

# INSPECTION REPORT

2022-2023



**PRIMUS PRIVATE SCHOOL L.L.C**

**INDIAN CURRICULUM**

**GOOD**









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## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of School	2008
	Website	www.primusschool.sch.ae
	Telephone	97142800691
	Principal	Arundhati Rawat
	Principal - Date appointed	10/3/2013
	Language of Instruction	English
	Inspection Dates	02 to 06 October 2022





### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1249
	Number of Emirati students	0
	Number of students of determination	50
	Largest nationality group of students	Indian

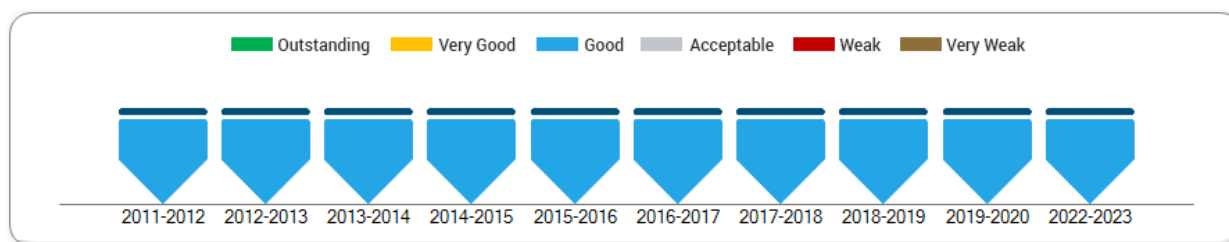
### TEACHERS

	Number of teachers	79
	Largest nationality group of teachers	Indian
	Number of teaching assistants	3
	Teacher-student ratio	1:16
	Number of guidance counsellors	3
	Teacher turnover	22%

### CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	N/A

### School Journey for PRIMUS PRIVATE SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

- Students' achievement in Kindergarten (KG) is very good in English and mathematics and good in science. In the primary phase, achievement is very good, apart from in Islamic Education and Arabic, where it is good. In the middle phase, students' achievement is usually good or very good. In the secondary phase, students' achievement is good or better, but acceptable in Islamic Education and Arabic.
- Students' positive attitudes and high levels of self-reliance are reflected in their respectful relationships with teachers and one another. They are sensitive to the needs of others and are mutually supportive. In every phase, students are eager to take on roles of responsibility. They actively support sustainability schemes, and they have opportunities to demonstrate their innovative skills at various school and national events.

### PROVISION FOR LEARNERS

- The quality of teaching for effective learning is good across the school. All teachers have secure subject knowledge. Common procedures for lesson planning lead to consistency. Teachers' questioning is effective. Internal and external assessment data are collected systematically across all phases, but the consistent use of data to inform teaching strategies varies across subjects.
- The curriculum has a clear rationale and complies with UAE and CBSE specifications. It is designed to develop students' knowledge, skills and understanding across all subject areas. A range of curricular and extra-curricular choices is available to students. Cross-curricular links are planned for but are not always evident in practice. Curriculum modification to meet the needs of students of determination is improving.
- Appropriate safety and safeguarding policies are in place and ensure that students learn in a safe and supportive environment. The promotion of healthy lifestyles and wellbeing is evident throughout the school. The school offers a highly caring environment in which teachers are very aware of their students' needs. Personal and career guidance support is available to secondary students.

### LEADERSHIP AND MANAGEMENT

- The principal and senior leaders are committed to the school and to the wider school community. Parents are fully engaged in the work of the school, and are important partners in their children's education. The governing board is ambitious and is planning for future improvements to the premises and to learning opportunities. The day-to-day management of the school is well organised.

### The Best Features of The School:

- Students' positive and responsible attitudes.
- The quality of care and guidance which all students receive.
- The positive, informed and meaningful role which parents have within the school community.
- The welcoming and inclusive atmosphere which permeates the school.







### Key Recommendations:

- Ensure that the analysis of internal and external assessment data is consistent across all subject areas and phases.
- Improve the rigour of health and safety checks in the school so that they are more proactive rather than reactive.
- Review teaching and learning resources, both digital and non-digital, and reconsider how they are used to support and enhance teaching and learning.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good ↑	Good	Very good
 Mathematics	Attainment	Very good ↑	Very good	Very good ↑	Good
	Progress	Very good ↑	Very good ↑	Good ↑	Good ↑
 Science	Attainment	Good	Very good	Very good ↑	Very good
	Progress	Good	Good	Good	Good
<b>Learning skills</b>		Very good ↑	Good	Good	Good ↓

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Very good ↑	Very good
Social responsibility and innovation skills	Very good ↑	Very good	Very good	Very good

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good ↓	Very good ↓	Very good ↓	Very good ↓
Care and support	Very good	Very good	Very good	Very good

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very 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 assessment</b>	<b>is above expectations</b>	<b>Not applicable</b>

- The school's data from PISA, TIMSS and ASSET indicate that progress is rapid and sustained. In TIMSS, the targets for 2019 were exceeded by over 60 points. The overall scores, typically above 600, indicate extremely high results in both mathematics and science in Grades 4 and 8.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>meets expectations</b>

- There is some evidence that middle leaders analyse and use data to identify the conceptual and skills which need to be improved. The extent to which this knowledge and understanding penetrates lessons is inconsistent; it is not yet embedded practice. There has been some attempt at making use of assessment data information in the adaptation of the curriculum.

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

- Generally, students' reading capabilities are in line with expectations. Students can think clearly and flexibly. However, many teachers do not plan for this or create opportunities for students' critical thinking skills to be demonstrated or to flourish.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Create opportunities for students to think creatively, imaginatively and critically.
- Use data from reading and literacy assessments to inform the planning of all lessons.



## Wellbeing

### **The quality of wellbeing provision and outcomes is at a high level:**

- The school is firmly committed to the wellbeing of students, staff, parents and the wider community. School policies and vision create a learning environment that develops students who are resilient, adaptable and empowered to excel. A representative committee supports the embedding of wellbeing across the school. Action planning underpins the ongoing promotion of wellbeing themes. The school monitors the wellbeing of students, teachers and parents through surveys. Data are analysed and used in action planning.
- Students learn within a high quality, caring and supportive environment. They are listened to and their needs are addressed. They can access personal counselling support when they need it. Staff have access to the senior leadership team when they need to discuss and address issues of concern. Teachers engage in training opportunities which equip them with the skills and experience required by the changing demands of their roles. The wellbeing action team provides a forum for all stakeholders.
- The broad curriculum contributes to students' general sense of wellbeing. Through their participation in school activities and programmes, students are supported in making healthy lifestyle choices. The activities include physical education, dance, swimming, healthy eating, personal safety and the arts. Students feel safe at school and well connected to their teachers and their education. They demonstrate very positive attitudes and high levels of personal and social responsibility. Underdeveloped provision for students of determination provides inequitable opportunities for their wellbeing development.

## UAE social studies and Moral Education

- The school teaches UAE social studies and moral education across several areas of learning and also through stand-alone lessons. Teaching is guided by the latest moral, social and cultural framework. UAE social studies is allocated two lessons every week. Moral education is taught from Grades 1 to 12 in a single weekly lesson, and is also integrated into social studies and English.
- The programme is appropriate, aligned to standards and made relevant to learners. Teachers encourage students to collaborate, make connections, challenge ideas and use critical thinking skills. Students are engaged and can discuss new concepts and new knowledge. Assessment tools are well designed to measure progress, allowing teachers to personalise learning for individual students.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students' attainment in the primary and middle phases is better than in the secondary phase. Girls make marginally better progress than boys, especially in the middle phase. At times, the progress made by more able students is slower than it should be.
- Students have a strong knowledge of the pillars of Islam and faith, Islamic etiquettes and Seerah. They make rapid progress in developing their understanding of Islamic values. However, students' progress in developing recitation skills and their knowledge of Islamic law is not as strong.
- Teachers generally focus on developing students' understanding of the meaning of verses from the Holy Qur'an early in the programme. However, students' ability to quote appropriate verses is at an early stage, especially in the secondary phase.

#### For Development:

- Improve students' recitation skills and their ability to quote appropriate verses from the Holy Qur'an.
- Enhance students' understanding of Islamic law and Seerah, especially in the secondary phase.

#### Arabic as an Additional Language

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

- Students' attainment in the primary phase is better than in other phases. Progress is less strong in the secondary phase. Progress made by more able students sometimes lags behind than that made by other groups of students.
- Most students have strong listening skills. Reading skills in primary are adequate. Students' ability to write independently is less strong. Progress in listening and in reading is rapid in the primary and middle phases.
- Teachers consider the number of years which a student has been studying Arabic as a basis on which to measure levels of attainment. However, this practice has not impacted on the identification of learning gaps or on curriculum modification.

#### For Development:

- Improve students' speaking and in reading skills by providing consistent opportunities to practice at an appropriate level of challenge.
- Modify the curriculum and adopt teaching strategies designed to target gaps in all language skills.

## English

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good ↑	Good	Very good

- Students in every phase are developing their listening and speaking skills. They are becoming confident and articulate speakers. They show high levels of confidence and fluency, especially in the primary and secondary phases.
- Students in the middle and senior phases have a good knowledge of poetry and of the different styles of writing. They can understand and appreciate a range of poems while collaborating, exchanging ideas and forming opinions.
- Students' writing is accurate. Book reports identify particular writing styles. Students are able to justify their opinions through a range of persuasive writing techniques. There is a whole-school focus on reading, but the library does not have a central role in developing students' reading.

### For Development:

- Enhance students' independent writing skills through the consistent use of effective teaching strategies and practices.
- Develop the library as a reading hub in the school.

## Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good ↑	Very good	Very good ↑	Good
Progress	Very good ↑	Very good ↑	Good ↑	Good ↑

- Children's ability to count and understand numbers develops rapidly in KG. Students continue to make rapid progress through the primary phase. In the middle and secondary phases, students make steady progress as they are offered sufficient challenge in their learning activities.
- Children in KG can write single-digit additions using the correct symbols. In primary, students know the four arithmetic functions, and how to calculate the area and perimeter of many two-dimensional shapes. In the middle and secondary phases, students develop their understanding of increasingly complex mathematical problems.
- External assessment results in primary, middle and secondary are high because students receive intensive preparation for them. Students are effective problem solvers, but they do not think critically about their work. Activities which would promote this skill are not regular or challenging features of lessons.

### For Development:

- Accelerate students' progress in the middle and secondary phases by designing learning activities which more effectively challenge and stimulate all groups of students in every lesson.

## Science

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Very good ↑	Very good
Progress	Good	Good	Good	Good

- In internal and external assessments, most students perform strongly in all phases. This level of attainment is not so evident in lessons or in recent work, however, as practical skills are still developing.
- In all phases, conceptual knowledge and understanding are strong. Basic practical skills, such as observing, recording and following instructions, are developing. The higher-order skills of investigative science, such as hypothesising, analysing and synthesising are underdeveloped in all phases.
- Since the previous inspection, there has been a focus on activity-based science, which occurs regularly across all grades. As a result, students' improved practical skills are now developing well.

### For Development:

- Ensure that investigative work in science features in each grade on a regular basis.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good ↑	Good	Good	Good ↓

- Children in KG are very eager participants in their learning. In the other three phases, students are also mostly actively engaged. They collaborate well with their classmates and with their teachers.
- In lessons, students are responsible and mostly active learners, who respond to the advice and guidance given by their teachers. They have the confidence to ask questions and can communicate their learning in a variety of different ways.
- Students can use digital devices effectively to support their learning. They are competent problem-solvers and engage positively in the enquiry tasks specified by their teachers. Their critical thinking skills are underdeveloped because they are not challenged enough with suitable activities during their lessons.

### For Development:

- Develop students' critical thinking skills by providing them with regular and challenging activities.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- The attitude and behaviour of students are mostly exemplary and especially so in middle and secondary phases. In the middle phase, girls are more focused than boys in engaging with elements of a healthy lifestyle.
- Students' positive attitudes and high levels of self-reliance are reflected in their very respectful relationships with teachers and with one another. They are highly sensitive to the needs of others and are mutually supportive. Attendance rates are very high.
- The school ensures that students play a central role in all school activities and events. As a result, students have a well-developed sense of responsibility.

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

- Across all phases, girls' knowledge of their own culture is marginally better than that of boys. Students' understanding of how Islamic values impact on their lives is slightly stronger in the primary phase.
- Students strongly appreciate the significance of Islamic values in modern life in the UAE. Their knowledge of Emirati culture, heritage and traditions is very strong. They can give detailed descriptions of their own culture and its features.
- The school organises a range of special assemblies and programmes designed to enhance students' knowledge and understanding of other cultures. The impact is inconsistent across the school.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ↑	Very good	Very good	Very good

- Students are eager to take on roles of responsibility. Some older students have been trained as fire marshals and carry out health and safety checks. Wider community involvement includes local clean-ups and donations to workers' camps during Eid.
- Students have very positive attitudes to work. They display innovative skills in the annual science, mathematics and literacy fairs, as well as during Innovation Day. Opportunities to develop entrepreneurial skills across all phases are more limited.
- Students are very active in supporting sustainability schemes. They are aware of and work towards the United Nations (UN) sustainability goals. They have initiated several recycling projects, such as composting and collecting unwanted books and newspapers. Recycling projects have included art events and a fashion show.

### For Development:

- Enhance students' knowledge and understanding of worldwide cultures.
- Provide more opportunities to increase students' entrepreneurial skills across all phases

### 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good

- All teachers possess secure subject knowledge. In KG, teachers have a clear understanding of how young children learn. They plan interesting activities that focus on the development of independent learning skills. This is not a regular feature in other phases and subjects.
- The procedures for lesson planning follow a consistent format, which clearly specifies the activities to be provided in each lesson. At times, lesson plans are too focused on the acquisition of knowledge rather than on deepening students' conceptual understanding and developing subject-specific skills.
- The effectiveness of teachers' questioning in most lessons is consistently high. Questions are often open, regularly challenging and sometimes prompt students to reflect on their learning. However, they rarely encourage critical thinking. Students' use of digital devices is promoted effectively in lessons.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Across all phases, attainment and progress data are collected systematically and are closely linked to the curriculum. These data are benchmarked against national and international data effectively. Progress measures, including skills, are tracked over time. The progress of different groups is not examined thoroughly.
- The consistent use of data to inform teaching strategies varies from subject to subject and from phase to phase. The quality of oral and written feedback offered to students remains variable.
- The use of data to drive learning and to offer effective challenge and support has produced inconsistent improvements.

#### For Development:

- Ensure that success criteria are regularly used, especially at the end of a lesson, to monitor attainment and progress.
- Ensure that information from assessments and other sources is used to improve learners' experiences more consistently, and that the quality of oral and written feedback leads to improved learning outcomes.

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good

- A skills-based curriculum in KG is a specifically designed blend of Early Years Foundation Stage (EYFS), CBSE and Canadian curricula. There is a strong focus on developing key speaking and listening skills, and on guided reading and guided writing.
- The school curriculum has a clear rationale and is compliant with the requirements of UAE and CBSE specifications. It is carefully designed and effectively implemented to develop students' knowledge, skills and understanding. The school conducts regular reviews of the curriculum.
- A range of curricular and extra-curricular choices is available to students. Cross-curricular links are planned in lessons, but are not always evident in practice. Since the last inspection, the school offers some innovative subjects, such as artificial intelligence and financial literacy.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- Modifications to the curriculum are regularly implemented. The school has developed an extensive programme of assessment preparation for students, which focuses on all external assessments.
- In Islamic Education and Arabic, modification of the curriculum is inconsistent and does not meet the needs of all students, nor does it target any identified skills gaps. Curriculum guidelines identify close links across the curriculum with UAE culture, history, traditions and heritage.
- Opportunities in the curriculum for students to enhance their innovation and enterprise skills are less developed across the school.
- Arabic as an additional language is not offered in KG.

### For Development:

- Ensure that curriculum adaptation is systematic and consistent in all areas.
- Extend the range of extra-curricular and after-school activities to meet the needs and aspirations of students.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good ↓	Very good ↓	Very good ↓

- Students are very well protected from all forms of abuse and bullying. All teaching and ancillary staff are trained in child protection procedures. Appropriate policies are comprehensive and regularly reviewed. Students feel very safe in the school.
- Although there are regular checks of the site, some important health and safety issues have not been identified, including the safe storage of chemicals in science laboratories. Procedures for checking health and safety aspects, including those in KG, are not rigorous enough
- The promotion of healthy lifestyles and wellbeing is clearly evident across the school. There are many opportunities for physical exercise, thorough health checks, a well-resourced clinic and very good advice given to parents and students.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- The school provides students with a highly caring and supportive environment, in which teachers are very aware of students' needs. Students have very positive attitudes towards their school community and their fellow students.
- The school has improved its processes for the assessment and identification of students of determination. Teachers' support for these students continues to develop and has beneficial effects on their learning. Systems are also in place to identify students who are gifted and talented.
- Students can avail themselves of the advice and support of highly experienced and trusted counsellors to address personal matters. The school has developed good systems to provide guidance about career options and future educational pathways.

### For Development:

- Review and develop procedures for identifying potential health and safety concerns throughout the school including the safe storage of chemicals in science.



## Inclusion of students of determination

### Provision and outcomes for students of determination

Good 

- The inclusion governor and team are committed to the development of this inclusive school. The school has responded constructively to the previous inspection report. The inclusion team works in a highly collaborative manner and has led impactful developments in policy and practice.
- Assessment of and interventions for students of determination have improved. However, in planning, learning objectives to address students' priority learning needs are not always clear. This reduces the impact of Individual Education Plans (IEPs). Interventions are most effective when targets are focused and easily measurable.
- Parents of students of determination express satisfaction with the school. They have good relationships with teachers. Where necessary, there are several ways in which parents can communicate with the school.
- The curriculum is adapted for students of determination. However, modifications are not always effective. They work best when closely aligned with students' needs. Learning support assistants are becoming more proficient in personalising the curriculum. Students with significant barriers to learning access individualised teaching support of high quality.
- Planning for students of determination continues to develop, and their achievements are improving as a result. The high-quality care and support enable them to make significant progress in their social and emotional skills. Teachers in classrooms are not consistently aware of individual students' targets or of intervention strategies to help them. This reduces the effectiveness of implementation.

### For Development:

- Improve the IEPs by addressing the main barriers to students' learning and, where feasible, involve students of determination and their parents in their construction.

Ensure that classroom teachers are aware of individual students' learning targets and appropriate intervention strategies.

## 6. Leadership and management

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

- The principal and senior leaders are committed to the school and to its future. They have created and maintained a positive and welcoming atmosphere for students, teachers and the school community. Leaders are committed to the UAE national and Emirate priorities, which are embedded in all strategic plans. A large majority of leaders in the school understand how the skilful use of assessment data can positively impact on teaching and learning. Effective communication channels exist between all stakeholders.
- The school has developed a self-evaluation process which analyses information from various sources and allows senior leaders to make informed judgements about the school's performance. The process is based on the vision for the school, professionalism and trust. The school improvement plan identifies priority areas which will impact learning. There has been significant progress in addressing the recommendations made in the previous inspection report. The self-evaluation process is not closely aligned with the DSIB Inspection Framework.
- The school successfully engages parents as valued and important partners in their children's education. The two-way communication channels which exist between parents and the school are effective in bringing information and ideas to school leaders. Reporting on students' academic progress and personal and social development is ongoing and comprehensive. Parental representation is strong in the governing board and on all working groups and committees in the school.
- The governing board includes representation from almost all stakeholders and is responsive to any ideas or issues raised by the school community. The board ensures that good staffing and resources are available to support learning across the school. Members respond quickly when risks or issues are identified. The board is ambitious when planning for future facilities and learning opportunities for students. However, members do not always fulfil their role as constructive critics of the school, especially in the area of self-evaluation.
- Most aspects of the day-to-day management of the school are well organised and create a friendly context for learning. Almost all teachers are suitably qualified. They receive regular professional training. A range of teaching and learning resources is available in the school, although the best use is not always made of some facilities, such as the library. Leaders have not produced a digital learning plan, which would focus the school on the use of digital resources, particularly the interactive whiteboards in each classroom.

### For Development:

- Ensure that all teaching and learning resources available in the school are adding value to students' learning.
- Review the self-evaluation and improvement planning processes in the school.

## 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)