



المعرفة
Knowledge



BRIGHT RIDERS SCHOOL

INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

CONTENTS

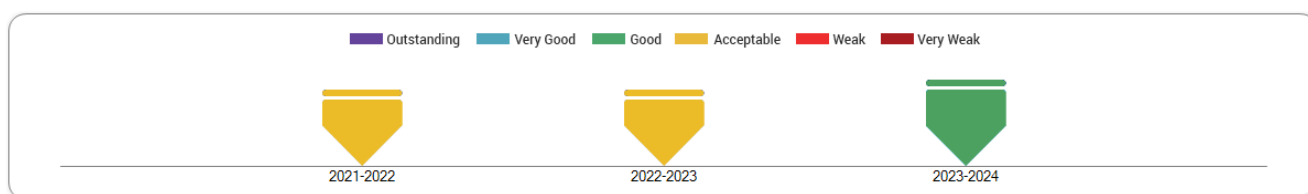
<i>SCHOOL INFORMATION</i>	<i>3</i>
SUMMARY OF INSPECTION FINDINGS 2023-2024 .	4
OVERALL SCHOOL PERFORMANCE	6
Focus Areas.....	8
Main Inspection Report	12
WHAT HAPPENS NEXT?	22



SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Dubai Investment Park
		Opening year of school	2018
		Website	www.brightridersdubai.com
		Telephone	97148237444
		Principal	Latika Narain
		Principal - date appointed	8/28/2023
		Language of instruction	English
		Inspection dates	02 to 06 October 2023
 STUDENTS		Gender of students	Boys and girls
		Age range	4-14
		Grades or year groups	KG 1-Grade 8
		Number of students on roll	1141
		Number of Emirati students	0
		Number of students of determination	90
 TEACHERS		Largest nationality group of students	Indian
		Number of teachers	76
		Largest nationality group of teachers	Indian
		Number of teaching assistants	17
 CURRICULUM		Number of guidance counsellors	1
		curriculum	CBSE
		External Curriculum Examinations	ASSET
		Accreditation	CBSE

School Journey for BRIGHT RIDERS 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

- Attainment and progress in Islamic Education, English, mathematics and science, for nearly all students, is good across all phases. This is a measurable improvement from the previous year. For students of Determination and those with gifts and talents, progress is slower. Attainment and progress in Arabic, as an additional language, is limited by the lack of consideration for students' prior language experience.
- This a strength of the school. Students, in all phases, are polite and respectful They have a positive attitude to their learning and strong relationships with their peers. They have good understanding of Islamic values and knowledge of the UAE. Students are responsible members of the school community and take part in some activities to improve its environment.

Provision For learners

- Teaching is strong across all phases. Teachers know their students well and relationships are strong. Their strategies ensure students are engaged and they provide opportunities to develop students' learning skills. Questioning is a particular strength. Assessment systems are effective, and teachers make good use of the analysis to plan and deliver lessons that meet the needs of most.
- The curriculum is well-designed and allows for a clear progression between phases. This is particularly true in KG, where learning experiences from the Early Years Foundation Stage blend seamlessly with what is required in the early Primary grades. There is continuous review in light of the external test results. The curriculum for students of determination, those with gifts and talents and those studying Arabic, is less well-adapted.
- The school offers a caring and supportive environment for all the students. The premises and facilities provide a safe and inclusive place to learn. There are secure systems to manage behavior, attendance and punctuality. Students with special needs are accurately identified and withdrawal group interventions support good progress. Staff and students support well-being, and the Counsellor and teachers provide effective personal and academic guidance.

Leadership and management

- Leaders, at all levels, are effective. Their planning is based on accurate data collection and is leading to measurable improvements in most academic areas. Parentals are well-informed and involved in the school. Governance are developing a good understanding of the needs of the school and targets support effectively. The daily life of the school runs smoothly. Premises and resources are adequate to support the educational vision of the school.

Highlights of the school:

- Students' attitude to learning and the very positive relationships with each other and the adults in the school.
- Good teaching, the well-developed student learning skills and improved use of assessment leading to good progress in most core curriculum areas.
- The high levels of care, welfare and safeguarding in the school
- The accuracy of school self-assessment leading to effective action planning which has impacted on student achievement
- The wide range of stakeholder participation in the governance of school, which has impacted positively on targeted provision.

Key recommendations:

- Ensure that the needs of students of determination and those with gifts and talents are supported and challenged at all times. Provide class teachers and support staff with targeted training, focussing on a range of approaches and strategies to meet individual student needs.
- Modify the Arabic as an additional language curriculum, in terms of years studied, to better meet the needs of students.











OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Good ↑	Good ↑
	Progress	Not applicable	Good	Good
 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 ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good
 Mathematics	Attainment	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good
 Science	Attainment	Good ↑	Good ↑	Good ↑
	Progress	↑ Good	Good ↑	Good

	KG	Primary	Middle
Learning skills	Good	Good	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	Very good
Social responsibility and innovation skills	Good	Good	Good

03 Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good ↑	Good ↑	Good
Assessment	Good ↑	Good ↑	Good ↑

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	Good	Good ↑	Good

06 Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
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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- NOT APPLICABLE

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- Progression in N.A.P testing is judged to be outstanding in English, science and mathematics. The school met and exceeded its targets in PIRLS demonstrating outstanding progression but is still below 600 (at 551) so by applying the DSIB rubric this performance is judged to be very good.

C. Leadership: International and Emirati Achievement	Very good
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- The leadership of the school strongly supports the vision and goals of the National Agenda. Action planning specifies clear processes for monitoring and measuring student outcomes. Targeted modifications have better aligned curricula to TIMSS, PISA and NAP. Teaching is supported by the effective use of external assessment information. Quality assurance, strong monitoring and focussed action planning have ensured a significant improvement in both NAP and PIRLS.

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

- Analysis of the benchmark reading data supports an acceptable judgement for reading literacy across the school. The majority of students achieve an SAS of 90+. Teachers make some use of the reading test data to inform their teaching practice. Teachers' understanding of student needs is variable leading to erratic interventions for struggling readers with an SAS of less than 90. The school's use of benchmark reading assessments and a range of other literacy initiatives leads to some enhancement in students' reading ability and proficiency. An emerging English reading culture is developing across the school in a majority of curriculum areas.

Overall school standards in the National Agenda Parameter are: Very good

For Development:

- Ensure all teachers receive regular and effective professional development to assist them utilise the external data to improve teaching and learning.
- Monitor rigorously the effectiveness of teaching in classrooms to ensure teaching meets the learning needs of students of all abilities
- Disseminate the well analysed reading data to all teachers to ensure that they know each student's reading level and can build it into lesson planning and delivery.

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 school's vision and focus centres on building individual and collective well-being. Governors and school leaders regularly review well-being which leads to improvement planning and ensures the promotion and development of well-being policies and practices. The school self-evaluation process involves regular collection of well-being data which includes appropriate feedback from stakeholders. This data is analysed and considered to inform a whole-school approach to well-being.
- The school is highly successful in engaging with and promoting the well-being of students and staff. Together with specialist staff, including a school counsellor, it provides individual care, guidance and support. Parents commend the school for its efforts in helping their children. Staff well-being is a key priority with a range of initiatives and supports available. The student council, which includes student representatives from each grade, plays an important role in influencing the well-being agenda.
- The school implements a holistic approach to the promotion and development of well-being. Through their participation in school activities, co-curricular activities and extra-curricular activities, students are supported in making healthy lifestyle choices. In addition, there is a considerable focus on the development of social skills, emotional intelligence, self-regulation and resilience. Students demonstrate positive attitudes to their peers and staff and report feeling safe and valued in the school environment.

For Development:

- Extend the collection and analysis of wellbeing data for students of determination and those with gifts and talents to identify activities which would further enhance-self-esteem and improve self-efficacy.

UAE social studies and Moral Education

- Curriculum standards for MSCS (Moral Social and Cultural Studies) is determined through prescribed Ministry books.
- School teaches MSCS together and is well integrated in all aspects of the curriculum. There are two periods every week.

Arabic in Early Years

- In the Early Years, children in KG2 and recently in KG1 learn Arabic for 40 minutes weekly. The school has developed a Modified Arabic B curriculum to introduce children to Arabic and prepare them for a smooth transition to Primary 1. A qualified new teacher is responsible for teaching the children. Children are introduced to various aspects of the language, including the alphabet, numbers, animals, fruits, family members, body parts, and greetings. They engage in activities such as tracing Arabic letters and recognizing their shapes. It appears that they are enjoying the songs and activities. Regarding assessment, there is currently no formal assessment strategy in place. At this stage, assessment is limited to oral feedback provided by the teachers. The learning environment is designed to facilitate age-appropriate activities.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal data results show slightly higher attainment than what is observed in lessons. However, the majority of students in both phases demonstrate solid achievement levels that exceed curriculum standards in Islamic principles and Holy Qur'an recitation skills. progress is consistently above the expected level.
- In Middle, students appear to grasp Islamic concepts more rapidly when they debate and connect their learning to the pillars of Islam and Iman, as well as reference Seerah. In the Primary phase, students integrate their understanding of Islamic Etiquette into their daily life activities.
- Both boys and girls make better improvements in their Tajweed skills when they utilize a target and tracker approach. In their notebooks they exhibit a secure understanding of major events and figures in Islam and can articulate their societal impact.

For Development:

- The Holy Qur'an Tracker consistently measures students' progress in memorization and recitation skills across all lessons.
- Students debate and connect their knowledge of Islamic topics to other subject areas, including the pillars of Islam and Iman, Hadeeth, and Seerah.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The data results are inaccurate due to the delivery of an Arabic curriculum based on grades, regardless of the years of studying Arabic. However, most students appear to be achieving and progressing at the expected level. Progress is more evident in the early years of primary.
- Reading and listening comprehension emerge as the most secure Arabic language skills. Conversely, students demonstrate better writing length and spelling and grammar accuracy in their notebooks and homework. Speaking skills seem to improve slower, although students exhibit a commendable vocabulary breadth.
- Enrichment programs and extra-curricular activities focused on the Arabic language effectively enhance students' language acquisition abilities. In the best lessons, students can expand their language production by drawing upon prior knowledge. Both boys and girls are performing at a similar level in Arabic language acquisition.

For Development:

- Ensure curriculum and assessment are designed and modified based on students' years in Studying Arabic.
- Provide more opportunities for students to improve their language acquisition skills in Arabic by building on their pre-knowledge and existing vocabulary to extend their speaking and writing skills.

ENGLISH

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

- Students' attainment is good overall in all phases and this is reflected in notebooks. Most students develop a wide vocabulary and read and speak confidently. They study a variety of topics and texts and are able to comprehend well.
- Reading and writing in lessons is good and is developing well in the wider context of longer pieces of different genres. Most older students demonstrate good understanding of imaginative and informative texts. In lessons, they show that they have well-developed reading comprehension skills and writing. However, not all students of determination and Gifted and Talented are supported and challenged well.
- All groups of students make good progress in speaking, reading, listening and writing from their starting points and are confident and articulate speakers

For Development:

- Further support and challenge to SOD s (students of determination) and G& T (Gifted and Talented).

MATHEMATICS

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

- A new internal assessment system which is accurate and valid, has led to the majority of students making good progress in mathematics. Across the school, gaps in students' learning are quickly identified and effectively addressed.
- Teachers question skilfully, building on previous learning and challenging students to justify their reasoning. Students solve complicated problems using a mastery of basic number computation. In phase 2 and 3 practical work and learning through real life contexts are the weakest areas.
- The introduction of zero lessons and detailed lesson plans have improved students' attainment across the school. The majority of students in kindergarten develop number skills, count accurately and recognise and name 2D and 3D shapes because of the impact of effective leadership.

For Development:

- Improve the quality of practical resources in both phases so students can more readily learn through investigative tasks.
- Improve the use of real life mathematical problems that directly link students learning to their lives.

SCIENCE

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

- Science taught through real world contexts supports good achievement in all phases. The internal attainment data is not as strong as the external benchmark data in primary and middle. A greater focus on reading and precise scientific vocabulary supports enhanced student progress. Improved language skills allow students better access to the science curriculum.
- Kindergarten children observe their world through interesting experiential science. Elementary students learn best through practical applications. Middle school students enjoy the challenge of more complex science topics.
- Opportunities to discuss and explain science help to develop students' confidence, understanding and scientific vocabulary. Insufficient engagement in regular investigative practical work delays the development of high level practical and inquiry skills. Research skills are also underdeveloped.

For Development:

- Ensure that the teaching of science at all levels gives students the opportunity to design experiments, hypothesise, conduct experiments and follow through with data collection and analysis to form a conclusion. Reduce the use of prescriptive, recipe type worksheets.
- Ensure that lesson planning and delivery provide real challenge for the high achievers and realistic support of the low achievers.

LEARNING SKILLS

	KG	Primary	Middle
Learning skills	Good	Good	Good

- In KG the students work together well at the workstations in the classrooms show a good ability to collaborate effectively.
- Students' engagement in, and responsibility for, their own learning is good as they know how to listen and enjoy their learning.
- Students' interactions, collaboration and communication skills are good in all phases as they are confident and articulate.
- Application of learning to the world and making connections between areas of learning but this is stronger in the middle school.
- Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies is good but needs further developments using practical activities in primary and middle phases

For Development:

- To increase the application of learning to the real world in all areas of the curriculum.
- To further develop, enquiry, research, and critical thinking using practical activities in primary and middle phases.

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

	KG	Primary	Middle
Personal development	Very good	Very good	Very good

- Positive attitudes and behaviors prevail across all phases, fostering respectful relationships among students, staff, and visitors. From early years to older students, they arrive at school with enthusiasm, ready to commence their learning activities promptly.
- Students exhibit a sound grasp of the principles of a safe and healthy lifestyle, actively engaging in related activities and discussions. Their choices reflect a commitment to health, particularly in their food selection.
- Term attendance records underline their dedication to learning. However, the register during the inspection showed lower attendance. While students champion tolerance and the No Bullying statement, self-discipline, when students are unsupervised, could see improvement especially in Phase 3.

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

- Students in all phases demonstrate a commendable grasp of Islamic practices and values. Particularly, Phase 3 students engage in thoughtful discussions regarding the role of Islamic values, such as tolerance, in contemporary UAE society, showcasing their deep understanding. The impact of Arabic and Islamic departments is recognized.
- Across all phases, students actively participate in diverse cultural activities, including national day celebrations, Iftar, and the prophet's birthday. Their expressions of joy and gratitude for residing in a secure developmental country are notable. They proudly sing the national anthem in Arabic daily.
- Students exhibit a well-developed understanding of and appreciation for their own culture and the rich tapestry of world cultures. Their knowledge of cultural diversity, spanning art, food, and dress, is impressive. Furthermore, they can recognize common elements shared among various cultures.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students develop a good work ethic in all phases. They willingly take on roles of responsibility, such as wellbeing ambassadors, house captains or school councillors. From KG through to Grade 8, students are keen to help and support others.
- Students enjoy opportunities to create new ideas and to be innovative. A recent suggestion by a student to start a 'Debate Club' has been well received. However, more could be done to increase the students' engagement in additional community projects.

- Students have a good awareness of environmental issues, such as sustainability and climate change. They have enjoyed and benefitted from projects such as 'Earth Day' and GAP, the global awareness programme, which have contributed well to their understanding.

For Development:

- Ensure that all students, especially those in Phase 3, demonstrate their well-developed skills of self-discipline at all times.
- Provide more opportunities for students throughout school to engage in community initiatives and projects.

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle
Teaching for effective learning	Good ↑	Good ↑	Good ↓

- Further enhance the environment of the classrooms and increase teaching resources to improve the learning skills.
- Increase exposure of students to the world of expertise and research in UAE and worldwide.
- Teaching in Arabic B to be at the same level as in the other subjects.

	KG	Primary	Middle
Assessment	Good ↑	Good ↑	Good ↑

- Internal assessment processes are mainly coherent and consistent. In Arabic students are assessed according to grades not years of Arabic study so data is not accurate. In kindergarten the data informs planning and allows teachers to track students' academic development aligned to their personal and social development.
- Tracking of student performance and student target setting are developing. External data identifies curriculum gaps and student strengths and weaknesses allowing individualised focussed support where needed. More use of assessment in planning to meet the needs of all students in lessons is essential.
- Variability in teachers' marking of students' work results in limited feedback on next steps to improvement. Peer and self- assessment are developing but the absence of regular opportunities for self-reflection limits students' ability to take responsibility for their own learning.

For Development:

- Ensure that the assessment procedures and processes in Arabic allow assessment by years of study not by grade level.
- Ensure that students receive helpful written teacher feedback on next steps to improvement across all academic subjects.

04 CURRICULUM

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

- KG curriculum is a careful blend of EYFS and the Indian curriculum. It is enriched with opportunities for child initiated learning in the core subjects but this is more formal in other subjects.
- Curriculum has a clear rationale and develops knowledge, skills and understanding. It ensures continuity by building learning on students' previous achievement. Meaningful cross-curricular links are planned and is reviewed regularly to introduce new teaching strategies and subjects. The focus on National Agenda has led to increase in school timing with an extra period in English, mathematics and science.
- Curricular choices are provided with a range clubs of timetabled subjects like music, yoga, swimming and dance. In the middle school students get to choose from Design Thinking, Mass media, Coding and Digital Citizenship.

	KG	Primary	Middle
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- KG curriculum is adapted well to meet children's different needs in English, maths and science. In primary and middle it does not modify it sufficiently well to meet the needs of students of determination (SOD), Gifted and Talented (G& T) as well as Arabic as an additional language.
- Curriculum is interesting, provides opportunities for innovation, creativity and social contribution. Student Council led initiatives have led to social contribution of teaching English to the bus monitors and spreading awareness on not using plastic and 'No Smoking'.
- Links with Emirati culture and UAE society is not just in celebration of Flag Day and National Day. In a custom of Haq Al Laila, where children visit homes, collect sweets and distribute them before Eid in the community wearing UAE traditional dresses.
- Once a week a period 40 minutes is taught to KG 2

For Development:

- Develop children's skills across the wider KG curriculum through a similar child-centred approach as in English, mathematics and science.
- Modifying the curriculum sufficiently in primary and middle for SODs (students of determination), Gifted and talented as well as in Arabic as an additional language.

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 .

- Procedures and training for the care, welfare and safeguarding of students are highly effective. Provision for the health, safety and security of students is also a high priority for the school, and the maintenance of record keeping is rigorous.
- All students benefit from the promotion of safe and healthy lifestyles and are very well supported by the clinic and the school's medical staff. However, better use should be made of support staff during the time of transition between lessons.
- The school grounds are spacious, and the premises provide very well for the needs of students throughout school, including for students of determination. The installation of a lift has ensured that everyone has equal access to each floor in the building.

	KG	Primary	Middle
Care and support	Good .	Good ↑	Good .

- There is notable ethos of mutual respect between students and teachers resulting in constructive and positive relationships throughout the school. The school's policies and systems for managing attendance and punctuality are effective across all phases.
- There are good procedures for accurately identifying the differing needs of students of determination and those who are gifted and talented. Individual education plans [IEPs] have improved since the last inspection but class teachers do not regularly incorporate targets in lesson planning and teaching strategies.
- One of the school's priorities is to ensure that the well-being and personal development of all students is monitored. This contributes to the provision of ongoing effective personal and academic guidance.

For Development:

- Make better use of support staff during transition between lessons.
- Extend the learning experiences of gifted and talented students and monitor their progress in order to further inform the development of individual planning to enhance their acquisition of knowledge and skills.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The school promotes an inclusive culture and environment. Policies and documentation improve the identification of, planning for and monitoring of a diverse population of students. However, students of determination and those who are gifted and talented are not always sufficiently challenged in classroom settings.
- The school's assessment practices are effective in identifying the needs of students of determination. This accurate identification leads to the formulation of specific personal and academic goals for students of determination and those with gifts and talents.
- Partnerships with parents are very positive and they speak highly regarding the advice and support they receive from the school. The school facilitates regular meetings during which parents are appraised of progress and contribute to the formulation of learning goals for their children.
- Curricular modifications are made to support the learning needs of students of determination and IEPs include specific targets. Special education teachers facilitate effective provision in individual and group sessions. In classrooms, the implementation of specific learning targets is variable resulting in differing levels of engagement, challenge and support.
- Most students make at least acceptable progress from starting points in both academic targets and personal development. Progress is tracked but does not regularly inform the further development of provision.

For Development:

- Provide classroom teachers and learning support assistants with specific professional training focusing on how to enable differentiated learning environments.
- Increase the availability and use of assistive technology in the learning experiences of students of determination and the gifted and talented.

06 LEADERSHIP AND MANAGEMENT

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

- The school's vision and mission, revised by teachers, leaders and governors and shared with parents is closely linked to UAE priorities. Senior and Middle Leaders are provided with sufficient time and quality training and have a clear and common understanding of the needs of the school and demonstrate the capacity to improve performance. Their roles and responsibilities are well-defined and linked to UAE priorities. This facilitates effective decision-making. They have ensured that the school is fully compliant.
- Internal and external data is analyzed, systematically. It strongly influences evaluation, action planning and teacher practices. The school has a good understanding of most of its strengths and areas for improvement. Teaching and learning is effectively monitored and outcomes impact on appraisal and training. School action planning is reflective of reactive of external reports as well as the analysis of internal and external data. There has been significant progress in addressing most of the recommendations from the previous report.
- Parental involvement in the school is a strength. The Parent Support group represents all parents and interfaces with the school and governors. Communication with parents is extremely effective. There are a range of methods that give information about school policies and share information about class or individual's learning. Reporting was regular and gave information of student achievement and next steps in learning. It was accompanied by parent consultation meetings which had been arranged for the weekend to allow more parents to attend.
- Governance includes a very wide range of stakeholders. Their views enhance the Board's understanding of the school's needs and successes. Accountability is improved from last year. Regular, informal face-to-face meetings with leaders, teachers and students by several members of the Board, complemented by two formal board meetings and a parent survey ensure that the Board is well-informed. Consequently, leaders can be held to account for their role in realizing the school's priorities. Influence on school performance is especially strong in the appointment of high quality staff.
- The daily life of the school runs smoothly. Procedures and routines are effective. There is sufficiency of staff. Most with teachers have educational qualifications. All teachers receive regular individual CPD which is impacting positively on student performance and supports school's improvement planning. Premises are adequate to support the educational vision of the school. There are appropriate specialist learning areas. All learning areas are accessible to all students. Learning resources are still in need of enhancement, particularly in the science laboratories and library.

For Development:

- Governors should develop strategies to ensure the retention of the leadership teams, to facilitate further growth.



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