

ACCEPTABLE



2019-2020

# INSPECTION REPORT



























UK CURRICULUM

## Contents

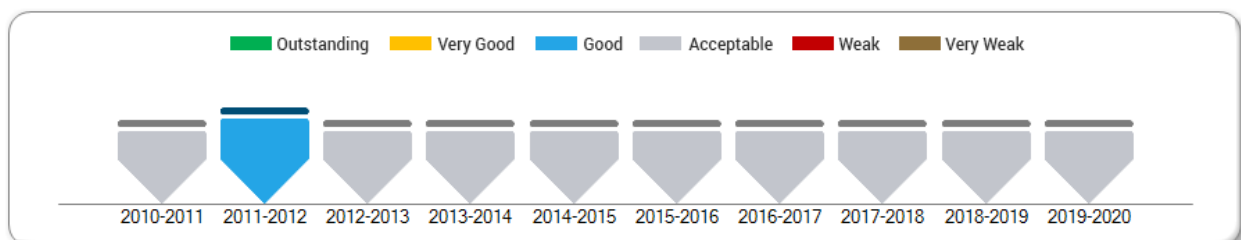
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<b>Contents.....</b>	<b>2</b>
<b>School Information .....</b>	<b>3</b>
<b>Summary of Inspection Findings 2019-20 .....</b>	<b>4</b>
<b>Overall School Performance.....</b>	<b>6</b>
<b>National Priorities .....</b>	<b>8</b>
<b>National Agenda Parameter .....</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>22</b>

## School Information

General Information	 Location	Al Twar
	 Opening year of School	2009
	 Website	<a href="http://www.deps-sch.ae">www.deps-sch.ae</a>
	 Telephone	+971-4 -2641595
	 Principal	Neil John Morris
	 Principal - Date appointed	9/1/2019
	 Language of Instruction	English
	 Inspection Dates	04 to 06 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 11
	 Grades or year groups	FS2 to Year 6
	 Number of students on roll	188
	 Number of Emirati students	62
	 Number of students of determination	26
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	22
	 Largest nationality group of teachers	Filipino
	 Number of teaching assistants	19
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	0
	 Teacher turnover	6
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IBT, GL, ISA
	 Accreditation	NA
	 National Agenda Benchmark Tests	PISA, TIMSS, PIRLS, GL

### School Journey for DEIRA PRIVATE SCHOOL



## Summary of Inspection Findings 2019-2020

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

- Students' progress has improved in English and mathematics in Foundation Stage (FS), and in Islamic education and Arabic as an additional language in Primary. Children in FS demonstrate better learning skills than last year. In Primary, students' independence in learning and their use of technology are developing features of their learning skills. Students are involved in setting their own targets.
- Students' personal and social development is strong across the school. The recent introduction of the 'Attitudes and Attributes' programme is having a positive effect on student relationships. Most students can explain how UAE has emerged from small states in the desert to a united modern country. Students have a good awareness of environmental issues. They are proactive in initiatives at school, and in the home, to reduce energy and water consumption.

### Provision for learners

- In both phases, teachers have acceptable subject knowledge, and know how students learn. In Primary, the medium and long-term planning does not always translate into progression from one year to the next. Teachers do not always meet the needs of all groups of learners. An effective tracking system is used to monitor progress across the school in all subjects.
- The curriculum is compliant with the applicable requirements. It is based on a clear rationale, and follows the content of the school's stated curriculum. The curriculum is appropriately modified to meet the needs of most groups of students. Links with Emirati culture and UAE society are well embedded across the school. Arabic is taught in the FS for 120 minutes per week, divided in three sessions of 40 minutes each.
- Teachers know students well and relationships are mutually respectful. The school is inclusive, and students of determination are supported with appropriate plans. The new behaviour programme in the primary phase is clearly defined and mostly successful. Teachers accurately identify students with gifts and talents by a range of internal and external assessments. The school is supporting them and meeting their needs effectively.

### Leadership and management

- The leadership demonstrates a secure knowledge of best practice in teaching and learning. The school focuses on establishing a positive learning culture for all members of the school community. Relationships and communication are effective. Senior leaders have clear roles and responsibilities but there are insufficient middle leaders. The senior leaders have demonstrated the ability to facilitate change in a very short period of time, although, significant impact is not yet evident.

### The best features of the school:

- Students' good relationships, personal and social development across the school
- The inclusive and good quality of care and support for students, including a strong focus on students of determination
- Strong relationships and effective lines of communication with parents, mediated through online platforms
- A well-resourced, safe and healthy learning environment
- Improved learning skills and progress in English and mathematics in FS, and in Islamic education and Arabic as an additional language in Primary.









### Key Recommendations

- Ensure that the board of governors collaborates with the senior leadership team to develop a long-term strategic plan to sustain and drive improvement in student outcomes.
- Strengthen middle leadership to ensure effective monitoring of teaching and learning, to consistently improve practice in all lessons, and to improve attainment and progress.
- Improve the accuracy of the school's self-evaluation process so as to ensure the identification of the priority areas for development, and link these closely to the school's improvement plan.
- Work with teachers across the phases to make sure that they:
  - provide students with more opportunities for independent learning and critical thinking
  - improve their classroom management skills to enable more sustained engagement by students
  - enhance their use of assessment information to meet the needs of all groups of students, including students of determination.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 Language of instruction	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable
	Progress	Good ↑	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable
	Progress	Good ↑	Acceptable
 Science	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
 UAE Social Studies	Attainment	Weak	

		Foundation Stage	Primary
<b>Learning skills</b>		Good ↑	Acceptable

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

	Foundation Stage	Primary
Personal development	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good
Social responsibility and innovation skills	Good	Good

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable
Assessment	Acceptable	Acceptable

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
Curriculum adaptation	Acceptable	Acceptable

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good
Care and support	Good	Good

## 6. Leadership and management

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

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 (NAP), 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.

#### School's progression in international assessments

**is below expectations.**

- In 2015, TIMSS performance in mathematics and science was below target but was in the intermediate range for achievement. Boys' performance slightly exceeds that of girls. In 2016, PIRLS and EPIRLS targets were missed but performance was in the intermediate range with girls significantly outperforming boys. The school's performance in benchmark tests improved in 2018 to outstanding in science and very good in both mathematics and English. In 2019 overall performance is very good in science, good in mathematics and acceptable in English. In relation to measured potential, identified by reasoning tests, a majority of students perform above expectations in English and a large majority do so in mathematics and science.

#### Impact of leadership

**meets expectations.**

- The new senior leadership team (SLT) has prioritised the development of skills required for success against National Agenda priorities. The relevant skills are embedded in the target tracking system. The SLT analyse data and staff are trained to use the results, but the use of data to inform lesson planning is inconsistent. It is too early to see the impact of these initiatives.

#### Impact of learning

**is approaching expectations.**

- Most lessons start with open ended key questions, but these do not fully develop students' skills of interpretation. This requires analysis, explanation, and justifying conclusions and also suggesting what further evidence is needed to improve the validity of judgments. Opportunities for students to plan their own open-ended work are insufficient and inconsistent across the curriculum.

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

#### For Development:

- Ensure consistency in the use of assessment information for effective lesson planning.
- Ensure that all subjects provide opportunities for students to plan and carry out open-ended research and investigation.



## Moral education

- Class teachers provide weekly moral education lessons. They know students well and relationships are good. A range of resources and activities support the content of the moral education programme (MEP) textbooks. Occasionally, opportunities to challenge students fully are missed, especially in relation to debating with each other.
- Currently, there are no formal assessments of moral education. Some assessment of students' personal and social development occurs through monitoring their participation in the newly established "Attitudes and Attributes" programme.
- Moral education is taught from Year 1 to Year 6 and fully addresses all key concepts. It is planned to measure students' progression of skills and personal development by linking with humanities and social studies.

**The school's implementation of the moral education programme is below expectations.**

### For Development:

- Ensure that students are fully challenged in lessons and have consistent opportunities to engage in dialogue and debate with each other.
- Establish a valid and robust means to measure students' attainment and progress, and ensure that these outcomes are reported to parents.

## Reading across the curriculum

- The school does not apply sufficiently targeted strategies for specific groups of students. This hinders their progress, particularly when students are learning through English as an additional language.
- Teachers do not provide the necessary help for students improve their reading skills regarding decoding, fluency, intonation and pronunciation.
- The school does not have a suitable reading policy that requires consistent action to build reading as a skill to facilitate learning in all subjects.
- Some measures have been introduced recently in order to promote reading, but these do not strategically address reading literacy or students' interest in reading across the subjects.

**The overall judgment is emerging.**

### For Development:

- Improve students' reading literacy across all subjects in order to enhance their learning.
- Ensure teachers' professional development is focused on reading strategies that will provide expert support for students and enable them to enhance their reading skills.

## Innovation

- When given the opportunity, students are able to carry out research at a basic level, although innovation is not a strong feature of lessons across the school.
- Learning technologies are used well in some subjects, for example social studies, although this is not consistently in other subjects.
- The student council has supported community charities by organising fund raising activities. They have engaged in entrepreneurial activities including bake sales, garage sales and a loom band sale.
- In the better lessons in Islamic education and Arabic, teachers develop students' critical thinking. In other core subjects, students' critical thinking and problem-solving skills are just emerging.
- Teachers do not always modify their lesson plans either to promote students' skills in innovation or to generate new ideas.

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


### For Development:

- Identify frequent opportunities in lessons for students to apply the skills of innovation, and monitor and review these regularly to ensure the culture of innovation is implemented effectively.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good 

- In lessons and recent work students' knowledge and understanding are above required standards. The school's internal and external assessment information show higher attainment. Students in the lower grades make better progress than those in the higher grades. Arab students generally achieve better than non-Arabs.
- Students' understanding of Islamic values and principles of worship is better than that of Seerah. Their understanding of the Holy Qur'an and Honorable Hadith is more secure than students' ability to quote them for evidence.
- Qur'an recitation skills are stronger this year. Most students understand Tajweed rules and apply them in their recitation. But memorisation skills are not developed consistently across the phase.

#### For Development:

- Improve students' ability to link all components of the subject, such as Holy Qur'an, Hadith and Seerah, and ensure that these are closely linked to all areas of learning in the subject.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students' achievements are in line with the expected and appropriate learning objectives. The work in their notebooks demonstrates alignment to the Ministry of Education (MoE) curriculum. The International Benchmark Tests (IBT) and internal data show that students attain at high levels, although this level of achievement is not evident in lessons and recent work.
- In spite of the school adopting a guided reading programme to raise students' reading skills, the impact is limited, because the role of the students is passive during lessons. Most students can apply prescribed grammatical rules in weekly dictation, and they structure sentences with limited grammatical accuracy.
- Most students' comprehension and creative writing skills are underdeveloped because the literacy instruction methods are not effective. Independent learning is not a feature of practice. Focusing on non-standard textbooks hinders students' development.

#### For Development:

- Enhance students' comprehension and reading skills to help improve their writing abilities using summary, analysis, critical thinking and discussion of presentations.

## Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good ↑

- Whilst students' attainment is adequate across primary grades, good progress is observed in the lower grades where the majority of students are taught. External and internal data indicate that student achievement is high, but this is not always seen with their achievement in lessons and notebooks.
- Students in lower grades can understand long passages. However, they struggle to answer written comprehension activities. They are engaged and show interest in learning. Students have difficulty speaking Arabic confidently and they lack the ability to engage in dialogue with their peers.
- The active communication and challenging nature of learning in some lessons is enhancing students' progress. The use of translation during role-play and real-life activities occasionally does not always help the development of students' speaking skills.

### For Development:

- Involve students in interesting and authentic role play, listening activities and real-life communication to enrich their vocabulary and speaking skills.

## English


	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good ↑	Acceptable

- Progress in the FS is an improving trend, particularly taking into account children's age and level of English language on entry to the school. In Primary, students' work demonstrates achievement aligned with the expected level.
- In the FS, most children are able to write simple sentences, although they do not use connectives. In Primary, students develop their writing skills effectively, particularly in the upper years. Students are not offered enough opportunities to develop their speaking and reading skills.
- Reading aloud and presentation skills are not appropriately developed in Primary because students are not exposed regularly to situations where they can develop those features. In the FS, children can read short words by segmenting and blending, and use inference appropriately.

### For Development:

- Expand the opportunities offered to students for developing their speaking, reading and presentation skills.

## Mathematics

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good 	Acceptable

- In FS, a focused approach to personalised learning has resulted in improvements in children’s progress with number. In Primary, results from national benchmark tests show a majority achieving above expected standards. However, in lessons and students’ workbooks, attainment and progress over time are acceptable.
- Number concepts and calculation skills are strengths in both phases. Problem-solving, investigation, quick recall of multiplication and number facts are not strongly developed. Sometimes, students who have English as an additional language are affected by their lack of reading skills, and this hinders their progress when asked to solve word problems.
- As a result of a series of changes in leadership, progression and continuity are not effective in mathematics and this has adversely affected students’ progress in lessons. Expectations of what students can achieve are not high enough.

### For Development:

- Increase the opportunities for students to solve problems, carry out mathematical investigations and develop quick recall of multiplication and number facts.
- Support students who have English as an additional language with their mathematical vocabulary and problem-solving tasks.
- Improve progress by enhancing continuity, and having higher expectations for all students.

## Science

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- School assessments show that in FS and Primary, most students achieve the expected standards. Nevertheless results from international benchmark tests show a large majority achieving above expectations and performing better than predictions from reasoning ability tests.
- FS students have sound observation skills and can identify features, such as whether material is waterproof or non-waterproof. Primary students develop a secure understanding of the scientific method and how to carry out fair tests. Over-direction by teachers across the school, is not helping students to develop appropriate skills of planning and research.
- In the lower primary years, students develop a broad knowledge of science but lack understanding of the underpinning concepts. Students in the upper primary years, as a result of timetable structure, have not developed an appropriate knowledge or understanding of the required scientific content for their ages.

### For Development:

- Provide FS children with more opportunities to investigate and observe on their own initiative.
- Provide primary students with more opportunities to plan investigations using the scientific method.
- Ensure that all primary students develop knowledge of the full range of content of the curriculum and age-related conceptual understanding.

## UAE Social Studies

	All phases
Attainment	Weak

- The majority of students in Primary demonstrates weak knowledge and understanding of concepts due to the infrequency of lessons. Internal assessment information is not available for last year's cohort. Students' work in lessons and their books, indicate weak attainment levels against UAE standards.
- Students can use handheld devices to research topics, and research historical figures, when provided with opportunities to do so in class. Students in the upper primary school work collaboratively and record their research findings on mini whiteboards.
- Social studies is taught as part of a programme that links with other subjects. The teaching time specified by the MoE is not always implemented fully. The school has developed a tracking system as used with all the other subjects, but this is not yet based on the assessment of achievement.

### For Development:

- Develop and implement an assessment system that will track students' achievements throughout the school in line with other core subjects.
- Ensure that the correct time is allocated each week to social studies.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Good ↑	Acceptable

- FS children are keen to learn and settle quickly to their tasks. These improvements have been effective because of the focus on independent learning skills. Primary students have positive attitudes to their learning. They watch and listen attentively, then apply themselves to tasks, although these sometimes do not require much skill or thought.
- Opportunities for students to be involved in innovation, enquiry, research, and critical thinking are emerging. Making connections between areas of learning in Arabic and Islamic education are strong. Simple connections are made in the Science Technology Engineering and Mathematics (STEM) room with younger children. Learning technologies are used effectively in social studies but not in all subjects.
- Improvements have been made as students have a general awareness of their own strengths and weaknesses. There is often positive collaboration between students, such as when using their whiteboards.

### For Development:

- Plan regular opportunities for students to be involved in developing their innovation, enquiry, research and critical thinking skills.
- Integrate more opportunities for students to be regularly involved in the use of learning technologies.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Students in both phases have a positive outlook towards school. They are courteous towards each other and adults. Students appreciate and show tolerance towards the different nationalities and cultures of others in the school.
- The recent 'Attitudes and Attributes' programme has a positive effect on student relationships. They respond well by developing their roles as responsible citizens. Some students are effective contributors and have roles with the school council.
- The school continues to monitor attendance well. The high proportion of students present ensures most have the maximum time for learning. The school is working hard to address punctuality and this is improving gradually.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good

- Students across the school are well aware of Islamic values and understand their relevance to UAE modern society. These values are promoted in many of the school's activities and are embedded as part of the school's curriculum.
- Students' awareness of their own cultures is stronger than that of world cultures. This awareness is more evident in the primary phase where students can give more details about their own cultures such as their history, art and languages.
- Understanding of UAE heritage and culture is stronger this year, particularly in the primary phase. Most students can explain how UAE has changed from small states in the desert to a united modern country with advanced technology and tall buildings.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students are proactive and willing to take on roles of responsibility, such as class monitor in FS and membership of the school council and other committees in Primary. They help keep their school tidy, participate in clubs, and regularly volunteer in support of charitable initiatives such as fund raising for Dubai Cares.
- In support of Dubai Cares, they demonstrate their skills of entrepreneurship by baking and selling cakes, selling loom bands and organising a garage sale. FS students raise funds for a cancer charity by selling lemonade.
- From FS upwards, students have good awareness of environmental projects, including participation in an energy audit designed to help them understand how to reduce energy and water consumption in their own homes. They are proactive in school initiatives to save water and energy and to increase recycling.

#### For Development:

- Improve students' awareness and understanding of world cultures by providing more intercultural activities for all students across the school.
- Increase the opportunities for students to develop skills of personal responsibility, innovation, and entrepreneurship.



### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- Except for the development of reading skills across the primary phase, teachers have acceptable subject knowledge in most subjects and know how students learn. FS teachers provide a warm and welcoming learning environment with continuous provision that is well planned and purposeful. In Primary, the medium and long-term planning does not always translate into progression from one year to the next, resulting in slower progress.
- The learning environment, use of time, relationships, support staff and resources are strong features of provision in both phases. Teachers use a range of questions to test students' understanding, enabling them to make acceptable progress. Teachers do not always meet the needs of all groups of learners in science, English or mathematics.
- The teachers do not provide regular opportunities for students to engage in tasks that promote critical thinking, problem-solving, innovation and independent learning skills.

	Foundation Stage	Primary
Assessment	Acceptable	Acceptable

- An effective tracking system is used to monitor progress across the school in most subjects. Arabic, Islamic and social studies also use the system for data entry. Results are less robust when they are based only on internal exemplars.
- The school compares internal, external and CAT4 data and uses the outcomes to inform changes to what is to be taught and learned, and to identify individual needs for support. Teachers' use of this information to meet the needs of students of all abilities is inconsistent.
- The well-designed marking and feedback policy is not applied consistently by all teachers, particularly in regard to student self-assessment. Although there is a whole-school tracking system, the school has not developed an overarching whole-school assessment policy.

#### For Development:

- Ensure that teachers make effective use of assessment information, including CAT4, to match tasks rigorously to students' needs.
- Ensure that the whole-school assessment policy provides consistency of standards across phases and subjects. Assessment in Arabic, Islamic education and social studies should be more robust.

#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The curriculum is compliant with requirements and is based on a clear rationale. The school delivers what the curriculum states is to be taught and learned. It is regularly reviewed during the year.
- In the FS, the curriculum is linked to the EYFS Early Learning Goals and gives children regular opportunities for active learning and provides opportunities to select activities. In Primary, the activities ensure that learning builds on students' previous knowledge and skills,
- Opportunities for making useful connections between subject areas are consistently planned. However, in Primary, these are less evident in science, Arabic and Islamic education. Creativity, independent learning, research and critical thinking are underdeveloped.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Acceptable

- What is to be taught and learned is appropriately changed to meet the needs of most groups of students. However, this feature is less evident in the core subjects. In Primary, matching what and how topics are taught and learned to students' needs is mostly limited to assigning different tasks to groups of students.
- Links with Emirati culture and UAE society are well embedded across the school, especially in Islamic education and Arabic lessons. The changes to what and how topics are taught and learned for students of determination are well planned, yet inconsistently delivered.
- Such changes to the curriculum in the FS are successful in developing children's personal, social and emotional skills. But primary students have few opportunities to engage in activities that promote enterprise, innovation, and social contribution.
- Arabic is taught in FS for 120 minutes per week, divided in 3 sessions of 40 minutes each.

#### For Development:

- Ensure that the curriculum, particularly in core subjects, is modified appropriately to meet the needs of the different groups of students.
- Develop, extend and ensure the consistency of links between the different subjects and areas to be learned.
- Provide more opportunities for student-led initiatives that promote enterprise, innovation, creativity and social contribution.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- Health, safety and child protection procedures and policies are very good in both phases of the school. There is improvement in procedures and staff awareness through consistent training and involvement in effective activities to ensure students' safety and well-being.
- The school maintains detailed records about all staff who work with students or in the school. Significant efforts have been made to make the most of the school environment. The parent survey shows that parents are fully satisfied about school procedures to keep their children safe and secure all the time.
- School safety processes and day-to-day management procedures are in place. All stakeholders are aware of key policies that impact on the health and safety of the school community.

	Foundation Stage	Primary
Care and support	Good	Good

- Teachers know students well. Relationships are mutually respectful. In both phases, those needing support with personal development or learning are swiftly identified. The school is inclusive, and students of determination are supported with appropriate plans. Some teachers are developing their skills in supporting these learners effectively.
- FS teachers manage young children's behaviour in appropriate ways. The new behaviour programme in the primary phase is defined clearly and is mostly successful, although a few students do not reach the school's expectations for behaviour.
- Teachers use a range of internal and external assessments to identify accurately students with gifts and talents. The school is developing ways of supporting them and meeting their needs effectively.

### For Development:

- Provide opportunities to extend the learning experiences of students with gifts and talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The school is inclusive. The new Inclusion Champion prepares detailed student profiles and behaviour plans to support teachers. Systems for tracking students' progress are in place. The inclusion governor supports the department and liaises with parents. The Inclusion Champion has good capacity to make further improvements.
- The school uses a range of assessment methods to identify students of determination. Students are assessed promptly on entry. Parents contribute information to these assessments. The Inclusion Champion plans interventions within suitable time frames. Information from outside agencies is used to enhance support for students.
- The school informs parents regularly about their children's progress through interviews, informal discussions and online communication. The regular sharing of information between home and school creates a strong partnership. Parents are fully involved in creating their children's individual education plans (IEPs) and individual behaviour plans (IBPs).
- Teachers use weekly review charts in assessing how successful lessons are, and what further curriculum adaptations can be made. IEPs are comprehensive and provide strategies for teaching and suggestions for suitable resources. Sometimes the learning activities are not specifically aligned to students' needs.
- The department is reviewing students' IEPs. Some individual behaviour plans demonstrate positive outcomes for students. Students' work indicates that many are moving towards age-related expectations in the core subjects. The Inclusion Champion is developing transition plans for students leaving school at the end of the academic year.

### For Development:

- Ensure all teachers use the information from students' IEPs to plan meaningful tasks to support students' learning effectively.

## 6. Leadership and management

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



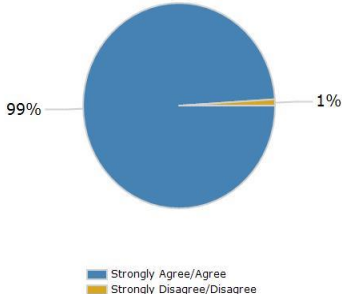
- The principal and senior leadership demonstrate a secure knowledge of best practice in teaching and learning. The school's culture is inclusive and focuses on establishing a positive learning culture for all stakeholders. Relationships and communication are effective. Senior leaders have clear roles and responsibilities. The middle leadership tier is underdeveloped in this regard. Although the senior leaders have demonstrated considerable capacity to facilitate change in a very short time, the impact is not yet discernible.
- The school's self-evaluation process is carried out by the senior leadership team. Both internal and external data are increasingly used to shape improvement planning. The school generally has a realistic view of its major priorities. The school improvement plan has identified relevant targets but these are sometimes not sharply focused enough nor clearly linked to student outcomes. Some reports in the self-evaluation document are mainly descriptive, aspirational and at times inaccurate.
- Parents are very appreciative of the school's open-door policy. Monthly coffee/information mornings, ready access to very informative online platforms, regular face-to-face meetings and termly reports mean that parents feel very well informed about what their children are learning and how they can support them. Consequently, they are very effective partners in their children's education. At present, the school has few links with national and international schools.
- The governing board includes representation from the majority of stakeholders, including the owners, parents and community members. The board periodically monitors the school's performance and holds the senior leadership accountable. The board ensures that appropriate resources are provided to address key areas of priority and meet statutory requirements. Some members have delegated responsibilities for certain areas such as financial oversight and inclusion.
- Most aspects of day-to-day management of the school are effective and efficient. School premises, facilities and resources are of a good quality and provide a positive environment that supports teaching and learning. Teachers benefit from up-to-date guidance and professional development provided by the school. The provision of a new information technology (IT) system has a positive impact on the smooth day-to-day management and effective teaching. However, the impact of this system on students' learning and achievement is not fully evident.



### For Development:

- Give greater priority to strengthening the role and impact of middle leaders, especially in their use of assessment information to improve student outcomes.
- Ensure the school improvement plan is sharply focused and clearly linked to student 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> No. of responses = 0	 <b>Parents</b> No. of responses = 70						
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Parent Satisfaction Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>99%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	99%	Strongly Disagree/Disagree	1%
Response	Percentage						
Strongly Agree/Agree	99%						
Strongly Disagree/Disagree	1%						

 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>There are no student surveys due to the young age of students from FS2 to Year 6</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>The majority of parents who responded indicates that they are satisfied with the quality of education, communication, child safety and friendship among students. Most parents state that their children's wellbeing and academic success are equally important. Most parents believe that their children work hard in school and few parents believe that bullying is an issue in the school.</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)