DUBAI
Knowledge المعرفة

# INSPECTION REPORT

## 2022-2023

# PAKISTAN EDUCATIONAL ACADEMY

## PAKISTANI CURRICULUM

ACCEPTABLE

# CONTENTS

# SCHOOL INFORMATION

## GENERAL INFORMATION

| | | |
|---|---|---|
| | Location | Umm Hurair |
| | Opening year of School | 1983 |
| | Website | www.pea.ae |
| | Telephone | +97143370126 |
| | Principal | Shamaela Al Quaid Ahmad |
| | Principal - Date appointed | 9/1/2022 |
| | 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 to Grade 12 |
| | Number of students on roll | 1593 |
| | Number of Emirati students | 0 |
| | Number of students of determination | 54 |
| | Largest nationality group of students | Pakistani |

## TEACHERS

| | | |
|---|---|---|
| | Number of teachers | 134 |
| | Largest nationality group of teachers | Pakistani |
| | Number of teaching assistants | 35 |
| | Teacher-student ratio | 1:12 |
| | Number of guidance counsellors | 2 |
| | Teacher turnover | 6% |

## CURRICULUM

| | | |
|---|---|---|
| | Educational Permit/ License | Pakistani |
| | Main Curriculum | Pakistani |
| | External Tests and Examinations | FBISE |
| | Accreditation | FBISE |

## School Journey for PAKISTAN EDUCATIONAL ACADEMY

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

| 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2022-2023 |
|---|---|---|---|---|---|---|---|---|---|
| Weak | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable | Acceptable | Weak | Weak | Acceptable |
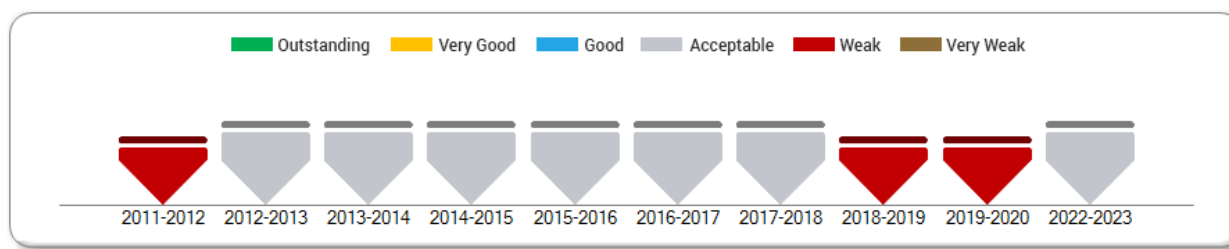
# Summary of Inspection Findings 2022-2023

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

| STUDENTS OUTCOMES | |
|---|---|
| | • Although students' achievement is acceptable in almost all subjects, in high school, attainment is weak in mathematics. In Kindergarten (KG), children's progress in mathematics and achievement in English is good. In Arabic, as an additional language, students' attainment is now acceptable in Middle and High. There have also been improvements in progress in mathematics in the senior phases. Students' learning skills remain adequate. |
| | • Students' behaviour is good across the school. Student understanding of Islamic values is a strong feature of the school, but still developing in the KG. Students' knowledge and understanding of environmental issues are acceptable, except in high school where they show a greater awareness. Attendance is still noticeably low across the school. |

| PROVISION FOR LEARNERS | |
|---|---|
| | • The quality of teaching for effective learning is acceptable across all phases. The use of assessment has improved and is now of an acceptable quality. Although assessment systems and their analyses are now in place, the use of these data to modify the curriculum, and to adapt teaching to meet all students' needs, is still developing. |
| | • The curriculum is acceptable in most phases except in the KG where it is good. It provides an appropriate variety of subjects and activities. It is compliant with the Federal Board of Intermediate and Secondary Education (FBISE) requirements and regulations. The curriculum also has clear links to the UAE culture. Curriculum modification to meet the needs of different groups of students, including students of determination, is evolving. |
| | • The quality of health and safety in the school has improved and is now acceptable. School leaders, supported by the board of governors, ensure that students and staff are now safe and secure. The school provides students with a caring environment and there are strong teacher and student relationships. The school's personal and academic guidance is helping to support and shape students' thinking about their future aspirations and plans. |

| LEADERSHIP AND MANAGEMENT | |
|---|---|
| | • The principal is strongly committed to improving the school and, with her team, continues to motivate staff to enhance students' learning. The leadership team has strong relationships with the school community. Parents feel very welcome in the school and have built solid relationships with staff. The board of governors is representative of all stakeholders, including students. The board is very supportive and holds school leaders accountable for improvements in outcomes. |

## The best features of the school:

- The students' good personal and social development across the school.

- The students' very strong understanding of Islamic values and its impact on their lives in the UAE.

- Partnership with parents and the community.

- The support of the governing body and the positive approach of the whole school community.

## Key Recommendations:

- Accelerate students' progress and improve their attainment in all subjects by building on previous knowledge and understanding, and by providing more independent learning opportunities.

- Improve the quality of teaching for effective learning across the school by:

  o   adapting teaching strategies to meet the learning needs of all groups of students, and by

  o   promoting and modelling the best practice in teaching which already exists in the school.

- Improve the progress of students of determination by implementing their Individual Educational Plans (IEPs) more effectively in lessons.

- Strengthen the effectiveness and use of assessment by ensuring that teachers use students' progress data when designing and implementing learning programmes for their lessons.

- Ensure that school leaders at all levels use the range of student performance data and produce focused action plans with measurable success criteria.

# Overall School Performance

## Acceptable ⬆

### 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 | Acceptable ⬆ | Acceptable ⬆ |
|  | Progress | Not applicable | Acceptable | Acceptable | Acceptable |
| **English** | Attainment | Good | Acceptable | Acceptable | Acceptable |
|  | Progress | Good | Acceptable | Acceptable | Acceptable |
| **Mathematics** | Attainment | Acceptable | Acceptable | Acceptable ⬆ | Weak |
|  | Progress | Good ⬆ | Acceptable | Acceptable ⬆ | Acceptable ⬆ |
| **Science** | Attainment | Acceptable ⬇ | Acceptable | Acceptable | Acceptable |
|  | Progress | ⬇ Acceptable | Acceptable | Acceptable | Acceptable |

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| **Learning skills** | 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 | Acceptable ⬆ | Acceptable ⬆ | Acceptable ⬆ |

## 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** | Acceptable ⬆ | Acceptable ⬆ | Acceptable ⬆ | Acceptable ⬆ |
| **Care and support** | Good | Acceptable | Acceptable | Acceptable |

## 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 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 |
|---|---|---|
| **Progress in international assessment** | is approaching expectations | Not applicable |

- International assessment data show improvement in students' overall scores in TIMSS where targets were exceeded. PISA attainment and progress were weak in reading, mathematics and science. The most recent National Agenda benchmarking results in English, mathematics and science were weak.

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

- Leaders at all levels support the vision and goals of the National Agenda. Their action plan does not describe in enough detail the intervention steps and curriculum adaptations planned to address identified skills and gaps in knowledge. The school is beginning to scrutinise reports, implement gap analysis, and improve students' performance by focusing opportunities for students to experience questions similar to those used in external assessments. More skills-based questions are also being incorporated in internal assessments in response to these benchmarking reports.

|  | Whole school | Emirati cohort |
|---|---|---|
| **Improving reading literacy and wider learning skills** | is approaching expectations | Not applicable |

- The school entered its first cohort of students in a recognised proprietary reading literacy assessment in 2022. Teachers of English ensure that reading skills are practised in almost every lesson, with fortnightly library lessons offering students the opportunity to improve their reading skills.

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

## For Development:

- Ensure that all teachers of core subjects are clear about the requirements of different international benchmark levels and adapt their teaching accordingly to address any identified gaps.

- Strengthen students' skills of critical thinking, problem-solving and independent learning.

## Wellbeing

**The quality of wellbeing provision and outcome is at a moderate level:**

- All leaders understand the need to ensure the wellbeing of the school community. A Governor of Wellbeing, a Wellbeing Champion, Wellbeing Ambassadors, including parents promote a shared vision of wellbeing. The school community is preparing a wellbeing-focused environment which is beginning to be reflected in practice. Data from annual surveys inform priorities to address students' issues. Staff surveys are conducted, and the information gathered is considered by the Wellbeing Committee. Leaders and Governors understand the impact that poor attendance is having on students' learning.

- Section Heads, classroom teachers, teacher wellbeing ambassadors, and counselors are available for students to discuss and support with any concerns or unmet needs. The school addresses parents' and stakeholders' feedback and acts on any wellbeing matters. Programmes for staff include wellbeing sessions on physical, mental, and emotional health, and on how to balance work and home life. Parents are informed when there are issues with students' emotional wellbeing. They are encouraged to attend the Parents' Council meetings to learn more about dealing with issues affecting students' wellbeing.

- The school provides opportunities for students to develop wellbeing through assemblies, the appointment of student wellbeing ambassadors and access to counselling. Leaders are working to meet the challenge of students adopting a healthier lifestyle and are beginning to engage parents in this process. Students are given the opportunity to provide feedback about their school. Students present as positive and polite; they feel safe and supported in school. Older students feel that they have a good education to prepare for their future careers.

## UAE social studies and Moral Education

- Through an integrated approach, the school teaches UAE social studies and moral education based on the latest moral social and cultural framework.

- The provision is distributed over two weekly lessons of 40 minutes each. The school relies on the curriculum standard expectations as set out in the national textbooks. Lessons establish links with other areas of learning but do not always challenge students appropriately. Students' interactions are evident, with a few instances of collaborative work within the boundaries of individual lessons. The school's use of assessment to measure objectives is not always effective. The use of assessment is strongest in moral education.

# Main Inspection Report

## 1. Students' Achievement

### Islamic Education

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

- The school's assessment data show higher attainment than that observed in lessons. In all phases, boys and girls demonstrate a sufficient level of knowledge of Islamic values. Students' progress meets expectations. Achievement is stronger when students are challenged in lessons and develop their skills, as in Primary.

- Students' written work shows a secure knowledge of the Hadith and Seerah. In the girls' sections, students can infer understanding from Islamic worship. They can make links to relevant topics in their daily lives. Primary students are secure in their explanation of the Pillars of Islam and Iman.

- Additional Holy Qur'an and Tajweed sessions are having a positive impact. When students are given opportunities for research and discussion, they improve their vocabulary and links to Islamic concepts very well.

**For Development:**
- Provide all students, and especially boys, with appropriate challenges to improve their skills in inferring the rationale behind Islamic worship and with reference to the Holy Qur'an and Hadith.

### Arabic as an Additional Language

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Attainment | Not applicable | Acceptable | Acceptable ⬆ | Acceptable ⬆ |
| Progress | Not applicable | Acceptable | Acceptable | Acceptable |

- Information from internal assessments suggests higher attainment than that evidenced in lessons. In all phases, students make steady progress at the expected level. Progress is slightly faster in Primary. As a result, attainment is now solidly in line with curriculum standards.

- Listening and reading skills are developing appropriately. In all grades, students are beginning to develop their vocabulary and extend their knowledge of language. Speaking and writing skills are steadily improving, especially when students' starting points are taken into consideration.

- Writing and reading comprehension are stronger in students' work as a result of higher expectations and more effective use of assessment. Some samples of students' written work do not reflect the actual levels observed in lessons. There is no difference in achievement between girls and boys.

**For Development:**
- Enhance students' use of vocabulary and language by providing more speaking and writing opportunities to develop these skills.

- Ensure that students' starting points in learning Arabic are considered when planning lessons with challenge and support.

## English

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

- Most students across the school, have developed adequate speaking, reading, and writing skills. Students are able to read and understand the meaning in the texts which they study. At the upper end of the school, students are beginning to demonstrate greater confidence in their use of English language skills.

- Overall, students' written work meets expectations. In reading, most understand basic texts and analyse a few elements of reading. They have not yet attained depth in reading analysis and comprehension. Students' speaking skills are secure, although there are some inaccuracies in discussions.

- The most recent improvements in teaching and curriculum development are beginning to impact positively on students, although these developments are not yet embedded across the school. Improvements in the teaching of reading are also showing a positive impact on students' interactions.

### For Development:

- Identify and disseminate the effective practices in teachers' questioning and collaborative work and strengthen students' use of critical thinking and problem-solving skills in lessons.
- Ensure that lessons meet the linguistic skills of different groups of students.

## Mathematics

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Attainment | Acceptable | Acceptable | Acceptable ⬆ | Weak |
| Progress | Good ⬆ | Acceptable | Acceptable ⬆ | Acceptable ⬆ |

- Students' attainment in the middle phase has improved. Students' progress rates, including those for students of determination, are improving across the school. Secondary phase students do not yet attain standards in line with curriculum expectations in the FBISE examinations at Grades 10 and 12.

- Number is a strength for most students. By Grade 5, students read and plot co-ordinates accurately to form lines and shapes. By Grade 8 they can work out the nth term rule for a number sequence and write the first three terms. By Grade 12 they are able to recognise, understand and graph an exponential function.

- More students are now reaching the curriculum standards as required by the previous inspection report. They have not, however, significantly improved their ability to solve problems requiring extended reasoning. Overall, students are now acquiring improved levels of technical mathematical literacy.

### For Development:

- Improve students' problem-solving skills in lessons.
- Ensure that senior students improve their skills and ability to succeed in the external FBISE examinations.

## Science

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Attainment | Acceptable ↓ | Acceptable | Acceptable | Acceptable |
| Progress | Acceptable ↓ | Acceptable | Acceptable | Acceptable |

- The school is now analysing science assessment data more carefully. Teachers are beginning to include greater challenge for students in lessons, which is helping them to make better progress with their skills and understanding. Improved outcomes are not yet visible across the school.

- Students in Middle and High are developing their skills of discovery and investigation. They conduct simple experiments and both record and analyse data to maximise learning.

- Most lessons are being enriched to ensure that learning is more student-centered. Overall, students are beginning to improve their scientific skills of inquiry and investigation.

### For Development:

- Ensure that the department uses more in-depth analysis of test data to ensure that lessons support achievement and skill development of all students.

## Learning Skills

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Learning skills | Acceptable | Acceptable | Acceptable | Acceptable |

- Across the school, students are curious and have positive attitudes to learning. However, they are missing out on opportunities to engage in deeper levels of learning and develop their thinking and creativity. In some lessons, the lack of skillful teaching sometimes limits the opportunities for students to collaborate or to learn independently.

- There is a lack of challenge for students in some lessons with limited opportunities to extend their thinking. When lessons do provide these occasions, students are often rushed into a trail of activities that do not always serve their developing minds. Students' skills of evaluation and deeper questioning are emerging.

- The use of technology to solve problems, to innovate and to research is rare. Students have started to develop their skills of research A minority in the senior school and a few in lower Primary demonstrate more responsibility in directing their own learning.

### For Development:

- Enhance students' capacity to direct their own learning and engage in projects and tasks that are relevant, purposeful and appropriately challenging.

- Improve students' capacity for collaboration in lessons.

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

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Personal development | Good | Good | Good | Good |

- Across the school students are positive, polite, and responsible in their conduct, especially in the senior phases. They are respectful of their teachers and supportive of one another. As a result, relationships between students and teachers are strong.

- Students demonstrate a secure understanding of how to live a safe and healthy life. They put this knowledge into practice and show appreciation of the support of their teachers in assemblies.

- Students are punctual to school, lessons and assemblies. Primary students enjoy celebrating their success and values on stage. Attendance is significantly low for boys and girls in all phases, but with the lowest rates in KG and High.

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

- Students in all phases show a deep appreciation and understanding of Islamic values and UAE culture. Their daily practices and commitment to conducting the daily noon prayer in the Masjed reflects the positive impact of Islamic identity in the school.

- Students in Primary and KG easily recognise the heritage elements of the UAE. In their assemblies, students celebrate Islamic culture and morals. This is evident in their activities and the school's displays. This element is still developing in KG.

- Across the school, and especially in the high phase, students are appreciative of tolerance and see the UAE as a pioneering country. They are proud of their own culture, and most show knowledge of cultural diversity. Senior students are particularly confident in discussing elements of their own culture.

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Good |

- Across the school, students are actively involved in projects that positively impact the school and wider community. They show a developed sense of civic responsibility. Older students tutor younger children. During Ramadan, they provide food and water to support local workers. The Helping Hands Program provides food to needy families in the school community.

- Most students demonstrate a positive work ethic. They are focused learners and keen to complete tasks as well as they can. They represent the school community by participating in the Inter-School STEM Fair and are keen to lead and create new initiatives. Older students successfully implement leadership roles within the school.

- Students speak enthusiastically about the environment and are committed to supporting its sustainability. They increasingly participate in conservation projects that promote ecological awareness, for instance, collecting plastic bottles for recycling.

### For Development:

- Ensure that students' attendance improves by inviting all stakeholders to contribute to this priority.

- Provide more activities to enhance students' understanding of world cultures.

- Provide students with more opportunities to volunteer in the local community and become actively involved in sustainability activities.

## 3. Teaching and assessment

| | KG | Primary | Middle | High |
|---|---|---|---|---|
| Teaching for effective learning | Acceptable. | Acceptable. | Acceptable. | Acceptable. |

- Across the phases, teaching is adequate. Teachers plan and deliver lessons that are broadly relevant and appropriate to students at different levels. Teaching is developing a few pockets of better practice that are seen in different sections of the school, most notably in the girls' section.

- Teaching across the phases and areas reflects sufficient subject knowledge, which engages a majority of students and mostly aligns with their learning needs. A minority of teachers are beginning to employ approaches to promote the development of critical thinking and problem-solving skills. Although teaching strategies are broadly differentiated, featuring some cooperative learning and basic questioning, teaching remains activity driven.

- The recent improvements in practices to meet the learning needs of students, and employment of greater collaboration, has not yet been embedded successfully across the school. Teaching strategies that promote research, questioning, and critical thinking are too few.

| | KG | Primary | Middle | High |
|---|---|---|---|---|
| Assessment | Acceptable. | Acceptable ⬆ | Acceptable ⬆ | Acceptable ⬆ |

- School leaders have responded fully to the previous inspection report to ensure that targets for improvement in the assessment are implemented. Assessment processes have been improved in the primary, middle, and secondary phases and sustained in KG.

- Internal assessment processes are coherent and provide appropriate measures of students' progress. The school benchmarks internal student learning outcomes against external international expectations but does not yet do this consistently. School leaders have recently chosen the International Schools' Assessment (ISA) benchmarking as the most relevant to the Pakistani curriculum.

- Teachers' use of assessment information is variable across grades and subject areas, limiting their capacity to identify student strengths and areas for development, and to meet their needs. In Islamic Education and Arabic, teachers offer feedback that helps students to self-assess their learning and to identify the next steps in improving attainment.

**For Development:**

- Ensure that all teachers make effective use of students' progress data when designing and implementing learning programmes.

- Ensure that the best practices in engaging students in assessing their own learning are disseminated across all subjects and at all grade levels.

## 4. Curriculum

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

- The school's curriculum is generally broad but does not always incorporate sufficient opportunities for individual work or higher-order thinking skills in its planning. It does not reflect the desired outcomes related to learning skills in most core subjects in the primary phase.

- The updated Pakistani curriculum which has recently been introduced into the school is planned so that learning builds well on students' previous achievement. It has progression through all phases and is designed in theory to meet the needs of the majority of students.

- Cross-curricular links are being developed in most subjects and noted in lesson planning. However, these still lack the depth required for students to make interdisciplinary connections as well as apply concepts learned.

- Arabic is taught in KG.

| | KG | Primary | Middle | High |
|---|---|---|---|---|
| Curriculum adaptation | Good | Acceptable | Acceptable | Acceptable |

- The school has made adequate attempts to modify the curriculum by incorporating findings from the external and internal assessments to meet the needs of individual students. This process is still in an early stage of development in all phases.

- Although innovation is noted as a feature in the curriculum documentation, it is not practiced within lessons. Similarly, enhancement and extension activities are few across classes and subjects. Students have limited opportunities to engage in activities that promote creativity and utilise their higher-order thinking skills.

- The curriculum links the concepts taught in the UAE moral, cultural and social studies with other subjects, for instance, science, geography, and history. Selected activities, such as assemblies, enhance students' knowledge of, and appreciation for, the culture and values of the UAE.

**For Development:**

- Provide students with more opportunities to engage in activities that promote enterprise, innovation, creativity, and social contribution across the curriculum.

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

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Health and safety, including arrangements for child protection / safeguarding | Acceptable ⬆ | Acceptable ⬆ | Acceptable ⬆ | Acceptable ⬆ |

- The school now views health and safety as a key priority for all its students and staff. The promotion of healthy lifestyles and the proactive medical team have a positive impact on health and wellbeing.

- The school has developed effective policies and procedures for safeguarding and child protection. Supervision of students on arrival, in and outside classrooms, and on departure, is carefully managed. The premises are safe, secure, and well maintained.

- Safety checks and detailed maintenance records are kept for the buildings and facilities. The school has improved its cyber security measures and guidance on keeping safe when using the internet at home.

|  | KG | Primary | Middle | High |
|---|---|---|---|---|
| Care and support | Good | Acceptable | Acceptable | Acceptable |

- Staff and students display mutual respect. The school has systems to manage the behaviour of all students, including children in KG. Systems are in place to ensure good levels of attendance, but continued absences across all phases are affecting learning. Although the school follows up on unexplained absences, this has not led to better attendance rates so far.

- Procedures are in place to identify students of determination. However, they are not aligned with the KHDA categorisation for students of determination. Students have also been identified as having gifts or talents, but there are limited opportunities for them to access challenging academic activities.

- Counsellors attend appropriately to students' emotional wellbeing and academic needs across all phases. High school students are guided effectively through the university application process, advised on life choices and careers, and given personal support.

**For Development:**

- Engage all stakeholders, especially parents, in efforts to improve attendance rates for students in the school.

- Ensure that the accurate identification of students of determination adheres to the KHDA categorisation framework and therefore allows appropriate interventions for them to make better progress.

## Inclusion of students of determination

| Provision and outcomes for students of determination | Acceptable |
|---|---|

- The school leadership team, with ongoing support from the governing body, promotes an inclusive ethos and welcomes applications for students with a wide range of learning needs.

- Procedures are in place to identify students of determination. They are not aligned with the KHDA categorisation framework for students of determination and result in inaccurate identification of students. There is a lack of reliable diagnostic testing to inform instruction by setting baselines to measure progress accurately.

- Parents remain at the centre of the provision for students of determination. They report that they would appreciate even more information about their children's academic, social and emotional wellbeing.

- Differentiation of lessons and curriculum modifications across all phases is inconsistent. Learning support assistants enable students with more significant needs to learn alongside other students.

- Although lesson plans include some differentiation, the teaching approach in many classes does not ensure that students of determination make effective progress.

### For Development:

- Identify students of determination more accurately and according to the KHDA categorisation, and clearly define students' needs and their targets in the IEPs.

- Ensure that all teachers follow IEP plans and enable students of determination to make good progress.

## 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 newly appointed principal and her senior leaders are determined and committed to improving the school. They have set a clear direction and priorities for school development. As a result, leaders are starting to improve students' outcomes. They have established positive relationships across the school and among all stakeholders. This positive and supportive foundation is beginning to create stronger lines of accountability in support of students' achievement.

- Senior leaders and heads of departments are now monitoring the impact of teaching and learning in lessons more skillfully. They have made adequate progress in addressing most of the recommendations from the previous inspection report. They now analyse students' assessment data, identify gaps and track the progress of different groups of students. As a result, they have developed improvement plans at the departmental level to support this work. These plans are at an early stage of implementation and effectiveness.

- Parents feel very welcome in the school. Senior leaders effectively address their concerns. Parents are supportive of the school. They believe that the Parents' Council reflects their views, which are well-received by the school governors and leaders. A good range of effective strategies is used to communicate with parents. The school's partnership with the international community is still developing.

- The board of governors represents all the school's stakeholders and includes an independent educational advisor. The board is very committed to the school community and its development. Governors ensure that the school meets the statutory requirements and has the appropriate resources and facilities. In their roles, they are holding school leaders accountable for improvements in outcomes for all students.

- The school's daily routines run very smoothly. School leaders and support staff are working actively to facilitate the school's day-to-day management. Most teachers have appropriate teaching qualifications. Professional training is helping teachers to develop. The premises are well-maintained and provide a clean and safe learning environment. They include a library, and some technology and activity rooms. Resources for learning in the majority of classes focus solely on worksheets which do not always stimulate learning.

### For Development:

- Ensure that all school leaders have a consistent understanding of students' rates of progress.
- Enhance the school's development plans, including the department improvement and action plans.
- Develop partnerships with the international community.
- Ensure that resources in classrooms stimulate students' learning.

## 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**