



Deira private school

🇬🇧 Curriculum: UK

Overall Rating:

Acceptable



“We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity”

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion	19
6. Leadership and management	20
The views of parents, teachers and senior students	23



School information



General information	
Location	Al Twar
Type of school	Private
Opening year of school	2009
Website	www.deps-sch.ae
Telephone	00971-4-2641595
Address	Al Twar 3 /231959
Principal	Vacancy
Language of instruction	English, Arabic
Inspection dates	21 to 23 November 2016

Teachers / Support staff	
Number of teachers	26
Largest nationality group of teachers	South African
Number of teaching assistants	11
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	43%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS 2-Year 6
Number of students on roll	262
Number of children in pre-kindergarten	0
Number of Emirati students	60
Number of students with SEND	12
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	CIE
Accreditation	None
National Agenda benchmark tests	GL



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

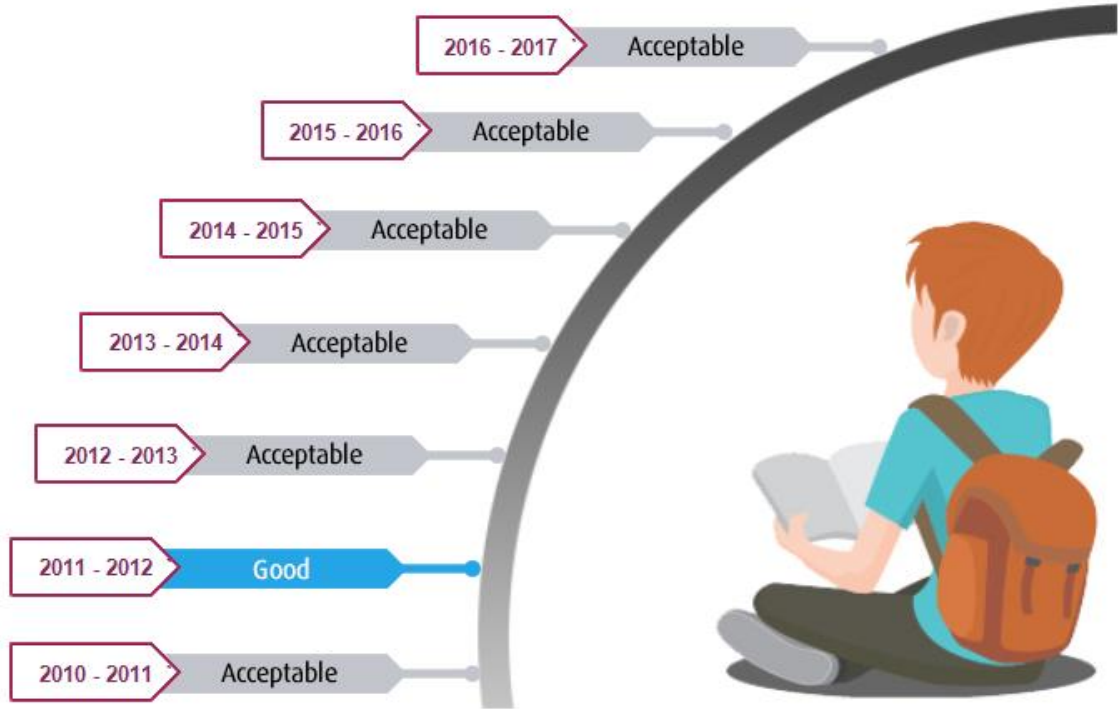
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Deira private school



- The school opened in 2009 and is authorised to offer the English National Curriculum from Foundation Stage (FS) to Year 6. The enrolment figure of 261 students remains steady. The majority of students tend to leave the school during Year 5 to seek enrolment elsewhere. Teacher turnover is significantly higher than last year at 45 percent. For a second consecutive year, the governors are in the process of recruiting a permanent principal.
- The three previous inspection reports have acknowledged strengths in students' personal and social development, the responsible approach of the school to ensure the safety, welfare and care of all students and the enrichment of the curriculum through an extra-curricular activity programme.
- Recommendations over the same three-year period have centred on the requirement to strengthen leadership, various elements of the teaching and assessment frameworks and the need to focus on attainment and progress in Arabic.

Summary of inspection findings 2016-2017



Deira private school was inspected by DSIB from 21 to 23 November 2016. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment in the primary phase is acceptable in all subjects. The picture is more positive in the FS where attainment and progress are good in English, mathematics and science. Progress is acceptable in Arabic as a first language, and good in all other subjects in primary. Students' learning skills are good in both phases.
- Students' personal and social development, their understanding of Islamic values and social responsibilities are very good throughout the school. Students behave well and have caring and respectful attitudes.
- The quality of teaching is good. Interactions between teachers and students are respectful and warm. The majority of teachers plan purposeful lessons that recognise the individual needs of most students. Teachers know their students' strengths and areas for improvement well and the feedback given to students, both written and orally, is mostly of a constructive nature.
- The curriculum has a clear rationale. Its content and activities are interesting and age-appropriate. Students with special educational needs and disabilities (SEND) have educational learning plans that provide guidance for effective curriculum modifications.
- The quality of care, welfare and support for students is a strength of the school. The inclusive environment promotes a high level of trust and confidence between teachers and students.
- The leadership and governance of the school are undergoing a period of change and specific challenge. The high turnover of teachers is hindering the school's development. The school has the support of parents and is a well-resourced facility. The appointment of a permanent principal to ensure a clear direction and to secure a positive future for the school, remains a priority.

What the school does best

- The school provides exemplary care and support for all groups of students in a welcoming, inclusive environment that is both safe and secure.
- Students' personal and social development, their cultural awareness and their understanding of innovation is a strength.
- Students, including those with SEND, make good progress in Islamic education, Arabic as an additional language, English, mathematics and science.
- Children in the FS attain well in English, mathematics and science.
- Parents feel welcome in school and appreciate the regular, personalised information on the progress of their children.

Recommendations

- The governing board should take swift action to:
 - appoint a permanent principal to work in partnership with parents, teachers and students and to set an ambitious direction for the whole school community
 - devise, in consultation with all stakeholders, a strategic plan for improvement with manageable targets and measurable success criteria
 - carefully monitor progress towards those targets in order to secure improvement and to hold the performance of senior leaders to account
 - cherish the achievements and personal development of all students
 - arrange meetings of all stakeholders more regularly to review the impact of its decisions.
- School leaders should rigorously analyse National Agenda Parameter test results and devise an action plan that identifies specific modifications to subjects across the curriculum and to teaching strategies.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:







- Attainment based on the National Agenda Parameter benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Insufficient use is made of GL assessment data to identify weaknesses in students' performance. The school's action plan, based on the National Agenda parameter, is, therefore, too generic, rather than focusing on specific subject areas and topics that need improvement. The school is making good use of the data from the cognitive ability tests and teachers are now beginning to identify students' preferred learning styles.
- There is some modification to the reading curriculum, based upon the analysis of GL reading tests. In direct response to the National Agenda parameter tests, lack of analysis impedes any modifications made to the curriculum.
- Based upon the National Agenda parameter tests, there is no focused adjustment made to teaching, but analysis of the cognitive ability tests is now providing the type of information needed to target improvement in teaching strategies. This is seen in lesson planning where the needs of individual students are being targeted. Similarly, critical thinking exercises are included in planning but they are still an emerging feature.
- The students do not have a full understanding of their results on the National Agenda Parameter tests and there is no current provision made to involve them in the development process.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

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
English 	Attainment	Good	Acceptable ↓
	Progress	Good	Good
Mathematics 	Attainment	Good	Acceptable ↓
	Progress	Good	Good
Science 	Attainment	Good	Acceptable
	Progress	Good	Good
		Foundation Stage	Primary
Learning skills		Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	Very good	Good

6. Leadership and management


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



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- The school's internal assessment of English indicates that a majority of children are attaining above curriculum standards in all areas of literacy. Evidence in lessons indicates that children use their speaking, listening, reading and writing skills well in all areas of learning across the curriculum. This results in good progress during lessons and in work. Children consistently use their writing skills for a variety of purposes, for example to label and write sentences about their observations and predictions in science.
- In mathematics, the school's internal assessment data shows that the attainment and progress of the majority of children is good, as measured against curriculum standards. This is also reflected in the quality of their work and lessons. The majority of children have a good understanding of number, basic calculations, measurement and geometry and can apply this to real life situations. A minority of children lack a deeper grasp and understanding of their mathematical learning.
- In science, the majority of children have knowledge, skills and understanding of the world that are above expected curriculum standards for their age. Their ability to use these skills in real world applications results in good progress from their starting points and as measured against the learning objectives. Children's work shows that their understanding is beyond that expected for their age. They make good progress in understanding the weather, their five senses and the seasons. Their curiosity about the world often results in creative questioning and problem-solving.

 Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Good
English	Acceptable ↓	Good
Mathematics	Acceptable ↓	Good
Science	Acceptable	Good

- In Islamic education lessons and samples of students' work, the attainment of most is in line with curriculum standards. Across the school, most students have a basic knowledge of the concepts of Islam, including the Pillars of Islam and the Pillars of Faith. Students are developing their memorisation and recitation skills. The majority of students make good progress in lessons and demonstrate a strong knowledge of Seerah. Students' progress in linking knowledge to their own lives is limited.
- The school's internal assessment data of Arabic as a first language shows that most students attain levels that are in line with the Ministry of Education (MoE) curriculum standards. Students listen to instructions and other texts in standard Arabic and respond accordingly. Students are able to identify familiar vocabulary in sentences and read them correctly. Students' progress, in most lessons, is acceptable. Progress in extended writing and speaking at length, is limited.
- In Arabic as an additional language, most students attain levels that are in line with expectations. They understand the main points, and some details of short texts made up of familiar words. They ask and answer direct questions. They are beginning to use their knowledge of basic grammar, and can find some alternative words for nouns and adjectives. A few students can take part in conversations, seeking and conveying information. Generally, their writing skills are limited to short phrases. The majority of students make good progress in relation to their starting points, especially in formulating sentences and reading.
- In English, most students attain levels in line with curriculum standards. The majority make better than expected progress towards these standards and from their individual starting points. External benchmark tests confirm the wide range of ability within the school and indicate that attainment is below international standards. However, in lessons students' attainment is acceptable. They use their developing knowledge of grammar to write biographies, for example, and when converting a story into a play. They are increasingly confident in expressing their opinions and making presentations.
- In mathematics, most students attain levels in line with curriculum standards. They make better than expected progress towards these standards, in particular with regard to mental calculations and in their increasing ability to solve problems. Attainment as measured against international benchmark tests presents a distorted picture. In lessons, attainment across the classes is acceptable. However, the majority of students make good progress against their individual starting points and lesson objectives.

- Students' attainment in science is acceptable and progress is good overall. Internal assessment data indicates that the performance of the majority of students is good. Cambridge Checkpoint data for a small cohort of Year 6 students indicate that attainment against curriculum standards is variable. Progress in the majority of lessons is good. Most students have a good understanding of scientific method and are increasingly able to collect and organise data.

	Foundation Stage	Primary
Learning skills	Good	Good

- The majority of students enjoy learning and are engaged productively in their lessons and the range of activities provided. They sustain their interest and develop their skills through active learning, both independently and in groups. Students are developing an awareness of their own learning styles and know their personal targets. They respond positively to their teachers' questioning and use feedback to improve their work.
- Students work well together in small groups and with partners. The buddy system is effective in that it encourages positive interactions between the students. They are able to communicate their thinking in purposeful ways, which helps them analyse information and develop confidence.
- Students make connections between different areas of learning when they reflect on what they have already learnt at the start of each lesson. They can see how their learning is linked to their personal experiences and understanding of the world. In the FS, children are eager to share their experiences from home with their friends. This assists in the development of both their language and social skills.
- Innovative and creative practices are gaining impetus and emerging as intrinsic learning skills. An increasing number of opportunities are provided for students, particularly in the older classes, to learn independently and develop the necessary skills of research and problem-solving, and to complete projects. They can confidently use technology; as an example they produced a brochure in social studies providing information about other countries in the Middle East.

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

	Foundation Stage	Primary
Personal development	Very good ↑	Very good ↑

- A large majority of students enjoy school and have positive and responsible attitudes to learning. They are developing a wide range of skills and attributes such as confidence, resilience, creativity, collaboration, teamwork and communication. They welcome feedback from their teachers on the quality of their work.
- Students are very well-behaved in lessons and around school. They demonstrate self-discipline almost all of the time and they appreciate the good conduct awards given in assemblies. They participate well in friendly competitions and group activities.
- A large majority of students are courteous and treat teachers and peers with respect. Very good relationships prevail during break times. Students are confident in approaching their teachers to discuss and share ideas with them. Most students are growing in self-esteem and their understanding of the concept of empathy is well-developed.

- Students' have a very good understanding of healthy lifestyles. Children in FS can identify the contents of a healthy lunchbox and know about dental hygiene. The healthy living committee promote a safe and healthy lifestyle among children and families. Students develop a practical understanding of healthy eating in the school canteen and the cookery corner.
- Attendance and punctuality to lessons are good. Students engage enthusiastically in the 'Be a top attender' programme which positively reinforces good attendance.

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

- A large majority of students demonstrate a clear understanding of the role of Islam in UAE contemporary society. They are aware of how Islamic values influence and affect their own lives and the lives of others. They value friendship and the family. They understand the importance of charitable projects and showing respect for all.
- Primary students, especially, are knowledgeable of Emirati heritage and they appreciate the culture of the UAE. Students enjoy participating in a range of national events such as 'Flag Day' and 'National Day'. They enjoy the themes in the social studies curriculum and enthusiastically present what they have learnt in assemblies.
- FS children are able to name famous landmarks such as Burj Khalifa in Dubai and the Taj Mahal in India. In the primary phase, students demonstrate a strong interest in learning about their friends' cultures. Most students understand and appreciate their own and other world cultures and can describe aspects in which their cultures are similar and different.

	Foundation Stage	Primary
Social responsibility and innovation skills	Very good ↑	Very good ↑

- A large majority of students have a well-developed sense of civic responsibility. They willingly participate in activities such as 'Pink Day' and 'Save the Earth'. They recognise that their regular activities as volunteers benefit the school and the wider community. Children in the FS offer to help in the classroom and share with their peers in a wide range of activities.
- Almost all students demonstrate a positive work ethic. Children in the FS make independent choices and move to the next activity when they are ready. In primary, they are generally active participants in clubs and voluntary initiatives. They have practical, age-appropriate ideas about their careers, including the economic decisions that they may have to make in the future.
- Students have a good understanding of, and suggest solutions to, issues that affect the environment. Through the school's innovation curriculum, increasing numbers of students participate in project work on the environment. They take part in activities that promote ecological awareness such as caring for the vegetable garden and the 'Go Green' project.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- Most teachers have a secure knowledge of their subjects and are able to share with students their expertise, clearly and concisely. In the FS, teachers have a good understanding that young children learn best through play and practical activities, and balance this with appropriate time for children to listen.
- Teachers know their students well and their planning takes account of most students' needs, abilities and learning styles. Planning for more-able students is variable. Lessons are purposeful and interesting and include the use of stimulating resources to assist students to focus firmly on their work. Teachers use time effectively and provide sufficient opportunities for students to reflect on their learning.
- Interactions between teachers and students are respectful and warm across the school and in most lessons. Teachers use dialogue and questioning to engage students. Opportunities for collaborative learning are increasing. The quality of questions to promote higher-order thinking is variable. Students occasionally have opportunities to devise their own questions.
- Teachers deploy an increasing range of teaching strategies to meet the needs of students, particularly in the FS. The majority of lessons in the primary phase include practical activities such as measuring and carrying out experiments.
- In the FS, children routinely make choices and learn independently. In the best lessons in primary, teachers provide purposeful opportunities for students to think critically and solve problems but this is only in a minority of lessons. Opportunities for students across the school to be innovative and to use technology are increasing.

	Foundation Stage	Primary
Assessment	Good	Good

- Internal assessment processes are mainly consistent and are in line with the curriculum standards. The data these assessments generate is, on occasion over-inflated. The tracker system to monitor progress provides the school with important information about the performance of individual students which is used to help teachers in their planning.
- The school compares its performance against international standards using progress tests and cognitive ability tests. This is a relatively new initiative. School leaders understand how important it is to have this data in order for them to make comparisons with other schools, both in Dubai and internationally.
- Assessment data generated by the Cambridge tests is carefully recorded in the progress tracker. This gives the school a clear picture of the progress of the students and of the individual targets that they are achieving. It also provides the information the teachers need in order to determine future targets or next steps in learning.

- The information generated by internal assessments enables the school to make some modifications to the curriculum. The cognitive ability tests are giving the school additional information on students' preferred learning styles and this information is having a positive impact on what is happening in the classroom. The analysis of National Agenda Parameter tests has not been sufficiently rigorous to inform further necessary modifications to the curriculum.
- Teachers' knowledge of the students is a strength of the assessment process. In the FS, teachers' use their knowledge of the children to set focused individualised development tasks. Teachers' feedback to students, both written and verbal, is mostly of a positive nature and students appreciate it as they thrive on praise.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The curriculum has a clear rationale. Its content and activities are well-matched to the age of the students. It is broad and balanced and enables students to experience creative, physical and practical experiences in a range of subjects.
- Planning for the curriculum ensures progressive learning from year to year and builds upon prior knowledge and skills. The FS curriculum provides a range of opportunities for children to learn across subject areas and is developmentally suitable for young children. Students in both phases are well-prepared for the next phase of their education.
- The curriculum has a range of provision both in class and after school, which matches and responds to the needs of most students. After-school activities contribute to and extend the options to develop students' interests and aspirations.
- Cross-curricular links are planned for in most lessons and enable students to see how their learning is connected across subjects. Topics are carefully selected in the FS and primary to appeal to most students.
- The curriculum is reviewed to take account of both new requirements and students' interests. The topic-based approach is well suited to the academic and personal needs of most students including those with additional needs. The review process does not make sufficient reference the findings of National Parameter test results. Nor does it reflect the needs of students who might be gifted and or talented.
- The social studies programme is aligned with the MoE curriculum guidelines. It is carefully organised to include students from Year 1 to Year 6 in lessons related to the UAE history, culture and heritage. Information technology, standard text books, displays and teachers' own resources support learning and give students an appreciation of traditional life in the past and the changes in recent years. As they move through the school they gain an increasing knowledge of the significance of the UAE, enjoy their learning and successfully co-operate on projects related to travel and climate. Good links are planned to other subjects. Teachers assess students' progress on an ongoing basis and through end-of-term formal tests.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good ↑

- The curriculum is successfully adapted to meet the personal and academic needs of almost all students across the school. Students with SEND have education learning plans which provide guidance for teachers on how to effectively modify the curriculum. The provision for students who are gifted and or talented is variable.
- The curriculum is increasingly creative and effective in promoting enterprise, investigation and innovation. A good variety of extra-curricular activities provides opportunities for personal, social and physical development. A range of events and visits enable students to engage with projects related to the local community.
- The curriculum promotes and successfully develops students' knowledge and understanding of UAE history, culture and heritage. In the FS, regular reference is made to the UAE culture and society across the areas of learning.

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 ↑

- There are rigorous systems in place to safeguard students. Policies and procedures to protect students from harm, including abuse and bullying of all kinds, are established and well-known. All staff are proactive in reporting any problems that may cause harm, and records indicate that these matters are dealt with very effectively.
- The school premises are clean and secure. Safety checks, including termly fire drills, ensure that children are safe throughout the day. Supervision is a priority for the school both in classrooms and corridors. Arrangements for arrivals and departures at the start and end of the day are well organised.
- The school maintains accurate and up-to-date records in line with licensing requirements. The buildings, outdoor areas and all equipment are well maintained. Confidential records for each child, including incidents, follow-up and vaccinations, are comprehensive and up-to-date.
- The premises provide safe and inclusive physical environment in most respects. Ramps at each entrance provide an alternative to steps. Padding in activity rooms and outdoor areas reduce the risk of harm during more active lessons. There is no lift to provide easy access to the upper floor.
- Healthy living is very effectively promoted throughout the school. Students are well-versed in the value of eating healthy foods and exercising to prevent illness. Parents are encouraged to play their part by providing healthy lunches.

	Foundation Stage	Primary
Care and support	Very good	Good

- The school’s approach to managing behaviour is very effective and has a positive impact on learning across the school. The majority of teachers, especially in the FS, have positive relationships with students.
- Throughout the school, attendance and punctuality are managed well. The school employs rigorous follow-up procedures for absence. Good attendance is valued and rewarded and students are keen to receive ‘a top attender’ nomination and award.
- The identification of students with SEND is good across the school. From the earliest age, teachers’ observations, parental input and external educational reports support the identification process of students with additional needs. The process is less effective for identifying students in the primary phase who might have gifts and or talents.
- The school generally provides effective support for most students with SEND. External reports are used well when writing personalised learning plans. These include targets, success indicators, adaptations, interventions, and timeframes to enable the accurate tracking of students’ progress. Peer support adds to students’ involvement and sense of belonging. Support for the gifted and or talented students is variable.
- The school provides sensitive and caring guidance and support to students. Guidance sessions include, awareness of child protection matters, anti-bullying, and how to live healthy lives. Parents are regularly involved with their children in these topics.

Inclusion

Provision and outcomes for students with SEND	Good
---	------

- A competent special educational needs coordinator (SENCO) leads policy and provision and is committed to inclusive practice. Specialist staff are aware of the need for shared accountability within the department. Teachers increasingly understand how to promote inclusion and teach to the individual needs of students with a range of abilities.
- Students with SEND are identified through appropriate procedures and guidelines. The school makes good use of a range of indicators, such as the views of external specialists, to appropriately identify students and to ensure identification occurs within expected timeframes.
- Appropriate home-school communication is promoted through regular meetings. Parents contribute to discussions about individual learning programmes. They receive detailed reports about their children’s academic, personal, social and emotional development.
- In the majority of lessons, curriculum modification is an improving feature. Students with SEND engage well in meaningful learning opportunities.
- The majority of students with SEND make good progress against their personal targets. A significant minority of students make slower progress when the task is more complex and challenging and when the teaching assistants do not sufficiently promote students’ independent learning skills.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Leaders, supported by the acting principal, are fully committed to, and successful in, providing a stable school environment, ensuring compliance and promoting a vision for the full school community. The lack of a permanent principal is hindering further progress with regard to school improvement planning and in meeting the requirements of the National Agenda.
- Due to the absence of a full-time principal, the roles and responsibilities of senior leaders are not sufficiently clear or targeted on achieving improved learning outcomes. Individual leaders are professionally competent. They demonstrate a very strong understanding of, and commitment to inclusive education, care and personal development. However, the school has not been able to create a wholly effective ethos of shared responsibility and accountability.
- The channels for communication and consultation are not well-established. Consequently, expectations, roles and responsibilities in addressing the school's priorities for students' outcomes are not clearly defined.
- The capacity to innovate and improve exists within the current leadership team and teaching cohort. The opportunity to influence decision-making, initiate and lead improvement is influenced by a very high ratio of teacher turnover. This is hindering the overall effectiveness of the quality of teaching and learning and the rate of students' progress.
- The improvements since the last inspection can be attributed to current leaders who display a strong sense of personal dedication, diligence and loyalty towards improving the learning experiences of almost all students. The school is fully compliant with all statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- Most senior leaders contribute to the self-evaluation process. Information is drawn from a variety of student performance indicators including internal and external attainment data. However, not all judgements in the self-evaluation are well supported by evidence of measurable improvement since the previous inspection. Furthermore, the use of National Agenda Parameter test results has not been fully considered.
- Department leaders regularly meet with teachers to give guidance on improving their teaching strategies. They promote better use of assessment information to meet the needs of all students more effectively. Teachers are also encouraged to share best practice with their colleagues. Although the quality of teaching and learning is monitored, the process is not effective enough to bring about improvements to the progress made by students in lessons.
- School improvement plans are generated in response to recommendations made in previous inspections and, to a degree, in response to self-evaluation. They are focused on improving students' performance and have realistic goals. However, there are no measurable and valid success criteria included in the plans. Consequently, evidence of improved performance is unreliable.

- School leaders react to improvement demands where possible. They usually identify the most important priorities for action and concentrate their attention on these. However, insufficient progress has been made in addressing the recommendations in the previous inspection, particularly with regard to strengthening leadership, improving teaching and increasing the rate of progress in Arabic.

Partnerships with parents and the community

Good

- Parents are fully involved and supportive of the school. They welcome, and regard highly, the inclusive ethos and caring approach of school personnel. Almost all teachers engage with parents on a weekly basis to review learning and agree future priorities. The views of parents are regularly sought when new initiatives or programmes are being considered.
- The parents' committee plays an important role in maintaining good links with the school. The portal on the school website is used effectively to keep parents and the wider community updated. Information on important matters such as teacher turnover, and the difficulties experienced in appointing a principal, is not fully shared with all parents.
- Reporting strategies are informative, regular and personalised. Teachers convey information on achievement and personal development with sensitivity and professionalism. Parents indicate that this is one of the most positive features of the school. Parents of students with SEND believe their contribution is highly valued during the individual education planning process.
- Parents are involved in establishing effective local and national links. There is a parent-partnership reading programme and strong links with Emirates Environment Group, Dubai Cares and Emirates Literary Festival. The impact of the school's innovation programme is successful in developing and promoting opportunities that involve parents and enrich students' learning.

Governance

Acceptable

- The governing board meets on a quarterly basis and is committed to including representation from all stakeholders. However, in the absence of a principal, the frequency of meetings is insufficient to ensure that all areas of the school are functioning satisfactorily and that decisions and policy are communicated more effectively to the wider community.
- In response to the previous inspection report, the governing board appointed a director to support the management of the school. The director visits the school regularly to monitor a range of school actions and to hold other senior leaders to account for the quality of the school's performance.
- The governing board exerts some influence on the school's leadership and direction. It ensures there is a sufficient number of staff and resources for the number of students, but it has a limited impact on the overall performance of the school.

Management, staffing, facilities and resources




Good

- The day-to-day operations of the school run smoothly. Timetables ensure learning is prioritised. Systems for sharing information and to ensure clarity of roles and responsibilities are well established. Staff, parents and students adhere to the school's policies and routines to ensure time is used efficiently.
- All staff are well qualified and suitably deployed to provide the greatest impact upon students' learning. Ongoing professional development is provided to address the recommendations of the previous inspection report. Senior staff and subject leaders also attend educational conferences on a range of educational topics.
- The premises are fit for purpose and for the curriculum offered. Outdoor areas are equipped to promote physical exercise. FS learning areas provide appropriate equipment and materials, including technology, to fascinate and inspire young learners. A significant section of the building does not facilitate easy access to those with limited mobility.
- The school is well equipped with a range of resources appropriate to the curriculum offered. Facilities such as the library and computer laboratories, promote effective teaching and learning. Classroom resources are plentiful and all classrooms are equipped with interactive whiteboards.

The views of parents, teachers and senior students

The views of parents, teachers and senior 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	67
	2015-2016	97
 <p>Teachers</p>	28	
 <p>Students</p>	0	

*The number of responses from parents is based on the number of families.

- Almost all parents and teachers who responded to the survey are satisfied with the quality of education provided.
- Most parents agree that children enjoy learning and that the school promotes a love of reading in English.
- Almost all parents express confidence in the school's system of academic reporting and value greatly the information that teachers provide on individual progress.
- A minority of parents feel that bullying and internet safety guidelines require greater consideration by the school. According to a minority of teachers, bullying can occur and students are not always respectful in their daily routines.
- A large minority of teachers are concerned about leadership issues in the school.

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