



المعرفة Knowledge



DEIRA PRIVATE SCHOOL

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

CONTENTS

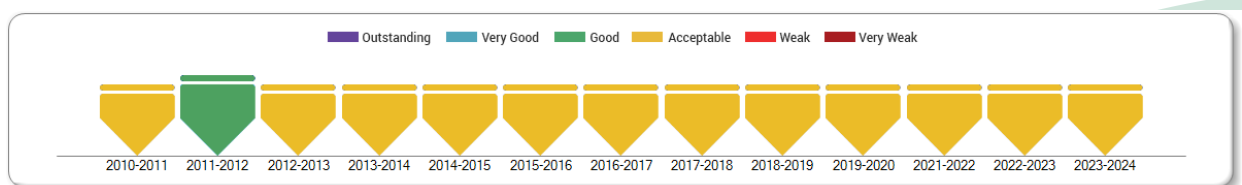
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	12
WHAT HAPPENS NEXT?	25



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Twar
	 Opening year of school	2009
	 Website	https://deiraprivateschool.ae
	 Telephone	042641595
	 Principal	Dr Ritika Anand
	 Principal - date appointed	7/13/2021
	 Language of instruction	English
	 Inspection dates	22 to 25 January 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 13
	 Grades or year groups	FS2 to Year 8
	 Number of students on roll	852
	 Number of Emirati students	87
	 Number of students of determination	170
	 Largest nationality group of students	Indian
 <p>TEACHERS</p>	 Number of teachers	68
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	39
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	None
	 Accreditation	None

School Journey for DEIRA PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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 make good progress in English, mathematics and science. Across all phases, students are enthusiastic and motivated learners. Students in Primary and Secondary collaborate well with one another when opportunities are provided. In the Foundation Stage (FS), children engage in play-based activities which lead to improved language and communication skills. Sometimes, students use digital devices and media to support their learning in lessons.
- Behaviour is positive throughout the school and students demonstrate high levels of self-discipline. Students also develop respectful and strong relationships with their teachers and with each other. Across the school students display a secure understanding of how to stay safe and healthy. They are fully aware of the need to make healthy food choices. Students enjoy participating in activities to promote and care for their school environment.

Provision For learners

- Teachers have secure knowledge of their subjects and how students learn. They create positive learning environments for students to engage in meaningful learning activities. The school has efficient processes for comparing students' performances with those of students internationally. Not enough use is made of assessment information to ensure learning activities match the needs of students, particularly, students of determination.
- The curriculum is structured so that students are engaged in coherently sequenced activities which build on their previous knowledge and skills. Links between subjects are clearly mapped across the curriculum. Curriculum modifications do not always address identified gaps in students learning. A range of extra-curricular activities support students' personal and social development. Coverage of the values, culture and history of the UAE is embedded across the curriculum.
- The school has rigorous procedures for safeguarding students. There are very effective systems for protecting students from all forms of abuse, including when online. The school encourages all students and members of staff to adopt healthy lifestyles. There are clear identification and admission procedures for students with additional learning needs.

Leadership and management

- The principal, together with senior and middle leaders, provides effective management and leadership of the school. Self-evaluation procedures are not sufficiently focused on the impact of teaching on students' learning. The governing board includes representation from all stakeholders and board members visit the school on a regular basis. Communication between parents and the school is very effective and parents feel that they have a real voice in the school's direction.

Highlights of the school:

- The inclusive nature of the school
- Students' good progress in English, mathematics and science
- Students' strong awareness of Emirati culture and Islamic values, particularly in the secondary phase
- The effective channels of communication between parents and the school
- The comprehensive assessment procedures which provide accurate information of students' progress and attainment

Key recommendations:








- Improve the consistency of teaching and ensure learning activities match the needs and abilities of all students, particularly students of determination.
- Ensure that full risk assessments are carried out for all practical science lessons.
- Implement modifications to the curriculum to address gaps in students' learning identified through external assessment information,
- Leaders should ensure that school self-evaluation is based on accurate information and focuses on the impact of teaching on students' learning.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 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	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Acceptable	Acceptable

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Good ↑	Good ↑	Good ↑

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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NA

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Acceptable

- Performance in the 2021 Progress in International Reading Literacy (PIRLS) assessments was strong. The school met its target, and the results showed an increase from 2016. The school is performing above the PIRLS centre point and is at the high international benchmark. Progression for Emirati students is weak. The GL assessments in 2023, when compared to 2022, show that students have improved in English, mathematics and science. The outcomes of GL assessments are very good overall. Progression of Emirati students is good.

C. Leadership: International and Emirati Achievement	Good
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- Senior leaders have a thorough understanding of the National Agenda. Their analyses of all data strands provide a clear indication of areas that need to be addressed. However, adaptations to the curriculum to strengthen areas in which students have underperformed are not always successful. The school has implemented a programme to improve Emirati students' achievement.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- A standardised reading test is administered three times each year. A variety of initiatives are in place to improve reading literacy across the curriculum. The school uses an online reading programme to enable students to read at their own level, together with a linked interactive system to track students' progress. Critical thinking, inquiry-led learning, research and open-ended, problem-solving activities are not fully embedded across all subjects and phases.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Increase opportunities, in all subjects, for students to think critically, to conduct research, and engage in problem-solving.
- Improve the performance of Emirati students in all subjects.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- Most leaders demonstrate a strong commitment and understanding of wellbeing, which starts in FS. They have prioritised the views of all stakeholders which contributes to a sense of community. The wellbeing team, which includes staff, student leaders and the counsellor, provide effective support for the wellbeing initiatives. The wellbeing enhanced curriculum is now in place together with strategies for review and evaluation. However, these initiatives are still at an early stage of development.
- Wellbeing surveys provide constructive opportunities for students, staff and parents to voice their views, and feelings. Leaders listen and respond quickly. Students' views are expressed through the many leadership and voluntary positions they occupy in school. Staff enjoy being part of a community and feel that they are valued and listened to. Positive relationships permeate throughout the school, creating the conditions for students to feel safe, happy and healthy.
- Although there are occasional instances of inappropriate behaviour, students' behaviour has improved because of the impact of wellbeing lessons and clearer classroom expectations. This is particularly evident in the secondary phase. The school has created a climate whereby students are given many opportunities to understand themselves better through self-reflection. All classrooms have wellbeing walls where students can express themselves daily, and students also have access to a counsellor.

For Development:

- Ensure that leaders at all levels fully understand and are able to contribute to wellbeing's implementation.

UAE social studies and Moral Education

- The school is implementing the UAE combined Moral, Social and Cultural Studies (MSCS) framework through the medium of English. In Primary and Secondary, MSCS is taught as a stand-alone subject for 80 minutes per week. The school has developed a wide range of high-quality illustrative resources to support the delivery of the programme.
- The curriculum is taught by humanities teachers, who have the appropriate subject knowledge. An MSCS coordinator works with the subject specialists to review the development of the various themes and topics. Students are very interested in the subject and demonstrate high levels of knowledge and understanding. Assessment is carried out regularly and parents receive reports in line with those in other subjects.

Arabic in Early Years

- Arabic is taught to all children in FS2 by one teacher for 40 minutes per week. Three assistants are present to support small group work. First and additional Arabic language learners are taught together. The curriculum is organised around themes that integrate the teaching of letters, numbers, and colours. Children learn to use the language by modelling patterns and using visual aids to guide sentence construction.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In lessons and in students' recent work, most students demonstrate knowledge, skills and understanding of Islamic concepts and beliefs that are in line with curriculum expectations. Progress is at the expected level across all phases although it is more rapid for Arabic students in Secondary.
- Most students in Secondary know the biographies of the Prophet Mohammed (PBUH) and his companions. In Primary, students' understanding, and application of Islamic values and etiquette is strong. However, students' ability to refer to the Holy Qur'an, Hadith and Seerah to justify their opinions is limited.
- Students have improved their skills when applying their knowledge of Islam to the wider world. Students' skills in Holy Qur'anic recitation and memorisation have improved in the lower year groups but are inconsistent in other years.

For Development:

- Improve students' skills of memorisation and recitation of the Holy Qur'an, particularly in upper Primary and Secondary.
- Improve students' ability to draw on the Holy Qur'an, Hadith, and Seerah to justify their opinions in discussions and debates.

ARABIC AS A FIRST LANGUAGE

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

- In Secondary, students show improved Arabic writing skills and are able to refine the writing they produce. Students in Primary are improving their reading and listening skills. These skills are being supported by the use of success criteria which are shared and reflected in differentiated worksheets.
- Across both phases, language skills are progressing, although vocabulary is limited due to overly teacher-led learning and constrained opportunities for dialogue and conversation. This approach limits students' ability to take full responsibility for their own learning.
- Differentiated success criteria and more opportunities for students to reflect on their learning is contributing to improving linguistic skills. However, learning activities are often not matched well-enough to students' needs. The school library has a limited stock of Arabic books.

For Development:

- Ensure that teaching approaches and learning activities are focused more on students' needs and provide more opportunities for students to use Arabic in conversations.
- Improve the stock of Arabic books in the library.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students demonstrate adequate progress in their linguistics skills. In Primary, students can write familiar words and form simple sentences. In Secondary, students show adequate progress in their comprehension skills. Achievement is in line with the curriculum standards and students' years of learning Arabic.
- In some groups, students' speaking skills are less developed because of limited vocabulary, insufficient exposure to texts, and too much teacher-led learning in lessons. There are too few opportunities for students to use Arabic in role-play or discussions.

- Teachers successfully differentiate success criteria by linking them to the desired learning outcomes in lessons. In Secondary, however, assessment is not consistently related to the success criteria. As a result, assessment does not always accurately reflect students' progress.

For Development:

- Improve students' conversational skills by integrating activities such as role-play, storytelling, dialogue, and discussions more frequently in lessons.
- Ensure that assessment procedures are always linked to the appropriate success criteria and so provide an accurate measure of students' progress.

ENGLISH

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

- Teachers have a secure knowledge of their subjects and know how their students learn. Lesson plans follow a common template, but sometimes contain unnecessary detail. In all lessons, teachers use reviews to assess students' learning.
- Some teachers encourage students to engage in collaborative and self-directed learning. However, teachers do not always provide students with opportunities to use digital technologies for independent research. Most teachers provide some opportunities for reflection, problem-solving and critical thinking through differentiated learning challenges.
- Teachers generally create positive learning environments, and students engage in meaningful learning activities. Where this is not the case, it is because students do not have enough opportunity to take responsibility for their own learning.

For Development:

- Ensure that in all lessons, teachers enable students to have regular opportunities for independent learning.
- Improve students' language skills by simplifying lesson plans so that they focus more clearly on the key learning objectives.
- Identify and share the best teaching practices which already exist in the department.

MATHEMATICS

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

- Children in FS are developing an understanding of early mathematical knowledge and skills. They can make comparisons between quantities and use the language of size when comparing objects.
- In Primary, students are developing their skills in mental mathematics and number sense. They make progress in calculations, recalling of facts and in their understanding of shape. This progress continues through the secondary years.
- Conceptual understanding is not always secure for all students. Insufficient challenge and rigour limit students' abilities to improve their attainment levels. Skills in problem-solving, which involve extended reasoning, are underdeveloped.

For Development:

- Increase opportunities for problem-solving and critical thinking in all lessons.

SCIENCE

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

- Children's observation skills and their use of scientific vocabulary develop steadily in FS. Students continue to make steady progress in the development of the knowledge of scientific ideas and their understanding of scientific enquiry through Primary and Secondary.
- Children in FS know what is essential for plant growth. In Primary students know about the properties of different materials and can construct simple electrical circuits. In Secondary students consolidate their understanding of chemical reactions and static electricity.
- Students' external test results improved in 2023 from their low level in 2022. Students in all year groups are well prepared for these external assessments. Students are not yet effective problem-solvers or critical thinkers.

For Development:

- Ensure that all groups of students are challenged by well-designed activities that meet their learning needs.

- Challenge students with activities that promote the development of critical thinking and problem-solving skills.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Acceptable

- Across all phases, students are enthusiastic and motivated learners. Children in FS are actively engaged in learning and develop independent learning skills through outdoor activities and hands-on materials. Students in Primary and Secondary collaborate well with one another when opportunities are provided.
- From Year 3 onwards, students use digital devices and media to support their learning. In Secondary, students have positive interactions with their teachers, but do not have enough opportunity to develop and apply their independent learning skills.
- In FS, children engage in self-directed outdoor play-based activities which support the development of their language and communication skills. In Primary and in Secondary, some students demonstrate critical thinking skills when engaging in higher level problem-solving activities.

For Development:

- Provide more opportunities for students to develop and apply their independent learning skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good ↑

- Throughout all phases, students demonstrate positive attitudes toward their school and their learning. Behaviour is mostly positive, and many students demonstrate high levels of self-discipline. The behaviour of students in Secondary is relatively stronger than that observed in the other phases.
- Students develop respectful and strong relationships with members of staff and with each other. Across the school students show a secure understanding of how to stay safe and healthy. They are fully aware of the need to make healthy food choices in their lives.
- Incidents of bullying are rare. Students are keen to attend school and are mostly punctual when arriving to school and to their lessons. Attendance levels are good overall. However, during the week of the inspection, attendance levels were below what would be expected.

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

- Students show respect and appreciation of Islamic values and culture and how these impact on modern UAE society. They understand and appreciate values such as, modesty, honesty, and respect in their lives in Dubai. Secondary school students regularly reflect on how Islamic values influence their lives.
- Students develop a deep understanding and appreciation of UAE heritage and culture. Students in all phases, can give details about the UAE such as, its history, food, economy, and leaders. They appreciate the diversity of the country and are involved in a range of national celebrations.
- Students are proud of their own cultures and show an appreciation of other world cultures. They show respect for other nationalities and religions represented in the school. Their understanding of wider world cultures is improving.

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

- Students understand their responsibilities as members of the school community. In Primary and Secondary students take on key roles, such as, being members of the student council, and some

are student-members of the governing board. Students across the school are involved in charitable and community events.

- Students have creative and innovative ideas. They act on initiative. For example, some secondary students are promoting an idea to install a school supplies vending machine for students to get pens, notebooks and other stationery items.
- Across all phases, students participate in activities to promote and care for their school environment. They participate in schemes that promote sustainability and look at ways to conserve water and reduce plastic pollution.

For Development:

- Improve students' attendance and ensure consistently high levels of responsible behaviour.
- Improve students' understanding of world cultures, especially in the lower year groups.
- Develop opportunities for younger students to take on more roles and responsibilities in the school.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers have secure knowledge of their subjects and of how students learn best. Lesson plans are well structured, and they are informed by assessment data, although plans can sometimes contain unnecessary detail. Students' learning is regularly assessed. Most, teachers review students' progress at the end of lessons.
- In the best lessons, teachers make skilful use of technology to present the lesson objectives and students are engaged in independent and collaborative learning. However, less use is made of technology by students to support their own learning.
- Most teachers create positive and supportive learning environments. However, opportunities for students to engage in independent research, problem-solving and critical thinking are inconsistent.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- The school has efficient processes for comparing students' performances with those of students internationally. Test and examination results are compared with appropriate international benchmark data. The school has added more external assessments to cater for a wider range of students needs and abilities.
- Internal assessment systems, including those in FS, are comprehensive. Assessment data are analysed well. Information about students' progress as individuals, and as groups, is very detailed. It allows for the accurate tracking of students' progress over time. Data are used to set individual student targets.
- Comprehensive assessment information are made available to teachers. The analyses of data informs curriculum modifications and teachers use it to plan lessons. However, the delivery of suitably modified learning activities is still variable across the school.

For Development:

- Provide more opportunities for students to take ownership of their own learning in lessons.
- Simplify teachers' lesson plans so that the key learning objectives are clear.
- Ensure that the delivery of suitably modified lesson learning activities is consistent across the school.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum is aligned to the National Curriculum for England (NCfE), including the Early Years Foundation Stage (EYFS) curriculum. The implementation of these programmes supports the development of students' knowledge skills and understanding in all three phases.
- The curriculum is structured so that students are engaged in sequenced activities which promote learning and building on most students' prior learning. Thoughtful procedures are in place to enable students' smooth transition from one phase to the next.
- Links between subjects are mapped across the curriculum and used to develop students' reading literacy skills. Curriculum innovation is not fully coherent because the review process is based on too narrow a range of evidence and supports mainly good progress.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- Since the last inspection, some action has been taken to modify the curriculum to meet the needs of all students, particularly students of determination, higher attainers and those with gifts and talents. However, this is still not consistently effective for all of these groups.
- The extent to which the curriculum motivates students varies across subjects. The promotion of students' creative, enterprise and innovation skills are variable across the school. A range of extra-curricular activities effectively promote students' personal, social, creative and physical development.
- Students' understanding of the values, culture and history of the UAE is promoted well. Most students participate in a range of national festivals and cultural events which also contribute to their knowledge and understanding.

For Development:

- Ensure that curriculum reviews draw on a wider range of evidence and promote more rapid progress in learning in all subjects.
- Improve the effectiveness of curriculum modifications to better meet the needs of all groups of students.
- Improve the consistency with which activities promote students' creative, enterprise and innovation skills.

05 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 has rigorous procedures for the safeguarding of students. There are also very effective systems in place for protecting students from all forms of abuse, including online. All stakeholders are aware of what procedures to follow, and students know who to ask for support.
- The premises, resources and equipment are very well maintained. There are comprehensive records of incidents and subsequent actions are documented. Health and safety records are maintained. The school provides a safe and secure environment. However, a laboratory-related safety issue was identified during the inspection.
- The school actively promotes and encourages students, their families and staff to adopt healthy lifestyles. This focus is very effective and permeates almost all aspects of school life.

	Foundation Stage	Primary	Secondary
Care and support	Good ↑	Good ↑	Good ↑

- Staff have positive relationships with students. Effective attendance and punctuality procedures are in place and expectations about behaviour are consistent and followed by most students. Access to counselling is available when required.
- The school has clear and detailed identification and admission procedures for students with additional learning needs. Support and personalised plans are in place and are effective. However, modifications and understanding of the particular learning needs of individual students is not fully embedded in practice by all teachers.
- Care for all is closely aligned with the wellbeing and inclusion departments. A culture of support has been developed for all stakeholders. Personalised support is provided which guides students to lead happy, safe and healthy lives.

For Development:

- Take all actions required to ensure health and safety when students engage in practical lessons in science.
- Ensure that differentiation is meaningful and is tailored more closely to students' learning needs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The school has a firm commitment to being inclusive. They welcome students with a range of different needs and are committed to providing academic and social care and support. However, the premises and infrastructure are not entirely suited to the wide range of student needs in the school.
- The identification of students of determination is effective and informs the detailed individual education plans (IEP). Specialist teachers enhance provision through individual sessions with some students. They also offer advice to teachers on the most appropriate strategies to meet students' learning needs.
- Partnerships with parents have been strengthened this year and parents express how the school is highly inclusive and accepting of their children. They feel supported at school and in the home as they receive daily feedback from the school.
- Students' IEPs outline weekly and termly goals with guidance on the most appropriate teaching approaches. Teachers strive to accommodate the wide range of student needs in their lessons, but not all teachers or learning support assistants (LSA) have the necessary skills to do this effectively.
- Students' progress is tracked from the initial assessments of their starting points. Assessment data show that most students make good progress towards their learning goals. However, the assessments do not provide a rounded picture of students' personal and social development.

For Development:

- Ensure curriculum modifications are designed to increase a student's independent learning experiences.
- Improve the skills of teachers and LSAs in supporting students of determination in lessons.
- Ensure that assessment procedures provide an all-round view of students' academic, personal and social development.

06 LEADERSHIP AND MANAGEMENT

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

- The principal, together with senior and middle leaders, are committed to school improvement. However, leaders have not yet been able to secure improvement in key areas of the school's performance. They promote a positive and welcoming school atmosphere. Senior leaders are focused on creating a genuinely inclusive school community. Relationships throughout the school are strong, and communication with stakeholders is very effective. Parents and students feel that they have a real voice in their school. Staff morale is high.
- The school collects and analyses a range of internal and external assessment data to inform the self-evaluation process. The monitoring of lessons is generally effective and provides information about the quality of teaching. However, there is insufficient attention to the impact of teaching on students' learning, or, on the extent that the learning needs of different groups of students are met. There has been some progress in addressing the recommendations made in the previous inspection report.
- Parents are very supportive of the school and welcome the care and support which their children receive. The communication channels between parents and the school are very effective and parents feel that they have a voice in the school. Parents are satisfied with the quality of reporting which the school provides. Parents are represented on the governing board and on all school committees. The school has developed a number of local and national partnerships.
- The governing board includes representation from all stakeholders and board members visit the school on a regular basis. The board operates on a committee basis. Governors with particular expertise lead the priority focus areas. The board meets regularly and holds school leaders accountable for the quality of the school's performance.
- Most aspects of the day-to-day management of the school are well organised and this contributes to a positive school atmosphere. Most staff are suitably qualified. Regular training opportunities are provided for members of staff to develop their professional expertise. Some classroom spaces are too small for larger class groups to be suitably accommodated. Digital presentation tools are generally used effectively, although the application of digital technologies for learning is a work in progress.

For Development:

- Improve the impact of school leadership on all aspects of the school's performance.
- Ensure that classrooms are matched to the teaching and learning requirements of the class groups allocated to them.
- Review the procedures for carrying out lesson observations to ensure there is a sharper focus on the impact of teaching on learning and the extent to which the needs of different groups of students are met.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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