

INSPECTION REPORT

2022-2023



WOODLEM PARK SCHOOL L.L.C

INDIAN CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	2014
	Website	www.woodlemdubai.ae
	Telephone	97142040900
	Principal	Ms. Nerida Mulcahy
	Principal - Date appointed	6/7/2021
	Language of Instruction	English
	Inspection Dates	26 to 30 September 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 15
	Grades or year groups	KG 1 to Grade 10
	Number of students on roll	2580
	Number of Emirati students	0
	Number of students of determination	362
	Largest nationality group of students	Indian

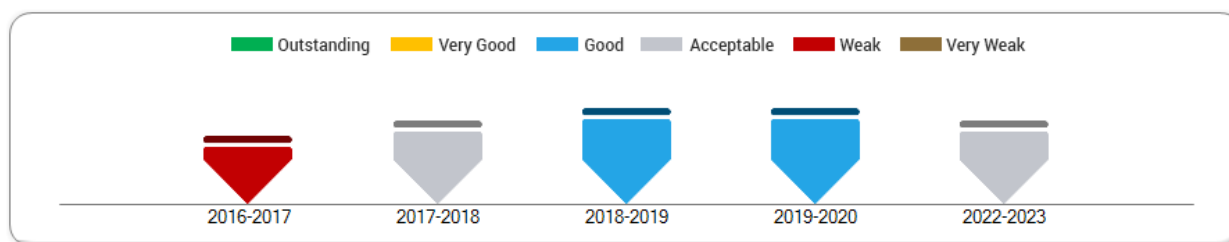
TEACHERS

	Number of teachers	186
	Largest nationality group of teachers	Indian
	Number of teaching assistants	44
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	10%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for WOODLEM PARK SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

- The attainment and progress of children in Kindergarten (KG) are mostly only acceptable. Children perform better than this in English. Most students attain at an acceptable level in Islamic Education, Arabic and mathematics. Attainment is better in English and science. Progress is mostly good in the upper phases, except for mathematics and Arabic. Observation in lessons and work samples confirms information from external tests. In all phases, students have good learning skills.
- Students' personal responsibility is a key strength. Students conduct themselves with respect, courtesy and self-reliance. Their eagerness to learn is reflected in very good attendance. Students' understanding and appreciation of UAE heritage and the world's cultures are secure. Their involvement in community schemes and environmental action is well established. Self-initiated action is not well developed. The school effectively promotes the development of innovation and enterprise skills.

PROVISION FOR LEARNERS

- Teaching is better in the upper phases. Some lessons in Primary are characterised by excessive control and teacher-directed activities. KG teachers show only an adequate understanding of teaching techniques, and children make only acceptable progress. Teachers in the upper phases have secure subject knowledge. Their questioning techniques are effective, but the delivery of differentiated activities is underdeveloped. The school's analysis of attainment data does not align with information from external assessments.
- The curriculum is broad and balanced. It is well aligned with CBSE standards and enriched to ensure some development of higher-order and critical thinking skills. Additional activities improve students' skills. The curriculum enhances students' understanding of UAE culture. Although it is adapted to meet the needs of students of determination, shortcomings in accurate identification have limited their progress in some subjects.
- The school has effective systems to ensure the health and safety of students. The facilities and resources are well maintained. The school provides a nurturing and caring environment for all students and staff and has raised the wellbeing levels and happiness of all. Students are well supported by staff. The school effectively promotes healthy living. Students of determination receive good support from the inclusion department.

LEADERSHIP AND MANAGEMENT

- Governors and leaders provide clear direction and show strong commitment and dedication to raising standards. Middle leaders demonstrate a good capacity to improve the school. Partnerships with parents and the community are generally good. The governing board is effective in ensuring continuity in leadership and sustainability of performance. The day-to-day management of the school is very efficient. Teachers' professional development does not fully meet individual needs.

The Best Features of The School:

- The commendable behaviour of students, their respect to one another and to adults, and their positive attitudes to learning,
- The comprehensive arrangements for health and safety.
- The efficient management of the school which has facilitated the smooth embrace of a large increase in students and staff over the past two years.

Key Recommendations:

- Improve students' outcomes in Arabic as an additional language and in mathematics by:
 - implementing highly engaging, inclusive and outcome-based teaching strategies, and
 - building on the most effective practices that exist in the school.
- Raise attainment and progress for children in KG by:
 - improving classroom organisation and use of time to ensure at least good progress for all children, and
 - monitoring the quality of teaching to identify gaps in teachers' knowledge of teaching techniques.
- Ensure that all teachers recognise the learning needs of their students and provide consistently challenging work.
- Improve the effectiveness of school assessment by:
 - ensuring that systems provide accurate measures of students' attainment in all subjects, and
 - using internal and external assessment information to improve teaching and learning for all groups of students and to support a clear plan for improvement.
- Develop the self-evaluation and improvement planning processes and produce a rigorous, accurate and evidence-based evaluation of school performance.

Overall School Performance

Acceptable ↓

1. Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable	Acceptable
<p>Language of instruction</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>English</p>	Attainment	Acceptable ↓	Good	Good ↓	Good
	Progress	Good ↓	Good	Good ↓	Good
<p>Mathematics</p>	Attainment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
<p>Science</p>	Attainment	Acceptable ↓	Good	Good	Good
	Progress	↓ Acceptable	Good	Good	Good
Learning skills		KG	Primary	Middle	Secondary
		Good ↓	Good	Good	Good

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable ↓	Good	Good	Good
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

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.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	Not applicable

- The school's TIMSS scores improved substantially in 2019 and were well above targets. The outcomes of the National Agenda (NA) benchmark assessments for all three subjects in 2022 continue to be variable across the grades. Outcomes declined in all three subjects from 2021.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- The school's NA action plan demonstrates leaders' commitment to the UAE National Agenda but is insufficiently specific and not accurate enough to deliver the required improvements. External assessment data is analysed. The curriculum has been modified to align with the requirements of the TIMSS, PIRLS and ASSET tests. Information from assessment is not used consistently to inform teachers' planning throughout the school.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The school has its own well-established reading development scheme. Plans are in place to implement a standardised reading test in line with requirements.

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

For Development:

- Revise the National Agenda action plan and ensure that it includes measurable objectives, specific actions and clear success criteria.
- Improve the consistency with which students' problem-solving and critical thinking skills are promoted, especially in mathematics.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The wellbeing team shows a strong commitment to promoting wellbeing. The school's inclusive ethos supports students in developing their self-esteem and confidence as learners. Well-considered policies provide guidance and are reflected in practice. Governors are briefed and hold leaders to account for their actions. The school collects and analyses a range of information from students, staff and parents and uses this to inform improvements.
- The open-door policy allows students to approach staff for emotional support when needed. Frequently, teachers create environments that support student wellbeing development. Best practice is evident where learning is personalised and students' contributions are valued. There is a strong focus on collaboration and peer support. The school acts where possible to improve working conditions for staff. The views of students, staff and parents are welcomed and respected.
- The school uses a holistic approach to wellbeing enhancement, including dedicated curricular programmes. The inclusion of music and dance therapy, and access to the sensory room, provide valuable support. Students are aware of the importance of good health and hygiene, and benefit from expert advice on related topics. Surveys and discussions indicate that students feel safe, valued and engaged. They enjoy school. Some students find extended lessons daunting. The quality of relationships between staff and students contributes significantly to student wellbeing development.

UAE social studies and Moral Education

- The school effectively embeds Moral Education and the UAE social and cultural studies curriculum concepts in several areas of learning. Teachers plan these concepts well whilst also delivering them in stand-alone lessons. The curriculum is currently aligned to the Ministry of Education (MoE) standards and is relevant to learners' needs.
- In both subjects, teaching encourages collaboration, connection, challenge and critical thinking. Students engage and show interest in learning new concepts and in developing their knowledge. Teachers design assessment tools that measure students' progress well. They build on the outcomes in an effort to individualise teaching and learning.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students demonstrate knowledge and understanding in line with MoE curriculum standards in lessons and in recent work. The school's assessment data show higher attainment and progress than are seen in lessons. There are no significant differences between boys and girls. Students in Primary make slightly better progress than those in the higher phases.
- Students' understanding of Islamic values and principles of worship is stronger than their knowledge of the Holy Qur'an and Hadith. Only a few students can extract from them evidence of values or rulings. Knowledge of Seerah, and students' ability to refer to the life of the Prophet (PBUH) for guidance, are limited.
- Skills in the recitation of the Holy Qu'ran have improved. However, the impact is still not secure across the phases, particularly in the middle and secondary phases.

For Development:

- Ensure that teachers make links to relevant verses in the Holy Qur'an, Hadith and Seerah in all areas of learning.
- Improve students' skills of memorisation and recitation of the Holy Qur'an by providing more opportunities to practice and apply recitation rules.

Arabic as an Additional Language

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

- The quality of students' Arabic language skills meets the expectations of the MoE curriculum. Students' skills in reading, writing, listening and speaking are developing in line with expectations when considering students' individual starting points.
- Students make adequate progress across the different grade levels in speaking, reading and comprehension. There is more significant progress in a few lessons in the primary and middle phases. Students benefit from varied opportunities to respond to texts and to practice speaking and writing skills.
- Recent adaptations to teaching and assessment practices contribute positively to the progress of most students. The improved teaching methods have not yet had a consistent impact on students' language skills.

For Development:

- Improve students' outcomes by raising the levels of challenge, by aligning curriculum expectations more accurately to students' different needs, and by strengthening teaching approaches and practices.

English

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

- Many students listen carefully and respond well. They can write well-structured texts using figurative language. In the middle phase, most students produce creative short stories, developing the opportunities offered. By the end of Secondary, students' written responses to English literature are of good quality.
- Most students are good thinkers, articulate speakers, fluent readers, analytical writers and active listeners. The majority has a genuine interest in learning. They are actively involved in their studies.
- Teachers successfully apply differentiated approaches in delivering the curriculum. However, the teaching strategies which they use are not varied enough to meet all students' learning styles and needs.

For Development:

- Ensure that all students reflect on their learning and take targeted actions to improve.
- Provide greater opportunities for students at all stages to express themselves, both orally and in writing, in different styles.
- Improve group work and collaboration between students.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Progress	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Children's ability to sequence and work with numbers correctly develops steadily in KG. Students' progress is in line with expectations in the primary, middle and secondary phases. Students are not challenged with activities beyond the curriculum standards, and so progress is limited.
- Most children in KG know the names of a range of two-dimensional shapes. Most students in Primary develop their skills in arithmetic successfully and learn about fractions, decimals and percentages. Students' skills in mathematical reasoning in Middle and Secondary are underdeveloped.
- External test results have been low in the last two years. Although most students can find solutions to simple mathematical calculations, they do not think critically about their work. They are not competent problem-solvers because they do not encounter enough activities to promote these skills.

For Development:

- Accelerate students' progress in all four phases by designing learning activities, routinely in every lesson, which challenge them beyond the curriculum standards of the subject.

Science

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

- Most children in KG are still developing their enquiry and investigative skills. Across the other phases, most students have a strong knowledge of scientific concepts and facts. Their depth of understanding is not as secure.
- Most students are effectively increasing their experimental, observational, problem-solving and recording skills. They can explain their ideas clearly and confidently and apply their learning to real-life applications. They effectively use digital technology for research and experimental work.
- In all phases, students work and collaborate well to complete their tasks and investigations. Although students are taking responsibility for their own learning, they are not challenged enough to improve their critical thinking skills.

For Development:

- Provide more opportunities for all students to develop their scientific enquiry and practical investigation skills to become critical independent learners.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good ↓	Good	Good	Good

- In most subjects, students are motivated and enthusiastic, and participate well in their learning. Most are developing skills that help to make them independent learners. However, this is not a consistent feature across all subjects and phases.
- Across all four phases, most students work well in groups and are very keen to support one another when learning. They use digital technology competently to find facts and carry out independent research to support their learning.
- In most lessons, students are successfully developing their critical thinking and enquiry skills. In the best lessons, students ask searching questions and challenge others confidently. However, these skills are inconsistent and still developing across all grades and subjects.

For Development:

- Provide all students with more opportunities to develop and apply their independent learning skills in all key subjects.

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

	KG	Primary	Middle	Secondary
Personal development	Good ↓	Very good	Very good	Very good

- Students exhibit high levels of self-reliance, independence and positive attitudes. They are active and positively influential members of the school community. They effectively take care of their own and their friends' wellbeing. In KG, children have good attitudes and behave well.
- Students have productive, friendly and mutually respectful relationships with their fellow-students and staff. Students consistently support each other.
- Students are highly committed to the school, as reflected in their attendance and their initiatives to develop healthy lifestyles in the school community. They maturely exhibit an understanding of the crucial importance of wellbeing, and report how yoga has helped them to overcome examination stress.

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

- Students appreciate Islamic values and understand their relevance to UAE modern society. They can give examples of many of these values, such as modesty, respect and tolerance. Most can explain how all people living in the country are respected and treated equally.
- Students are proud of their own cultures. Most can give details about the history, products, and tourist attractions of their own countries. The upper phases have a deeper knowledge and understanding of local and world cultures.
- The school has improved students' awareness of UAE heritage and culture, which is enhanced by various assemblies and celebrations. However, this development is not yet well embedded across the school, particularly in the lower phases.

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

- Students enthusiastically participate in a range of projects organised by the school, related to helping others and the world in which they live. Occasionally students make suggestions and initiate their own projects.
- Students have a strong environmental awareness. They consider very carefully the merits of different options for reducing pollution. They understand the principle of sustainable goals and how to promote them.
- Most students have a positive work ethic. They are keen to do well. However, they do not consistently take the initiative to extend their learning beyond what teachers expect. Older students do, however, volunteer willingly and welcome opportunities to take on responsibilities.

For Development:

- Improve students' cultural awareness, particularly in the lower phases, by providing more intercultural activities that enhance their appreciation and understanding of their own and world cultures.
- Increase students' confidence to take the initiative to extend their learning beyond that which is expected by teachers.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable ↓	Good	Good	Good

- Most teachers have secure subject knowledge, are well organised and use time effectively, but less so in the Kindergarten (KG). In most subjects, the quality of teaching helps students to understand how to learn effectively and what to do to improve. This is not the case in Arabic and mathematics.
- Teachers interact with students successfully and create a positive climate for learning. However, in all phases and in the majority of lessons, teaching does not always meet the differing learning needs of students to ensure that they are appropriately challenged.
- In most lessons, teachers increasingly focus on developing students' critical thinking and problem-solving skills. A few lessons are still too directed by teachers. In these lessons, teachers exercise excessive control and do not have high enough expectations of their students.

	KG	Primary	Middle	Secondary
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Assessment processes are linked to the school's curriculum and are applied consistently in most subjects. They provide attainment information but do not give clear and valid measures of students' progress. The 'Progress Tracker' is now in place in all subjects and phases.
- Information from external assessments is sufficiently well analysed to identify the strengths and weaknesses of all students. It is used to compile the student profiles provided to every class teacher. However, it is not yet used effectively as a suitable benchmark for the school's internal assessments.
- Leaders provide teachers with information from external assessments and are training teachers to understand how to use the data. In some key subjects, the assessment information is not always used to plan lessons based on the learning needs of all groups of students.

For Development:

- Improve the quality of teaching in Arabic and mathematics.
- Ensure that all teachers in all subjects use assessment information to plan lessons based on the learning needs of all.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↓	Good	Good	Good

- The curriculum has a clear rationale. It is balanced and compliant, with appropriate progression. It is well structured. Detailed plans include themes and learning topics and provide a coherent overview of how the lessons on specific subjects contribute to the overall purpose and intentions of the programme.
- Modifications to the curriculum ensure that students develop the knowledge, understanding and skills that allow them to succeed in external benchmarking assessment tests. Students have opportunities to engage in activities that promote enterprise, innovation and social contributions.
- The school offers a good variety of extra-curricular activities which engage most students and enhance their learning. A clear appreciation of the culture and heritage of the UAE is evident in the curricular and extra-curricular activities.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable ↓	Good	Good	Good

- Although less well established in KG, the curriculum is otherwise well-adapted and sufficiently challenging to meet the personal and academic needs of most students, including students of determination.
- Enterprise and enhancement in the curriculum fall within the realm of additional competitions but are not embedded in mainstream subjects. The curriculum is well linked to the cultural values of the UAE, and effectively develops students' knowledge, understanding and appreciation of the Emirati heritage.
- The curriculum programmes are appropriately planned to maintain most students' interest.
- The school offers 30-minute sessions of Arabic in KG for all children.

For Development:

- Enhance the curriculum by taking into greater consideration the interests, talents and aspirations of students.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good ↓	Very good ↓	Very good ↓

- Detailed policies and procedures are in place to promote and check the health, safety and welfare of students and staff. Although these policies form part of the school's induction procedures, a few new members of staff do not yet have a full understanding of how they should be implemented.
- Leaders make regular reviews of the building and facilities and keep meticulous records. The school provides a secure environment, with appropriate checks on visitors and school transport.
- Medical staff are effectively involved in the school's provision and promotion of safe and healthy lifestyles. They make regular contact with parents to promote healthy eating and to encourage vaccination against childhood illnesses. Staff in all phases encourage students to drink water regularly and to participate in physical activity.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- A caring ethos and an atmosphere of mutual respect and trust between teachers and students permeate the life of the school. Procedures to promote attendance and punctuality are very effective. Supportive management procedures have a positive impact on all students' behaviour and attitudes.
- The school monitors the wellbeing and personal and social development of students very effectively through strong pastoral care and support. Older students benefit from early guidance on education pathways and careers.
- There have been significant improvements in the identification and provision for students with gifts and talents. They have good opportunities to excel in extra-curricular activities, in project work and in competitions. Support and challenge for these students in lessons are not fully embedded.

For Development:

- Ensure that students with gifts and talents have suitably challenging tasks and support in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- The school welcomes students of determination. Leaders are very effective in promoting inclusion. They effectively manage the large intake of students of determination, which presents a diverse range of categories. Training has not yet equipped all staff, including support assistants, with the necessary skills.
- The school has improved its procedures and identifies students of determination at an early stage. It has extended its assessment tools to ensure greater accuracy in identifying barriers to learning and specific needs. Individual Education Plans (IEPs) are not always sufficiently personalised to reflect students' specific needs.
- Parents value the school's inclusive ethos and caring, nurturing environment. They appreciate the focus on wellbeing. They are fully involved in each stage of the process, feel that their contributions are valued, and are content with their children's progress.
- Students benefit from additional support from specialist teachers. In lessons, the quality of support is more variable and dependent on the skills and expertise of the staff. As a result, the rate of progress in some lessons is not sufficiently high. Curriculum modification and support for students with behavioural and communication, and interaction needs are developing well.
- Data show that students make good progress from their starting points. Progress in lessons is variable. Most students develop their personal and social skills well. Learning skills develop too slowly for some students, particularly when support assistants do not encourage students to increase independence.

For Development:

- Refine IEPs to ensure that they are personalised and that targets are specific.
- Ensure that there is consistency of high-quality modification and support in lessons in all phases.

6. Leadership and management

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

- School leaders set a clear direction for development. They are committed and dedicated to ensuring rapid progress. Senior leaders are effective in encouraging positive change. However, their many duties limit their ability to monitor rigorously the effectiveness of teaching and learning and to track students' attainment. The impact of middle leaders is not always effective. Communication and relationships between leaders are well developed.
- The school has an established self-evaluation process which involves most stakeholders. However, self-evaluation lacks rigour and accuracy. Stakeholders' views are not reflected in self-evaluation or in the improvement plan. Leaders frequently monitor and evaluate the quality of teaching and learning, but this has not fully impacted on the development of teaching skills, particularly of new teachers. The school's action plan has not been updated to take into consideration the rapidly changing conditions.
- Parents regularly engage in a range of informative events. Their opinions are considered through frequent surveys. They benefit from a good range of communication channels that keep them informed about their children's progress, achievement, and wellbeing. The connections that the school has developed with external bodies support students' learning.
- The governing board comprises a good level of representation. Members have different educational leadership and administrative expertise. Members' frequent presence in the school supports leaders and holds them to account for the school's performance. However, the lack of accuracy and rigour in self-evaluation and the inadequacies of the action plan reflect the board's shortcomings in exercising its role in overseeing these processes. The board has successfully retained effective leaders and sustained several good aspects of the school.
- Most aspects of day-to-day management of the school are effective and efficient. School buildings, facilities and resources are of good quality and help to provide a positive environment that supports teaching and learning. A majority of the staff is well qualified, and enjoys up-to-date guidance and training. The exception is in KG where some staff do not have qualifications related to early childhood teaching and learning. The school's digital resources are limited.

For Development:

- Ensure that all leaders have a reasonable number of roles and responsibilities, and that middle leaders have appropriate training to maximise their impact.
- Develop and strengthen self-evaluation and improvement planning,
- Upgrade the school's IT systems and teaching resources.

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 QA.Schools@khda.gov.ae