

# INSPECTION REPORT

2022-2023



**ENGLISH LANGUAGE PRIVATE SCHOOL**

**UK CURRICULUM**

**ACCEPTABLE**









## CONTENTS

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<b>CONTENTS</b> .....	<b>2</b>
<b>SCHOOL INFORMATION</b> .....	<b>3</b>
<b>Summary of Inspection Findings 2022-2023</b> .....	<b>4</b>
<b>Overall School Performance</b> .....	<b>6</b>
<b>Focus Areas</b> .....	<b>8</b>
<b>Main Inspection Report</b> .....	<b>10</b>

## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Umm Hurair
	Opening year of School	1978
	Website	www.elspvtDubai.com
	Telephone	97143377503
	Principal	Muhammad Afzal
	Principal - Date appointed	07/25/2022
	Language of Instruction	English
	Inspection Dates	06 to 10 February 2023





### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS2 to Year 13
	Number of students on roll	1949
	Number of Emirati students	5
	Number of students of determination	61
	Largest nationality group of students	Pakistani

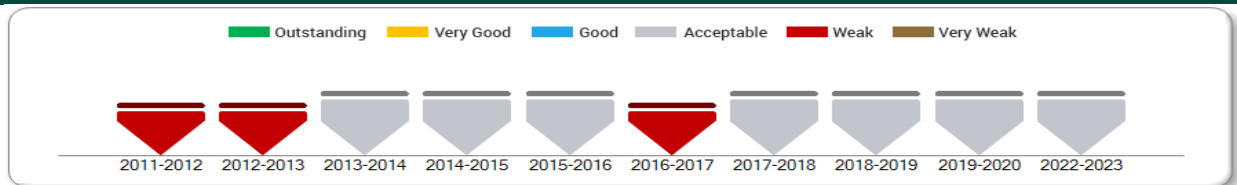
### TEACHERS

	Number of teachers	121
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	29
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	25%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK.
	External Tests and Examinations	IGCSE, A & AS,
	Accreditation	UK

### School Journey for ENGLISH LANGUAGE PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Post-16 students make good progress in English and science. Attainment in International General Certificate of Secondary Education (IGCSE) English is above curriculum expectations. Early Years Foundation Stage (EYFS) children make good progress in mathematics, as do primary students in Islamic Education and Arabic. Attainment in Arabic and mathematics is in line with curriculum expectations throughout the school. Advanced Level (AL) students achieve very high standards in accountancy.
- Upper secondary and post-16 students are confident and responsible ambassadors for the school. Almost all students demonstrate positive relationships and attitudes. Their behaviour in classes and at break times is consistently good. Students are sensitive to the needs of others and show respect for their teachers. Most make health food choices and are committed to sustaining the environment.

### PROVISION FOR LEARNERS

- Teachers' subject knowledge is secure. They mark students' work regularly, but do not always expect students to edit and improve their own work. Primary teachers are not yet confident in using assessment data to plan lessons, although they show knowledge of students' individual strengths. The common barrier for teachers in the school is their incomplete understanding of the curriculum so that planned tasks match the level of need for all abilities.
- School leaders have conducted a thorough curriculum review and most subjects have been mapped. However, Arabic is not fully aligned with MoE curriculum expectations. Initiatives to make the curriculum more engaging have been introduced. Since the previous inspection, opportunities for children in FS to be creative and inventive have improved. However, assessment data are not used effectively to inform curriculum design or to impact significantly on students' performance.
- The health and safety team ensures that school policies and practices are implemented effectively. There are strong policies and procedures to protect students from bullying, including online abuse. Child protection and safeguarding are successfully implemented. Older students are trained in child protection. The team includes numerous staff members and students, who are also supported by the school counsellor. Students of determination are welcomed into the school.

### LEADERSHIP AND MANAGEMENT

- The principal as a leader has a strong vision for the school. He has established a committed middle leadership team whose members work tirelessly to improve teaching and learning. Governors provide robust support in bringing about improvements. Facilities and resources have been upgraded over the last year, although some classrooms are still overcrowded. The school is effectively managed on a daily basis. Clearly understood routines ensure that students move efficiently between lesson.

**The best features of the school:**

- The strong vision and powerful leadership of the principal and his ability to improve the school
- The commitment of governors in bringing about improvements
- High-quality teaching and assessment at Post-16 underpinning good progress in English and science
- The safe, happy, and caring environment and high-profile wellbeing resulting in positive relationships
- Students' personal development and strong awareness of Islamic values and the culture of the UAE





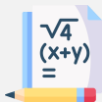

**Key recommendations:**

- Provide training for leaders at all levels to improve the monitoring of teaching and learning.
- Increase leaders' focus on students' attainment and progress when observing lessons.
- Ensure that all teachers understand and use assessment data to adapt teaching strategies to meet the needs of all groups of students.
- Raise standards in Arabic and align the curriculum with MoE expectations.
- Improve parents' communication channels with teachers, middle leaders, and one another.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good	Good ↑
	Progress	Acceptable	Acceptable	Good	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑	Good
<b>Learning skills</b>		Good ↑	Acceptable	Good	Good

## 2. Students' personal and social development, and their innovation skills

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Acceptable	Good ↑	Good ↑

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

**The school meets the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>meets expectations.</b>	<b>Not applicable.</b>

- International assessment data show improvements in students' overall scores in the Programme for International Student Assessment (PISA) tests 2018. The school met and exceeded its set targets in Trends in Mathematics and Science Study (TIMSS) 2019 tests for mathematics and science in Year 5 and Year 9. Progression in National Agenda benchmark tests meets expectations.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is below expectations.</b>

- The leadership team supports the vision of the National Agenda. The quality of their gap analysis requires improvement. The school needs to reference clearly the adaptations to the curriculum that it implements. Systems for measuring the impact of curriculum adaptations are in the early stages of development.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is approaching expectations</b>	<b>Not applicable</b>

- Reading skills for large minority of students are in line with expectations. The promotion of critical thinking is strongest in English and in science.

**Overall, the school's progression in achieving the UAE National Agenda targets is approaching expectations.**

#### For Development:

- Improve systems to register the impact of gap analysis on students' learning and their academic progress.
- Increase the impact of reading literacy interventions on students' reading skills.

## Wellbeing

### The quality of wellbeing provision and outcome is at a high level.

- The school has a clear vision for wellbeing linked to its core values, and which is supported by governors, leaders, and the whole school community. The wellbeing leader has been successful in implementing initiatives, for instance, the weekly happiness lessons, which are helping to create a positive environment. The school gathers information about wellbeing through analysing data from surveys of different stakeholders. This plays an important role in shaping its provision and in planning the next steps in the development of wellbeing.
- Across the school, students are aware of the importance of being attentive to one another's needs. They have access to the help and support they require. Older students, as prefects and happiness ambassadors, are observant of the wellbeing issues of other students and run workshops on anti-bullying. Parents of students of determination say that their children are very well supported. Staff are appreciative of what the school does to provide for their wellbeing. They feel part of a team and their views are respected.
- The school provides high-quality personal and academic guidance, supported by the counselling team, which improves students' sense of wellbeing. Personal development programmes, organised and facilitated by wellbeing leaders, are delivered throughout the school, such as the Arise Programme supporting school values and happiness in the primary phase. The school's health education programme promotes students' healthy choices in their daily lives. In a minority of lessons, where teaching is less effective, students' sense of achievement as confident, independent learners is less developed.

## UAE social studies and Moral Education

- The Ministry of Education (MoE) curriculum is at the heart of this integrated programme of study, delivered through stand-alone lessons that are taught across the school from Year 2 to Post-16. There are five specialist teachers, supported by a subject leader. The standards used are those of the MoE, supported by materials in the prescribed texts. The Salama series is used from Year 2 to 4 for Arabic speakers. These lessons are taught in Arabic to allow students a better understanding of content and to give them opportunities to express their thoughts fluently.
- The provision has been designed and adapted by providing resources to enhance students' knowledge and understanding. For example, during the pandemic, students experienced a virtual tour of the mosque in Sharjah, with a guided tour by a history expert. Visits are regarded as a strong part of this programme to extend the students' experiences. The youngest children are given a tour of the whole school to find out more about the places they would not normally see.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Good	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- Most students demonstrate knowledge and understanding in line with curriculum expectations in lessons and in their recent work. The school's assessment data, however, show higher attainment. Primary and secondary students make better progress than students at Post-16, and differences between boys and girls are not significant.
- Students' understanding of Islamic values and the principles of worship are strong. They have secure knowledge of The Holy Qur'an and the Noble Hadith. Their ability to cite and explain examples are underdeveloped because they lack opportunities to link them with other areas of learning. Students' knowledge of Seerah is also developing.
- The school has improved students' recitation and memorisation skills by allocating additional time for learning The Holy Quran. The impact of this initiative is not yet evident in most phases, and particularly for older students.

#### For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more practice in using the rules of recitation in all lessons.
- Ensure that students link all Islamic areas of learning to The Holy Qur'an, the Noble Hadith, and Seerah.

#### Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Progress in Primary is stronger because students develop more extended speaking and writing skills. They can identify the elements of a story and predict the title and sequence of events from images and written texts. Students are beginning to create alternative endings to stories. They can analyse the literary content of poems and figures of speech.
- Students possess sound grammatical knowledge. Although they recognise different types of literary text, their ability to interpret these texts and justify them with evidence is not well developed in Secondary and Post-16. Overall, attainment is in line with curriculum standards. Students do not have enough practice in writing extensively.
- Reading skills are stronger in Secondary and at Post-16. Students are developing their reading comprehension skills. They speak using a mixture of colloquial and standard Arabic.

#### For Development:

- Raise the standards of attainment in all phases.
- Encourage all students to use standard Arabic.
- Improve secondary and post-16 students' ability to analyse literary texts, provide opinions, justify with evidence, and extend their creative writing skills.

## Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students are extending their vocabulary in all phases, improved by the use of images. Primary students have difficulty in creating simple sentences. Secondary students lack the ability to construct sentences to create more complex descriptions.
- Students have an understanding of colloquial Arabic. They respond in single words and simple phrases because they lack opportunities to develop their extended speaking skills. Handwriting is variable, with some very clear and neat writing, while others are unable to form correct letters.
- Upper primary and secondary students can read unfamiliar texts with clarity and confidence. However, students often have difficulty interpreting what they have read and in extracting the main ideas and themes. The lack of suitable provision for students, according to their years of studying Arabic, is preventing beginners from making more rapid progress.

### For Development:

- Improve students' reading comprehension skills by checking their understanding.
- Enhance students' writing and speaking skills by encouraging them to use more complex language and sentence structures.
- Ensure that students learn at appropriate levels according to their years of study.

## English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Good ↑
Progress	Acceptable	Acceptable	Good	Good ↑

- Students' achievements in Secondary and Post-16 show commendable success in IGCSE and AS Level examinations. Most FS children attain levels that are in line with age-related expectations. Primary students' attainment is lower in reading and writing compared with their spoken language.
- In FS and Primary, most students are learning English as an additional language. It is taking some time to raise their reading and writing skills to the level of their spoken language. Development of a wider vocabulary to improve all students' written work is the department's immediate priority across the school.
- The school has invested in a reading platform where students in every phase are assessed and provided with e-books at appropriate levels. Individual students know their own reading levels, which are monitored and tracked. Their reading and interpretation skills are improving well and are particularly strong in Secondary and Post-16 where progress is good.

### For Development:

- Encourage students to use their spoken language to plan and then write effectively with less reliance on supportive materials.
- Improve students' writing skills in Primary by providing tasks which require them to use a broader range of vocabulary and more complex sentence structures.

## Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Acceptable	Acceptable	Acceptable

- Attainment in external curriculum assessments for most students in Secondary and Post-16 is in line with expectations, although Advanced Level outcomes declined this year. Boys and girls attain equally throughout the school. Students' progress in lessons largely depends on the level of challenge provided by teachers. It is stronger in FS.
- FS children understand the concept of one more than, and one less than, and can write simple addition equations. In Primary, students have a well-developed sense of number. Algebra skills are a strength of students in the secondary and post-16 phases.
- Students' abilities to solve problems and to develop higher-order thinking skills are underdeveloped. Opportunities for discussions and the development of critical-thinking skills are limited. Students' use of educational technologies is underdeveloped across the phases.

### For Development:

- Improve post-16 students' attainment in external assessments.
- Increase students' critical thinking and problem-solving skills through more challenging tasks.
- Enable all students to use educational technologies to develop their independent research skills in lessons.

## Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑	Good

- Most students, across all phases, attain at the expected curriculum levels. A majority in Secondary makes good progress against curriculum standards and aligns with positive benchmark results. Post-16 students have been challenged by the A Level examination, but their recent progress is positive.
- Early primary students struggle with scientific language. Their understanding of the natural world develops through regular scientific investigations, but resources are scarce for experiments in the classrooms. Practical laboratory skills progress further in Secondary and Post-16 through regular laboratory work.
- Since the last inspection, students' investigative work has improved across all phases. However, writing conclusions and outcomes of investigations, using accurate scientific language, is less strong in Primary and Lower Secondary. Students' attainment across all phases suffers from lack of challenge, and from inadequately personalised targets in lessons.

### For Development:

- Ensure that primary students develop their investigative skills through access to a greater variety of scientific equipment and space.
- Raise students' attainment across all phases through more focused use of assessment data.
- Ensure that primary and lower secondary students write more accurately using appropriate scientific language.

## Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↑	Acceptable	Good	Good

- FS children and post-16 students have more opportunities in lessons to develop independent learning skills. Primary students spend less time extending their independence. At times they are too reliant on adult help to direct and guide their learning. They lack practice in finding things out for themselves so that they can develop their higher-order thinking skills.
- Most students have opportunities to use educational technologies, although this is often teacher-directed which limits students' own choices of how to explore their work. Older students make effective connections between what they learn in different subjects. Some can relate them to everyday life.
- In almost all classes and across subjects, students work well together, share ideas, and listen to one another's opinions. In secondary and post-16 lessons, students' collaboration is more effective because they are given extended time to deepen their knowledge and therefore become more solution focused.

### For Development:

- Provide opportunities for primary students to work independently, find things out for themselves and develop their higher-order thinking, inquiry, and problem-solving skills.

## 2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Very good	Very good

- Students across the school demonstrate positive and responsible attitudes towards learning and the school. Their behaviour in classes and at break times is consistently good. Senior students are mature and self disciplined. In all phases, students have strong relationships. They are sensitive to the needs of others and show genuine concern for them.
- The understanding of healthy lifestyles has strengthened because of the school's efforts to promote healthy practices. Most students participate in the schools' sporting activities and encourage others to do so.
- The school's policies and behaviour management programmes have had a positive impact on students' attendance, which is now very good. Punctuality to classes is inconsistent across the school. Some students are late for classes.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good ↑

- Across the school students have a positive awareness of Islamic values. They appreciate many of these values and understand their positive impact on the life of people living the UAE. Senior students are more aware of kindness and tolerance and promote them as their school's values.
- Students' understanding of Emirati culture is a particular strength. This is embedded in the school's curriculum subjects, and, particularly, in Islamic Education and Arabic. It is also enhanced by the school's activities, assemblies and celebrations.
- The school's curriculum has improved students' awareness of world cultures and of their own cultures, especially in social studies. However, a number of cultural aspects are still variable in some phases, such as in Primary. Cross-curricular activities to celebrate other world cultures are in the early stages of implementation.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good

- Older students participate enthusiastically in the Student Council and as Happiness Ambassadors. They organise whole-school events and also participate in making wider social contributions through the Pakistan Association. Opportunities for younger students to take up responsible roles are more limited.
- A strong work ethic is evident from the youngest children onwards. Students show initiative through establishing Eco Champions and setting up a sustainable garden. They also participate in prototype design projects with various companies. Such entrepreneurial and innovative projects are fewer in FS and Primary.
- All students have a mature understanding of global issues relating to sustainability. They understand the need to save water and to keep the oceans clean. They have taken part in several recycling projects in school.

### For Development:

- Improve punctuality and ensure that all students make healthy eating choices.
- Raise cultural awareness by providing more cross-curricular activities where students can compare aspects of their own culture with other world cultures.
- Provide younger students with opportunities to develop their community involvement, innovation, and enterprise skills.

### 3. Teaching and assessment

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

- The majority of upper secondary and post-16 teachers provide a range of interesting activities. They conduct reviews to assess students' progress against learning objectives. In FS and Primary, the skills and knowledge which should be learned are not always made explicit in lessons.
- Teachers' questioning skills do not consistently provide all students with sufficient time to think and reflect before answering. Opportunities for students to lead their class or groups are developing features. Collaborative discussions contribute to an stimulating learning environment.
- Most teachers enable students to learn through practical activities, including the use of learning technologies. They do not always adapt lessons to support and challenge the full range of students' ability, particularly in Primary Arabic and Post-16 English, where very large classes prevent students from working at their own pace and level.

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

- Internal assessment processes are consistent and in line with curriculum standards in all phases. They enable the tracking of students' knowledge and progress. It is more efficient at Post-16.
- The school conducts external assessments linked to the curriculum and participates in a range of tests to benchmark students' performance against international standards. The analysis of assessment data is enabling the school to obtain information about students' academic progress.
- Teachers know the strengths and areas for development of their students. The use of assessment data to inform lesson adaptations that meet the needs of groups of students requires further development. The quality of feedback that teachers provide to students varies across phases and subjects, it is stronger in English and science.

#### For Development:

- Plan work which involves problem-solving and research activities to increase students' independence.
- Improve the quality of data analysis and its use to inform teaching and curriculum planning so that learning meets the needs of all groups of students.

## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, the curriculum has a clear rationale which targets examinations in the NCfE. Reasonable curricular choices for Post-16 students include accountancy, economics and commerce.
- School leaders have conducted a thorough curriculum review and most subjects have been mapped. However, Arabic is not fully aligned with MoE curriculum expectations. Cross-curricular links are not fully embedded in lessons, apart from in Islamic Education, Arabic and the Science, Technology, Engineering, the Arts and Mathematics (STEAM) initiative.
- Since the previous inspection, opportunities for children in FS to be creative and inventive have improved. However, assessment data are not used effectively to inform curriculum design or to impact significantly on students' performance.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Modifications to the curriculum including an alignment with CAT 4, mapping, have led to positive progress in Secondary and Post 16. However, the curriculum has not yet been effectively adapted to meet the needs of students of determination and students of widely differing abilities in Arabic and in English.
- Initiatives to make the curriculum more engaging have been introduced. They include opportunities to engage in robotics, the sustainable garden, local business links, and Happiness Hour. The curriculum includes local and international charity links, but significant opportunities to be enterprising and innovative are still developing.
- Since the previous inspection, appropriate learning experiences to deepen the understanding of the traditions and culture of the UAE have been successfully integrated through school displays, links between Islamic Education and Arabic, morning assemblies and the school's mosque.
- Arabic is taught in the FS for 80 minutes each week.

### For Development:

- Ensure that all the curriculum unit requirements for Arabic as an additional language are met.
- Adapt the curriculum to challenge and support all groups of students appropriately, especially students of determination and those studying Arabic and post-16 English.
- Ensure that all students have better planned opportunities for enterprise and innovation in all phases.

## 5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- All staff are rigorously trained in safeguarding and child protection procedures with policies available to parents. The child protection team is alerted to any concerns through an online system so that they can give immediate support. Students are also involved in campaigns such as anti-bullying.
- The school site is clean and well maintained, with recent improvements made to floors. Regular risk assessments are undertaken. Arrangements for students travelling by school transport are well organised. Although there are no lifts, systems are in place to support those students with mobility issues.
- The promotion of healthy physical and mental lifestyles for staff and students is strong across the school and involves the school counsellor and clinic staff. Medical personnel provide high levels of care and promote an awareness of good hygiene and specific medical conditions such as diabetes.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Acceptable	Good ↑	Good ↑

- Teachers enjoy positive relationships with their students. Students feel valued because they are listened to and supported in their personal and academic development. Attendance and punctuality are promoted well and monitored closely, with timely interventions put in place when needed.
- Thorough systems are in place for identifying students of determination and those with gifts and talents. Appropriate support is provided to help most students of determination make at least expected personal and academic progress. The support is less coherent in Primary.
- The health and wellbeing of all students is a high priority for the school and underpinned by effective personal and academic counselling. Career guidance is also strong, especially in the senior school, and helps to prepare students well for their future careers.

### For Development:

- Ensure effective care and support in all lessons for students of determination by increasing the consistency in the quality of teaching and learning, particularly in Primary.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- Governors and school leaders promote a clear vision of an inclusive school which welcomes students of determination. Well-qualified staff lead the inclusion department. Improvement plans include relevant priorities, but do not identify clear and achievable success criteria.
- The school has effective procedures in place, which include teacher and parental input, to identify students who require additional support. Appropriate interventions, based on diagnostic assessments and observations, are included in plans, and implemented in lessons.
- Parents are pleased with the support provided for their children and within their individual education plans (IEPs). They feel well informed about the progress which their children are making and are pleased with the formal and informal reports supplied by the school.
- Teachers in most lessons modify activities and expected outcomes appropriately for students of determination. The lack of specific success criteria in IEPs reduces the impact of the support which they receive.
- In relation to their starting points, most students of determination make expected progress. The school's success in promoting wellbeing means that most students have positive attitudes to school, which support their learning. Progress towards personal development goals is stronger than towards their academic targets.

### For Development:

- Ensure that students' IEPs have learning targets which are measurable with specific targets, so that staff are clear about their progress.
- Ensure that improvement plans clearly identify the intended impact of priorities, so that leaders can monitor progress accurately.

## 6. Leadership and management

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

- The newly-appointed principal has a strong vision and leadership skills. He has the capacity to improve the school rapidly. He has established a committed middle leadership team to raise standards in teaching and learning. Many are new leaders who have high expectations and are dedicated to improving students' outcomes, although the impact is not yet evident. All senior and middle leaders are working to make the school a vibrant learning environment.
- Most leaders know their school well, although the school's self-evaluation is aspirational. The evaluation process requires alignment to students' achievements. The drive towards rapid improvement through departmental action plans is underway, and the whole school improvement plan has identified key priorities. Its impact, for instance, in raising the standards of reading is evident, although improving the quality of teaching and learning is progressing more slowly, particularly in Primary.
- Parents are supportive and appreciative of the principal and leaders, who are accessible and respond quickly to communications. Two parent representatives sit on the governing body, although they do not have effective communication channels to gather the views of other parents. Many parents have opportunities to meet monthly but would like more regular communication meetings with teachers. They do, however, consider that their children are flourishing in the school.
- Governors are dedicated and often present in the school. They have taken decisive action to improve the school by appointing the principal and middle leaders, whom they hold to account. They have invested in a range of resources, including staffing, and monitor the school's performance through reports and observation. Governors have a clear understanding of students' assessment data and outcomes. They have the wellbeing of all stakeholders in their vision and support the culture of mutual respect.
- Leaders ensure that resources and facilities promote students' achievement. The school is managed through efficient daily routines and smooth transitions. In FS, teachers are well supported by teaching assistants. All children have access to the shaded outdoor area. Provision in technology has improved, particularly in Secondary and Post-16. As this is an old building, some classrooms are small and cramped. School corridors are attractive with colourful displays.

### For Development:

- Improve leaders' evaluation skills and increase their focus on students' attainment and progress during lesson observations.
- Improve parents' communication channels with teachers.
- Governors should ensure that the small primary classrooms are not overcrowded and that there is sufficient staffing and facilities in Arabic and post-16 English.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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](mailto:QA.Schools@khda.gov.ae)