

**DEIRA PRIVATE
SCHOOL**

UK CURRICULUM

**INSPECTION REPORT
2021-2022**


























ACCEPTABLE



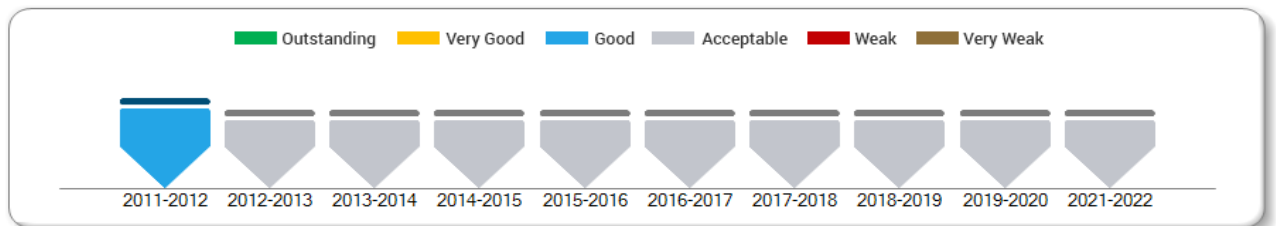
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School Information

General Information	 Location	Al Twar
	 Opening year of School	2009
	 Website	https://deiraprivateschool.ae
	 Telephone	97142641595
	 Principal	Ritika Anand
	 Principal - Date appointed	7/21/2021
	 Language of Instruction	English, Arabic
	 Inspection Dates	17 to 20 May 2022
Students	 Gender of students	Boys and girls
	 Age range	3-12
	 Grades or year groups	FS1 to Year 7
	 Number of students on roll	697
	 Number of Emirati students	119
	 Number of students of determination	131
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	54
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	46
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	85%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	National Curriculum for England
	 External Tests and Examinations	GL
	 Accreditation	None

School Journey for DEIRA PRIVATE SCHOOL



Summary of Inspection Findings 2021-2022

The overall quality of education provided by the school is **acceptable**. 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"> Students' attainment and rates of progress are predominantly acceptable. Students' attainment and progress are weak when learning Arabic as an additional language. Better rates of progress are evident in the Foundation Stage (FS) and in mathematics and science in the upper primary years. Students readily collaborate in group learning. Students are heavily dependent on teacher direction. Students' personal and social development is mostly good. They have good relationships with their peers and teachers. In Primary, at times, students struggle to manage their own behaviour. Students show good knowledge of Islamic values and are proud of their own cultures. They have good understanding of environmental issues.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> The quality of teaching is acceptable. Where teaching is most effective, teachers know their students' abilities and provide opportunities for them to learn at the correct level of the curriculum expectations. In many classes, this quality of teaching is not evident. Internal assessment systems are not fully meeting the expectations of the National Curriculum for England (NCFE) or for those of the Ministry of Education (MoE). The curriculum is acceptable. In FS, it provides children with the opportunity to learn from practical experience but lacks the necessary degree of challenge for children to reach higher levels of attainment. In the other phases, gaps in curriculum planning are not identified. The curriculum is not always adapted well enough to meet the learning needs of all students. Staff provide a caring and welcoming environment for students. Health and safety arrangements are very good throughout the school. Procedures for identifying students' special educational needs are in place but are not fully developed. Support for students with significant barriers to learning is most effective when provided by specialist staff. Support in lessons is inconsistent.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> Leaders express a clear vision to provide a good standard of education for students irrespective of their level of need. As a result of weaknesses in the self-evaluation process, leaders currently have an over optimistic view of how well the school is fulfilling this vision. Parents have mostly very positive views of the school. Governance does not ensure that all stakeholders contribute to holding leaders to account for student outcomes. The expertise of staff does not always match their areas of deployment.

The Best Features of The School:

- The commitment of the school to include all students, whatever their abilities or needs
- The improved progress in mathematics and science
- Students' environmental awareness
- The school's health and safety procedures.







Key Recommendations:

- Raise students' attainment in all subjects and phases by ensuring that:
 - internal assessments of students' attainment and progress are accurate
 - teachers make effective use of assessment information when adapting the curriculum to meet students' needs
 - appropriate support is provided to ensure that the progress of all students is at least good.
- Improve the quality of teaching and learning by ensuring that monitoring clearly identifies any weaknesses in teachers' knowledge and that expectations are consistently high.
- Ensure that school development planning clearly identifies the key improvement priorities necessary to raise students' attainment.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak ↓	Weak
	Progress	Not applicable	Weak ↓	Weak
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Acceptable
Learning skills		Acceptable ↓	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable ↓	Acceptable ↓	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management


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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable 	Acceptable

- Internal assessments show that secondary students make good progress and that primary students make very good progress. These assessment outcomes could not be confirmed by inspection evidence. Students' work shows that primary students engage in a wider range of work than those in Secondary.
- In both phases, students understand the main meaning of verses from the Holy Qur'an. Students have secure knowledge of the Islamic creed and key Islamic beliefs and values. Their Holy Qur'an memorisation and recitation skills and knowledge of Seerah are inconsistent.
- Students do not respond to teachers' feedback to revise and improve their work. As a result, there has been no improvement since the last inspection.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Not applicable

- Students in the lower years recognise and blend new letters and can read and write simple words. In the upper years, students can express their opinions on different topics. They show weaker skills in speaking standard Arabic and in writing about unfamiliar contexts.
- Most students can analyse the elements of literary text and can link different ideas. However, only a minority produce cohesive written summaries with accurate punctuation. Although most students follow the basic grammar rules in writing, they lack confidence in extended writing and speaking.
- Students have access to a range of different reading resources, including Arabic books and a digital reading platform, to enhance their learning. These resources are intended to develop their reading, speaking and writing skills.

For Development:

- Ensure that following teachers' marking, all students redraft their written work and extend their independent creative writing skills.
- Improve students' use of the available resources for the reading of Arabic to develop their vocabulary and understanding of unfamiliar texts.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Weak ↓	Weak
Progress	Not applicable	Weak ↓	Weak

- Students listen well and answer simple, familiar questions using a limited range of known vocabulary. No more than half of the students can write short sentences following a simple model. Few speak, read and write confidently at the expected curriculum standard.
- Beginners in the primary phase decode familiar words, but only half demonstrate reasonable awareness of word intonation. Errors are made in the appropriate use of demonstrative pronouns. A minority of secondary students read confidently and provide accurate information on unfamiliar topics, such as the future employment market.
- In the primary phase, students' attainment and progress have declined since the last inspection, in reading, writing and speaking. Their listening skills have been maintained at an acceptable level.

For Development:

- Improve students' ability to speak, read and write confidently at the expected level for their years of study.
- Raise students' awareness of word intonation.

English


	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable ↓	Acceptable	Acceptable

- Children in FS listen attentively and can ask clarification questions. Students across the school have improved speaking skills and can discuss given topics in group situations. There are no significant differences in the progress and attainment of boys and girls.
- In FS, children develop an understanding of phonics and write simple sentences. Primary students are extending their reading for both pleasure and purpose. Secondary students are developing analytical skills and understanding the nuances of language. Writing skills are the weakest across all phases.
- Students' reading skills are improving, and this is helping them to access information independently. Most can recognise age-appropriate grammatical structure, and older students can identify literary features such as inference, persuasive writing, cohesive devices and modal verbs.

For Development:

- Improve students' ability to work independently for longer periods of time and to recognise, through proof reading, how they can improve their work.
- Extend students' creative and factual writing skills.

Mathematics


	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good 	Good

- Students enjoy learning mathematics through real world contexts, and this contributes to their good progress. Progress is significantly more evident in Years 5, 6 and 7, where students use mathematical language more confidently in their work.
- Children in FS apply their developing number skills to everyday life. Primary students are starting to demonstrate rapid recall of number facts and challenges in mental mathematics. Year 7 students explore demanding areas of algebra and geometry. Problem solving is a weakness across all phases.
- Improved understanding of key mathematical vocabulary has strengthened students' group discussion skills. Weaker critical thinking and inquiry skills are holding back students' ability to reach higher standards.

For Development:

- Improve students' ability to think critically and use what they know to solve mathematical problems.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good 	Acceptable

- Children in FS learn about their world as they develop their observation skills and use scientific words. Primary students can compare the features of humans and plants and record their findings in writing and diagrams.
- Secondary students are developing their knowledge of all sciences. For example, they increasingly understand the role of diffusion in the movement of materials in and between cells.
- Investigation skills are best in upper primary and result in better rates of progress. Students show increased confidence when planning scientific inquiries, taking measurements, recording data and reporting and presenting their findings.

For Development:

- Raise attainment and progress by improving students' scientific knowledge, skills and understanding.
- Deepen FS children's understanding of their world through inquiry-based experiences.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable ↓	Acceptable	Acceptable

- Students, in all phases, enjoy working collaboratively and sharing ideas with their peers. For example, Year 7 students discuss the meaning of pathos, ethos and logic in relation to persuasive advertising. Their critical thinking and problem-solving skills are weaker.
- Across all phases, students do not make regular use of technology to improve their basic research and innovation skills. Few demonstrate the ability to independently generate enterprising opportunities.
- Most students listen carefully to their teachers and follow instructions willingly. Their independent learning skills are underdeveloped. Very few students confidently take the initiative to extend their learning beyond what has been asked of them or ask questions to extend their knowledge.

For Development:

- Provide more opportunities for students to be independent learners and to acquire a desire to explore, discover and question.
- Enhance students' ability to be innovative and enterprising inside and beyond the classroom.
- Improve students' use of technology to conduct research, analyse, hypothesise and present findings.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Acceptable ↓	Good

- Secondary students and children in FS display very positive attitudes and behaviour. Primary students do not always regulate their own behaviour, and this slows down their progress in lessons. A few incidents of bullying were mentioned in discussions with students
- Students are courteous and embrace diversity, disability and individual differences. They readily take leadership roles and volunteer to support each other through the 'Buddy' system. They make appropriate health and safety choices, including healthy eating, and regularly participate in physical activities.
- Students enjoy school and continue to show commitment through their improving attendance rates. They are generally punctual in their arrival to school and to lessons, which contributes well to their personal development.

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

- Primary students and children in FS have a clear appreciation and understanding of Islamic values and Emirati culture. They are eager to share their cultural experiences during national and Islamic celebrations at school.
- Secondary students have only basic knowledge of Emirati heritage and UAE modern history. They also demonstrate basic knowledge of world cultures.
- Emirati cultural icons, symbols and exhibitions are evident throughout the school and are highlighted by students' enthusiastic daily singing of the national anthem. In FS, UAE culture is firmly embedded within the curriculum.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- During the pandemic, students had few opportunities to contribute to the wider community. Planning by students to initiate, lead and participate in charitable, innovative and entrepreneurial, community and social events, is now evident.
- Students engage in a 'Buddy' system to support their peers in academic and personal matters. Assemblies reflect personal and social education topics, and students understand what makes for a responsible and dependable citizen. A positive work ethic is evident in students' attitudes.
- The majority of students are advocates for a greener environment and are well aware of sustainability issues. They have inaugurated 'The Forest School' and have engaged in 'Grow Your Own Food' programmes. Students volunteer for environmental campaigns, such as newspaper and can collection drives, and in planting Ghaf trees.

For Development:

- Improve primary students' self-discipline and attitudes both inside and outside the classrooms.
- Ensure secondary students have deeper knowledge and understanding of Emirati heritage and UAE modern history.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- In all phases, teachers have secure understanding of their own subjects, but not all are successful in imparting their knowledge in a way to enthuse and encourage students to want to learn more.
- Lesson plans are not always sufficiently adapted to suit the needs of students of differing attainment levels. Differentiated group work and associated success criteria lack purposeful individual learning strategies. The use of questioning to encourage critical thinking and inquiry skills is inconsistent.
- Teachers are committed to the vision of inclusivity, but low expectations sometimes limit students' progress. The most effective teaching is evident when teachers provide suitably-challenging tasks for students of all ability levels and regularly check their understanding.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment processes are inconsistent across the subjects. They are not well aligned with the school's curriculum standards, resulting in inflation of data. External tests are used to benchmark students' academic potential and outcomes against national and international expectations.
- Analysed assessment data is provided to all teachers. It provides information about students' progress as individuals and groups. However, the analyses are not always accurate and, in many lessons, the work does not meet the needs of all students.
- Most teachers know the strengths and weaknesses of individual students. Personalised support and challenge are provided in the more effective lessons. Verbal feedback is helpful, but written feedback in books often fails to indicate the next steps for improvement. Peer-assessment and self-assessment are not applied systematically.

For Development:

- Ensure greater accuracy in the measurement of student progress by more closely aligning the formative and summative assessments to the curriculum standards.
- Make more effective use of assessment information to adapt learning tasks to students' individual needs.
- Raise teachers' expectations of the progress students can make in lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable ↓	Acceptable ↓	Acceptable

- The school is generally meeting the curriculum requirements. Other than in FS, the curriculum is sufficiently organised to allow smooth progression in learning throughout the school. There are developing links between each of the phases, but these are not fully embedded, especially between FS and the primary phase.
- Students are exposed to an increasing number of opportunities to gain experience of the wider world. The school is beginning to provide opportunities for students to develop their literacy skills across subjects.
- Curriculum reviews do not identify or eliminate gaps in curriculum requirements. For example, the science and FS curricula are not fully aligned with the requirements of the National Curriculum for England and the Early Years Foundation Stage standards, respectively.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum planning is variable in quality. It meets the needs of a portion of the school’s diverse population. The school has made a few adaptations for different groups of students, such as for Emirati students. Despite this, curriculum modifications do not enable all students make the best possible progress.
- Students’ learning and their personal and social development are enriched by a limited range of extra-curricular activities. There are few opportunities for students to participate in innovation, critical thinking and enterprise activities. The celebration of local and national events is a strong feature of the school.
- The school provides students, especially children in FS and those in the lower primary years, with a variety of opportunities to develop responsible attitudes towards sustainability and protection of the environment.
- Arabic is taught for one 40-minute period a week in FS2.

For Development:

- Ensure that teachers adapt the curriculum more effectively to meet the needs of all groups of students.
- Fully implement the National Curriculum of England in FS and in science.
- Increase the opportunities the curriculum offers for students to engage in critical thinking, enterprise and innovation.

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

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

- The school clearly communicates all policies and procedures for the safeguarding and protection of students. Safeguarding training is updated regularly and securely documented. There is an accurate central register of all adults, including ancillary staff, who work in the school.
- Rigorous risk assessments and careful planning are undertaken for all activities. Consequently, a very safe and secure learning environment is ensured. Issues affecting students’ health and safety are systematically recorded. The medical team promotes healthy living and carries out routine checks of students’ well-being.
- The school premises, including a secure isolation unit, are of high quality. Facilities are clean and very well maintained. Fire drills are regular and familiar to all students. Evacuation chairs are available for those with physical disabilities.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable ↓	Acceptable ↓	Acceptable

- Staff and students are caring and courteous to each other. School systems for promoting attendance and addressing punctuality are thorough. The management of student behaviour in the primary phase is inconsistent.
- The identification of students of determination and those with gifts and talents is not fully effective. Whilst care and support are acceptable overall, the absence of skilful in-class support for all learners is, at times, inadequate.
- Any student concerns or anxieties are addressed as matters of urgency. Support is available to any students experiencing difficulties through the school's counsellor and her team, who are readily available in the school.

For Development:

- Improve the management of students' behaviour in the primary phase.
- Improve the quality of support provided in lessons to enable all groups of students to make the best possible progress.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable ↓
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- The school actively seeks applications from students of determination and is welcoming to all. This has resulted in a significant increase in new students and the creation of a diverse school population in a very short time. The inclusion governor and the inclusion champion ensure that an inclusive education improvement plan is in place.
- Procedures to check students' needs are applied on entry to the school. These ensure that identification occurs within an appropriate timeframe. However, the systems currently in place do not include a formal diagnosis of students' needs.
- There has been a significant increase in the number of learning support assistants in the past year. While most of them support students' learning well, on occasion, too much support restricts the development of students' independent learning. Few of them are deployed to control rather than support students' learning.
- Parents are generally well engaged in their children's education programmes and the setting of individual learning targets. Parental feedback makes a positive contribution to the quality of provision available for students of determination.
- School assessments show that some students are making progress and are moving close to age-related expectations. However, these assessments lack accuracy, and inspection evidence indicates that most students of determination make no better than acceptable progress towards their individual learning targets.

For Development:

- Ensure the systems of identification and assessment are robust and clearly specify students' learning needs.
- Ensure that, in all lessons, the most effective use is made of learning support assistants.

6. Leadership and management

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

- Leaders have a shared commitment to the vision of a fully inclusive school. Most leaders demonstrate a basic understanding of the best practices in teaching and learning. Their understanding of assessment processes is not fully secure. Although there has been some improvement in middle leadership, since the time of the last inspection, the capacity of leaders to drive the school forward is inconsistent. Consequently, the teaching quality and student outcomes remain at a predominantly acceptable level with several key weaknesses hindering improvement.
- Insufficient checks have been made to ensure the accuracy of internal assessments. Systems to monitor the quality of teaching and learning are regular. However, not enough account is taken of the impact of teaching on students' outcomes. School improvement plans have not been amended sufficiently to fully reflect current school priorities. These weaknesses in the systems of self-evaluation prevent the school from having a realistic view of its overall effectiveness. Consequently, the school has shown only limited improvement overtime.
- The school is successful in engaging parents as partners in their children's learning. There is a range of systems in place to seek the views of parents. A variety of methods are used to ensure effective communication between home and school. Reports to parents include next steps or targets for improvement. The language used in reports is not always easily understood by all parents. Links with other schools are not currently established, and other partnerships are limited due to the impact of the pandemic.
- Stakeholder involvement in setting school priorities has improved since the last inspection through the creation of a Stakeholders Advisory Board (SAB). All members of this board are fully involved in the sharing of knowledge of the school and in considering future priorities. Their role in holding leaders to account is more limited. Staff members of the SAB have duplicated roles in the position of governor and staff member. This also hinders methods of accountability.
- The day-to-day management of the school is effective, and the school operates smoothly. The school is adequately staffed. However, staff qualifications are not always matched to their areas of deployment. Staff are provided with internal professional training, but this has not been successful in bringing about significant improvements. Resources and facilities are sufficient to support teaching and learning. The library provides a bright and welcoming environment.

For Development:

- Ensure that leaders in all subjects and phases have the capacity to drive the necessary improvements.
- Ensure the accuracy and effectiveness of self-evaluation processes.
- Initiate and enhance partnerships with other schools to enable the sharing of best practice.
- Involve all stakeholders in effectively holding leaders to account.

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