

Deira private school...



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

Deira Private School

Curriculum: UK

Overall rating: Acceptable

[Read more about the school](#)



www.khda.gov.ae

“Without challenges, we won't feel the taste of success and happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

## Contents

School information .....	2
Summary for parents and the community .....	3
Main inspection report .....	10
1. Students' achievement .....	11
2. Students' personal and social development, and their innovation skills .....	13
3. Teaching and assessment.....	15
4. Curriculum .....	16
5. The protection, care, guidance and support of students .....	18
Provision for students with special educational needs and disabilities (SEND).....	19
6. Leadership and management.....	20
The views of the parents, teachers and students .....	23

## School information

### General information



Location	Al Twar
Type of school	Private
Opening year of school	2009
Website	www.deps-sch.ae
Telephone	04-2641595
Address	Al Twar 3 /Dubai
Principal	Vacancy
Language of instruction	English, Arabic
Inspection dates	8 to 10 February 2016

### Students



Gender of students	Boys and girls
Age range	3-11
Grades or year groups	Foundation Stage 2 to Year 6
Number of students on roll	259
Number of children in pre-kindergarten	n/a
Number of Emirati students	53
Number of students with SEND	12
Largest nationality group of students	Arab

### Teachers / Support staff



Number of teachers	28
Largest nationality group of teachers	South African
Number of teaching assistants	11
Teacher-student ratio	1:24
Number of guidance counsellors	0
Teacher turnover	0%

### Curriculum



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

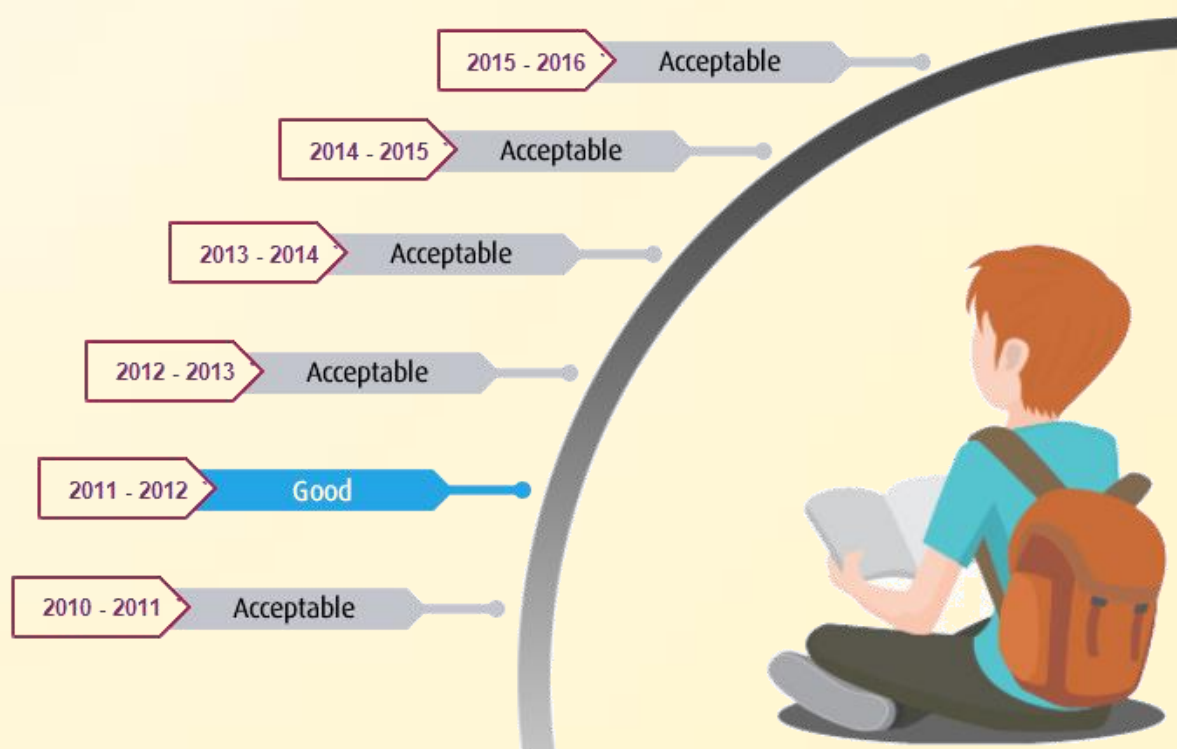


## Summary for parents and the community

**Deira Private School** was inspected by DSIB from 8 to 10 February 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





### How well did the school perform overall?

Overall, the school provided an **acceptable** quality of education for its students.

- Attainment and progress in English and mathematics in both the Foundation Stage (FS) and primary phase remained good, as they were for science in the FS. Progress in Islamic education and science in the primary phase were now good, and remained good in Arabic as an additional language. Across the other key subjects, attainment and progress remained acceptable. Students' learning skills remained good in FS and were now good in the primary phase. Across both phases there remained scope to develop students' critical thinking skills.
- Students' personal development, understanding of Islamic values and awareness of Emirati and world cultures were good in both FS and primary phases. The same was true of students' social responsibility and innovation skills.
- The overall quality of teaching was good across the school. Teachers' use of assessment had improved; they now had a clearer view of students' strengths and development needs as learners.
- The quality of the curriculum across both phases of the school was good. There was breadth and balance and an appropriate element of choice. Teachers had not yet adapted and modified the curriculum to fully meet the needs of all groups of students. Curriculum modification, was good in FS and acceptable in the primary phase.
- Provision for students' health and safety was very good in FS and good in the primary phase. Some aspects of the supervision for after school activities required review and development. There was no lift in the school premises to support students, staff and visitors with impaired mobility. The quality of care and support was very good in FS and good in the primary phase. School staff needed to further develop the early identification of students' needs and the prompt provision of more personalised support.
- The school principal was absent during the time of the inspection. The school leadership was acceptable and aspects of the work of the school had improved since the last inspection. However, other aspects had declined. Overall, the pace of improvement in the school, was slow. The re-organised leadership and management systems were not yet fully established, affecting the pace and effectiveness of school improvement actions. Governance had not effectively led these changes. Partnerships with parents remained good and the new parental body, PAX, aimed to offer improved communication between parents and the school. Additional staff had been appointed to management positions. There were increased numbers of support staff who required further training.



### What did the school do well?

- Students' continued good attainment in English and mathematics and science in the FS, and in English and mathematics in the primary phase, and their good progress in most key subjects across both FS and primary phase.
- Students' good knowledge and understanding of the importance of Islamic values to daily life in Dubai, and their knowledge and understanding of history, culture and contemporary life in the UAE.
- The improved quality of teaching, development of learning skills and teachers' use of assessment, in the primary phase.



### What does the school need to do next?

- Improve attainment and progress in Arabic as a first language by:
  - planning and delivering a greater variety of activities that engage students
  - ensuring learning objectives are closely aligned to curriculum standards and sufficiently challenging.
- Improve the ways that teachers adapt and modify the curriculum and lessons in order to better meet the needs of different groups and individuals.
- Ensure that key specialist staff, working with class teachers, develop the process of early identification of students with special needs and disabilities (SEND) and those with particular gifts and talents.
- Improve the quality of leadership by:
  - ensuring that the governing body immediately appoints a permanent, well qualified, experienced school leader to unite the school community and to move the school forward more rapidly
  - establishing a clear rationale for the roles of the leadership team, delegating key tasks appropriately and enabling leaders to undertake their responsibilities effectively
  - ensuring that the governing body exerts considered influence on and responsibility for, the schools performance by making informed decisions that are closely linked to the school's stated vision and mission.



### How well did the school provide for students with special educational needs and disabilities?

- Progress overall for students with SEND was good. Students received generally good support in lessons and good individual support from the special educational needs co-ordinator (SENCO) and some teaching assistants.
- The new SENCO had ensured that support systems were consistently applied across the school. Regular monitoring of student progress was in place and a range of assessments used for evaluation. The school was very inclusive.
- Parents interviewed felt that provision and support were good. They appreciated the help, advice and information they received from the school.
- Most lesson plans identified different work and support for students with SEND but these were not always specifically matched to individual learning needs or used consistently in some lessons. Specific learning plans for SEND students clearly measured and identified the next steps to learning.
- The school recognised that the school admission policy required a review to ensure it reflected the inclusive nature of the school and that the installation of a lift was an urgent priority.

### 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 intent 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. This academic year, KHDA introduced 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.

#### Main points:







- The school met the registration requirements of the National Agenda Parameter
- The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- The school endorsed the National Agenda and promoted it to teachers, governors and some students. The school participated in TIMSS in 2015, for the first time.
- Alignment to the TIMSS framework was yet to be carried out. The school had identified inquiry and critical thinking as key components in their teaching strategies. However, their implementation required further development. Apart from the classes that were scheduled in computer laboratories, students had no means of doing genuine research or using learning technology in the classroom.



### Overall school performance

Acceptable

#### 1. Students' achievement

		Foundation Stage	Primary
<b>Islamic education</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
<b>Arabic as a first language</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
<b>English</b> 	Attainment	Good	Good
	Progress	Good	Good
<b>Mathematics</b> 	Attainment	Good	Good
	Progress	Good	Good
<b>Science</b> 	Attainment	Good	Acceptable
	Progress	Good	Good ↑

	Foundation Stage	Primary
<b>Learning skills</b>	Good	Good ↑

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

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

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

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

## 6. Leadership and management

	All phases
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



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

### Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

## 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

- Children's attainment and progress in English were good. Children attained well against the expected standards for the EYFS curriculum. They had made good progress for children with English as an additional language. They listened carefully to teachers' instructions and expressed their ideas clearly. Most could identify letters and blend them to read simple stories and write frequently used words. The majority also wrote short sentences with correct punctuation. Progress of children with SEND was acceptable.
- Attainment and progress in mathematics were good overall. Children confidently used the skills they had developed in a range of play activities and contexts. They were able to count and match numbers, and understood adding one more, and paying for items in a shop situation. Most used the language of weight correctly. They estimated and compared heavier and lighter fruit and vegetables, and most recorded the results clearly in picture charts. Progress of children with SEND was acceptable.
- Attainment and progress in science were good overall. Children enjoyed finding out about healthy food. They investigated the taste of a range of foods and decided which they liked best. Most recorded their findings accurately in a simple survey form. They matched pictures to different food categories. Children made good progress in lessons and practiced their skills effectively in different play situations. The progress of children with SEND was acceptable.

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

- Most students attained levels in Islamic education that were in line with (MoE) curriculum standards in both lessons and work samples. Their Quran recitation skills and knowledge of Hadeeth were secure. Most students attained age appropriate knowledge of the five pillars of Islam. They were also able to recall facts from Prophet Mohammad's (PBUH) life and his companions such as Abu Huraira and Abdullah bin Omer. Students had acceptable knowledge of Islamic etiquettes such as those related to Juma' (Friday) prayer and fasting. They also connected Islamic values such as kindness to animals to their own life. Their progress in lessons and over time was good. Internal assessment data showed higher attainment and progress, in the upper grades.
- In Arabic as a first language, most students were working at levels that were in-line with the curriculum expectations. School examinations showed that the majority of students attained levels that were in line with national standards. Most students had strong skills in listening and demonstrated acceptable levels of performance in communicating and expressing ideas. Most students made expected progress in relation to appropriate learning objectives. They made acceptable progress in reading comprehension, but their progress in creative writing was less well developed.
- In Arabic as an additional language, most students demonstrated knowledge, understanding and skills that were in line with expectations. Most students were able to listen attentively and understand information easily, and they were able to answer simple questions and read short familiar sentences. However, they lacked the confidence to participate in short conversation and their writing was limited to copying. In lessons, students made good progress in listening and reading while their progress in speaking and independent writing was less developed; only a minority of students demonstrated the ability to write independently in lessons.
- In English the school's internal assessments and external benchmarked tests showed the majority of students were performing at the expected levels. Over time, Emirati students typically performed less well than their classmates. However, the majority of students demonstrated better than expected language skills in the classroom and in the learning that they had undertaken. Most students in Year 1, wrote simple accurately punctuated sentences. By Year 4, the majority of students accurately used figurative language, such as metaphors and similes. Rapid progress from such starting points meant that by Year 6, the majority of students wrote interesting paragraphs in a range of genres. They could infer meaning from a range of texts.
- In mathematics, the majority of students were making better than expected progress due to the quality of provision and the teachers effective use of assessment information. In lesson observations and work samples most students demonstrated an understanding of number concepts and mental arithmetic. In the lower primary, students gave sensible estimates of up to 100 objects. They also exhibited some mastery skills in naming, describing and sorting 3D shapes. Students in the upper primary were fluent in the use and construction of equivalent fractions using a variety of strategies. They also estimated the areas of some irregular shapes by using a grid.

- Most students attained levels in line with curriculum standards, with a few exceeding these standards. In external assessments, most students attained levels in line with national and international standards. Students made good progress in lessons. By the end of phase they showed an increasing improvement in their understanding of the different aspects of scientific method: planning, predicting, testing, carrying out practical investigations and developing conclusions. Most students were developing good levels of scientific enquiry skills.

	Foundation Stage	Primary
Learning skills	Good	Good ↑

- Children in the FS enjoyed choosing from and concentrating on a range of play activities. Primary phase students were positive and engaged learners. They took responsibilities for their own learning; they completed challenges in their computer programming work. In lessons in Arabic as a first language in the primary phase, students had fewer opportunities to be independent. Most students understood their individual learning targets and how to improve their work.
- Across the school, children and students worked well together. They discussed their work and shared ideas confidently. In the FS, children cooperated in role-play by being shop keepers. In the primary phase, students had developed effective debating skills and used them appropriately, when discussing peer pressure in citizenship lessons. However, students were less skilled in collaborating in activities to achieve a common goal.
- Children in the FS used the knowledge and skills they had learned in a wide range of play settings. This was a common feature when using literacy skills in their mathematics and science recording. Primary phase students made appropriate connections in their learning, using skills learned in different situations. This was particularly effective in Islamic education, English and science lessons. They related their learning to real life situations readily in lessons, such as when they compared their past and present holidays.
- In classes in both phases, students had developed skills in thinking critically about their learning; they responded well to open-ended questioning. When given the opportunity, primary students researched independently. For example in Islamic education they used search engines for social studies information. Students were less skilled at being enterprising and innovative. Across the school, students used a range of learning technologies. For example, FS phase children programed toys to move in particular directions. Primary phase students used computer programs effectively and a few took on the role of teacher to make power point presentations.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Children in the FS and students in the primary phases enjoyed learning and showed respect for each other.
- Most students demonstrated good behaviour. In lessons, they had positive attitudes towards learning, and were aware of their responsibilities towards each other.
- Students enjoyed good relationships with each other, and showed high levels of respect towards their teachers. They understood the needs and differences of others, including those with SEND.

- Students had a strong understanding of what constituted a healthy lifestyle. They followed the school advice about healthy, nutritious foods and showed very positive attitudes towards physical activities. The gymnastics offered in extra-curricular activities was very well-attended.
- Students attendance was good overall. They usually arrived punctually to school and to lessons.


	Foundation Stage	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good

- Students had a clear understanding of how Islamic values influence contemporary Dubai society. They could give confidently give examples of values promoted by Islam, such as the concepts of helping others and respecting elders. They could talk about mosques and about fasting. Children in the FS demonstrated a basic level of understanding of Islamic values.
- Students had a good understanding of the local traditions and culture of the UAE and appreciated its heritage. FS children could talk about clothes, the desert and the animals of the UAE. Students in the primary phase could list and discuss some of the local traditions and could name and discuss the different landmarks in Dubai. Emirati and other Arab students demonstrated greater depth of knowledge of the UAE heritage and its culture.
- Students demonstrated a good understanding and awareness of their own culture. Overall, however, they showed limited awareness of the diversity of global cultures.

	Foundation Stage	Primary
<b>Social responsibility and innovation skills</b>	Good	Good

- Students across the school demonstrated good levels of responsibility, and contributed actively to the school and to the wider community; they participated in the Dubai Cares Young Philanthropic award project and made posters to increase awareness of the program in the school. Children in the FS were developing responsibilities and shared care of the surroundings and materials.
- Students had good work ethics. Many of them spoke confidently and demonstrated good leadership skills. They appreciated the need for hard work and study to succeed in life. They led and participated actively in a number of extracurricular activities such as the school clubs, competitions and the Talent Show. In the FS, children were confident in sharing ideas but they had few opportunities to take part in enterprise projects.
- Students demonstrated good levels of environmental awareness. They talked about environmental challenges in the world, including the pollution resulting from cars and factories. They explained how they can help in making the world 'cleaner' by participating in the cleaning campaigns in and out of the school. Children in the FS were careful to separate rubbish and use appropriate recycling bins in classes.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good 

- Teachers' knowledge of their subjects was strong across all core subject areas and most classes. Teachers of Arabic as an additional language had a good understanding of how to teach their students. Teachers in FS, were especially skilful in planning activities and experiences that facilitated the learning of most children.
- Teachers often collaborated in their planning. As a result, it was well structured and detailed. In some lessons, learning objectives were insufficiently focused to allow teachers to gauge the success of students' learning. However, in FS, plans made specific reference to group targets that had been set. Resources, including the use of technology by teachers, were often varied but they were generally used effectively. A good example was the use of manipulatives to support learning in mathematics.

The quality of questioning by teachers had been a recent school focus. As a result, in most classes and subjects teachers were developing the practice of asking challenging questions to ensure depth in students' understanding. Student interaction was stronger in Arabic as an additional language than for first language learners because of the opportunities teachers gave for discussion. Most students were engaged in the tasks and activities that had been set.

- Teachers in the FS skilfully provided activities to meet the needs of most groups of children. In the primary phase, this was more variable across year groups and subjects; teachers often expected more from the more able students rather than providing appropriate activities suited to developing existing skills. A notable exception to this practice in the primary phase was mathematics, where teachers planning more consistently met the learning need of all students.
- Teachers were giving greater opportunities for students to develop their critical thinking skills, particularly through their open-ended questioning. Although, students rarely had access to technology as an integral part of their learning in school, teachers provided some opportunities for research to take place. A good example, was students' persuasive writing about endangered animals that had taken place in Year 6. Opportunities for problem solving and learning were limited across all core subjects.
- The quality of teaching in Arabic as a first language was good. It was acceptable in Arabic as an additional language. Most teachers had good subject knowledge; their knowledge of how students acquire language skills was always evident and the teacher-students interaction was a good feature of the majority of lessons in Arabic as an additional language. Teachers did not consistently share learning intentions with students in Arabic as a first language and provided fewer opportunities for discussion.

	Foundation Stage	Primary
Assessment	Good	Good ↑

- In all core subjects there was a comprehensive system for gathering data, which included baseline assessments, end of module and revision tests, all linked to the curriculum standards,. The data was an accurate interpretation of the attainment of students. Assessments designed to measure progress were less well-developed. The assessment policy gave clear guidelines as to the timing of assessments and the reporting of students' results to parents.
- There was a diverse range of external assessments, aligned to both the school's curriculum in English and mathematics as well as nationally benchmarked progress tests. These were used to moderate the results of internal assessments of students' attainment in these areas. External assessments to measure progress, apart from a standardised reading test for Years 3 to 6, were not yet in place.
- School leaders successfully analysed assessment data to determine the attainment and progress of different groups of students; girls, boys, SEND and Emirati. Trends for these groups were established over a number of years. The data was collected at individual student level and was tracked over a period of time. The assessment data was aggregated to show class and year group performance. As yet, there was no on-line system for teachers to input and analyse their own data.
- School leaders and teachers used the data to determine the strengths and weaknesses of student learning as well as to establish which students would receive additional support or challenge. It was also well used to support students with SEND through their individual education plans (IEP's). Teachers were developing their skills of assessing students' learning in order to modify future lesson plans. This process was particularly strong in the FS and in mathematics in the primary phase, but less developed in the teaching of Arabic as a first language.
- In the better lessons, many teachers were skilled at establishing their students' specific academic strengths and weaknesses. This enabled them to set targets for future learning with the students and these targets influenced teachers' expectations and written feedback. Through the use of rubrics, in many core curriculum areas, students were becoming skilled in determining their own successes in learning.

#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The curriculum had a clear rationale based on the content of the school's stated curriculum. In the FS a well- balanced programme helped children develop important skills. In the primary phase, its breadth and balance included French from Year 3, and history from Year 5, with comparatively less time for science. Across the curriculum, content and activities were well matched to the age of the students. The school met all statutory requirements.
- The curriculum provided adequate progression in most key subjects and age groups and met the needs of most students. Continuity was well-planned overall, especially at transition points from FS to the primary phase. Such programmes ensured that students were appropriately prepared for the next phase of their education.

- The wider curriculum provided older students with some choices that developed some of their interests. However, some of these opportunities were extra-curricular.
- Cross-curricular links, for example in literacy, numeracy, science, technology and Islamic education, provided a broad range of opportunities to develop students' key skills and link what they learned to their daily lives. However, there were insufficient opportunities for students to learn independently in such contexts. Consequently, their skills of research and critical thinking were not sufficiently developed.
- The school's annual curriculum review included the coverage of each subject, and the impact of teaching on students' learning. Adjustments made subsequently had yet to fully meet students' needs, for example in the provision of opportunities to develop all students' critical thinking skills.

	Foundation Stage	Primary
Curriculum adaptation	Good	Acceptable ↓

- The planned curriculum met the learning needs of most students to an acceptable standard. Lesson planning recognised students' differing abilities and learning needs, including those students with SEND. In some lessons, this recognition was not used sufficiently to ensure tasks were matched to specific learning needs. Many students were provided with the same work and followed the same programme as all others.
- Students' curricular experiences varied across the school. In the primary phase in some subjects, teachers' over-reliance on text books resulted in less interesting learning for students. In FS subjects and in primary phase mathematics the curriculum better helped students learn for themselves. Problem solving and innovative activities were not a common feature of most lessons. Weekly extra-curricular programmes provided acceptable activities. Educational visits and activities linked to National celebrations provided adequate links with the community.
- The curriculum included programmes which developed students' knowledge, understanding and appreciation of the heritage of the UAE. Older students were able to recall accurately a number of significant historical events and the names of the leaders who were most influential in creating and developing the country.
- The school offered a twice weekly 40-minute lesson for all children in the FS. The school's programme was well aligned to the MOE curriculum and was based on units of enquiry that targeted standard Arabic. It developed the Arabic alphabet, sound recognition and basic vocabulary.

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

	Foundation Stage	Primary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good ↓	Good ↓

- Arrangements for the care and welfare of students ensured that all staff and students had been informed of the school's Child Protection Policy, which was also published on the school website. There was scope for the school to ensure that all parents were aware of this. The school had suitable approaches to protecting students from bullying behaviour and other forms of abuse. Despite restricted access to the internet within the school, there was scope to strengthen the ways the school helped students stay safe when online.
- The school provided a safe, hygienic, attractive, secure and welcoming environment for students and staff. There were regular safety checks. Supervision of students was effective, including on school transport. Staff dealt effectively with any minor accidents and emergencies as and when they occurred. However, the school needed to ensure suitably skilled supervision of students during physical activities within the extra-curricular activities it provided, and in the after-school care context of the Kids' Club in FS.
- Buildings and equipment were well maintained and accurate and secure records were kept, including records of incidents and subsequent actions.
- The premises and facilities provided a safe and inclusive physical environment. The learning environment supported students' learning well. Most areas were accessible for most students. The school had not yet installed a lift to provide easier access and meet the needs of those with restricted mobility, including students with SEND.
- Clinic staff promoted healthy eating and living. The variety of food provided by the school ensured healthy options. Students' were encouraged to bring healthy packed lunches from home.

	Foundation Stage	Primary
<b>Care and support</b>	Very good ↓	Good

- The school took good care of students. Relationships were positive and mutually respectful. School behaviour systems were clear, understood by students and staff and as a consequence behaviour was good overall across the school.
- The school was inclusive and provided a welcoming environment for students with SEND. Students' needs were identified and assessed on entry to school and appropriate educational improvement plans were prepared. The recently appointed and knowledgeable co-ordinator had begun a review of all students to identify support requirements across the school. A number of gifted and talented students had been identified and additional projects such as involvement in producing a school magazine were being provided.
- Overall, the school provided good support for students with SEND and those who were gifted and talented. Support was well managed and parents were included during regular reviews. Most lesson plans were modified to meet individual needs but not all teachers followed these effectively. Good quality support was provided in the SEND resource room but teaching assistants' support for students in classrooms was variable. Overall students with SEND made adequate progress in their academic and personal development. Progress was good in the FS as the result of more child-centred teaching and learning.

- The well-being and personal development of students was provided for by class teachers and the SENCO. Students had access to advice and support from the school nurse with a range of systems to promote and record student welfare. Advice was offered to individual students and parents regarding transition between school phases and schools. More specific advice was planned for all older students and parents regarding future school choices.
- The school had accurate records of attendance and punctuality. Systems for monitoring attendance were very thorough and efficient. Parents were notified promptly of absence and follow-up systems were rigorously applied. The school had a number of initiatives and rewards to promote, support and recognise good attendance.

### Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- The new SENCO provided effective leadership and was well qualified and experienced. Regular monitoring of the progress of students with SEND and continuing reviews of other students were undertaken. The SENCO was well supported by the curriculum co-ordinator but required additional support in order to ensure the current provision could be extended. The school was very inclusive.
- The school had very thorough systems for identifying students with SEND. The identification process was well advanced for additional students as the school extended and reviewed its specialist capacity. A series of assessments were used for identification as well as outside specialist reports. The school was aware of the need to ensure there was early official identification of student needs in the FS.
- Parents were very involved in the process of support for their children. Termly meetings were held with parents to discuss progress and review individual education plans. All parents stated that the school provided good provision and support. The admission policy did not yet reflect the inclusive nature of the school. The school had not yet installed a lift to support students with impaired mobility to access all parts of the school.
- Lesson plans identified modifications for students with SEND but these were not always used sufficiently in some lessons to ensure individual needs were met consistently. Curriculum modification ensured progress was good and effective when students worked with the SENCO and most shadow teachers. Professional development for all staff had raised awareness of the need for modification of the curriculum and more training was planned.
- Most students made good progress overall in relation to their personal targets and starting points. In most lessons teachers had a clear awareness of student needs but provision of differentiated tasks was inconsistent. There was very regular monitoring of student progress by the SENCO and shadow teachers and a range of assessments and check points were used to evaluate progress.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable ↓

- The school had a clear vision to be an outstanding learning environment providing high quality education fully aligned to the UAE's priorities. However, these ambitious intentions did not consistently underpin its development. The school was without a principal at the time of the inspection. The school had maintained its inclusive ethos, but had not ensured this was fully reflected in its admissions policy statement.
- The senior leadership team and other promoted post-holders knew what constituted good teaching, learning, attainment and progress. However, they had only recently come together in a newly formed senior leadership team within a restructured system of promoted posts. Lines of accountability had yet to be tested over time. These changes had not had a universally positive impact on staff morale.
- Most senior and middle leaders understood the areas for improvement. In leading and managing change they had not yet consistently focused on identifying how students' experiences and outcomes would benefit as a result of each improvement action.
- Improvements in the overall quality of teaching and assessment, and students' learning skills, had not yet resulted in improved attainment, although progress had improved in Islamic education and science in the primary phase.

### School self-evaluation and improvement planning

Acceptable

- Senior leaders had involved all teaching staff in the processes of self-evaluation. In doing so they had used various sources of information, including performance data, to come to broadly accurate conclusions about the quality of the school's provision for its students. This had helped identify suitable priorities for action, and measurable targets for improvement.
- Key staff had begun to evaluate progress towards meeting targets within the improvement plans. However, they had not reached consistently accurate conclusions about aspects of the quality of teaching and learning. Teachers' adjustment of the curriculum and lessons to meet the needs of students remained underdeveloped. Regular opportunities for students to engage in critical thinking, enterprise, and innovation were still developing.
- Students' progress had improved in a minority of key subjects in the primary phase, as a result of actions taken to address identified areas for development. However the quality of students' attainment had not yet improved.
- The school had taken some effective actions to meet the recommendations from the last inspection report. The quality of teaching and learning in the primary phase had improved. Effective practice in using assessment information to provide suitably challenging learning activities, as in mathematics in the primary phase, was not yet a consistent feature across the curriculum. Overall, the pace of improvement was too slow.

**Partnerships with parents and the community**

Good

- The school fostered partnership with parents in a number of ways including useful workshops on how to support their children's learning. The recently formed PAX group afforded a channel through which to express parents' views to the school.
- The school communicated diverse, helpful information to parents through the school-home diary, letter, email, text message and phone calls. Information included weekly overview of their children's timetabled learning experiences, two-way communication via the diary, as well as information on school events.
- The school sent parents three progress reports annually. These were supported by a parent information evening. Reports provided helpful information not only on what students knew and could do, but also areas for improvement. Reports also included students' personal development, and spaces for both student and parent comment.
- The school had supported a range of local initiatives which had involved students in a number of community service exercises. These included the 'box' appeal on behalf of the local workforce, and Dubai Cares which supported charitable donations to those in need. The school also entered competitive events with other schools, for example during Dubai Literary Festival.

**Governance**

Acceptable

- The recently established governing body included parent, staff and owner's representatives, and a further member with educational experience. However, the governing body's powers to influence the direction of the school and to hold school leaders to account needed to be more clearly stated and notified to all of the school community.
- Governors accurately understood the school's strengths and areas for development. The owners had instituted a revised management structure. There had been little consultation with school staff prior to this decision.
- The recently-created post of Director, located in the school, was intended to support school development and improve accountability. However, new approaches to the leadership and management of the school were at an early stage. While additional staff had been appointed, the absence of a permanent principal was a constraint on the school's development. This needed to be addressed as soon as possible.




Management, staffing, facilities and resources

Good

- The school's daily routines ran smoothly. Re-organised timetable arrangements aimed at more efficient use of time generally worked well. The regular school assemblies encouraged positive student attitudes through the 'Principal's Book of Winners' awards for effort and achievement. There was scope on these occasions to give greater prominence to students' creative and performance skills.
- The school had been suitably staffed in key aspects of its provision. Students with SEND were well supported. The recently appointed SENCO was appropriately qualified. A range of ancillary staff including support assistants for SEND were now in place. Further training would support these new staff; ensuring consistently, the levels of support required. Only a minority of Islamic education and Arabic teachers were approved by KHDA.
- The school premises adequately supported the curriculum. There were suitable specialist facilities, suitably resourced, including the bright and attractive library promoting the reading initiative. Additional facilities such as the Kids' Club supported children in FS until the end of the school day. There was scope to staff and resource this provision in ways that provided a more stimulating environment.
- Students enjoyed regular opportunities for practical work in subjects such as science. The school's learning technology suite supported individualised learning. Across the school, classrooms were equipped with a range of learning technology resources such as interactive whiteboards. As yet these in-class resources were mainly used by teachers to present lesson content for example in music lessons using sound files.

## The views of the parents, teachers and students

Before the inspection, the views of the parents and teachers 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	
<b>Parents*</b> 	2015-2016	97
	2014-2015	74
<b>Teachers</b> 	33	
<b>Students</b> 	0	

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

- Parental responses to the inspection survey were strongly positive overall. Almost all agreed their children enjoyed school, were safe in school and on school transport.
- Almost all agreed their children made good progress in English, mathematics and science. They were less positive this was the case in Islamic education and Arabic.
- They were less sure if their children were safe online, or that the school dealt consistently effectively with instances of bullying behaviour.
- Almost all, felt the school provided appropriate resources including technology to support their children's learning. The same proportion agreed there was a good range of subjects and extra-curricular activities provided. Almost all felt that teachers' marking of student work helped their children improve.
- Most parents agreed the school prepared their children well for the next stage of their learning.
- Almost all agreed the school listened to and acted upon parents' views.
- Teachers' responses were broadly positive. All felt that students developed good social and collaborative skills and that they were safe in school.
- They were slightly less positive about students' safety on school transport or online, or if the school dealt well with instances of bullying behaviour.
- Similarly, most teachers felt that students with SEND made good progress in lessons and that their needs were accurately identified.

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)