ACCEPTABLE

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

CBSE CURRICULUM
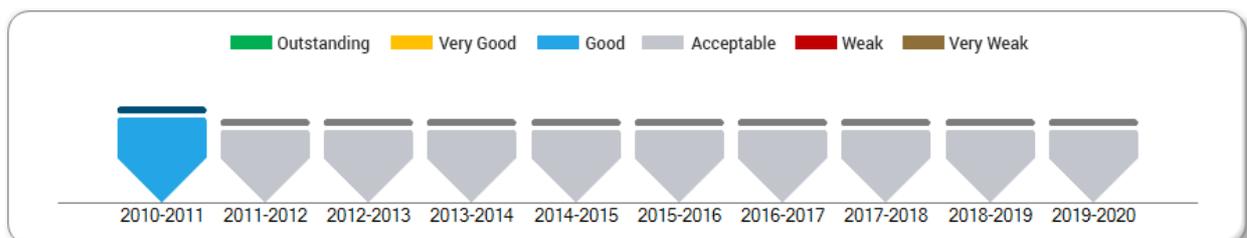
ELITE ENGLISH SCHOOL

Contents

School Information

General Information

	Location	Al Waheda
	Opening year of School	1992
	Website	www.eliteenglishschool.com
	Telephone	+971-4-2688244
	Principal	Mrs. Vatsala Mathai
	Principal - Date appointed	12/10/2002
	Language of Instruction	English
	Inspection Dates	14 to 17 October 2019

Students

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1856
	Number of Emirati students	0
	Number of students of determination	86
	Largest nationality group of students	Indian

Teachers

	Number of teachers	71
	Largest nationality group of teachers	Indian
	Number of teaching assistants	11
	Teacher-student ratio	1:26
	Number of guidance counsellors	1
	Teacher turnover	11

Curriculum

	Educational Permit/ License	Indian
	Main Curriculum	Central Board of Secondary Education (CBSE)
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET

School Journey for ELITE ENGLISH SCHOOL

Legend: Outstanding · Very Good · Good · Acceptable · Weak · Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Good									

Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes	• The school has brought about improvement in various areas, most notably in students' personal development, but also in attainment in UAE social studies across the phases, progress in English in Kindergarten (KG) and in Islamic education in the primary phase. Achievement is stronger in KG than in the other phases and, among the subjects, English is strongest in terms of attainment and progress.
	• Across the phases students' personal development is strong. Students are well disciplined, polite and responsible. The school operates in a climate of mutual respect, where students have very positive relationships with their teachers and with one another. Bullying is very rare. Students demonstrate a secure understanding of safe and healthy living, and maintain a very high attendance rate.

Provision for learners	• School leaders have facilitated an improvement in the analysis of assessment outcomes, providing important information for teachers to guide their planning and teaching. However, not all teachers understand how to use this information. The quality of teaching is inconsistent within grades, across phases and across subjects. Teaching is strongest for UAE social studies and English. Teachers have very secure subject knowledge across all phases.
	• Since the last inspection, stronger cross-curricular links have been developed between some subjects, and the curriculum has been modified to better at meeting individual students' needs. In KG, the curriculum is adapted more effectively than in the other phases, where improvements in curricular provision are not so consistent. Curriculum design and adaptation are stronger for English than for other subjects.
	• The school has made a priority of improved identification of students of determination . However, this remains developmental. Students with particular gifts and talents are often not identified. The support provided for all students is inconsistent across phases and subjects. The school has effective procedures for safeguarding and child protection, and shares them appropriately with all concerned.

Leadership and management	• Since the last inspection, senior leaders have worked effectively to improve school provision. Self-evaluation processes inform school improvement planning, which is designed to improve teaching, learning and assessment. Leadership in KG is more effective and consistent than in the other phases. Leadership of the English department has a strong focus on improvement, and this is beginning to be reflected in students' outcomes.

The best features of the school:

- The very good personal and social development of students

- Good attainment in UAE social studies and in English at KG and the secondary phase

- Good progress in English and mathematics in KG, in Islamic education in the primary phase, and in English in KG and the secondary phase

- The improved learning experiences being provided by the successful implementation of a modified curriculum in KG.

Key recommendations:

- Improve governance through improved monitoring of the school's performance.

- Improve leadership by ensuring that all leaders:

  - accurately evaluate the quality of teaching and students' progress

  - robustly address teaching that is not good enough.

- Improve teaching by:

  - increasing teachers' awareness of the available assessment information and its use

  - matching learning and teaching more accurately to the needs and abilities of specific individuals and groups.

- Through more effective recruitment and retention of good teachers, ensure a sufficiency of high-quality staff for all areas of learning and development.

- Improve students' learning skills by developing their ability to be effective partners in their education by having a shared understanding of their performance and how to improve it.

Overall School Performance

Acceptable

1. Students' achievement					
		KG	**Primary**	**Middle**	**Secondary**
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ⬆	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Good ⬆	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak ⬇	Acceptable	Acceptable
UAE Social Studies	Attainment	Good			

	KG	**Primary**	**Middle**	**Secondary**
Learning skills	Acceptable	Acceptable	Acceptable	Good

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

	KG	Primary	Middle	Secondary
Personal development	Very good ⬆	Very 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	Good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable ⬇
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good ⬆	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	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	Acceptable

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 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 academic year 2019-2020.

The school's progression in international assessments	is approaching expectations.

- The school did not achieve its targets in the most recent international assessments. Students' results in reading and science are closer to international expectations than they are in mathematics. Students' attainment in English, mathematics and science, in Grades 3 to 9, is benchmarked annually against international expectations. Previously strong results in English have not been maintained. Attainment in mathematics and science has declined in primary. When compared to the information about students' cognitive potential, results indicate that students' achievements in English and science are close to expected standards, but their achievements in mathematics are below expectations.

The impact of leadership	is approaching expectations.

- Senior leaders analyse information from international assessments in some detail. The National Agenda Action Plan has not yet been fully implemented. Subject leaders and teachers do not have a clear, consistent understanding of how to use the information available to them. They are not being held accountable for students' performance.

The impact on learning	is approaching expectations.

- Students' critical thinking skills are developing in English, but to a lesser extent in mathematics and science. Enquiry-based learning is only sporadic, as is connecting students' learning to real-life contexts. Current internet connections are not stable enough to facilitate the advanced use of online learning opportunities.

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

For development:

- Improve students' performance in international assessments by promoting enquiry-based learning more effectively, and by ensuring that subject leaders and teachers are held accountable for their students' performance.

- Improve the provision and students' use of digital technology and enhance the infrastructure so that connections to the internet are stable.

Moral education

- The curriculum has been adapted to meet the needs, interests and abilities of individuals and different groups of students. A well-considered action plan guides teachers in the monitoring and review of curricular provision.

- Teachers ensure adequate coverage of the key concepts at each grade level. They promote activities that encourage students to think critically in more active ways. New teachers are trained and given support, but high teacher turnover inhibits continuity in learning.

- All assessments are internal and are administered and marked by teachers, before being collected by the lead teacher for analysis. There is uncertainty regarding the accuracy of the internal assessments. Most assessments show students are working above expectations.

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

For development:

- Ensure the on-going, systematic, monitoring and evaluation of the suitability of curricular provision.
- Critically review the reliability of the internal assessment processes.

Reading across the curriculum

- Internal assessments show that overall students' progress in reading is improving, but the improvement is inconsistent across grades and subjects.

- The active promotion of reading has increased students' reading across the phases, but the teaching of reading is not sufficiently well focused to meet the needs of specific ability groups.

- Reading is promoted through reading corners and through the display of key topic-related words. The strategy for reading across the curriculum is not sufficiently coherent.

- The school has not planned well enough for the systematic development of reading literacy, which should offer continuity and progression for each student.

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

For development:

- Monitor and evaluate rigorously the effectiveness of the school's promotion of reading literacy across all subjects.

Innovation

- Students' research, critical thinking, and problem-solving skills are not promoted well enough. Students do not have sufficient opportunities to use learning technologies in innovative ways.

- Students' opportunities to participate in enterprise and entrepreneurial activities are limited. Technical skills are employed at science fairs and in robotics, but are not developed systematically.

- Teachers' use of learning technologies is inconsistent, and opportunities for students to use them independently and creatively remain limited.

- While there are many examples of technical and scientific activity, opportunities for students at all levels to widen and deepen their learning through questioning and research are few.

- School leaders do not share a common understanding of innovation. Consequently, individual activities are much more common than the systematic development of innovation skills.

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

For development:

- Develop the capacity for innovation across the school by improving access to high quality digital technology provision for all learners and teachers.

- Embed an overall culture of innovation, encouraging staff and students to think critically and imaginatively in curricular and extra-curricular activities.

Main Inspection Report

1. Students' achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ⬆	Acceptable	Acceptable

- In lessons and in recent work, most students demonstrate knowledge and understanding which are in line with Ministry of Education (MoE) curriculum standards. Students in the primary phase make better progress than those in the other phases. Girls generally achieve better than boys.

- Students demonstrate a better understanding of Islamic values and principles of worship than that of Islamic law. Their understanding of the Holy Qur'an, Hadith and Sirah is secure. Their ability to refer to them for evidence is underdeveloped.

- The school has improved students' skills in recitation of the Holy Qur'an in the primary phase this year. However, these improvements are not so evident in the middle and secondary phases.

For development:

- Ensure that the Holy Qur'an, Hadith and Sirah are linked to all areas of learning in the subject.

- Provide more opportunities for students to practice recitation of the Holy Qur'an, particularly in the middle and secondary phases.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable	Weak

- Students in the primary and middle phases have appropriate language skills and make expected progress. However, in the secondary phase, students' language skills do not meet the expected standards, and students are not making at least expected progress. This is primarily due to a lower quality of teaching.

- Of the language skills, listening is the most developed across the phases. Although reading skills have improved in the primary and middle phases, students still have difficulties in understanding what they read. Speaking and writing skills are not sufficiently well-developed.

- There has been some improvement to classroom planning to provide appropriate contexts for learning. However, learning activities are not always systematically planned or sufficiently challenging to develop students' critical thinking and independent learning skills.

For development:
- Provide students with more opportunities to practice speaking in dialogues which they create themselves.
- Align the assessment of Arabic as an additional language with curriculum expectations, covering all four language skills.
- Develop the curriculum to show the progression of each of the language skills across the grades.

English

	KG	Primary	Middle	Secondary
Attainment	Good ⬆	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good

- Students' outcomes are stronger in KG and in secondary than in the other phases. Internal assessment outcomes are not sufficiently aligned to curriculum standards, and do not reflect the results of external assessments.

- Across the phases, listening and speaking are stronger than reading and writing. However, the introduction of a phonics programme in KG has led to some improvement in reading outcomes there, and an emphasis on reading across the curriculum offers opportunities for further improvement.

- A recent focus on improving the quality of questioning is helping to promote critical thinking, particularly in the middle and secondary phases. However, students do not have enough opportunity to engage in extended writing and teachers do not provide enough guidance to students through the marking of their work.

For development:

- Improve the quality of teachers' feedback in students' written work, with appropriate reference to what the learning objective was and to what extent it was achieved.

- Improve teachers' and students' understanding of different types of writing, and provide students with more opportunities for extended writing in the middle and secondary phases.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- The majority of children in KG make greater than expected progress and the attainment of most children is in line with curriculum expectations. Most students in other phases achieve in line with expectations. Results in international assessments are below expectations.

- Most students are skilled in number work and in solving problems in mental mathematics. They are less successful in solving written problems.   They do not always apply their learning to real-life situations or make connections in their learning across different subjects.

- The recent, increased emphasis on reading across the curriculum has led to some improvements in students' ability to tackle written problems, but not consistently across the phases. The school Science, Technology, Engineering and Mathematics (STEM) initiative helps to link mathematics with other subject areas.

For development:

- Provide students with a greater quantity and wider range of written problems.

- Give students more opportunities to evaluate their findings and to apply their learning to real-life situations.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Weak ⬇	Acceptable	Acceptable

- Students' achievement in internal examinations in the primary, middle and secondary phases is above curriculum expectations. Results in external examinations range between weak and acceptable. Progress in primary science is not as strong as it in the other phases.

- Students in the middle and secondary phases understand some important scientific concepts, but in the primary phase, their understanding is less secure. Across all phases, some students find it difficult to apply their knowledge in novel contexts.

- The curriculum has recently been enhanced, with increased opportunities for practical work to develop students' enquiry skills. Students are not given sufficient opportunities to design and carry out their investigations independently or to apply the scientific method when conducting experiments.

For development:

- Involve students in practical activities that promote their thinking, inquiry and problem-solving skills.

UAE Social Studies

	All phases
Attainment	Good

- UAE social studies are being implemented effectively across the phases. There is a slight difference in the achievements of the younger boys and girls, which becomes more significant in older students.

- Students gain an increasingly secure knowledge of the geography, history and civics of the UAE. Examples of their learning in lessons being applied to situations outside the school, and of their work prompting higher-level thinking, are not consistent.

- The leadership of the UAE social studies department has established a strong foundation for the future development of the subject. There are appropriate timetabling arrangements. Self-evaluation and subject assessment guide strategic improvement planning.

For Development:

- Address the gender gap in assessment outcomes throughout the school.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Across the phases, students have positive attitudes towards learning, are attentive in lessons, and enjoy good relationships with their teachers and peers. Their learning skills are strongest in the secondary phase, where students typically take greater responsibility for key aspects of their work.

- Students participate in group work in most lessons. However, their collaboration skills are not well-developed. Critical thinking and problem-solving skills are increasing in lessons where questioning is more open-ended. Children in KG make links to the world around them.

- Through the use of technology, there has been some increase in the development of students' basic research skills. However, this work is hampered by unstable internet connectivity. Recent initiatives to promote critical thinking across the phases are not well-developed.

For development:

- Create an active learning environment in which students develop skills in the areas of research, inquiry and innovation.

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

	KG	Primary	Middle	Secondary
Personal development	Very good ⬆	Very good ⬆	Very good ⬆	Very good

- Students across the school are disciplined, polite and responsible. Their very positive behaviour contributes effectively to a safe and happy learning environment. Members of the students' council take on responsibilities to assist with the smooth running of the school.

- Students' relationships with one another and with their teachers are underpinned by a very high degree of mutual respect. Students are friendly and sensitive to others' needs, showing empathy and support when required. Governors, parents and students report that bullying is very rare.

The school promotes safe and healthy lifestyles by encouraging physical activity and healthy eating in and out of school. Most students across the school make sensible food choices and are willingly involved in the promotion of healthy lifestyles.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students across the school are aware of Islamic values and their relevance to modern society in the UAE, and can give examples of them. They can also explain how all people should be treated equally and respectfully, irrespective of their religion or nationality.

- A particular strength is students' pride in, and understanding of, their own cultures. They can speak in detail about their art, languages and tourist attractions. Students' understanding of other world cultures is less evident, particularly among those in the lower phases.

- The school has strengthened its work relating to students' understanding of UAE heritage and culture. In all phases, students sing the UAE National Anthem enthusiastically. Most of them can talk knowledgeably about past and present events in the UAE.

For development:

- Improve students' awareness of world cultures by involving students in a wider range of relevant programmes and activities.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Good

- Students contribute well to the life of the school and the wider community. This involvement strengthens their leadership skills, especially those in the secondary phase. Students participate in a number of initiatives to donate clothes and money to less fortunate members of the wider community.

- Groups of students participate in the Takaddom project where they design prototypes of products that might be of benefit to the UAE. However, not all students in the different phases are exposed to these types of opportunities at such a high level.

- Students care for the school and work collaboratively to keep it clean. They are aware of environmental issues, including sustainability. They participate in projects to improve their school environment. They have limited opportunities to initiate projects of their own.

For development:

- Increase students' involvement in and initiation of sustainable, action projects that have a positive impact on the school and the local community.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable ⬇

- There are inconsistencies in teaching within grades, phases and across subjects, which have not been identified through leaders' monitoring. The quality of teaching is strongest in KG. Elsewhere there are strengths in teaching in UAE social studies and in English. Across all phases, a relative strength is in teachers' subject knowledge.

- Teachers do not express or share learning intentions clearly enough at the start of lessons, and so do not have a basis for giving valuable feedback or for supporting students to improve their own learning.

- The school's prioritisation of active learning suggests positive impact, especially in UAE social studies, Islamic education and English. The provision of opportunities for critical thinking, and for matching learning to students' independent needs, are not yet sufficiently well-developed.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school uses a range of assessments to measure students' attainment in key subjects. Internal assessments, which are fully aligned to CBSE curriculum standards, are scheduled regularly at key points throughout the year. Annual international assessments benchmark students' achievement against international expectations.

- Senior leaders rigorously analyse all assessment outcomes, the intention being to inform a continuous and on-going programme of strategic improvement. Assessment outcomes are shared with middle leaders and class teachers, but are not always understood properly or used to best effect.

- Senior leaders set expectations for the effective use of assessment information in lesson planning, but these are not always met. Consequently, the anticipated impact of more personalised learning is not yet fully achieved. Senior leaders monitor the marking of students' notebooks.

For development:

- Ensure that subject leaders make full use of external assessment information, including information on students' academic potential, as part of broader measures of students' academic achievements.

- Train and support all teachers in making more effective use of the school's wide range of reliable assessment information in planning lessons.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is broad and balanced and ensures adequate progression in students' learning. Improvements have been made to the curriculum design in a few subjects and phases. In KG, the best practices from the Early Years Foundation Stage are implemented in lessons.

- The addition of vocational subjects and STEM activities enrich the curriculum and increase opportunities for students to explore and pursue their interests and aspirations. Students have adequate curricular choices in the secondary phase.

- Cross-curricular links and differentiated activities are planned but not implemented systematically. However, purposeful links between subjects result in better learning in KG. The curriculum is regularly reviewed and developed. All changes are monitored closely, and students and their parents are informed of those changes.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ⬆	Acceptable	Acceptable	Acceptable

- In KG, the English Early Years Foundation Stage curriculum (EYFS) is adapted effectively to provide opportunities for independent learning during free play and in learning centres. Resources are well used to support learning.

- The few curriculum modifications that are made are inadequate for meeting the needs of all learners, particularly those of higher achievers. Limited opportunities for collaboration and limited use of learning technologies slow progress further. Too many teacher-led activities provide little scope for students to experiment or to independently innovate.

- Initiatives, such as STEM lessons, enrich the curriculum. Isolated innovation projects, for example the solar charging point developed by students in Grade 12, help to promote students' innovation skills. Adaptations promote students' understanding of UAE culture and heritage.

For development:

- Ensure that, where possible, cross-curricular links are used are used to strengthen learning across all phases.

- Provide high-quality resources and make more frequent use of digital technologies to support students' learning.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school has effective procedures for safeguarding and for child protection. They are shared with staff through a training programme. The building is safe but not accessible for people with a physical disability. Supervision of students, in school and in the school grounds, is good.

- The accommodation is clean and hygienic. Resources are well maintained. Monthly safety checks are undertaken, but the frequency is not always linked to the degree of risk. Some systems for recording are not sufficiently thorough. The school promotes healthy lifestyle choices to students, particularly in the secondary phase.

- Staff try to manage the traffic flow, at the end of the school day, when parents collect their children. However, current arrangements present are not sufficiently risk assessed. Responsibility for this important and specialist area of school life is held by an already busy senior teacher.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Across the school, the quality of care and support is a strength. Relationships between teachers and students are characterised by mutual respect, care and support. The school has effective procedures for monitoring attendance and punctuality, conducted in the morning and after breaks.

- Students of determination are identified appropriately. Some teachers provide support for these students in lessons. However, the scope and quality of this support is inconsistent; it does not always meet the learning needs of each student. Gifted and talented students are not well identified nor robustly challenged.

- Students feel well supported by, and have confidence in the attention of leaders to their personal, emotional and academic needs. Those in the secondary phase are introduced to different career opportunities which help them to make appropriate choices in their academic pathways.

For development:

- Ensure that responsibilities relating to health and safety are undertaken by a member of staff who has sufficient time to manage effectively the complex role.

- Robustly assess and promptly address the risks associated with parents' cars at the end of the school day.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- Leaders at all levels are committed to inclusion and work effectively to produce information about students' needs and improvement planning. The inclusion governor and champion contribute to planning, but are sometimes overambitious in the outcomes which they hope to achieve in the classroom.

- Most students have their needs identified correctly. The school now informally diagnoses specific difficulties, such as dyslexia. Skilled intervention for students who have dyslexia and complex needs is underdeveloped. Class teachers and learning assistants are largely inexperienced in reducing these barriers to learning.

- Parents enjoy positive relationships with the school, and with teachers in particular. While they feel that their children are making progress in their learning, they sometimes find it difficult to understand some school information regarding academic targets, progress and possible underachievement.

- Teachers strive to modify the curriculum for students of determination. They often misjudge the complexity of the tasks presented to students. This results in some students completing tasks which have little challenge for them, and do not fully meet their needs.

- Progress for some students is impaired by teachers' lack of understanding of their needs and of the best ways of supporting them. Assessment and tracking progress are underdeveloped, but students enjoy their learning and fully engage with it where they can.

For development:

- Involve students more in developing their personal learning plans and in understanding their own needs.

- Simplify systems for targeting and tracking progress by reducing the number and detail of individual learning plans and by refocusing them on a smaller number of measurable targets.

6. Leadership and management

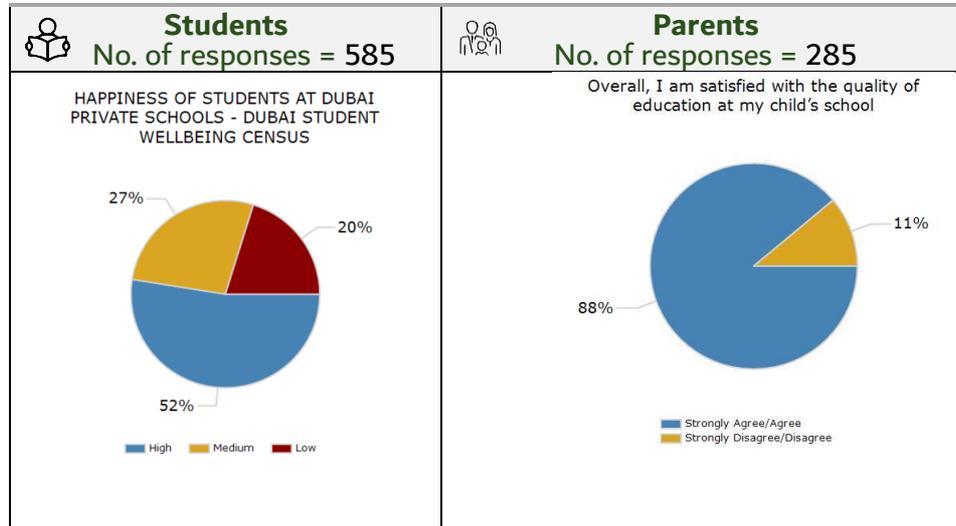|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- The principal, who has given many years of service to the school, promotes a commitment to inclusion. Relationships and communication are professional, although some staff members are not sufficiently effective in their roles. Leaders are aware that the school could improve more rapidly. Since the last inspection, leaders have improved some aspects of the school and have maintained an acceptable school performance. They ensure that the school is compliant with statutory and regulatory requirements.

- The school gathers evidence to inform self-evaluation from a range of sources. Teachers, parents and students are consulted on the quality of provision and the issues they raise are shared with, and considered by, the governing board. The school's self-evaluation processes inform a school improvement plan which, although it identifies the key issues, is not sufficiently well focused on improving students' outcomes. The school analyses aspects of performance and uses the results to inform change.

- Parents have regular opportunities to be involved in the life and work of the school. They are empowered as partners in their children's education. They contribute to school improvement planning through surveys. They report that the school takes seriously and acts upon any concerns that they raise. They make a positive contribution to raising standards. The school gives regular and detailed reports to parents on their children's progress.

- The governing board periodically monitors the school's actions and is aware of key issues. It holds senior leaders accountable for the quality of the school's performance and has some impact on the overall performance. However, governors do not focus directly enough on actions leading to improvement on specific issues. The board does, however ensure that resources are available to address key weaknesses, and that all statutory requirements are met.

- The school runs smoothly. Efficient timetabling effectively supports learning. Additional, external support is provided for leaders and for training teachers. However, a large minority of teachers do not have a recognised teaching qualification. The lead organiser for health and safety is a teacher with considerable additional duties. Accommodation is clean. Rooms are small and some classes are large. There are sufficient specialist facilities and resources, with the exception of those for technology, wi-fi infrastructure and mobile devices.

For development:

- Establish a positive learning culture to strive for higher standards of students' learning and personal achievement.

- Hold middle leaders more fully to account for achieving high quality outcomes.

The Views of Parents and Senior Students

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

Students	• The survey responses indicate a high level of happiness among students. Inspectors observed this during the inspection. The strong sense of belonging to the school, reflected in the survey responses, was also in evidence during the inspection in interviews with groups of students.
Parents	• Just over one-fifth of the parents responded. A number of the responses expressed concern about the frequency of changes of class teachers. A few parents expressed concerns about bullying in the school. The inspection team found no evidence to support these concerns. The groups of students interviewed were emphatic that bullying was not an issue in the school at the time of 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