

INSPECTION REPORT

2022-2023



ELITE ENGLISH SCHOOL

CBSE CURRICULUM

ACCEPTABLE

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Evaluation Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Waheda
	Opening year of School	1992
	Website	www.eliteenglishschool.com
	Telephone	97142688244
	Principal	Kiran Mathai
	Principal - Date appointed	4/1/2022
	Language of Instruction	English
	Inspection Dates	16 to 20 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1770
	Number of Emirati students	0
	Number of students of determination	94
	Largest nationality group of students	Indian

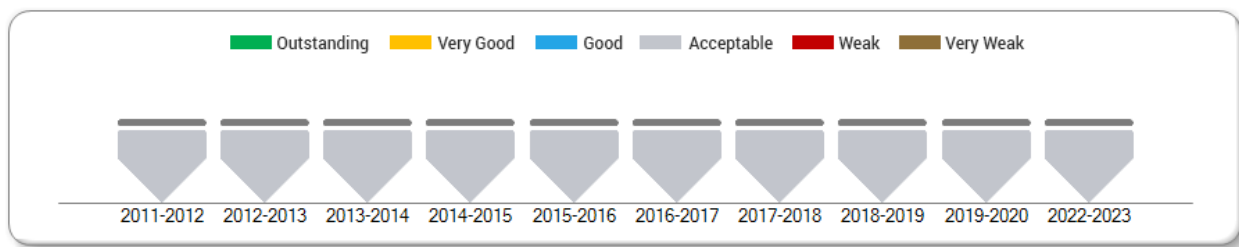
TEACHERS

	Number of teachers	87
	Largest nationality group of teachers	Indian
	Number of teaching assistants	7
	Teacher-student ratio	1:30
	Number of guidance counsellors	1
	Teacher turnover	23

CURRICULUM

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

School Journey for ELITE ENGLISH SCHOOL



Summary of Evaluation Findings 2022-2023

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STUDENTS OUTCOMES</p>	<ul style="list-style-type: none"> Students readily link Islam with their lives. Those in the middle and secondary phases struggle to speak or write Arabic. In English, reading and speaking are well-developed. Children in Kindergarten (KG) count and write numbers with confidence. Insufficient challenge restricts older students' mathematical progress. In KG, children gain limited scientific skills. In science, students in Primary perform above expectations, and in Secondary, progress is strong. Research, critical thinking and problem-solving are rare. Students' behaviour and attitudes are exemplary. Children in KG are self-reliant and quickly learn how to behave. Students are fully engaged during lessons. They are respectful, willing to help one another and committed to safe and healthy living. All students demonstrate good understanding of Islamic values and Emirati culture. Knowledge of other cultures is more limited. Students have a good awareness of sustainability. They engage in local caring activities. They know that their ideas are valued.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PROVISION FOR LEARNERS</p>	<ul style="list-style-type: none"> Teaching is stronger in Primary than in other phases. Lessons are purposeful and planned in all subjects and phases. Teaching in Islamic education, English and social studies is stronger. Students have regular opportunities to collaborate. Critical thinking is promoted well in English. Challenge and support are not always well matched to individual needs. Active learning and reflection time are inconsistently provided. In the best lessons, feedback, both oral and written, supports learning. A broad, balanced and relevant curriculum begins in KG with inquiry through learning centres. Elsewhere the focus is on the acquisition of knowledge rather than actively developing skills, except in English. Choice includes language options in Primary and additional subjects in Secondary. Assessment is suitably modified to meet a variety of needs. Clubs and activities provide enhancement and leadership opportunities. UAE culture and Islamic values are reinforced through assemblies and celebrations. However, exploration of world cultures is limited. Safeguarding policies are shared with staff during training. Students' safe arrival and dismissal are ensured. The campus is well-maintained. Safety checks and incident reporting have improved. The school effectively promotes healthy living. Caring relationships underpin the positive school community. Students' attendance and punctuality are carefully monitored. Students of determination and the gifted and talented are identified. However, the provision of support for them is variable. Students have access to experienced staff to support personal development and emotional wellbeing. Career guidance assists students' choices.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEADERSHIP AND MANAGEMENT</p>	<ul style="list-style-type: none"> School leaders have a vision to provide a quality education for all. They have established processes to analyse results, develop the curriculum and improve teaching and learning. However, outcomes remain inconsistent. Parents appreciate the school's support for their families. Students contribute to the local community, but international awareness is limited. Governors have some impact but staffing and provision of other resources remain obstacles to improvement.

The Best Features of The School:

- Improved outcomes in almost all core subjects, especially in the primary phase.
- Students' personal development that leads ultimately to outstanding young people leaving the school.
- Improved learning skills in the primary, middle and secondary phases.
- The compassionate approach of school leaders, ensuring that all children can access appropriate educational opportunities and that all members of the school community benefit from support for their physical and emotional wellbeing.





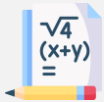

Key Recommendations:

- Increase the range of assessment strategies used in all lessons to support the development of research, problem-solving, creative thinking and presentational skills.
- Develop effective strategies and resources to address the learning needs of all groups, including students of determination, during lessons.
- Encourage children in KG to use outdoor playground equipment more regularly and more frequently.
- Provide access to technological devices to support the skills of research and critical thinking.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	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	Acceptable	Weak ↓	Weak
	Progress	Not applicable	Acceptable	Weak ↓	Weak
 English	Attainment	Good	Good ↑	Good ↑	Very good ↑
	Progress	Good	Good ↑	Good ↑	Very good ↑
 Mathematics	Attainment	Good ↑	Good ↑	Acceptable	Acceptable
	Progress	Good	Good ↑	Acceptable	Acceptable
 Science	Attainment	Acceptable	Good ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Good ↑
Learning skills		Acceptable	Good ↑	Good ↑	Very good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good↑	Good↑	Good↑	Good↑
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

For further information regarding the evaluation 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
Progress in international assessment	meets expectations	Not applicable

- The school did not meet its PISA and TIMSS targets, but improved, particularly in science. On average, students' attainment in ASSET did not decline and the school sustained an overall outstanding judgement in science. Grade 3 students achieved outstanding results in English, mathematics and science.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- Generally, school leaders understand how subject skills and content should be aligned to international proficiency levels, international benchmark levels and the gaps identified in their NAP reports. Curriculum adaptations are in place. While there is some evidence that there has been an impact, skills and content gaps identified in the reports are not always consistently, explicitly or accurately addressed.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- Leaders have registered all students in Grades 1 to 9 for the New Group Reading Test. They prioritise reading. Students from Grade 1 upwards have an online 'Reading Continuum' with access to graded texts.

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

For Development:

- Specify the identified skill or content gaps and the strategies to close them on the National Agenda Plan and in curriculum documents.
- Ensure that strategies to enhance skills and close content gaps are embedded in regular classroom practice.
- Provide more opportunities during lessons for students to engage in critical thinking, inquiry and problem-solving.

Wellbeing

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

- The school's wellbeing programme, involving the whole-school community, has grown over several years. The policy strongly promotes the wellbeing of all. A wellbeing committee comprises stakeholders, including students and parents. Data are analysed and used in action planning, which supports the embedding of wellbeing across the school. The implementation of a range of policies, including wellbeing, health and safety, physical education and emotional health, alongside the school's cultural activities, facilitates the promotion of an environment that supports wellbeing.
- The school recognises that wellbeing underpins students' ability to learn and thrive in school. Students benefit from high-quality care. Their concerns are heard and addressed. They have access to counselling support when required. During lessons the quality of support provided to students of determination during lessons is variable. The culture of mutual support among staff members is beneficial. All teaching and support staff, as well as students, have access to medical services. The wellbeing action committee provides a forum for issues to be raised and addressed.
- The broad curriculum addresses the spiritual, moral, social, emotional, physical and intellectual aspects of students' development. The implementation of whole-school wellbeing themes and activities supports students in making healthy lifestyle choices. Students' wellbeing is further enhanced through their participation in a range of additional programmes. Curriculum modification and delivery for young children and the most able students do not always meet their wellbeing needs. Students demonstrate their positive wellbeing through their high level of personal and social responsibility and their active engagement.



UAE social studies and Moral Education

- UAE social studies is taught as a separate subject and moral education in an integrated approach. The school follows the Ministry of Education (MoE) curriculum for UAE social studies. Themes of moral education are well integrated within all the core subjects.
- The moral education framework is enriched with a wide range of activities such as poster-making, discussions, case studies, research and recitation. Achievement in UAE social studies is assessed using ongoing and summative assessment, similar to other core subjects. Students' progress is reported to parents periodically. Moral education is assessed through activities and is not reported to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education



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

- Students' recent work and projects reflect acceptable attainment outcomes. Most students have a clear understanding of Islamic concepts and laws, and of Islamic etiquette. A majority exceeds expectations in their recitation of the Holy Qur'an. However, memorising and Tajweed are still underdeveloped, particularly in the middle and secondary phases.
- In each phase, students have an appropriate understanding of the laws of worship and of Islamic and Sharia concepts. Most students can make links between the Islamic concepts which they learn and the appropriate Hadeeth and verses, and most importantly link those to their daily lives.
- Improvements in teaching, involving inquiry skills, research, challenging content and discussions during lessons, positively affect students' progress. However, information from internal assessments is not used to monitor the individual needs of students.

For Development:

- Improve the use of assessment to enhance students' learning outcomes.

Arabic as an Additional Language

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

- Students' progress in the primary phase is better, in comparison with Middle and Secondary. Students in Primary can express themselves appropriately in Arabic. However, using the language in multiple contexts is a challenge for Middle and Secondary students. Students lack understanding of the language, and teachers lack understanding of how to teach a language.
- Students in the middle and secondary phases struggle to use Arabic in speaking and writing, due to the lack of cumulative language acquisition over their years of study. Their ability to interact using Arabic is below the expected levels.
- The absence of departmental leadership, and the inconsistency of the application of assessment data, lead to an inability to monitor students' progress accurately, and so they do not receive help to develop their language skills.

For Development:

- Accurately diagnose students' language skills so that lessons can be planned according to their needs and the number of years of study of Arabic.
- Enhance lessons by adopting strategies that are more appropriate to teaching and learning a modern foreign language.

English

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

- A majority of students in KG, primary and middle phases achieve above curriculum expectations. A large majority in the secondary phase attain above curriculum expectations. Students' reading and speaking skills are particularly well developed in the upper primary, middle and secondary phases.
- The majority thinks critically about texts, drawing connections between everyday life and moral values in the primary and middle phases. This extends to a large majority in the secondary phase. Students read extensively in and out of school.
- Gaps in their ability to recognise the sounds that letters make slow the progress of a few students in KG and Grade 1. Students write more extensively and across a range of styles as they move through the phases. Students' vocabulary is somewhat limited when speaking and writing.

For Development:

- Develop the reading skills of all children and students in KG and Grade 1, and enhance the range of vocabulary used in writing and speaking as students progress through the school.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good ↑	Good ↑	Acceptable	Acceptable
Progress	Good	Good ↑	Acceptable	Acceptable

- Children in KG are steadily developing their numeracy skills through a series of practical activities and learning centres that reinforce mathematical concepts. Internal and external assessment data show that attainment and progress in the primary and middle phases have improved, but these data are not supported by other types of evidence in the middle phase.
- Children in KG learn to count and write numbers with growing confidence. Students' numeracy and problem-solving skills continue to develop in the primary phase. Low levels of challenge during lessons restrict the development of students' mathematical skills in all phases.
- Recent initiatives, focused on improving lesson plans, are having some impact on students' outcomes. However, teachers make insufficient use of assessment information to align tasks with students' attainment levels.

For Development:

- Increase the level of challenge and plan better-differentiated tasks that promote the skills of all learners, especially students of determination.
- Enhance opportunities for independent research, problem-solving and critical thinking with more regular and more effective use of digital resources.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Good ↑	Acceptable	Acceptable
Progress	Acceptable	Acceptable ↑	Acceptable	Good ↑

- Outcomes in KG are improving steadily. A majority of students in the primary phase achieve above curriculum expectations in external assessments. This is also reflected in their achievement during lessons. Progress in the secondary phase is strong.
- Students have extensive factual knowledge about science and are increasingly able to use it to make predictions and to explain their observations during experiments. They also use it to make some connections to the real world.
- A focus on scientific vocabulary and literacy skills, and increased practical activities during lessons, have been major factors in the improvements in students' outcomes. However, the use of technology for research, or to record and communicate students' findings, is not yet a feature of science lessons. Critical thinking and problem-solving are limited.

For Development:

- Provide opportunities during lessons for students to learn scientific facts and ideas in context, through significant projects that are relevant to their lives.
- Enhance students' scientific inquiry skills through more experimental work, problem-solving, research and critical thinking.

Learning Skills

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

- Students demonstrate strong levels of focus and attention during almost all lessons. Almost all participate enthusiastically in their learning. In KG, learning skills are developing. In the primary, middle and secondary phases students demonstrate self-discipline and can work independently and communicate their learning well. Learning skills are strongest in the secondary phase.
- In all subjects and in each phase, students collaborate well. In Islamic education and English, they engage in productive discussions. Secondary students more routinely debate and have open-ended discussions, meaningfully connecting ideas and relating them effectively to their understanding of the world.
- Critical thinking and problem-solving become more evident as students progress through the school. Students are innovative during English lessons and in art. They use technology to research information more frequently in the upper grades.

For Development:

- Establish more opportunities for students to engage in creative and critical thinking in all phases, and to develop greater independence in KG.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding ↑

- Students' behaviour is exemplary, and their attitudes are very positive. Children in KG soon become self-reliant and quickly learn how they are expected to behave. Students in all phases are fully engaged in their learning during lessons. They willingly receive and respond to feedback from their teachers and fellow students. Their attitudes towards one another and adults are always respectful.
- Students' positive attitudes and their willingness to help one another contribute to a harmonious atmosphere within the school community. As proud ambassadors of their school, students take their roles and duties very seriously. Secondary students reflect a mature sense of their responsibilities to the school, their community and the world.
- Students display a very strong commitment to safe and healthy living. They eagerly participate in various sports to support healthy lifestyles.

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

- In each phase, students demonstrate a good understanding of, and respect for Islamic values. Most students display a well-developed knowledge and awareness of how these values affect them. They apply the principles of generosity and care for others during the holy month of Ramadan. These principles are developed in KG, using age-appropriate activities.
- Students in every phase are very respectful of Emirati culture. They participate in cultural events which promote the heritage of the UAE, such as National Day and Flag Day. However, gaining a greater depth of understanding of the UAE culture is still developing. For example, some wall displays are a little superficial.
- All students take part in the awareness projects that the school organises. As a result, they have developed some understanding of their own and other world cultures. Inevitably this awareness is less developed among primary students and children in KG.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Good

- Almost all students understand their responsibilities to the wider community. They engage in local volunteering activities such as beach cleaning and the distribution of care parcels. Some participate in the Youth Earth Summit and conferences organised by international bodies.
- Students have a good awareness of sustainability and environmental issues. They undertake initiatives such as recycling and waste reduction to enhance the school environment. Other examples include involvement in a fashion show with clothes made from waste materials, student Eco-Ambassadors, certificates for promising student ideas and the school garden.
- Students know that their ideas are valued by staff. They make creative suggestions to improve their school. Examples include a student proposal to replace plastic ID cards with plant-fibre wristbands, and student trash collectors 'plogging' (picking up litter while jogging) to raise awareness of pollution on beaches.

For Development:

- Increase students' awareness of Emirati and world cultures, and provide more opportunities to contribute to the wider national and international societies.

3. Teaching and assessment

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

- Teaching in the primary phase is stronger than in the other phases. Lessons are purposeful and planned in all subjects and each phase. These plans ensure positive learning and students' good progress in most primary grades. Teaching is strongest in Islamic education, English and social studies.
- Students have regular opportunities to collaborate and have meaningful discussions during many lessons. Critical thinking is promoted especially well during English lessons.
- Challenge and support provided to students during lessons are not always well matched to students' individual needs. The time provided for students to participate in active learning and to reflect on their learning is inconsistent in different subjects and grades.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school conducts a range of external assessments throughout the year. The assessments include four summative tests each year, linked to the CBSE curriculum, as well as external benchmark tests. Teachers also carry out tests during lessons on the completion of each topic.
- The school's focus on reading is an example of leaders' application of their analysis of assessment information to modify the curriculum and adjust teaching to improve students' outcomes. This is most evident during English lessons.
- During the best lessons, teachers help students to identify their strengths and areas for improvement through written feedback in books, advice on what to do to improve and reflection.

For Development:

- Share best practices in teaching between subjects and phases.
- Give students sufficient time to reflect and think critically about their learning.
- Increase the range of assessment strategies used during timetabled lessons.

4. Curriculum

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

- The curriculum has a clear rationale. It is broad, balanced and relevant in all subjects. The curriculum in KG is stimulating and allows exploration through activities and learning centres. Continuity is planned, with an emphasis on the acquisition of knowledge rather than the development of skills.
- Cross-curricular links are evident in lesson plans, but they are only well implemented during English lessons. They remain inconsistent in most other subjects. Choice is a feature of the curriculum, which provides for foreign language options in the primary phase and a breadth of additional subjects in upper Secondary.
- Although assessment information drives the annual curriculum review, it is not used effectively to meet learning needs in all subjects and phases. With a focus on the acquisition of knowledge, the review does not lead to increased opportunities for the development of skills, particularly in research and critical thinking.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum is suitably modified to meet the learning needs of the majority of learners in most subjects. However, the needs of some groups of students, including students of determination and the gifted and talented, are not systematically addressed when the curriculum is implemented through lessons.
- The curriculum is enhanced by a range of clubs and activities, such as the greenhouse project, bio-gas generation, a financial literacy programme, robotics, fashion management, and bake sales. School assemblies, the model United Nations and the student council provide leadership opportunities.
- Links to UAE culture and Islamic values are reinforced through special assemblies, events and celebrations. Educational visits enable students to acquire a better understanding of the local culture. However, opportunities to explore other world cultures are limited.
- Arabic is not taught in KG.

For Development:

- Strengthen curriculum mapping to build on students' prior learning skills and develop their independence, critical thinking and application of research skills.
- Adapt the curriculum to challenge students appropriately to enable them to excel.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school takes seriously its obligations for health, child protection and safeguarding. The policies and procedures relating to safeguarding and child protection, health and safety, bullying, protection from abuse and e-safety are comprehensive. Staff are aware of their responsibilities and receive regular training and updates.
- The school has enhanced its procedures and staffing for the safe arrival and dismissal of students. However, some gaps remain. The campus is well-maintained and equipped. The system of safety checks and incident reporting has been improved with more detailed risk assessments in place.
- The school prioritises the promotion of healthy living. Medical staff undertake proactive measures on medical testing and health review. They provide individualised nutrition programmes and recommend healthy lifestyles for students, teachers and the wider staff associated with the school.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Good, caring relationships between teachers and students and among students themselves are characteristic of the school. They contribute to a positive sense of school community. Students' attendance and punctuality are carefully monitored.
- Processes to identify students of determination and those who are gifted and talented are effective. However, the provision of support is variable. In the absence of learning support staff, many teachers do not show enough awareness of all students' needs, nor provide suitably differentiated activities.
- Students have access to experienced and compassionate staff members to support them in their personal and social development. Effective career planning and guidance systems enable students to make decisions about their future education and career options that are in line with their aspirations.

For Development:

- Review the management of students being collected by parents or guardians at the end of the school day to mitigate risks.
- Ensure that the needs of students of determination are shared with all the teachers who work with them, and that those teachers are appropriately trained and supported to be able to address those needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- School leaders are committed to inclusion. The school strives to provide appropriately for all its students. Inclusive policy and practice continue to develop and impact provision, but there is scope to enhance support for students of determination during their lessons.
- The inclusion team has developed processes for the early identification of students of determination. The team provides some interventions to support students during their lessons and also during individualised and small group sessions. The quality of these interventions continues to develop.
- Parents of students of determination have active and positive relationships with the school. They express a high degree of satisfaction with the school's provision. They value involvement in devising individual education plans (IEPs) for their children. They would like to see greater use of technology.
- Teachers endeavour to support students of determination with their learning. However, in the majority of lessons, modification and support are not suitably matched to students' learning needs, as there is insufficient collaboration between teachers and the inclusion team.
- Many students of determination enjoy positive learning experiences during lessons. Their progress, though too slow, is regularly monitored.

For Development:

- Ensure that IEPs address students' primary learning needs.
- Provide wider opportunities for students to practice their independence and life skills during their individualised and small group sessions.

6. Leadership and management

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

- The new principal, with the support of her predecessor and the leadership team, has a vision to ensure that all children can access a good education. They are committed to developing the curriculum and to delivering it through improved teaching and learning. They recognise the need to improve support for students of determination. Relationships and communication are professional. They target teachers' professional development, but students' outcomes and teaching and learning remain inconsistent.
- Leaders have established processes to analyse internal and external results, but the information is not interpreted accurately by all middle leaders or teachers. In response to recommendations in the previous report, priorities have been identified to improve teaching and learning in all phases. However, the improvement plan lacks specific monitoring dates or measurable targets. The identified training needs are being addressed, but the best practice identified in training is not followed by all teachers.
- Parents are highly appreciative of all that the school does to support them and their children, physically and emotionally, and recently with the particular challenges of the Covid pandemic. Communication developed at that time has continued as regular contact, ensuring that parents remain partners in their children's learning. Parents of students of determination are strong advocates of what they view as the school's welcoming and inclusive ethos. Students contribute to the local community. International contacts using online media are not strong.
- The school board has a range of representation, including internal stakeholders. Parents are consulted about school development through the parents' liaison member. Governors' influence in challenging leaders at all levels has led to some improved outcomes. However, governors have not adequately addressed two key areas. Not all teachers apply assessment data successfully to improve teaching and learning. Many are not sufficiently aware of the individual needs of students of determination who are then inadequately supported during lessons.
- Day-to-day management is organised satisfactorily. Staffing remains a challenge, particularly for teaching Arabic, and is also an obstacle to the improvement of teaching and assessment generally. The buildings are adequate, but the site itself is a barrier to development. Access to technology is limited, largely by teachers who do not integrate research and critical thinking regularly into lessons. In KG, limited or underused access to outdoor play equipment impedes the development of children's movement skills and impacts adversely on their emotional wellbeing.

For Development:

- Ensure that all teachers are supported and challenged to respond to the identified needs of students of determination during lessons.
- Integrate the school's or students' online resources more widely during lessons to develop research and critical thinking skills.

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