DUBAI
Knowledge المعرفة

ACCEPTABLE

2019-2020

INSPECTION REPORT

UK CURRICULUM

ENGLISH LANGUAGE PRIVATE SCHOOL

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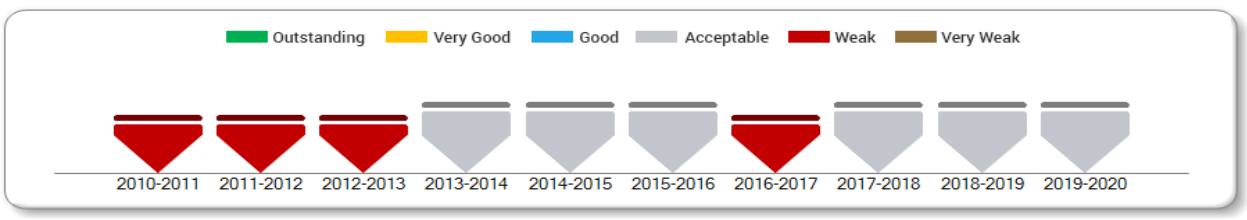
School Information

General Information	Location	Umm Hurair
	Opening year of School	1978
	Website	www.elspvtdubai.com
	Telephone	043377503
	Principal	Kaneez-e-Ali
	Principal - Date appointed	10/4/2018
	Language of Instruction	English
	Inspection Dates	25 to 28 November 2019
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS2 to Year 13
	Number of students on roll	1592
	Number of Emirati students	4
	Number of students of determination	34
	Largest nationality group of students	Pakistani
Teachers	Number of teachers	107
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	15
	Teacher-student ratio	1:15
	Number of guidance counsellors	1
	Teacher turnover	21%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS and A Levels.
	Accreditation	None
	National Agenda Benchmark Tests	CAT4 and GL

School Journey for ENGLISH LANGUAGE PRIVATE SCHOOL



Summary of Inspection Findings 2019-20

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	• Across all subjects, students typically attain in line with expectations. In the secondary phase, their achievements are good in Islamic education and in English. Students in post-16 make better progress in science, and primary students make better progress in Arabic, as a first language. Students' learning skills including their critical thinking and problem-solving skills are improving, particularly in the secondary and post-16 phases. • Across all phases, and particularly in the secondary and post-16 phases, students' personal and social development is a strength. Attendance and punctuality have improved. A majority of students have a strong awareness of UAE culture, linked to world cultures. They appreciate Islamic values. Upper phase students are very responsible and respectful. They respond positively to the well-established structure for student leadership.
Provision for learners	• Teaching is improving and is now good at post-16. Stronger teachers are beginning to ensure that students are more active during lessons. Most teachers know their students well. They use reliable assessment data to better understand the learning needs of students. There is scope to develop teaching strategies that encourage students to become more responsible for achieving their identified targets. • The curriculum design, implementation and adaptation are acceptable across all phases. The curriculum is now more closely aligned to the National Curriculum for England (NCfE). There is evidence of planning for cross-curricular links, but this is not consistent across phases. The focus on reading across the curriculum enhances students reading and comprehension skills. Curriculum adaptation is at an early stage of development; it is strongest in the Foundation Stage (FS) and developing elsewhere in the school. • The school's provision for health and safety, including child safeguarding arrangements, is improving. The care and support of students is strongest in the FS. Newly implemented policies for attendance and punctuality are making an impact. The identification of students of determination is efficient but could be enhanced. Guidance of upper phase students, to support their future education beyond schooling, is developing.
Leadership and management	• The principal's well-articulated vision, shared by senior leaders, promotes a number of key areas of the school. Leaders have yet to focus on more robust self-evaluation, with well-defined achievable targets. Parents are supportive of the school and eager to be formally consulted by governors. The governing board value the school's improvement, but do not always hold leaders as accountable for their roles. The improvements in the school's resources are beginning to support better student learning.

The best features of the school:
• The leadership of the principal and the support of the Advisory Board of Governors in improving the school • Students' strong personal development across the school, particularly in secondary and post-16 phases • Improved health and safety procedures, including arrangements for child protection and safeguarding in all phases • The enhanced resources, including facilities in the FS, the use of ICT to support students' learning, increased professional development for teachers and resources for reading across the curriculum

Key Recommendations:
• Ensure that self-evaluation and improvement planning is evidence based, better developed and evaluated for impact on students' achievement. • Use all available assessment information to support lesson planning to enhance the achievement of all students. • Ensure that work in lessons is consistently challenging to meet the needs of all students, especially the most and least able.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Good ↑	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Acceptable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
UAE Social Studies	Attainment	Acceptable			

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Acceptable	Good ↑	Good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good ↑	Good ↑	Good	Very good ↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good ↑
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Good ↑	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

The school's progression in international assessments	**meets expectations.**

- The National Agenda benchmark assessments in mathematics and science are improving with high attainment levels in the secondary phase. Attainment in Primary English, mathematics and science is generally weak. When comparing National Agenda Parameter (N.A.P.) outcomes against Cognitive Abilities Test (CAT4) results, most students exceed their measured potential in English, mathematics and science.

The impact of leadership	**is approaching expectations.**

- School leaders are at an early stage of addressing key development points through the National Agenda action plan. The curriculum is aligned with the requirements of international and N.A.P. benchmark assessments. Senior leaders analyse information from international assessments in some detail. However, assessment information is not used consistently to guide teachers' planning of their lessons and in meeting the different learning needs of all students.

The impact on learning	**is approaching expectations.**

- Activities to promote the development of students' critical thinking, problem-solving, inquiry and research skills are emerging, but not fully embedded across the curriculum. Development is strongest in science, at secondary and at post-16 phases. ICT and digital devices are used regularly in learning activities in English, mathematics and science. This has a positive impact on students' learning skills, most notably in the senior phases of the school.

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

For Development:

- Raise attainment in English, mathematics and science in Primary and Secondary by using assessment information more effectively.
- Monitor the effectiveness of differentiation in lessons to ensure more consistency in meeting the learning needs of all students, and in improving students' critical thinking and problem-solving skills.

Moral Education

- Moral education is supplemented throughout the school during assemblies, presentations and debates on ethics and morals.
- Approaches to assessment are not developed to reflect progression in knowledge, skills, reasoning and real-life applications. However, discussions among students about their actions in a variety of community projects, reflect engagement and learning.
- Teaching is inconsistent. Better teaching uses appropriate strategies that personalise learning and challenges students to think critically.
- Moral education is delivered in discrete sessions to all classes from Years 2 to 13 for one 45-minute lesson per week.

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

For Development:

- Ensure that the curriculum provides more cross-curricular opportunities for students to apply their understanding of moral values in wider contexts.
- Implement assessment processes that are more aligned to the moral education personal learning outcomes.

Reading Across the Curriculum

- Teachers plan special events and interesting activities. Students enjoy reading. The new online library encourages students to read a broader range of genres.
- There are encouraging signs in teachers' improved skills in teaching reading, leading to more students making gains in their comprehension skills. However, a significant proportion still achieve below expectations.
- The main school libraries are unattractive and not used well. However, in-class libraries have attractive new books that are encouraging greater student use.
- There is a comprehensive reading policy and leaders are committed to raising standards of reading across the school. There is growing support for student's reading and vocabulary development in Islamic education, Arabic, mathematics and science lessons.

The school's provision leading to raised outcomes in reading across the curriculum is emerging.

For Development:

- Enhance the class library reading corners further and ensure that students use the resources regularly.
- Ensure that all teachers have the required skills to support the development of reading comprehension across all phases.

Innovation

- In the upper phases of the school, students initiate research using their own ideas, enhancing their independent learning.
- Senior students voluntarily initiate and engage in environmental and community projects. They develop their innovation skills using advanced learning technologies.
- Teachers encourage students to investigate and initiate their own research. Students' problem-solving and critical thinking skills are improving.
- The curriculum and extra-curricular activities are beginning to provide students with more stimulating opportunities to develop their creativity, leadership and innovation skills.
- The school's leaders show a strong commitment to the promotion of a culture of innovation. They support additional curricular and extra-curricular activities.

The school's promotion of a culture of innovation is developing.

For Development:

- Plan and implement additional opportunities for all students to develop their innovation skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Good ↑	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- Students' knowledge of Islamic concepts and laws are in line with the Ministry of Education (MoE) standards in the primary phase. In Secondary, where students' attainment is stronger, they are more confident when extending their knowledge to real-life applications. However, this is less consistent at post-16. Overall, Arab students are making stronger progress than non-Arab students.
- Across all phases, students have well-developed recitation skills and understanding of Islamic values, ethics and etiquettes. In the senior school, more-able students relate Islamic concepts to the appropriate Hadith and Surahs.
- Students in the middle phases typically make better than expected progress in developing their Islamic skills and conceptual knowledge. The recent professional development training for teachers is impacting positively on student learning in these phases.

For Development:

- Provide more opportunities for students to develop their critical thinking skills, by better matching activities which challenge all groups of students.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good ↑	Acceptable	Not applicable

- Most students in both phases attain in line with the MoE curriculum standards. In the upper primary phase, a majority of students make better than expected progress in developing their skills. However, the school's internal assessment information is inflated; it is neither reliable nor valid.
- In the upper primary phase, students are writing clear, fluent and concise summaries as a result of their additional reading. They make strong progress. In the secondary phase, students often struggle to understand and analyse poetry and literature. However, they display an appropriate understanding of the various rules of grammar in their writing.
- Overall, there is scope for further development of students' reading comprehension and speaking skills, including dialogue, presentation and debating across the senior phases.

For Development:

- Adopt more independent learning opportunities to improve reading comprehension and more articulate extended writing.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students across the school, attain levels in language development that are in line with MoE curriculum standards. Unclear learning objectives restrict secondary phase students' reading and comprehension skills development. Students' work shows continuity over time, but extended writing remains underdeveloped.
- Students demonstrate a reasonable ability to communicate orally and in writing in accordance with MoE Arabic curriculum standards. Real-life topics support this development. However, their ability to speak confidently during class dialogue, debates and presentations, is just evolving.
- Across the school reading comprehension skills require further improvement.

For Development:

- Enhance students' reading comprehension, speaking skills and extended writing.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Acceptable
Progress	Acceptable	Acceptable	Good	Acceptable

- Children in the FS are improving their early reading skills by following a structured phonics programme. They enjoy listening to stories. When they engage in planned and interesting activities, such as educational visits. they increase their speaking skills and extend their vocabulary.
- Secondary phase students are successful in external examinations and their strong literacy skills are evident in their class work. They have well-developed skills in analysing a range of literary texts. They present original ideas and apply their knowledge to new contexts.
- A majority of secondary students have strong listening and speaking skills. They are articulate and present their work to others with confidence. Younger students are still developing their skills in writing at length.

For Development:

- Improve students' independent writing skills, particularly in the primary phase.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- FS children develop and improve their skills in counting, understanding and using number, in calculating simple addition and subtraction problems, and in describing shapes.
- Primary phase students are benefitting from changes to the curriculum and teaching. They use new strategies to learn and enhance their mathematical skills, and this improves their rates of progress. In the upper secondary phase, students' levels of attainment are improving, leading to increasingly successful external examination outcomes.
- Students in the primary and lower secondary phases, apply algorithms and develop their conceptual understanding. Across all phases most students continue to make the expected levels of progress.

For Development:

- Enrich learning across the school, especially in the secondary phase, so that students think more deeply, solve problems and develop higher-order thinking skills.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Good

- FS children are developing a secure understanding of the world around them. Their investigative skills are improving. Elsewhere, students have a wide knowledge and understanding of science. Investigative skills are developing and are strongest in upper secondary and post-16 phases. Secondary students attain well in external examinations.
- Most students are able to hypothesis, predict and carry out independent investigations. They collect and evaluate data, and produce clear conclusions, especially in the post-16 phase, where progress is the strongest.
- Students discussion and writing about their understanding and knowledge are improving, especially in the higher phases. It is more inconsistent in the primary and lower secondary phases, where students' writing is often careless and inaccurate.

For Development:

- Ensure primary and lower secondary phases students write more accurately about their understanding and knowledge.
- Improve the quality of students' investigative work, to ensure that they initiate and carry out their own independent investigations.

UAE Social Studies

	All phases
Attainment	Acceptable

- Most students attain at levels which are in line with the UAE MoE curriculum standards. Their knowledge of UAE social studies concepts is developing well. Literacy skills are better than expected as a result of students improved ability to read and question.
- Communication and presentation skills are generally well-developed, with stronger examples observed in a few well-integrated lessons, where there is more opportunity to link topics to other subjects.
- Most older students share their knowledge of key topics confidently and in better lessons are able to reflect on their understanding.

For Development:

- Ensure that students are presented with opportunities to relate their knowledge of UAE social studies to their own lives.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Acceptable	Good ↑	Good ↑

- Students enjoy learning. They enthusiastically share what they learn. They explain their understanding and its importance to life in the UAE and the wider world. Most students read increasingly well and extract information from a wide range of different sources and genres.
- Students' problem-solving, critical thinking and independent learning skills are developing, notably in the secondary and post-16 phases. When opportunities are provided, they discuss and develop knowledge and understanding well. Occasionally, students initiate their own investigations.
- Students are beginning to engage in individual research, reflect on and take responsibility for, their own learning. They increasingly use technology to research information and to support their learning. Sometimes, older students create work for younger students to use on their devices.

For Development:

- Improve the problem-solving and critical-thinking skills of students, especially in the FS and primary phase.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Very good ↑	Very good ↑

- Almost all students have positive attitudes to their work and exhibit good standards of behaviour. They enjoy school, are confident and demonstrate positive attitudes towards learning. Most students respond well to support and advice. This is a particularly strong feature among senior students.
- The recently appointed eco-warriors, happiness and anti-bullying leaders and well-being champions to each class, impacts positively on overall relationships between different sections of the school and enhancing the school climate. Bullying is very rare.
- Most students make good lifestyle choices that promote their health, safety and general well-being. Students' attendance and punctuality are improving features.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Across all phases, students demonstrate a strong awareness and understanding of Islamic values. They can relate Islamic culture to life in the UAE. Positive relationships between Muslim and non-Muslim students ensure that tolerance and respect prevail across the school.
- Most students, especially those in the upper phases, have a well-developed appreciation and respect for the values of life in the UAE. Student led celebrations to mark notable events, such as, the UAE National Day, Ramadan, and the Eid Celebrations, are well-organised.
- Students are proud of their own cultures. They are interested in learning about other cultures and show acceptance of a diverse range of cultures in a variety of ways. However, these areas are still developing features of students understanding.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good ↑	Good ↑	Good	Very good ↑

- Students' sense of responsibility is reinforced through the Students' Council and student-led assemblies, which make positive contributions towards the smooth running of the school. Most students have a strong sense of care towards, and respect for their peers, especially minority groups and students of determination.
- Almost all students have a positive work ethic and are increasingly innovative in their contributions to activities, within the school. Partnerships with the community are developing well, with students willingly participating in charitable activities.
- In all phases, students have a developing understanding of environmental issues within the UAE and beyond. However, their knowledge of strategies to promote conservation and ecological awareness are just emerging.

For Development:

- Extend students' knowledge and understanding of a broader range of cultures.
- Increase awareness of environmental and conservation issues in the UAE and how students might impact positively on these.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good ↑

- Teachers frequently set up problem-solving and collaborative activities to promote students' learning. This works well, with students able to explain how and what they learn, accurately and clearly. However, sometimes group work is inhibited due to excess student numbers in groups. Not all students can be fully involved, leading to a missed learning opportunity.
- In the stronger lessons, teachers' questioning leads to discussions and more independent learning opportunities. However, occasionally teachers present students with too much information or direction. Increasingly, teachers are encouraging students to use technology, which accelerates learning.
- In the post-16 phase, teaching is improved by the closer alignment of work to meet student's individual learning needs. In other phases, work is less demanding, with insufficient extension tasks to challenge and support the most and least able students.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school's improved assessment systems allow teachers to gather information and evaluate students' achievement levels with greater accuracy. A few stronger teachers are using this evaluated data to guide their lesson planning, by aligning, more closely, the lessons learning tasks to student needs.
- The school is starting to use reports from external tests, Pupil Attitudes to Self and School (PASS) and A-level Information System (ALIS) to complement internal test results. In the FS, GL baseline assessment assesses children on entry. The information, when used effectively, provides valid measures of children's academic progress linked to their personal and social development.
- The school is introducing a range of online applications which help teachers to make ongoing assessments of students' understanding of key concepts. However, the impact of this initiative on improved lesson planning and provision of next steps for student improvement, is variable.

For Development:

- Ensure that group sizes for collaborative work enable all students to be active participants.
- Encourage students to learn for themselves, rather than teachers providing too much information.
- Use accurate assessment information to match challenging work and support for students of all abilities.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, curriculum planning is effective and supported by teacher training. The curriculum is now more closely matched to the National Curriculum for England (NCfE) standards. There is continuity and progression. Across the school the strong emphasis on students' personal development, is a positive feature.
- Cross-curricular links are evident in planning, but not seen consistently during lessons. The school's review and reconstruction of the FS curriculum with added elements of Islamic education and Arabic, is enhancing children's learning experiences.
- The school's focus on improving literacy through additional reading programmes is beginning to enhance students' reading skills. Parents are supporting enhanced home-school reading engagement.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The planning and implementation of curriculum modifications to meet the individual needs of all students is at an early stage of development. It is strongest in the FS, but only a minority of teachers in primary and secondary phases are effective in implementing differentiated lesson activities. The curriculum is appropriately modified for beginning learners of Arabic, French and Urdu.
- Extra-curricular activities and additional subjects including art, physical education, ICT and robotics are enhancing the curriculum. They provide opportunities for students to develop their creativity and entrepreneurial skills, as well as making a social contribution to the community.
- Through a range of positive learning experiences available across the curriculum students acquire conceptual knowledge, understanding and a genuine appreciation of Emirati culture and the UAE society.
- Arabic is now taught in FS for forty-five minutes each week.

For Development:

- Increase opportunities for children in FS to be creative and inventive.
- Enhance and emphasise cross-curricular opportunities in each phase of the school.
- Ensure that curriculum modifications are well-planned and implemented to meet individual student needs.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑

- The school is effective in its management of health and safety procedures, including child protection and safeguarding. Policies on key topics such as cyber security, are reviewed annually and disseminated appropriately. The school endorses a proactive approach to risk identification, with fire drills being carried out regularly.
- The school environment is safe, secure and well maintained. The clinic staff respond appropriately to day-to-day health matters, securely maintaining medications and records. They actively promote healthy living by monitoring food in the canteen and lunch boxes. Students state that they feel safe in the school.
- School maintenance needs are identified and carried out on a systematic, ongoing basis. Buildings are generally accessible for most, but those who are physically impaired do not have access to the upper floor.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good ↑	Acceptable	Acceptable	Acceptable

- The school's high behavioural expectations are guided by its positive behaviour policy. Students' attendance and punctuality have improved as a result of new policies and revised protocols, especially in at post-16 phase.
- An efficient process is in place to identify students of determination, but the classification and recognition of specific learning impairments requires enhancement. Interventions provided by the inclusion team are successful in ensuring student progress, but effective support from teachers in lessons is inconsistent. Coordinated support for students, identified as gifted or talented, is not embedded.
- The personal development and well-being of students is promoted and closely monitored, especially in the FS. Confidential support and counselling are available for those in need in higher phases. A career guidance programme, in the upper phases, advises students on subject choices, careers and university applications.

For Development:

- Ensure that all teachers have the knowledge and skills to provide differentiated support for all students, but especially for students of determination or those who are academically gifted or talented.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The school is fully inclusive and welcomes students of determination. A comprehensive inclusion policy highlights the school's commitment to an inclusive ethos and outlines the expected levels of provision. An improvement plan is guiding the systematic development of inclusive practices across the school.
- The learning support staff, including the assistants, effectively implement planned interventions. Some students are withdrawn from lessons, but most stay in the classrooms. However, the identification process is underdeveloped and there are insufficient assessment tools to ensure accuracy.
- Parents are kept informed of their children's progress in academic and personal development and updated on individual education plan (IEP) targets. The school fosters close working partnerships with parents who attend planning and review meetings and make valued contributions.
- Planning for differentiation in lessons is not sufficiently personalised to meet individual needs and teachers do not always address IEP targets in lessons. Most support teachers and assistants provide effective in-class support. However, their presence can deter some teachers from including students of determination fully and in providing them with the necessary support.

  Assessment data, observations and work scrutiny indicate that most students of determination make progress in their individual academic and personal goals. Student's achievement of IEP targets is not sufficiently monitored and tracked.

For Development:

- Develop a stronger understanding of the categories of disability and barriers to learning, by using a wider range of assessment tools to recognise specific learning impairments.
- Ensure that teachers are involved in the development of IEP targets and take full responsibility for their implementation in lessons.

6. Leadership and management

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

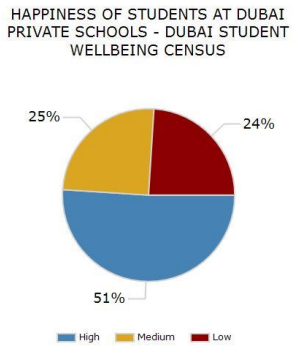
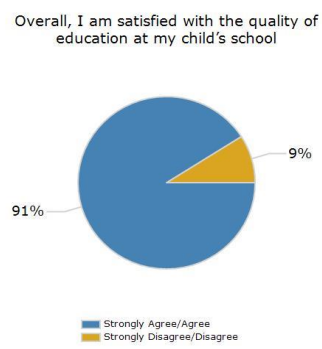
- The senior leadership team, led by the principal, are relatively new in post. They communicate effectively with middle leaders and are ensuring the school's shared vision guides the development of key priorities. Most leaders have the capacity to further improve the school.
- School leaders have embedded processes for systematic self-evaluation, which are strongly linked to the school improvement plans. These include the recommendations and development points from the previous inspection report and the National Agenda priorities. However, the school's self-evaluation lacks well-defined evaluative procedures to monitor and determine the impact of any improvements in students' achievement. Although the monitoring of teaching is established, it has not led to significant improvements in student outcomes.
- The school has improved its links with parents. The Parents' Council is supportive of the school and developing its links to the Advisory Board of Governors. School reports are informative and help parents to support their children further. Partnerships with the community, including links with local schools and Pakistani organisations, are developing.
- The recently established Advisory Board, includes key stakeholders. This provides governors with an informed knowledge of the school. Governors have invested significant resources in facilities, teacher training and support, as well as improved staffing. They acknowledge the need for more effective use of well-developed diagnostic assessment procedures. They hold school leaders to account, but there is room for greater rigour with their evaluative procedures.
- The school operates well on a day-to-day basis. There are sufficient, appropriately qualified staff. The provision for high-quality professional development is a key priority. The school has responded well to issues in the last inspection report, including improving the use of technology and other learning resources. Equipment and facilities to support outdoor learning in the FS and reading initiatives across the school, are supporting more effective learning.

For Development:

- Ensure stronger cohesion among leaders at all levels and provide robust self-evaluation processes to support ongoing school improvement.
- Expand and develop partnership links including formalised governors' links with stakeholders.
- Establish strong evaluative procedures so that leadership is focussed on the drive and impact of achievement for all students.

Views of parents and students

Before the inspection, the views of the parents, and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

Students No. of responses = 599	Parents No. of responses = 148
	

Students	• A large majority of students are happy, optimistic in outlook, perseverant and get on well with their teachers and peers. They enjoy learning and anticipate success. Students state they feel safe belong to a social group. Most agree that there is little physical bullying, but a small number have experienced verbal bullying. This finding is similar to that of the Dubai average. The inspection team did not observe any bullying during the inspection.
Parents	• Most parents agree their children obtain a good quality of education and that school leaders and staff listen to, and act on, their views. Most parents agree that their children develop skills to learn effectively and are safe at school. A majority consider that students respect and help each other; however, a large minority feel that bullying is an ongoing issue. The inspection team found no evidence to support this view during the inspection.

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