



المعرفة
Knowledge



SMART VISION SCHOOL

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 Barsha 2 |
| | Opening year of school | 2016 |
| | Website | https://www.svschool.ae |
| | Telephone | 0971501684268 |
| | Principal | Rachael Wilding |
| | Principal - date appointed | 8/1/2020 |
| | Language of instruction | English, Arabic |
| | Inspection dates | 29 to 02 February 2024 |



STUDENTS

| | | |
|--|---------------------------------------|----------------|
| | Gender of students | Boys and girls |
| | Age range | 3 to 12 |
| | Grades or year groups | FS1 to Year 7 |
| | Number of students on roll | 461 |
| | Number of Emirati students | 62 |
| | Number of students of determination | 55 |
| | Largest nationality group of students | Arabic |



TEACHERS

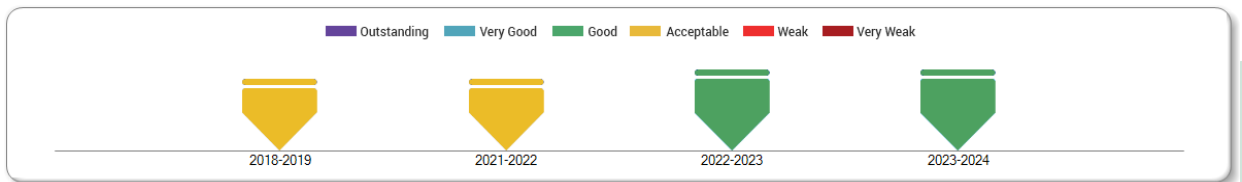
| | | |
|--|---------------------------------------|----|
| | Number of teachers | 39 |
| | Largest nationality group of teachers | UK |
| | Number of teaching assistants | 28 |
| | Number of guidance counsellors | 3 |



CURRICULUM

| | | |
|--|----------------------------------|------|
| | Curriculum | UK |
| | External Curriculum Examinations | None |
| | Accreditation | None |

School Journey for SMART VISION SCHOOL



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

- Across the school, students' achievements in English, mathematics and science are good. Children in the Foundation Stage (FS) make better progress in English and mathematics than do students in other phases. In Islamic Education and Arabic, students' achievements are acceptable. Students have sustained their learning skills at good.
- Students have positive and responsible attitudes. They work well together in and out of classes. They are courteous and fully immersed in the inclusive culture of the school. Their actions reflect the school's ethos. They are knowledgeable about, and appreciative of, the heritage and culture of the UAE. Students are aware of environmental issues and the importance of sustainability.

Provision For learners

- Teachers demonstrate strong subject knowledge and effective teaching strategies. In FS, they use active play-based learning. Assessment processes are generally well structured and consistent. They are linked to the defined curriculum standards in both phases. Information from internal and external assessments enables leaders to track learners' progress and provides a realistic overview of students' performance.
- The curriculum is fully compliant. It effectively aims to develop both knowledge and skills across subjects. Age-appropriate activities are implemented to foster students' interest. Planned cross-curricular connections enable the transfer of learning across subjects, particularly in FS and Arabic. Students benefit from a range of extra-curricular activities which enhance their overall learning experience. Project-based learning, enterprise day and the science fair provide opportunities for innovation and creativity.
- The school has effective policies, systems and practices to ensure safeguarding and child protection. Members of staff receive comprehensive training to recognise signs of abuse, enabling them to intervene effectively if necessary. The school's premises and facilities are carefully maintained and checked for safety. Appropriate records are kept. Good behaviour permeates all areas of the school. The school's approach to promoting high levels of attendance is successful, but too many students arrive late for school in the mornings.

Leadership and management

- The principal, with the support of the senior leaders, fosters a shared vision of inclusion, wellbeing, and a commitment to the UAE national priorities. All senior, and most middle leaders exhibit sound knowledge of the curriculum and effective teaching practices. A systematic self-evaluation process uses data from both internal and external sources. Parents understand and fully respect the inclusive culture of the school. They are fully involved in their children's learning experience. Governors actively support staffing and resourcing.

Highlights of the school:

- Children's progress in FS, particularly in English and mathematics
- Children's social responsibility and innovation skills in FS
- Students' personal development
- The strong relationship with parents
- Health and safety arrangements in the school

Key recommendations:








- Improve students' outcomes in Islamic Education and Arabic.
- Develop students' independence, self-reliance and communication skills.
- Empower middle leaders to lead on teaching and learning in their departments and hold them accountable.
- Adopt more robust procedures in self-assessment to ensure a realistic view of students' outcomes.



OVERALL SCHOOL PERFORMANCE

Good

01 STUDENTS' ACHIEVEMENT

| | | Foundation Stage | Primary |
|---|------------|------------------|----------------|
|  Islamic Education | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Acceptable |
|  Arabic as a First Language | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Acceptable |
|  Arabic as an Additional Language | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Acceptable |
|  Language of instruction | Attainment | Not applicable | Not applicable |
| | Progress | Not applicable | Not applicable |
|  English | Attainment | Good | Good |
| | Progress | Very good ↑ | Good |
|  Mathematics | Attainment | Good | Good ↑ |
| | Progress | Very good ↑ | Good |
|  Science | Attainment | Good | Good |
| | Progress | Good | Good |

| | Foundation Stage | Primary |
|-----------------|------------------|---------|
| Learning skills | Good | Good |

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

| | Foundation Stage | Primary |
|---|------------------|-----------|
| Personal development | Very good | Very good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good |
| Social responsibility and innovation skills | Very good ↑ | Good |

03 TEACHING AND ASSESSMENT

| | Foundation Stage | Primary |
|---------------------------------|------------------|---------|
| Teaching for effective learning | Good | Good |
| Assessment | Good | Good |

04 CURRICULUM

| | Foundation Stage | Primary |
|--------------------------------------|------------------|---------|
| Curriculum design and implementation | Good | Good |
| Curriculum adaptation | Very good ↑ | Good ↑ |

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



| | | |
|--|---------------------|-----------------------|
| A. Registration Requirements | Met Fully | |
| | Whole school | Emirati cohort |
| B. International and Benchmark Achievement | Very good | Acceptable |
| <ul style="list-style-type: none"> The results from the Progress in International Reading Literacy Study (PIRLS) assessments 2021 were significantly above the school's target. No Emirati students were involved in the PIRLS assessments. In GL benchmarking assessments, there were improvements in all subject areas for students overall. Outcomes for Emirati students improved year on year in science and were above curriculum standards. In mathematics, outcomes continued to be below expected standards, while in English standards remained in line. | | |
| C. Leadership: International and Emirati Achievement | Good | |
| <ul style="list-style-type: none"> The analysis of external assessments is shared with middle leaders and teachers to use in their planning. Analysis of benchmark assessments provides a progress profile for each student. Programmes of study have been adjusted to give students better preparation for the assessments. The National Agenda action plan lacks detail. | Whole school | Emirati cohort |
| D. Teaching and Learning: Improving reading literacy | Acceptable | Weak |
| <ul style="list-style-type: none"> The introduction of New Group Reading Tests (NGRT) has given the school a secure baseline to measure the improvement in students' reading literacy. Teachers have yet to be trained in the use of the information which the test provides. Guided reading is now better structured in lessons. Teachers make great efforts to extend students' vocabulary. In mathematics and science, they display key terminology that is linked to the current topics being studied. The school does not have a literacy improvement plan that has a focus on Emirati students. | | |

Overall school standards in the National Agenda Parameter are good.

For Development:

- Ensure that the National Agenda action plans identify what strategies will be used to effect improvement.
- Improve students' reading literacy and place a significant focus on Emirati students.
- Ensure that all teachers are trained in the analysis of data from assessments.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- Members of staff at all levels are committed to the promotion of wellbeing. Regular revision produces clear policies. Wellbeing information is frequently collected and analysed through formal and informal channels, including surveys, suggestions and observations. Successful arrangements for self-review and wellbeing practices lead to sustained and positive outcomes. The provision of wellbeing is organised by proficient staff.
- Staff, students and parents understand and participate in wellbeing development. They know that their views are considered in the school's planning. Parents are well informed about provision and support. Students know who can help and advise. They are familiar with referral systems and confident that support is available if they need it. There are effective staff induction programmes. Teachers understand and appreciate school initiatives to promote a positive working atmosphere.
- The student wellbeing council takes a strong lead in fostering wellbeing by befriending new students, for example. The wellbeing programme successfully encourages a high level of participation in extra-curricular activities where students pursue their interests and talents. Most lesson plans highlight links to wellbeing initiatives, especially in FS. However, plans are not always consistently implemented. There has been insufficient progress in underpinning wellbeing approaches in the Arabic-medium lessons.

For Development:

- Ensure that wellbeing planning, teaching and learning is embedded in Arabic-medium subjects.
- Provide opportunities for addressing wellbeing priorities in all curriculum planning.

UAE social studies and Moral Education

- The school offers moral education and social studies (MSCS) using the most recent framework. The course is taught to all students in English by class teachers. The curriculum for MSCS has been extended to FS. It is taught for 20 minutes in FS 1 and for 40 minutes in FS 2. Teachers employ the MoE resources, supplementing them with projects and field trips to enrich the learning experiences.
- The curriculum has good links to other areas of study. Students have opportunities to explore Emirati heritage, culture and traditions. They also learn about global issues related to sustainability and the environment. Students show high levels of enthusiasm and active participation in MSCS lessons. Teachers conduct comprehensive assessments of students' work.

Arabic in Early Years

- Children learn combined Arabic in both FS 2 and Year 1. They attend two sessions of combined Arabic per week. Each session lasts for 40 minutes. A modified Arabic curriculum is used for Arabs and non-Arabs. One qualified teacher is deployed. Ongoing evaluation considers children's and students' engagement.
- Children learn the alphabet with the short sounds, through the use of stories and topics. The teacher uses visual aids, games, outdoor play and interactive activities to make learning Arabic fun.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

| | Foundation Stage | Primary |
|-------------------|------------------|------------|
| Attainment | Not applicable | Acceptable |
| Progress | Not applicable | Acceptable |

- Students begin to make consistent advances in their ability to memorise and recite the Holy Qur'an while applying the rules of Tajweed. They demonstrate familiarity with the Prophet's (PBUH) biography and characters, engaging in discussions about significant events from his life.
- Students have secure knowledge of the Pillars of Islam and Islamic principles. They have more theoretical knowledge of the terms and conditions of obligatory acts of worship, ablution and prayer than their practical application.
- Students can discuss basic Islamic morals. However, their ability to explain their significance and relevance based on the Holy Qur'an and Hadith is uncertain. They can apply Islamic etiquettes in everyday situations. For example, they can identify the appropriate acts and procedures for cleanliness.

For Development:

- Improve students' skills to cite evidence from the Holy Qur'an and Hadith.
- Increase students' ability in the practical application of worship.
- Embed memorisation and recitation of the Holy Qur'an, applying Tajweed rules.

ARABIC AS A FIRST LANGUAGE

| | Foundation Stage | Primary |
|-------------------|------------------|------------|
| Attainment | Not applicable | Acceptable |
| Progress | Not applicable | Acceptable |

- Students make steady progress. They demonstrate adequate reading skills. However, in the upper year groups students have less competence in reading fluency, with a limited focus on pronunciation and expressive reading.
- Most students have secure listening skills and fluency in speaking. However, they are less confident when using standard Arabic. Their reading comprehension and analytical abilities are generally secure. They can provide comprehensive textual evidence to support their views.
- The development of students' writing skills is variable. Students generally struggle to write cohesively and legibly. They lack accuracy in spelling and in the application of the rules of grammar.

For Development:

- Improve student's ability to read expressively and fluently, particularly in the upper year groups.
- Enhance students' writing abilities, especially the quality of handwriting and the accuracy of grammar and spelling.
- Increase the opportunities for students to use standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

| | Foundation Stage | Primary |
|-------------------|------------------|------------|
| Attainment | Not applicable | Acceptable |
| Progress | Not applicable | Acceptable |

- Throughout, students' reading abilities are strong and surpass the other language skills. However, their understanding of what they read is less developed. While students' listening and speaking skills are adequate, speaking is constrained by a limited vocabulary, which restricts their expression.
- Students show insecure writing skills, predominantly relying on guided writing. Particularly in upper year groups, they lack confidence in composing longer, coherent texts. Their approach to writing often involves following models and suggested patterns, or completing sentences.
- Teachers arrange students into small groups according to their years of study of Arabic and their attainment. They do not adequately check that new students from diverse cultural backgrounds are making expected progress.

For Development:

- Provide additional opportunities for students to use Arabic in lessons.
- Increase teacher's expectations of their students.

| | Foundation Stage | Primary |
|-------------------|------------------|---------|
| Attainment | Good | Good |
| Progress | Very good ↑ | Good |

- In FS, children's rapid acquisition of language skills facilitates very good progress. In the primary phase, students' language development exceeds expectations.
- In FS, children identify sounds, decode words and construct simple sentences. In Primary, students' speaking and listening skills are more advanced than their reading and writing abilities. A large minority lack verbal fluency and sufficient vocabulary in their spoken and written English.
- The implementation of a phonics programme in FS and lower primary grades has laid a solid foundation for the development of students' literacy skills. Additionally, interventions across the school are resulting in some improvements in students' writing, particularly in the lower grades in Primary.

For Development:

- Enhance students' oral fluency and communication skills.
- Improve students' reading fluency and extend their vocabulary.

MATHEMATICS

| | Foundation Stage | Primary |
|-------------------|------------------|---------|
| Attainment | Good | Good ↑ |
| Progress | Very good ↑ | Good |

- Attainment in FS and Primary are above expected curriculum standards in internal and external benchmarking assessments. Emirati students' achievement in external benchmarking assessments is much lower than that of other students.
- In FS, children can confidently identify the numbers above and below another in a range up to 20 and can write simple number sentences. Younger students in Primary have secure skills in estimating, measuring and recording volumes. Older students build their understanding through practical activities and problem-solving tasks.
- Most students demonstrate secure mental arithmetic skills. In both phases, students demonstrate deeper understanding through better reasoning skills. They can carefully explain their answers.

For Development:

- Extend students' mental arithmetic skills.
- Support Emirati students in their knowledge and understanding of mathematics.

SCIENCE

| | Foundation Stage | Primary |
|-------------------|------------------|---------|
| Attainment | Good | Good |
| Progress | Good | Good |

- In FS, children show an interest in exploring science and display knowledge and curiosity. In Primary, a majority of students attain above curricular standards in lessons, recent work and internal assessments.
- Children in FS explore marine ecosystems. Older students build their investigative skills by investigating mixture separation, studying micro-organism growth on bread, and examining the impact of fizzy drinks on teeth. They are beginning to understand habitats, adaptations and the earth's rotation for day and night.
- In Primary, the emphasis on inquiry-based learning and independent investigation develops the skills of hypothesis formulation, data collection, analysis and drawing conclusions. However, students' skills in scientific research are undeveloped.

For Development:

- Address the gap in younger students' knowledge and investigative skills through personalised early interventions.
- Improve students' scientific research skills across all year levels.

LEARNING SKILLS

| | Foundation Stage | Primary |
|------------------------|------------------|---------|
| Learning skills | Good | Good |

- In FS, children display motivation and a high level of engagement in their learning experiences. Older students show a keen desire to learn and an increasing sense of involvement. However, the development of independent learning skills is uneven among different age groups and different subjects.
- Students collaborate and interact with their classmates and teachers. Their communication skills vary across subjects, impacting their ability to express themselves. While students establish meaningful connections between their learning and the broader world, the integration of knowledge between different subjects is not as well developed.
- The use of technology is mostly confined to accessing educational platforms, with less emphasis on fostering inquiry or research skills. In the most successful lessons, students demonstrate critical thinking and problem-solving skills. The development of innovation skills is not secure.

For Development:

- Promote independent learning skills in all lessons and foster stronger communication abilities to enable students to express themselves effectively.

- Encourage the use of technology to develop students' research and skills of inquiry.

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

| | Foundation Stage | Primary |
|-----------------------------|------------------|-----------|
| Personal development | Very good | Very good |

- Students have positive and responsible attitudes. They work well together in and out of classes. They respond positively to critical feedback. Students are courteous to one another. They are immersed in the inclusive culture of the school and reflect its ethos in their actions.
- Relationships are based on mutual understanding. During the school day, children are engaged, involved and show respect to adults, including visitors.
- Students have a clear understanding of healthy eating and the importance of physical activity. They willingly participate in physical education lessons and different sports. Attendance is at least good with some year groups better than others. Punctuality is not consistently good.

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

- Students are appreciative of the heritage and culture that influence contemporary life in the UAE. They can speak about the country's leaders, its historical background and its distinctive architecture and diversity.
- All students engage in various cultural events at the school. Primary students take pride in their own cultures and traditions. They show awareness of and appreciation for diverse cultures, including cuisines and iconic landmarks. However, awareness of world cultures among children in FS is still developing.
- In FS, children have a strong awareness of the influence of Islamic values on UAE society. In contrast, students in Primary are still in the process of developing their understanding of how these values have shaped and continue to shape aspects of Emirati culture.

| | Foundation Stage | Primary |
|--|------------------|---------|
| Social responsibility and innovation skills | Very good ↑ | Good |

- Students are responsible members of the school community. Some take on active roles, for example the Eco Club and the wellbeing committee. Most students show consideration to others, including students of determination.
- Students have positive attitudes to work. They show commitment in completing tasks. They enjoy their involvement in projects, such as road safety awareness and recycling initiatives, but they rarely initiate them.
- Students are knowledgeable about environmental issues and the importance of sustainability. They participate in projects to improve their school environment. They plant and care for flowers and vegetables in the school garden. They also participate in a tree planting initiative in the local park.

For Development:

- In Primary, improve students' awareness of Islamic values in the UAE.
- Promote cultural understanding and appreciation of world cultures among children in FS.

- Provide more opportunities in Primary for students to initiate projects and to demonstrate leadership.

03 TEACHING AND ASSESSMENT

| | Foundation Stage | Primary |
|--|------------------|---------|
| Teaching for effective learning | Good | Good |

- Teachers generally have strong subject knowledge. They mostly use effective teaching methods and have high expectations. These expectations are not as strong among teachers of Islamic Education and Arabic. In FS, teachers employ play-based learning to enrich children's development and to foster their engagement.
- Lesson plans are designed with different levels of challenge to meet the needs of most groups of students. Although teachers across most subjects effectively provide a well-rounded balance of challenge and support, students do not play an active role in identifying challenge for themselves.
- The majority of teachers create motivating learning environments. They engage students through questioning that enhances critical thinking and problem-solving. The consistent promotion of independent learning across all lessons is not secure. The development of innovation skills in lessons is not yet firmly established.

| | Foundation Stage | Primary |
|-------------------|------------------|---------|
| Assessment | Good | Good |

- Assessment processes are generally well structured and consistent. They are linked to the defined curriculum standards in both phases. Information from internal and external assessments enables school leaders to track progress and provides a realistic overview of students' performance.
- Several sources of information produce a full picture of students' attainment. The school provides an analysis of external benchmark and internal assessment data.
- Students have opportunities to review their own learning and to check their progress against personal targets. Teachers provide students with effective oral feedback in lessons to help them to improve their work. Students do not always follow the guidance provided in written comments.

For Development:

- Provide students with more independent choice in the levels of challenge in their tasks.
- Ensure that the analysis of students' attainment and progress data is fully aligned with the requirements of the inspection framework.
- Provide students with time to make the necessary amendments in their written work highlighted in teachers' comments.

04 CURRICULUM

| | Foundation Stage | Primary |
|---|------------------|---------|
| Curriculum design and implementation | Good | Good |

- The curriculum is fully compliant with all statutory requirements. It effectively develops knowledge and skills across subjects. Age-appropriate activities are implemented to foster students' interests.
- Children have a smooth transition from FS to Primary. Cross-curricular connections facilitate the transfer of learning across subjects, particularly in FS and Arabic-medium subjects. They are not consistently implemented in other subjects.
- Annual reviews ensure that subject leaders and teachers in each phase are well informed about the effectiveness of the curriculum. Provision in almost all subjects is appropriate.

| | Foundation Stage | Primary |
|------------------------------|------------------|---------|
| Curriculum adaptation | Very good ↑ | Good ↑ |

- The curriculum is successfully adapted to meet the needs of almost all groups of students. This is a particular strength in FS. In the primary phase, the quality of support provided for English language learners in lessons varies.
- Students benefit from a range of extra-curricular activities which enhance their overall learning experiences. Project-based learning, enterprise day and the science fair provide opportunities for innovation and creativity.
- Social studies lessons effectively prompt reflection on aspects of life in the UAE. However, there are insufficient learning opportunities to develop students' understanding and appreciation of the values and culture of the UAE.

For Development:

- Embed learning experiences which develop a clearer understanding of the values and culture of the UAE.
- Implement targeted modifications to address the needs of English language learners within lessons.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| | Foundation Stage | Primary |
|--|------------------|-----------|
| Health and safety, including arrangements for child protection / safeguarding | Very good | Very good |

- The school has effective policies to ensure safeguarding and child protection. Members of staff receive training to recognise signs of abuse, enabling effective intervention, if necessary. The maintenance of certification for staff is not rigorous enough. Open communications and awareness campaigns ensure a safe school environment.
- The school's premises and facilities are rigorously maintained and checked for safety. Records are carefully kept. Effective incident management and regular audits support the safety measures. Off-campus activities are assessed for risks. School transport is well managed.
- Leaders prioritise safe and healthy living. They provide students with opportunities to participate in a wide range of physical and sporting activities. Active lifestyles are promoted. Events for students and members of staff focus on their wellbeing.

| | Foundation Stage | Primary |
|-------------------------|------------------|---------|
| Care and support | Good | Good |

- There are positive relationships between members of staff and students at all times. Good behaviour permeates all areas of the school. Leaders' approach to promoting high levels of attendance is successful. However, too many students arrive late for school in the mornings.
- Effective systems lead to the accurate identification of students of determination and those with gifts and talents. In lessons, teachers' planning ensures that almost all students undertake work which enables them to improve their academic and personal achievement.
- Students' wellbeing and personal development are very regularly monitored. The necessary support is readily available should problems arise. Students and parents have confidence in the school's arrangements for care and support.

For Development:

- Ensure that staff safeguarding certification is maintained up to date.
- Ensure that students arrive at school punctually in the morning.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The principal and governors demonstrate strong commitment to inclusion. The effective inclusion team works well with students who have diverse needs and talents. The premises and most resources help students to progress towards the goals in their individual education plans (IEPs).
- Rigorous identification procedures produce accurate analyses leading to careful planning. This is not yet sufficiently embedded in the Arabic-medium subjects. Students' additional needs, especially those learning English as an additional language, are not yet universally understood or efficiently addressed in all lessons.
- Well-developed communication systems ensure that parents are fully engaged. Parents sometimes attend training sessions with members of staff. They share planning ideas and review progress. There is appropriate continuity between school and home.
- Curriculum modification ensures that different learning needs are addressed through appropriate support and challenge. Well-trained teachers, assistants and therapists collaborate successfully to provide programmes that engage most students in suitable learning.
- Based on their assessments and observations, teachers and therapists plan work which closely matches students' needs and talents. Tracking systems indicate that most students make better than expected progress over time.

For Development:

- Strengthen curriculum planning in the Arabic-medium subjects so that the needs of students of determination are fully met.
- Enhance teachers' understanding of the needs of all students and ensure that they use appropriate strategies in lessons, including for those students learning English as an additional language.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders foster a shared vision of inclusion and wellbeing throughout the school, and a commitment to national priorities. All senior and most middle leaders have a sound knowledge of the curriculum and effective teaching practices. In middle leadership, effective delegation and accountability procedures are not yet fully embedded. Appropriate professional relationships and communication contribute to positive morale. Inconsistencies in middle leaders' capacity to develop teachers' capabilities is hindering sustained improvement.
- A systematic self-evaluation process uses both internal and external data. However, it is not refined enough to assess and reflect the school's strengths and future steps accurately. While the improvement plan aligns with the recommendations made in the previous inspection report, it lacks an emphasis on sustained improvements and quantitative impact measures. Rigorous teaching and monitoring of learning are identified as development areas, but not enough emphasis is given to the improvement of students' progress in lessons.
- Leaders successfully engage parents as partners in their children's learning and in the life of the school. Parents understand and respect the inclusive culture of the school. Leaders offer parents effective communication channels including newsletters and emails to keep them well informed about their children's learning and development. Termly reports convey all aspects of students' achievements, including their personal development. Extended partnerships with local and national bodies enhance students' learning experiences.
- The governing board has representation from all stakeholders, including parents and educational experts. Governors seek parents' views formally and informally and keep them informed of the board's vision and strategic direction. Governors regularly review students' achievements and the quality of the school's provision through the principal's termly reports. They hold senior leaders accountable and therefore influence overall outcomes. Governors actively support staffing and resourcing. They are aware of the issues raised by the growing number of students.
- Most aspects of the school are effectively managed. The timetable and staff allocation maximise learning time. Teachers are qualified and they benefit from professional training, but this does not always align with teachers' individual needs to improve their personal effectiveness. The school's facilities are modern, clean, safe and well maintained. They contribute to a positive learning experience. Teachers use a variety of digital resources and reading platforms. However, qualified staffing and resources to support the growing number of English language learners are limited.

For Development:

- Improve the capacity of middle leaders in leading teaching for effective learning in their areas of responsibility.
- Develop accurate self-evaluation and improvement plans that reflect the school's priorities with quantifiable targets.
- Ensure that governors support the school with the resources and qualified staff to accommodate the growing number of students.



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