

**WEAK**





























2019-2020

## Contents

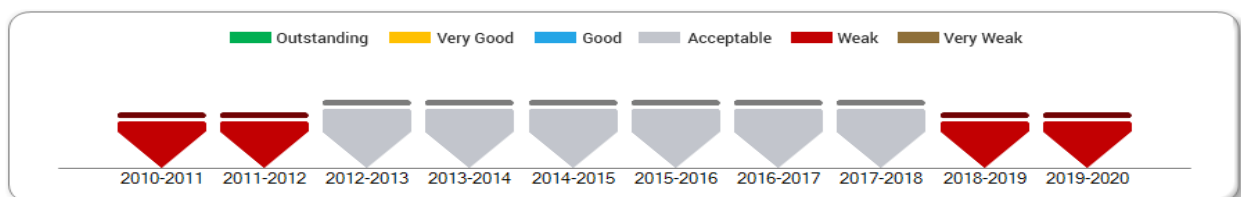
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<b>Contents.....</b>	<b>2</b>
<b>School Information .....</b>	<b>3</b>
<b>Summary of Inspection Findings 2018-2019 .....</b>	<b>4</b>
<b>Overall School Performance.....</b>	<b>6</b>
<b>National Priorities .....</b>	<b>8</b>
<b>National Agenda Parameter .....</b>	<b>8</b>
<b>Moral Education.....</b>	<b>9</b>
<b>Reading Across the Curriculum .....</b>	<b>9</b>
<b>Innovation.....</b>	<b>10</b>
<b>Main Inspection Report .....</b>	<b>11</b>
<b>Views of parents and students .....</b>	<b>21</b>

## School Information

General Information	 Location	Umm Hurair
	 Opening year of School	1968
	 Website	www.pea.ae
	 Telephone	97143370126
	 Principal	Ms Lubna Khan
	 Principal - Date appointed	9/1/2019
	 Language of Instruction	English
	 Inspection Dates	11 to 14 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1433
	 Number of Emirati students	0
	 Number of students of determination	49
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	100
	 Largest nationality group of teachers	PAKISTANI
	 Number of teaching assistants	34
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	2
	 Teacher turnover	21%
Curriculum	 Educational Permit/ License	Pakistani
	 Main Curriculum	Pakistani
	 External Tests and Examinations	Federal Board of Intermediate and Secondary Education (FBISE)
	 Accreditation	FBISE
	 National Agenda Benchmark Tests	ASSET

### School Journey for PAKISTAN EDUCATIONAL ACADEMY



## Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **weak**. The section below summarizes the inspection 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"> <li>Kindergarten children continue to achieve high standards in English and science. Primary students now make acceptable progress across all key subjects, achieving standards in line with expectations. Rates of progress for middle and high school students in Arabic are improving. In mathematics, middle and high school students make weak progress and achieve low standards. Learning skills are acceptable throughout the school.</li> <li>Across the school, students demonstrate mature attitudes, having a strong sense of personal responsibility and work ethic. Students have a good understanding of healthy living. They appreciate Islamic values and understand their relevance to UAE society. Students are well aware of UAE, their own and international cultures. High school students lead many initiatives for younger students on environmental issues.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>Most teachers demonstrate an adequate knowledge of their subject and can help the majority of students achieve basic standards. Only a minority of teachers use effective strategies to help students to develop good learning skills. Teachers assess students' knowledge and understanding but they do not use the results effectively to monitor students' progress or challenge more able students.</li> <li>Overall, the curriculum is broad, compliant and meets the needs of a majority of students. It does not promote well the development of critical thinking or independent learning. Teachers do not routinely plan cross-curricular links or adapt the curriculum sufficiently to meet the wide range of students' learning needs. Students can follow their interests in limited ways through project work and competitions.</li> <li>The school buildings are secure. However, health and safety policies and procedures are not up to date and do not cover all of the required areas. The school medical staff promote healthy lifestyles well. The principal has improved student attendance procedures. The learning needs of students of determination and those with gifts and talents are usually identified well, but they are not always met successfully.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>The recently appointed principal has strong leadership skills and a clear vision on how to improve the school. Most of the other leaders have not improved their areas of the school since the last inspection. The governors have not provided a budget to support the principal's strategic improvement plan. Parents are now more involved with the school and their children's education.</li> </ul>

### The Best Features of The School:

- The steps taken by the recently appointed principal to improve the school by identifying the school's strengths and development needs and putting in place a strategic improvement plan
- The students' understanding of Islam and its impact on UAE society, and their appreciation of Emirati, their own and other world cultures
- The improved progress made by middle and high school students in Arabic








### Key Recommendations:

- Leaders, with support from the governors, must urgently address the immediate health and safety issues, and review and update health and safety policies and procedures in line with current best practice.
- The governing board should provide a budget to enable the principal to implement the first year of the school's strategic improvement plan, focusing on:
  - leadership across the school
  - the quality of teaching
  - resources to facilitate better learning.
- The principal and staff should introduce clear, relevant well-structured, attainable action plans for each department over the next year to improve students' outcomes.
- Leaders and teachers should support the principal in improving assessment procedures and the use of assessment information to modify the curriculum, lesson plans and teaching in order to meet more effectively the learning needs of different groups of students.
- Mathematics teachers should improve the progress typically being made by middle and high school students.

## Overall School Performance

**Weak**

### 1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 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	Acceptable ↑	Acceptable ↑
 English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable ↓	Acceptable	Weak	Weak
	Progress	Acceptable ↓	Acceptable	Weak	Weak
 Science	Attainment	Good	Acceptable ↑	Acceptable	Acceptable
	Progress	Good	Acceptable ↑	Acceptable	Acceptable
 UAE Social Studies	Attainment	Acceptable			

	KG	Primary	Middle	High
<b>Learning skills</b>	Acceptable ↓	Acceptable	Acceptable	Acceptable

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

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

## 3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable	Acceptable
Assessment	Acceptable ↓	Weak	Weak	Weak

## 4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Weak ↓	Weak ↓	Weak ↓	Weak ↓
Care and support	Good	Acceptable	Acceptable	Acceptable

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## National Priorities

### 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 (N.A.P.) targets :

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

#### The school's progression in international assessments **meets expectations.**

- Between 2011 and 2015, the scores of Grade 4 and Grade 8 students on Trends in International Mathematics and Science Study (TIMSS) assessments in mathematics and science improved significantly. Scores on the Programme in International Student Assessment (PISA) 2015 tests in mathematics, science and reading also increased, though the school did not meet its targets in science or reading. Between 2017 and 2018, performance on the National Agenda Parameter (N.A.P.) tests in English remained weak overall. Performance in mathematics also remained weak in the middle and high school phases, with some improvement in the primary phase. Performance in science improved in the primary and middle phases but remained weak in the secondary phase.

#### Impact of leadership **is below expectations.**

- While leaders have managed to implement some improvements in students' outcomes, the overall picture is static. Staff do not analyse assessment information fully or use the results to improve the curriculum and teaching. The new principal has identified the need for improvements in assessment and the use of the information.

#### Impact on learning **is below expectations.**

- Lessons continue to be overly teacher-led, with the result that students do not develop skills in independent learning, enquiry or research. In addition, teachers' questioning does not always encourage students to think for themselves. Overall, learning skills are not promoted well by teachers, particularly in mathematics.

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

#### For Development:

- Improve students' ability to interpret questions in English, mathematics and science and apply reasoning to find answers.
- Use the results of systematic analyses of accurate assessment information to improve the curriculum and teaching and have a positive impact on outcomes for students.
- Provide opportunities for students to learn independently and carry out their own investigations.



## Moral Education

- The moral education curriculum includes appropriate topics. It is taught in English to all students. It has been designed to enable students to progress smoothly from Grade 1 to Grade 12. Moral education is scheduled for 55 minutes each week.
- The quality of teaching varies. Some lessons do not take enough account of different students' learning needs, while others challenge students well and develop their skills in moral reasoning.
- Students are encouraged to record their thinking in a variety of ways. Teachers use an appropriate range of methods to assess knowledge, skills, reasoning and real-life applications. Written feedback helps students to understand their personal strengths.

The school's implementation of moral education is **meeting expectations**.

### For Development:

- Implement assessment processes that give students a choice of showing what they have learned in line with the personal learning outcomes in moral education.

## Reading Across the Curriculum

- The English department conducts assessments to categorise students' reading levels across phases.
- The school needs to urgently use the assessment information to develop teacher's strategies to personalise students' targets to meet their needs.
- The revised literacy policy and strategies for literacy instruction have not been introduced to teachers across key subjects. Literacy development is a targeted area in ongoing staff training.
- The school aims to provide reading strategies to improve teaching and learning through phonics, individual reading, guided reading, independent reading and reading assessment.
- The new literacy policy includes plans that will require teachers to implement literature instruction, grammar lessons, reading comprehension periods and writing responses to reading.

The school's provision, leading to raised outcomes in reading across the curriculum is **emerging**.

### For Development:

- Train teachers to use literacy assessment information to develop and implement personalised strategies in order to fully develop students' reading comprehension skills.
- Encourage students to read aloud in Arabic lessons to help them to improve their comprehension skills.

## Innovation

- Learning technologies are not routinely used in classes. Students can collaborate in class, but they spend little time developing independent learning skills.
- Students have the opportunity to debate and present on global issues, but they have insufficient opportunities to develop their depth of understanding.
- Students have too few opportunities to be creative and innovative in lessons.
- The school provides a few opportunities for extra-curricular activities. In phase four, teachers provide some opportunities to develop students' leadership and entrepreneurship through the student council.
- The principal encourages all staff to improve their practice for the benefit of students by being creative and innovative.

The school's promotion of a culture of innovation is **emerging**.

### For Development:

- Develop a climate of enquiry, enterprise, innovation to permeate all aspect of school life.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students demonstrate a secure knowledge and understanding of key Islamic concepts, Hadith and The Holy Qur'an. The school assessment information show higher standards of attainment than students' work in class. Students in the middle phase make better progress than those in the other phases, particularly in the girls' section.
- Students demonstrate better understanding of Islamic values than that of Seerah. The Holy Qur'an programme is improving students' recitation and memorisation skills. However, students' ability to quote verses from The Holy Qur'an or Hadith for evidence of values or rulings is less secure.
- The school's modification of the Islamic education curriculum has helped to align students' achievement to Ministry of Education (MoE) curriculum expectations and accelerate their progress, particularly in the secondary phase. However, this is still not consistently evident in all classes.

#### For Development:

- Ensure that The Holy Qur'an, Hadith and Seerah are closely linked to all areas of learning of the subject, and encourage students to refer to them for evidence of values or rulings.

#### Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑

- In lessons and their recent work, primary students demonstrate better knowledge and skills of language than middle and the secondary students. However, students in all phases make the expected progress. The school's internal assessments do not match what they achieve in lessons. Girls generally achieve better than boys.
- A particular strength is students' listening skills. Students understand spoken texts about common topics such as food, sport and family. Reading skills are less secure. Although students can extract the main ideas from texts, they struggle to fully understand them. Free writing is underdeveloped.
- Improvements in the curriculum have enabled the school to align students' knowledge and skills of language with the MoE standards. This is having a positive impact on progress in the middle and secondary phases. However, attainment in these phases is still less secure.

#### For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practise language more freely and at length.
- Improve students' comprehension by developing their reading skills, such as skimming, scanning and drawing conclusions from texts.

## English

	KG	Primary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- Across all phases, students enjoy the opportunities to develop their English skills. In most lessons, the majority of students have difficulty comprehending reading passages with the exception of those in the high school, who have more breadth and depth of understanding.
- In KG2, children make rapid progress when writing simple sentences. In the other phases, there are too many group activities that do not enable students to develop reading and writing skills effectively. During lessons, students are not asked to read for independent comprehension.
- The school has assessment information for literacy levels, yet this is not used by teachers to plan personalised pathways for improvement.

### For Development:

- Ensure in collaborative activities that all students write their own responses in composition books.
- Review the pace of lessons to eliminate rushed activities that do not fully deepen students' understanding.
- Ensure that workbooks are used frequently to record students' work.

## Mathematics

	KG	Primary	Middle	High
Attainment	Acceptable ↓	Acceptable	Weak	Weak
Progress	Acceptable ↓	Acceptable	Weak	Weak

- Evidence from lesson observations and students' workbooks is broadly in line with internal and external assessment data and supports the judgements about progress and attainment across the middle and high school phases. Judgements at KG and the primary school are mainly based on inspection evidence. High school external board examination results have been variable over time.
- Students make broadly adequate progress in calculation and acquiring facts, such as names of shapes in KG and the primary school, and learning techniques such as calculating averages in middle school. Progress in applying techniques to solve a problem requiring an extended response is less secure.
- The school has been trying to improve students' comprehension and mathematical problem-solving skills, but it remains the case that few students are able to achieve beyond curriculum standards.

### For Development:

- Challenge all groups more effectively, especially those with the potential for higher achievement, to ensure that more students reach or exceed curriculum standards.
- Develop the ability of students to solve problems that require extended reasoning.

## Science

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

- Children in KG develop their scientific knowledge well by exploring and discussing what they see. In the other phases, learning begins with a ‘thinking question’ and this is then linked to the lesson’s learning objectives.
- Across all phases, students are developing their research and enquiry skills adequately. As students move through the school, they show a stronger understanding of the scientific method. They hypothesise, observe, record results and present their findings effectively.
- Across all phases, students work well together to solve problems and complete their investigations. However, they are not always challenged sufficiently to take more responsibility for their own learning and become independent learners.

### For Development:

- Ensure that students’ work consistently promotes and challenges higher order thinking and provides student with opportunities to be independent learners.

## UAE Social Studies

	All phases
Attainment	Acceptable

- Overall, students’ knowledge and skills in UAE social studies are in line with grade-related expectations. In comparison with the boys and as a result of better-quality teaching, girls in the middle and high school phases have a stronger grasp of the concepts and possess enhanced communication skills.
- The recall of knowledge is emphasised in the programmes of work and assessments. As a result, students’ knowledge of the components of the curriculum is stronger than their social studies skills and their ability to communicate and present information from different viewpoints.
- The inclusion of UAE and Pakistan cultures in the programme is appreciated by students. However, the curriculum and summative assessments do not match the UAE social studies standards sufficiently closely at each grade.

### For Development:

- Adjust the curriculum, lesson planning and summative assessments to match explicitly the UAE social studies standards.

## Learning Skills

	KG	Primary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Across the phases, students are keen to learn. However, overly teacher directed learning does not develop students' skills for independent learning, especially in KG. Most students can work collaboratively for short periods of time. However, this often results in one student dominating the discussion while others remain passive.
- Across all phases, lessons are dominated by teachers talking too much and this does not help students to develop critical thinking and problem-solving skills. Most students are not sufficiently challenged, especially in mathematics. Students are typically not sufficiently aware of the progress they are making.
- The use of technology does not feature in most lessons with the exception of science, where students carry out research to support their learning. Far too often, students depend too much on teacher direction instead of taking responsibility for their own learning.

### For Development:

- Ensure that the teachers ask probing questions to consistently promote higher-order thinking as well as challenge students.
- Improve classroom learning environments across all phases to ensure they are student-centred enabling all students to take responsibility for their own learning.

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

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good

- Students' mature attitudes and strong sense of personal responsibility are noticeable across the school. These are clearly seen in their self-reliance, self-discipline, their openness to positive and negative feedback and their empathy and care for each other.
- Senior girls and boys demonstrate a maturity that underpins their daily lives in school. In upper primary a few conflicts have arisen between boys which reflect the students' inability to sort out their differences.
- Students demonstrate and appreciate an understanding of healthy living. The introduction of physical education for girls has strengthened their commitment to making healthy lifestyle choices, by allowing them to engage in sports and school clubs.

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

- Across the school students demonstrate a strong awareness of Islamic values and understand their relevance to UAE modern society. They are proud of being Muslim and adopt many of the associated values in their general behaviour across the school and in the community.
- Students have a strong understanding of and respect for, UAE culture. They can give details about their own cultures and enthusiastically talk about the UAE and repeat its National Anthem.
- Students’ understanding of world cultures is stronger in the secondary and the middle school phases. Students are well aware of international cultures and can talk about aspects such as art, food and history.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good ↑

- Students in the high school lead many initiatives. They conduct informational sessions for younger students to raise awareness of environmental issues. They have been instrumental in creating recycling bins and supervising the younger students to make sure plastic products are deposited in them.
- Students across the school speak passionately about their community contributions, such as charity work, their involvement in the Model United Nations (MUN) and competitions in debates, spelling, reading and poetry. Students demonstrate a good work ethic and appreciate the importance of hard work as a means of achieving success.
- A positive new initiative this year is the school’s association with Dubai’s Pakistan Youth Forum, where upper high school students debate, and extend their understanding of global issues. This has a positive impact on senior students’ real-world application of knowledge.

**For Development:**

- Extend the positive outcome of initiatives in the high school to all students to develop more fully their social responsibility.
- Improve KG children’s awareness of world cultures by providing more activities in the curriculum and by involving them in awareness programmes.

### 3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable	Acceptable

- A minority of teachers in the middle and high school phases are developing students' problem-solving and critical thinking skills successfully. Lessons in the other phases are more teacher-led with less opportunities for students to give extended answers.
- Most teachers have an adequate knowledge of their subjects. The majority of lessons are planned with clear learning objectives and relevant tasks. Most teachers use questioning to check students' knowledge recall. Only a few teachers use skilled questioning consistently to challenge and to probe understanding and promote deeper reflection.
- Most teachers have positive working relationships with students. However, in all phases, lessons are not always planned effectively to meet the differing learning needs of students and to ensure that they are appropriately challenged.

	KG	Primary	Middle	High
Assessment	Acceptable ↓	Weak	Weak	Weak

- Assessment is mainly by observation in KG, through which teachers build up an adequate knowledge of children's academic and social development. In the other phases, teachers regularly use tests to assess students' knowledge and understanding. They do not use the results effectively to monitor students' progress or to challenge more able students.
- The school has taken some steps in the use of assessment results to modify the curriculum and to alter internal tests to reflect the types of questions found in international assessments.
- The recently appointed principal has reviewed the school's assessment processes carefully and has set out well-judged targets for improvement. These include the accuracy of results, student self-assessment, use of assessments to improve teaching and the curriculum, and better written feedback to students.

#### For Development:

- Involve students more in their learning and improve their progress by challenging them more and giving them more opportunities to become independent learners.
- Senior and other leaders should work with the principal to ensure that her well-judged targets for improvement in assessment are implemented.



#### 4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable

- The curriculum is balanced and compliant with appropriate, built-in progression. Its content is enriched by grade-appropriate activities that are adequately planned to motivate students and develop their knowledge. However, despite a review of the content, the curriculum does not enable students to develop sufficiently skills such as critical thinking and independent learning.
- The principal has introduced physical education for girls in Grades 1 to 8. While there is a limited choice of subjects, students have freedom to follow their interests through projects and competitions, which they plan and complete independently.
- Cross-curricular links are planned between most subjects but do not fully facilitate students’ transfer of learning. Cross-curricular links are made mainly in Arabic, social studies and science. Most lessons include references to the UAE culture and values.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The school makes adequate attempts to adapt the curriculum to meet the needs of different groups of students, but it is inconsistent across subjects. Teachers use presentations, audios, videos and other visual aids to enrich the curriculum.
- The opportunities for enterprise, innovation and creativity are limited in the early phases but are emerging in the high school. Senior students engage in some entrepreneurial projects during and after school.
- Holidays and feasts are celebrated as whole school events. Appropriate experiences are provided in classes and assemblies to develop links to UAE culture and society.
- Arabic is taught in Kindergarten for forty minutes each day.

#### For Development:

- Ensure that the curriculum is adapted further to meet more effectively the learning needs of different groups of students and to develop their learning skills.

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- Although school buildings are secure, health and safety policies and procedures are not up to date and do not cover all of the required areas. The principal intends to update the policies and implement anti-bullying, risk assessment, and behaviour management policies, and make these known to staff, students and parents.
- The school doctor and nurses promote healthy lifestyles through well-planned programmes. The safety arrangements related to the wearing seat belts in some of the buses are not sufficient.
- Supervision around the school has improved resulting in better student behaviour. The buildings and equipment are mostly in a good state of repair. During the inspection, the school promptly and appropriately addressed issues related to safety around the school.

	KG	Primary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- The learning environment is one of mutual respect between staff and students. Behaviour management systems are adequate. In KG, systems for managing children's behaviour are successful and consistent. The recent adoption of a management information system facilitates a whole-school approach to monitoring attendance and punctuality.
- Students of determination and those with gifts and talents are mostly accurately identified. Class and subject teachers provide some appropriate activities and enrichment experiences for students. The absence of teacher's skilful adaptation or enrichment is limiting students' progress.
- The school's guidance and counselling services provide effective individual support for students, including careers. The limited alternative pathways do not meet the wide range of students' learning needs.

### For Development:

- Ensure that the buses have seat belts for all students and that risk assessment procedures are updated and rigorous.
- Provide alternative pathways for students with widely differing learning needs.
- Implement and monitor differentiation and enrichment in all classes consistently to advance student progress.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- The school's inclusion policy is appropriate. It has established suitable systems of review, planning, implementation, monitoring and evaluation for students of determination.
- Staff have a general understanding of the main learning needs of most students. However, they do not have a precise understanding of their complex needs or an in-depth knowledge of the best ways of supporting them.
- The school's efforts to communicate and inform parents about the progress of their children are welcomed and appreciated. However, some parents would prefer a more continuous structured approach aligned to the curriculum so that they can provide more support for their children.
- Curriculum modification is inconsistent in classes and often does not meet the needs of students of determination. Insufficient specialist support is provided for teachers to enable them to develop and implement relevant, high-quality lessons and activities matched to the needs of students of determination.
- Students of determination have an individual education plan with learning targets based on their individual learning needs. The progress students make in meeting their targets is not monitored sufficiently closely.

### For Development:

- Provide more specialist support for teachers to improve the learning experiences of students of determination, and monitor more closely the progress they make in meeting their learning targets.
- Communicate more frequently with parents to inform them of their children progress

## 6. Leadership and management

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

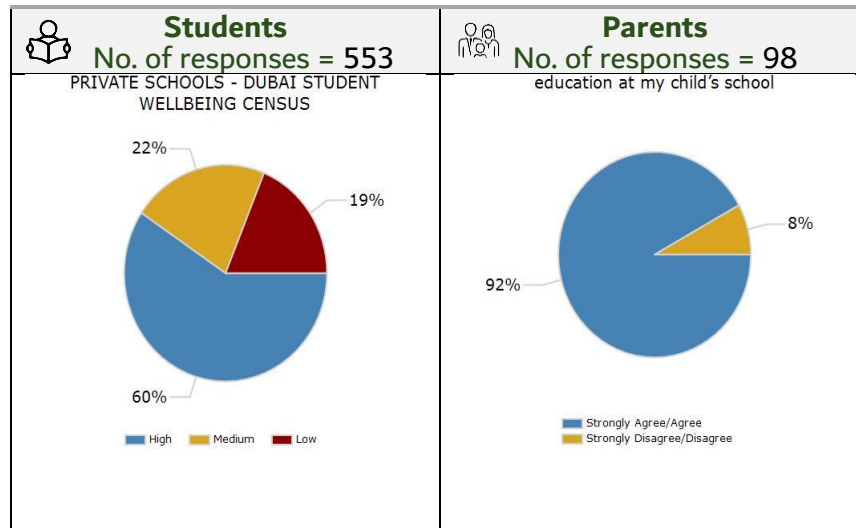
- The recently appointed principal has a clear vision on how to improve the school. She demonstrates a deep knowledge of good practice. This level of knowledge and skill is not evident in the majority of other senior and middle leaders. The principal has improved relationships and communication with most teachers. She promotes improvement very well and has the capacity to improve the school and make it an inclusive community which furthers the UAE priorities.
- The principal evaluates accurately the strengths and weaknesses of the school and implements a strategic plan to take the school forward. Prior to her arrival, the school did not have effective measures to evaluate its work and take account of internal and external assessments. Departments do not have clear, well-structured and attainable action plans. Few middle leaders have improved their areas of responsibility. Overall, the school made limited progress in addressing the recommendations of the previous inspection.
- A Parent Council has recently been established and parents are positive that their ideas about school improvements are to be used to improve educational standards. Most parents feel treated as partners with effective two-way communication between home and school, which they value very much. Parents feel informed about learning and progress and are enthusiastic about the additional extra-curricular activities offered.
- The governing board is responsible for two schools and so its time and energy are divided when this school needs significant support. Membership of the board does not include parent, staff or student representatives. The roles of board members are not clearly defined. Governance does not hold the school to account very well. Funding is inadequate, and governors have not provided the new principal with a budget to implement the strategic improvement plan.
- Effective day-to-day management ensures that the school runs smoothly. There are sufficient teachers, although their qualifications and experience vary. Teachers are provided with development training, but they are not exposed to the best practices in teaching. The library, furniture in classrooms and resources are inadequate and restrict the development of more innovative approaches to teaching. There is insufficient technology to support students' independent learning.



### For Development:

- Improve senior and middle leadership and the accountability of staff for students' outcomes.

## Views of parents and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students indicate that they are happy, optimistic and content in life. Their personal resilience, together with continued support from their friends, teachers and family, support them in managing the 'ups and downs' of everyday life. They also register their strong sense of belonging in school, recognising that people care for each other, help each other and treat everyone with respect and courtesy.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>The few parents who responded to the survey are very satisfied with the education provided by the school. They feel included in the life of the school and in decisions about their children's learning. Parents feel treated as partners with effective two-way communication between home and school. Parents feel informed about learning and progress and are enthusiastic about the extra-curricular activities offered.</li> </ul>

## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)