



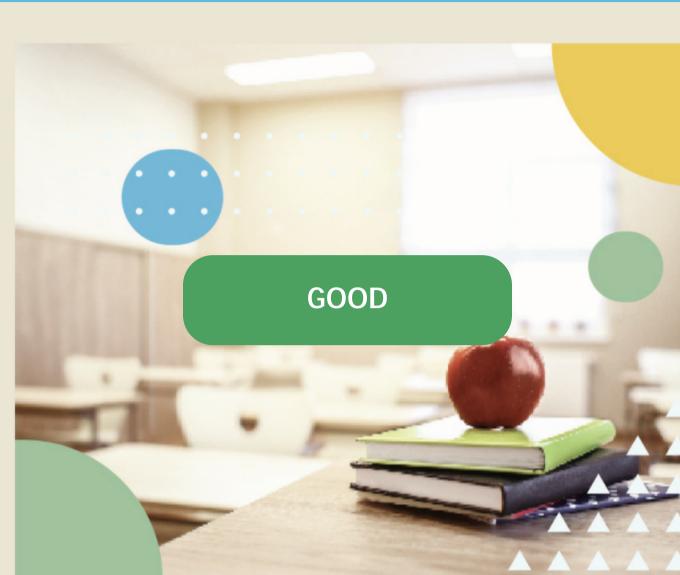


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**OVERALL SCHOOL PERFORMANCE** 





#### **SCHOOLS HIGHLIGHTS** POINTS TO IMPROVE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

### • School's training of leaders with the National College • Creation of a learning environment where students feel safe and

- supported and the school's partnerships with parents in the support of
- their children's learning The highly responsible nature of the students in the school and wider communities
- as an additional language

Improvements to students' achievements in Islamic education and Arabic

GOOD

GOOD

GOOD

GOOD

GOOD

### robust training focused on diverse student needs

- Enhance language skills teaching through systematic training, practice opportunities, and whole-school English strategies
  - Strengthen staffing to support novice teachers and children with

Align and monitor student progress and teaching strategies with

language barriers, ensuring effective access to the curriculum

# THE OVERALL JUDGEMENT OF WELLBEING IS GOOD

**WELLBEING** 

### promote and model well-being principles. Careful consideration is given to ensure the school environment is safe and accessible for all students. Parents value the schools vision of



tolerance, respect and responsibility. They are encouraged to engage with their child's educational programmes.

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 

POST-16

The school is committed to the promotion of high levels of well-being and leaders consistently

### education, mathematics and Arabic as an additional language have improved, this year. However, attainment is less strong in Arabic as a first language, in English in the Foundation Stage, and in English and science in the Post-16 phase. Progress in most core subjects is good.

**SCIENCE ENGLISH** MATHS ATTAINMENT **PROGRESS ATTAINMENT PROGRESS PROGRESS ATTAINMENT** 

GOOD

GOOD

GOOD

GOOD

GOOD

GOOD

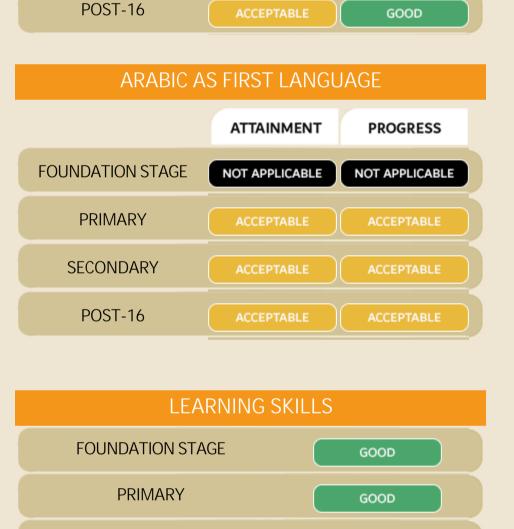
GOOD

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 

POST-16



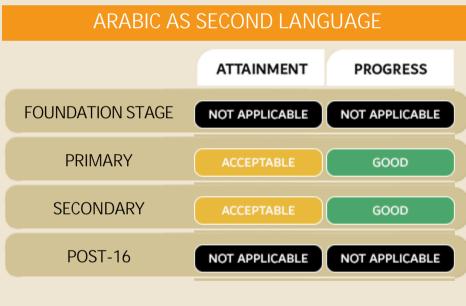
GOOD

GOOD

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 



	FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
	PRIMARY	GOOD	GOOD
	SECONDARY	GOOD	GOOD
	POST-16	GOOD	GOOD
1			
7			1
		9-116	

GOOD

GOOD

GOOD

**ISLAMIC** 

ATTAINMENT

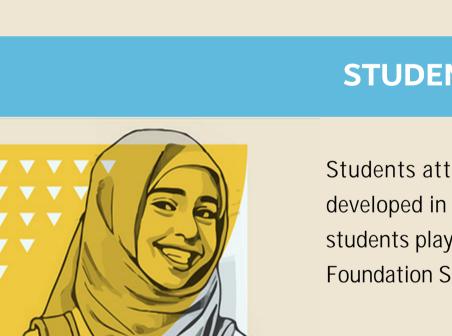
GOOD

GOOD

GOOD

GOOD

**PROGRESS** 



**SECONDARY** 

POST-16



VERY GOOD

VERY GOOD

**VERY GOOD** 

**VERY GOOD** 



	PROVISIO
Teaching and studen	t learning skill development remain strong across
active engagement i	n learning. Assessment systems are compreher
internal data with ext	ernal benchmarks. A rich array of information aid
The curriculum is bo	th broad and balanced, offering clear progression
academic routes, bro	adening opportunities for a diverse student body
Secondary, and Post-	16 phases, further enriched by a variety of after-s

**TEACHING** 

GOOD

GOOD

PERSONAL DEVELOPMENT

GOOD

VERY GOOD

**VERY GOOD** 

VERY GOOD

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 

POST-16

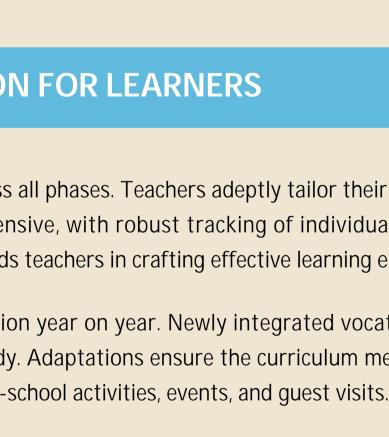
alongside comprehensive guidance on career pathways and higher education options.

**FOUNDATION STAGE** 

**PRIMARY** 

FOUNDATION STAGE

**PRIMARY** 



**ASSESSMENT** 

GOOD

OUTSTANDING

OUTSTANDING

**FOUNDATION STAGE** 

**PRIMARY** 

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 

**UNDERSTANDING OF ISLAMIC** 

**VALUES & AWARENESSS OF** 

**EMIRATI & WORLD CULTURES** 

FOUNDATION STAGE

**PRIMARY** 

**SECONDARY** 

POST-16

r plans to diverse student needs, ensuring
al progress and thorough comparison of
experiences.
ational pathways complement traditional
eets various group needs across Primary,

**CURRICULUM DESIGN** 

GOOD

GOOD

GOOD

GOOD

GOOD

GOOD

**FOUNDATION STAGE** 

**PRIMARY** 

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 

POST-16

SOCIAL RESPONSIBILITY &

INNOVATIVE SKILLS

VERY GOOD

VERY GOOD

**VERY GOOD** 

OUTSTANDING

**FOUNDATION STAGE** 

**PRIMARY** 

**SECONDARY** 

POST-16

**SECONDARY SECONDARY SECONDARY** GOOD GOOD GOOD POST-16 POST-16 POST-16 GOOD GOOD GOOD **CURRICULUM ADAPTATION HEALTH & SAFETY CARE & SUPPORT** 

The school prioritises health and safety, placing student well-being at the forefront of its agenda. Teachers are well-versed in the emotional and social

needs of students, fostering an inclusive environment. Proactive identification and support for students with additional needs are emphasised,



good progress.

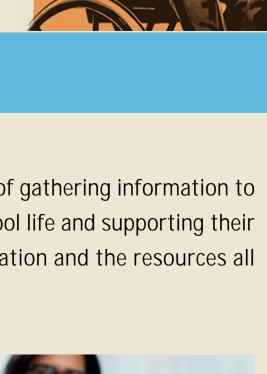
		3002	
	SECONDARY	GOOD	
	POST-16	GOOD	
		l l	N
L P	ROVISION OF	STUDENTS O	F
ve e	ducation across a	II aspects of the s	SC
ficat	tions. Resources ar	e well designed to	o r
ppo	orted. Parents are	actively involved t	:h

	SECONDART	OUTSTANDING	
	POST-16	OUTSTANDING	
<b>NCI</b>	LUSION		
DI	ETERMINATION	IS <b>GOOD</b>	
choc	ol. Students of dete	rmination are prov	vided
mee	et most students' ne	eds. Students with	the

d with	
e most	

## ne planning for their child's educational programmes and receive timely feedback. The majority of students of determination acquire a range of knowledge and skills and make

**LEADERSHIP AND MANAGEMENT** 



# School leaders are developing a school with a strong set of values. They, along with the governors, have effective methods of gathering information to

widen their knowledge of the school's performance. Leaders and governors work closely with parents, involving them in school life and supporting their understanding of their child's achievements. The management of the school, the development of its staff, the accommodation and the resources all enable the school to provide a high quality of education.





