underpins contemporary life in the UAE. They often initiate and involve themselves in a range of cultural activities. The Emirati heritage and culture are well understood and respected by all students.
- Students are very proud of their own cultures and demonstrate an awareness and appreciation of other cultures around them. They can provide details about the traditional food, customs and the clothes worn by those in different countries.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Very good

- From FS to Post-16 students demonstrate their positive work ethic. Students are happy with their achievements, for example, as Islamic Ambassadors and the 'Big Brother' and 'Big Sister' initiative which provides academic support for younger students.
- Students enjoy supporting the wider community, for example, at their 'Pink Day Bake' sale. Such opportunities provided through the Young Entrepreneurs Programme allow students also to develop their entrepreneurial skills.
- Students are keen to support the environment in different ways, for example, with campaigns to 'reduce, reuse and recycle.' Primary students' 'Sustainability Garden' has helped them to develop their awareness of the environment, while Post-16 discussions on sustainability aid other students' understanding.

### For Development:

- Require students in Primary to take greater personal responsibility for their behaviour and learning.
- Expand the opportunities for students to develop even further their entrepreneurial skills across the curriculum.



## 03 TEACHING AND ASSESSMENT

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

- Students in Secondary and Post-16 enjoy challenging and purposeful lessons. The teaching in Primary is less secure. Most teachers have secure subject knowledge which they use well to plan lessons that develop students' knowledge and skills.
- A majority of teachers have strong questioning strategies which assess students' understanding, but only some probe deeply to challenge their thinking and gain extended responses. In some subjects and phases, teachers do not yet allow students to demonstrate the full extent of their learning and skills.
- The ongoing professional training for experienced and newly qualified teachers is carefully planned. However, some teachers are unfamiliar with the age-related standards of the NCFE and use of assessment information, especially in Primary.

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

- In FS, assessments of children's language skills are carried out regularly leading to amendments in the grouping of children to support their needs. As a result, children of all abilities can develop their skills and make good progress in their lessons.
- Formative assessments are strongest in Secondary and Post-16. Written constructive comments for students are a regular feature of students' notebooks and gain accuracy in conducting self-and-peer assessments. In Arabic, assessment practices are underdeveloped. Where teaching is less than good, assessment information is also not used to support learning.
- Leaders successfully identify the key skills that need to be tested. Their analysis of data is thorough. The school's use of six grade descriptors is starting to support teachers in monitoring students' progress against learning objectives.

### For Development:

- Improve the standards of teaching for effective learning particularly in Primary.
- Improve the assessment procedures used in Arabic to the levels of effectiveness found in the other key subjects.
- Ensure consistency in how assessment information is used across all phases.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design and implementation</b>	Good	Good	Good	Good

- The school fulfils the requirements of the NCfE and the MoE. In Secondary and Post-16, the curriculum has been extended to give older students a wider range of additional subject choices.
- The 'Pathways' programme is helping to guide students in engaging with appropriately challenging tasks and preparing them for further education. A collaborative effort has been made to enhance students' effective transition from the Primary to Secondary with success.
- Valuable cross-curricular connections are integrated into lesson plans and further promoted through various initiatives. Regular curriculum reviews, supported by data, cater to the academic and personal development of most students. However, these efforts have not yet resulted in good provision across all key subjects.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Good	Good	Good	Good

- Successful adaptations, such as, streamed phonics in FS, support groups of children. The use of a more structured, learner centred approach to the assessment of students' progress is also effective. However, these adaptations have yet to result in improved achievements by all groups of students.
- The curriculum provides many opportunities for student-led extra-curricular activities, including sustainability initiatives. The Model United Nation programme and the 'Future You' curriculum in Post-16, emphasise social contribution.
- Appropriate learning experiences assist students in developing a comprehensive understanding of the UAE's culture and society. The school's 'UAE Ambassadors' lead cultural events, including workshops for Emirati parents.

### For Development:

- Evaluate adaptations to the curriculum to ensure that they meet the needs of all groups of students.
- Expand the student led activities further to build leadership capacity and self-reliance.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The procedures and training for students' care, welfare and safeguarding are strong; systems to ensure their cyber-safety are equally rigorous. Leaders work with parents to secure safer arrangements for dropping off their children at school.
- The premises are suitable for the needs of students, including for students of determination. The buildings and school grounds are very well maintained. Risk assessments and safety checks, including fire evacuations, are carried out regularly and record keeping is rigorous.
- Safe and healthy lifestyles are promoted very well throughout the curriculum. The school's medical staff make a significant and positive contribution to students' wellbeing and mental health through the high-quality support and care which they provide.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Very good	Very good	Very good	Very good

- Members of staff have very positive and purposeful relationships with all students. Behaviour management is mostly effective and the school's approach to promoting attendance and punctuality are fully understood.
- The school has rigorous systems to identify students of determination, including those with gifts and talents. The quality of support enables most but not all groups of students to make their best personal and academic progress.
- The wellbeing and personal development of students is efficiently and sensitively managed and monitored. The school's guidance counsellors and career teachers provide effective and personal support as well as personalised career guidance.

### For Development:

- Ensure that students with gifts and talents are properly supported.

# INCLUSION OF STUDENTS OF DETERMINATION

## Provision and outcomes for students of determination

Good

- School leaders and governors promote an inclusive ethos, which is reflected in many features of the life of the school. The premises, facilities and resources are sufficient and staff members are appropriately deployed. A recently appointed head of inclusion is held accountable for the implementation of the inclusion policy.
- A range of formal and informal assessment strategies are used to identify the needs of students of determination. Students who experience the most significant needs benefit from individual educational plans (IEPs). Support for students with gifts and talents is improving and they now have advanced learning plans (ALP).
- The school involves and engages with parents in a sensitive manner. The school welcomes parents to visit at any time and responds promptly to any concerns they may have. Parents support the IEPs and ALPs developed by the inclusion team and their contributions are appreciated.
- The inclusion team has established a range of personalised supports to ensure that students are involved in all learning activities. Key personal and social skills are developed, notably by a range of daily extra-curricular activities.
- Teachers are developing securer systems for measuring students' academic, social and emotional progress. This work is supported by the counsellors. The progress made by students of determination in lessons is mostly good.

### For Development:

- Ensure that the systems for tracking students' progress are regularly reviewed.
- Record information on students with complex needs in greater detail.

## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Good
<b>School self-evaluation and improvement planning</b>	Good ↑
<b>Parents and the community</b>	Good
<b>Governance</b>	Good
<b>Management, staffing, facilities and resources</b>	Very good

- Senior leaders demonstrate a shared vision, and they collaborate well to achieve the school's immediate and strategic goals. Frequent meetings facilitate effective communication among almost all leaders. Most leaders understand the best practices in curriculum planning, teaching and assessments of learning. Key tasks are delegated and there are effective lines of accountability. Staff morale is generally high. Leaders understand what needs to be done to improve the school. They have maintained strong academic outcomes over a period of significant staff turnover.
- Systematic self-evaluation, using internal and external data, has been established. The messages in various data sets are identified and analysed. The school's internal evaluations are almost always accurate. Effective monitoring ensures that there are appropriate evaluations of teaching and learning. Consequently, there has been significant progress in addressing the recommendations in the previous inspection report. The school has shown sustained improvements over time in most key areas. Leaders have the capacity to make further improvements.
- The school is successful in engaging parents as partners in their children's learning. They are consulted by way of a formal council and many informal methods. Their involvement makes positive contributions to students' experiences. Parents are well-informed about their children's learning and development. They are engaged as partners, particularly if their children have learning difficulties. Reports convey students' achievements against criteria, but only a minority of reports include their next steps in learning. The school makes regular contributions to the local, national and international communities, including charities.
- The governing board includes representation from most stakeholders. Governors seek and consider stakeholders' opinions and thus have detailed knowledge about the school. Governors regularly monitor and hold senior leaders accountable for their performance, including the academic achievements and personal development of all students. The staffing needs of the school remain a challenge to be overcome. Appropriate resources are available for almost all subjects. All statutory requirements are met. Governors exert an overall positive influence on the school.
- The school runs very smoothly because daily routines are well established. Teachers are suitably qualified, with expertise appropriate to their roles in most cases. The rate of teacher turnover is unusually high, affecting the progress of some students. The building allows access by all community members. A few primary classrooms are too small for the numbers of students in them for some lessons. There are still too few books and other resources for teaching and learning in subjects taught in Arabic.

### For Development:

- Pursue the school's stated mission of learning by discovery.
- Provide specific training to Arabic teachers to differentiate strategies for teaching additional language learners.
- Improve the availability of books and other resources to support teaching and learning for subjects taught in Arabic.



## WHAT HAPPENS NEXT?

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

- recommendations from the 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](mailto:QA.Schools@khda.gov.ae)