

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

Deira Private School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



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School Information

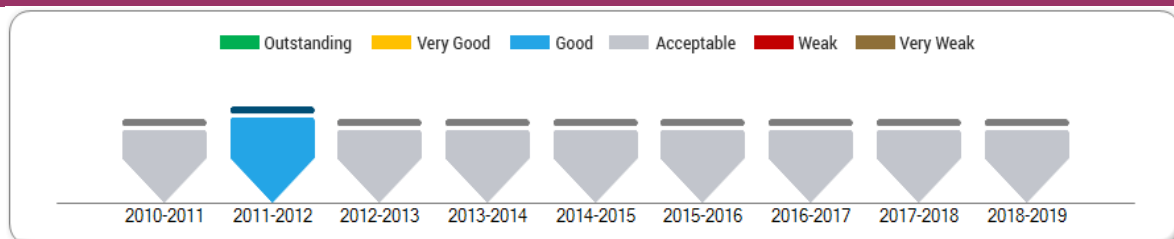
General Information	Location	Al Twar
	Opening year of School	2009
	Website	www.deps-sch.ae
	Telephone	04-264-1595
	Principal	Principal Ms. Catherine Hayton
	Principal - Date appointed	9/17/2017
	Language of Instruction	English
	Inspection Dates:	19 to 21 November 2018

Students	Gender of students	Boys and girls
	Age range	4-11
	Grades or year groups	FS2-Year 6
	Number of students on roll	286
	Number of Emirati students	88
	Number of students of determination	12
	Largest nationality group of students	Emirati

Teachers	Number of teachers	28
	Largest nationality group of teachers	United Kingdom
	Number of teaching assistants	19
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	17%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL, IBT
	Accreditation	CIE
	National Agenda Benchmark Tests	GL

School Journey for Deira Private School



Summary of Inspection Findings 2018-2019

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

Students' outcomes

- Achievement is acceptable. Most children attain the expected standards for learning in Islamic education, Arabic, English, mathematics and science. They demonstrate acceptable learning skills; further development is at times restricted by teaching that limits opportunities for creativity, discovery, critical thinking and problem solving.
- The personal development of the children is mostly good. Children in the Foundation Stage (FS) develop appropriate attitudes and behaviours for success in school. The older ones in the primary years are enthusiastic and responsible. They show good awareness of Islamic values, Emirati traditions and the cultures of other places. They take on responsibilities for social improvement and are at times innovative while learning.

Provision for learners

- The quality of teaching is most often acceptable, but in a large minority of lessons it is good or better. Teachers know their subjects well, but sometimes the strategies in lessons limit the learning of students. In many cases, students do not have enough freedom to learn at the right levels of difficulty. The assessment of learning has improved and is now more reliable. Assessment data effectively inform some teachers' lesson planning.
- The design of the curriculum and its implementation are good and have improved since the previous inspection. The curriculum in the FS is much improved, now engaging young children across a wider range of activities. The primary curriculum now follows that of the UK and is more relevant to students' lives. The adaptation of the curriculum is acceptable and needs improvement to meet the learning needs of all.
- Measures to ensure the health and safety of students and the staff are very good. The quality of support for students is good in both the FS and the primary years. Students of determination receive appropriate classroom support in most situations. The overall learning environment is a supportive one in which students feel safe and well cared for.

Leadership and management

- The quality of leadership is acceptable, and there have been some clear improvements since the previous inspection. These include: more effective delivery of the UAE National Agenda, implementation of a better curriculum, assessment procedures, the learning environment in the FS and the identification of students with special gifts and talents. The daily management of the school is effective. Partnerships with parents and the local community are good.

What the school does best:

- Progress in science across the school is good.
- The quality of curriculum design and implementation is good.
- The protection, care, guidance and support of students are of good and better quality.
- Partnerships with parents and the community are of good quality.







Key recommendations:

- Ensure that internal evaluation processes result in accurate judgements about the quality of the school's provision and outcomes.
- Use assessment information to plan lessons that challenge all students at the right levels.
- Teach consistently good lessons so that students make good progress in all key subjects.
- Improve the quality and use of resources for developing the learning skills of students who speak English as an additional language (EAL).

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
Learning skills		Acceptable	Acceptable

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	Acceptable ↓	Good
Social responsibility and innovation skills	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

The school's progress on international assessments is above expectations.

- The school's benchmark test results have improved, particularly in science. Results were exceptional in Years 2, 3 and 5 in English and mathematics and Year 3 science. The Year 6 test results varied considerably between these three subjects. Comparison with cognitive test results indicate that a highly significant proportion of students attain above expectations, in GL assessments in English, mathematics and science.

The impact of leadership meets expectations.

- Many actions have already been completed. For example, aligning the curriculum more carefully to the National Curriculum of England, giving students practice in the types of questions and topics encountered on external tests, and conducting staff training. These actions have already led to dramatic improvements in external benchmark test results.

The impact upon learning is approaching expectations.

- Leaders have initiated a comprehensive range of strategies, supported by professional development, to foster critical thinking and research skills across the school. The impact is beginning to be apparent. In classrooms, open-ended tasks, questions to provoke higher-order thinking and opportunities to research are becoming more common.

The school's progress toward achieving its UAE National Agenda targets meets expectations.

For development:

- Ensure that the strategies used to achieve strong external benchmark tests in English, mathematics and science in most year levels have the same effects in all year groups.
- Ensure consistency in the use of data from cognitive tests to develop learning strategies that match students' cognitive domains.
- Plan lessons so that students are required to research, analyse, evaluate and solve real-world problems.

Reading across the curriculum

- Students' achievements in Arabic have improved. Students find it easier to write about science investigations because they now have the vocabulary to describe what they are doing.
- Students demonstrate improved proficiency in decoding and read a wider range and number of books in both phases. Their comprehension skills are less developed.
- The enthusiastic, qualified librarian have increased resources, and the additional book-related activities have motivated students in both phases to read for pleasure more frequently.
- School leaders and teachers are strongly committed to raising proficiency in reading skills and enjoyment of reading for pleasure and research.

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

For development:

- Ensure that teachers guide students to improve specific reading skills, rather than complete unchallenging activities about books.

UAE social studies

- The school has planned the curriculum with UAE social studies at its core. It meets the needs of most students. The provision promotes different interests effectively. However, progression varies across different age groups.
- Students have positive attitudes towards social studies topics. They enjoy finding out information at home using information technology and sharing their findings with their peers in school.
- Most students do not attain in line with the curriculum standards for UAE social studies. Only a minority develop appropriate thinking skills or can show understanding of Emirati society.
- Most students are not making sufficient progress in learning UAE social studies. Topics taught early in the primary phase are repeated later, often with little development of knowledge and skills.

The school's implementation of the UAE social studies programme is below expectations.

Innovation

- There are few opportunities for students to develop innovation skills. The 'Monday Club' has been set up to help them develop wider skills. There is limited use of technology to promote innovation.
- Students occasionally initiate socially responsible projects like making rubbish bins from used bottles and conserving the use of electricity.
- Teachers offer the weekly question on 'THUNKS,' a critical question to consider. For example, can a book have only one word? Students think about these and respond to them. Often, the responses are too limited.
- Curricula are not modified often enough to promote innovative skill development. Innovative activities are too few, and there is limited planning for the required skills.
- Leaders understand innovation and have accommodated it as part of the curriculum, most obviously during Monday activities. The vision for innovation is emerging through special events for the older students.

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

Main Inspection Report

1. Students' achievement

Islamic education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Internal assessment data and external exams indicate high attainment in the primary phase. However, proficiency in Holy Qur'an and Hadeeth recitation, Seerah and developing an understanding of Islamic values and principles are only at the expected levels.
- Students' understanding of Wudu, the conditions for the validity or invalidity of prayers and the stories of a number of prophets are strong aspects of their learning. Only a minority of students are able to recite the Holy Qur'an applying the correct Tajweed rules.
- The Holy Qur'an reading club helps students develop their recitation and Tajweed skills. This optional, early morning activity does not allow all students to benefit.

For Development:

- Use innovative solutions that encourage students to recite the Holy Qur'an accurately and improve comprehension.

Arabic as a first language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students attain the expected curriculum levels, but their progress in lessons is inconsistent. They engage well in learning when the lesson objectives and expectations challenge them. Students of determination make acceptable progress. The Year 3 and 5 students are more secure in the four language skills than the other years.
- Students have secure abilities in all the skills, but speaking standard Arabic with the correct accent is rare. Students' writing has improved because of the revision programme and increased time for reading.
- Reading projects are introduced carefully. Weekly reading, the online 'Asafir' reading programme and the 'Reading Corner' in the library are new this year and have had positive effects upon students' language skills, including writing.

For Development:

- Increase the opportunities for students to practise speaking, for example, by assigning clear roles and expectations in group work.

Arabic as an additional language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Students make adequate progress from their starting points. They are engaged and show interest in learning. The internal examination results, lessons and written work indicate better attainment than the external test results.
- Students have secure skills in using common words. Their reading is appropriate, and their abilities to listen and follow Arabic instruction are adequate. Students' abilities to write descriptive, guided sentences are better than their extended free writing.
- Increased active learning and more effective teaching strategies have been introduced to emphasise the applied, daily language students need to learn. These have made Arabic more relevant and enjoyable.

For development:

- Set realistic learning objectives that encourage class discussions in order to give opportunities for every student to participate.

English

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Internal FS assessment suggests outstanding attainment. Internal primary tests indicate that attainment is below what is expected, but external testing shows results that are well above the expected levels. The work evident in students' books reflects attainment and progress that are at the expected levels in both phases.
- Children in the FS quickly develop skills in speaking and listening, letter formation and knowledge of letter names and sounds. Primary students do not get enough time to discuss their ideas with each other, which slows the development of their speaking skills.
- Primary students learn the features of different types of writing but have few opportunities to create meaningful pieces of writing to share with an audience. New methods of teaching reading help students read more fluently, but their comprehension skills are less developed.

For development:

- Ensure that teachers draw upon and cross-reference all assessment data and information to effectively plan work to meet students' individual needs, to result in accelerated progress.
- Increase opportunities for students to share what they are learning to improve their speaking, reading and writing skills.

Mathematics

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Children in the FS achieve age-related expectations. Across the primary years, external assessments suggest very good attainment, but the work seen in lessons does not reflect this high level of achievement. Students across the school make acceptable progress from their starting points.
- Students have insufficient opportunities to explore mathematical concepts, other than the formulaic application of key operations. Opportunities for problem solving and investigative mathematics are limited.
- Across the primary years, students are starting to use mathematical vocabulary with greater fluency. Consequently, the large majority are beginning to develop rapid recall of number facts. Their application of these rules is developing through a growing emphasis on word problems.

For development:

- Increase the number of opportunities for students to solve real life problems and carry out mathematical investigations.

Science

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- From the FS, where children explore waterproof materials, to the upper primary years, where students often conduct fair tests, their attainment and progress align with the UK curriculum objectives. Some students have extensive factual knowledge, which results in strong performances on external benchmark assessments.
- Recall of scientific knowledge is a strength, particularly in the primary years. Across the school, students' practical skills are improving. Primary students increasingly make predictions, experiment and write short reports. FS children have sufficient opportunities to explore the world around them and describe their observations.
- Across the school, cross-curricular science places students' knowledge in familiar contexts to strengthen their understanding.

For development:

- Increase the opportunities for students to conduct sustained practical work that requires them to use their factual knowledge to investigate real world science.

Learning skills

	Foundation Stage	Primary
Learning skills	Acceptable	Acceptable

- In the FS, with the introduction of more continuous provision, children are able to talk confidently about their learning, especially in science. In the primary years, when given the opportunity and taught the skills of collaboration, most students are able to work well and learn together.
- The development of critical thinking and enquiry skills are at a very early stage. In lessons and in activities outside the classrooms, there are too few opportunities for students to work independently, carry out research or use information technology.
- The growing focus on linking lessons to real life situations is beginning to enable students to make connections in their learning. For example, in a science lesson, students applied their scientific understanding to analysing the materials that are suitable for building a new school.

For development:

- Integrate regular opportunities for critical thinking, enquiry and research skills in all lessons.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Students eagerly participate in celebrations of different cultures. An understanding of the similarities and differences between students in the school encourages them to be kind and helpful toward each other. Children in FS who are new to school settle in quickly and learn how to make friends and share resources.
- Positive behaviour, responsible attitudes and respectful relationships are in evidence across the school. Students enjoy their learning, as demonstrated by good attendance rates, but too many students arrive late in the morning.
- Students now have good understanding of the benefits of physical activity and healthy eating. Children in the FS know to choose water instead of sugary drinks. Older students assess their fitness levels and devise personal training plans to help improve their stamina.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable ↓	Good

- Students show good appreciation of the UAE's heritage and Islamic values. All students show respect for the National Anthem and most can sing it in Arabic. They are able to name a number of important sites in the UAE.

- Students reflect their appreciation of the UAE's culture by celebrating National Day and Flag Day. Children in the FS have only a basic understanding of the UAE's culture and heritage. The diversity in the school's community makes students proud of their cultures and helps them develop their understanding of others.
- The Holy Qur'an recitation programme in the morning and competitions deepen students' understanding of Islamic values. The celebration of religious and cultural days, during assemblies or in classrooms, creates a school environment that includes the UAE's culture.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students are active and committed to their school and the community. They initiate projects like cleaning the school as volunteers. They organise activities to support other nations, such as raising money to provide supplies for a school in the Philippines.
- Students have a solid work ethic. A majority of them enjoy competitions like the 'Treasure Hunt'. They contribute to the Red Crescent and DEWA charities to develop their life skills. Innovation is promoted through some creative ideas, such as the 'Battery Safe' and creating bins from plastic water bottles.
- Students are interested in environmental projects, such as recycling and reusing available items. The younger students' awareness is limited to simple projects and contributions. Most are able to express their awareness of the importance of having recycling bins at their school.

For development:

- Work together with parents to improve punctuality in the morning to ensure that students do not miss learning opportunities.
- Enhance students' knowledge of the UAE's heritage and increase their participation in cultural activities.
- Improve the opportunities whereby students can initiate and take more responsibility to be innovative.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- The quality of teachers' questioning is inconsistent across different subjects. In the better lessons, teachers encourage students to apply their knowledge to questions and probe for considered and reflective answers. This leads to a deeper understanding of the concepts being learned.
- Through the weekly 'Thanks' challenges, as well as whole school innovation activities, teachers are beginning to engage students in critical thinking and problem solving. In many lessons, opportunities for students to develop these skills are not routinely planned or delivered.
- Teachers' subject knowledge and the organisation of lessons have improved. There is a greater focus on using a whole class summary to clarify learning. The long, sixty-minute periods sometimes make students complete many repetitive tasks just to fill the remaining time.

	Foundation Stage	Primary
Assessment	Acceptable	Acceptable

- Internal assessments of learning across the school are linked to the UK curriculum, although the alignment of internal and external test marks varies across phases and subjects. Students' attainment is monitored via comparisons with the international benchmark test results. The analysis of assessment data is used to improve the curriculum and teaching in most subjects.
- Teachers record their assessment observations against the intended curriculum outcomes to measure and track students' attainment and progress. Judgements about students' achievement are becoming more accurate, particularly in Arabic, and the use of data at the classroom level to improve teaching and learning is developing.
- School leaders have planned and implemented improved assessments of learning across the school, such as the new monitoring application and professional development activities. Appropriate levels of challenge and support, along with constructive follow-up, are features of assessment in the best classrooms.

For Development:

- Improve the quality of questioning to promote students' deeper thinking.
- Increase the opportunities for students to develop their critical thinking, problem solving, innovation and independent learning skills.
- Ensure that lesson objectives are sufficiently challenging to provide the strongest students with opportunities to excel.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good ↑	Good ↑

- The curriculum has a clear rationale. It is aligned well to the school's vision and values and complies with the requirements of the UK and UAE curricula. In both phases, there are many links between subjects so that students can transfer their skills and knowledge between areas of learning.
- Careful planning ensures continuity of learning. Any gaps in achievement are narrowed through the provision of additional lessons delivered before the start of the school day. The curriculum is regularly reviewed and amended as and when necessary.
- Students notice the positive difference that the recently introduced UK curriculum has made to their learning. School leaders have successfully introduced additional enrichment activities.
- Moral education is taught through specific subjects in the primary phase and is embedded in the FS topics.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Acceptable

- Changes to curriculum design have brought the needs of students in each class to the centre of the process. This allows adaptation to be continually reviewed to take into account their changing needs. Adaptation is inconsistent across the different year groups.
- The school continues to develop the scope of after-school clubs and student-led enterprise and innovative learning opportunities. Changes to curriculum organisation and greater student leadership, such as the Years 5 and 6 mathematics 'Games Day', contribute well to these improvements.
- Provision for developing students' understanding of Emirati culture and society is increasingly incorporated into curriculum planning in different subjects. This now pervades the English curriculum, but it is not thoroughly embedded across all subjects and year groups.
- There are three forty-minute lessons each week for Arabic in the FS.

For development:

- Provide more opportunities for enterprise, innovation and social contribution for all year groups.

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

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

- Health, safety and child protection procedures and policies are very good in both phases of the school. There is improvement in documentation procedures and staff awareness through consistent communication with all stakeholders.
- The establishment of a 'Safeguarding Team', comprised of school leaders and the nurse, is well displayed throughout the school, discussed during student assemblies and included in ongoing parent communications.
- The daily implementation of pastoral care and behavioural counselling for students at risk has provided for daily and long-term programming to support students and parents.
- The school is aware that it needs to provide railings next to ramps and install a lift to improve safety and access.

	Foundation Stage	Primary
Care and support	Good	Good

- Leaders have introduced robust systems for monitoring and managing students' behaviour. These are used consistently in most classes. Students value the points they collect for actively participating in lessons and the recognition they receive for behaving well and attending school regularly.

- The school's identification of students of determination is prompt and effective. The quality of support for these students is too varied, because teachers are not given sufficient guidance on the strategies to use to overcome students' barriers to learning.
- School leaders have an accurate understanding of what constitutes being 'gifted and talented.' There is an effective system for identifying highly able students as well as those with gifts and talents. They do not currently involve parents or students in the process.

For Development:

- Provide railings on the stairwells adjacent to ramps to provide safe entry and exit.
- Install a lift to provide for access to the upper floor for all students.
- Ensure that support for students of determination is sharply focused on overcoming their barriers to learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↓

- New senior leaders have brought experience and knowledge to the department. They have an accurate understanding of where stronger and weaker practices exist and what they need to do to improve. Governors are not sufficiently holding senior leaders to account for the progress of students of determination.
- Leaders within this department have sufficient skills, experience and resources to assess students for common difficulties promptly and accurately. Some of the screening processes require rubrics to ensure that consistent decisions are made when analysing and interpreting the results.
- Parents are fully involved in the development of personalised plans and programmes for their children. Regular communication and reports provide parents with comprehensive information about the quality of provision and their children's attainment. Opportunities for giving parents support and guidance are less developed.
- Learning support assistants are not always effective enough in accelerating students' learning because their expectations are sometimes too low. The development of students' social skills is not consistently addressed during lessons because students' barriers to learning are not clearly identified in individual lesson plans.
- Students are involved, in ways commensurate with their ages and stages of development, in the education planning process. Their progress in lessons and over time varies considerably from class to class. The school does not have sufficient evidence of the effects of the interventions the support assistants have made.

For development:

- Improve the quality of planning for individual students by:
 - focusing even more sharply on identifying students' barriers to learning
 - ensuring that the strategies are more consistently linked to those barriers to reduce or remove them.
- Improve the quality of support provided by learning support assistants by ensuring that:
 - their work is consistently focused on students' learning not their behaviour
 - they always have high expectations for students' progress
 - individual and small-group support contributes to accelerated progress.

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

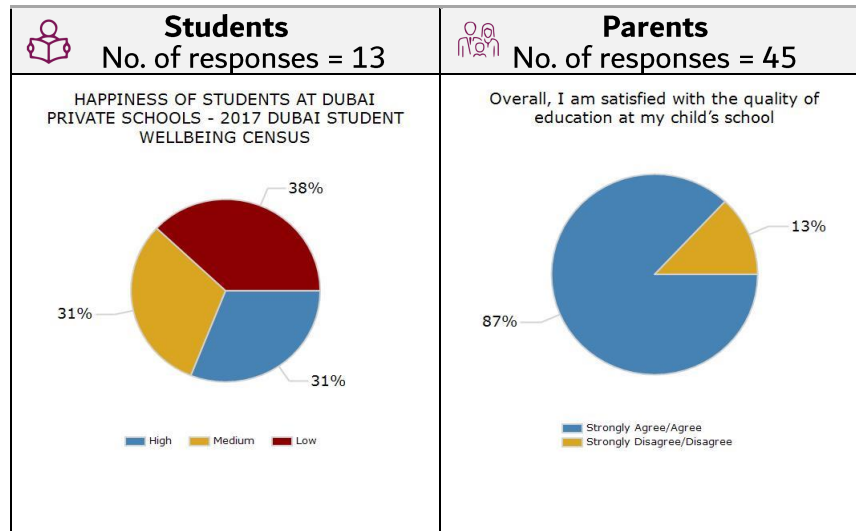
- The vision to make this an outstanding school is shared by a majority of the school's leaders. There is an understanding of best practices in teaching, learning and assessment, but the school has not achieved its mission of enabling young people to be critical thinkers. A restructured senior leadership team has improved the curriculum and made progress in implementing the UAE National Agenda. The learning environment in the FS has significantly improved, as has the identification of students with specific talents.
- The quality of the school's internal evaluations has improved since the last inspection, with much use of data and detailed analyses included. The monitoring of the quality of teaching and learning is regular and accurately evaluated by senior leaders. The school's action plans are thorough and are revisited quarterly, resulting in some important improvements across the school. Nevertheless, many of the internal evaluations are too generous, resulting in some misunderstanding of the priorities for further improvements.
- Parents are happy with the friendly environment established by leaders and teachers. Parents feel that their children are in a safe place that offers them good learning opportunities. Parents appreciate the attitude of the staff to feedback and the open channels of communication. They value the school's efforts in giving feedback on their children's attainment and behaviour through the diary books and report cards. Parents are satisfied with their involvement in the school's various celebrations.
- The governing body includes representatives of most but not all stakeholders. Governors ensure accountability of the leaders for the work of the school. They do not demonstrate clear understanding of the school's priorities for improvement or the progress made against previous recommendations. The governance of the school enables it to meet statutory requirements and pursue the goals of the UAE and Dubai governments.
- The daily operation of the school in both phases includes efficient policies, procedures, checks and balances, including supervised morning arrivals and mid-day and afternoon dismissals. The lack of high-quality technology for both students and staff has limited the school's ability to provide twenty first century experiences for students. The school-wide access to Wi-Fi is an initial step to infusing technology for all stakeholders.



For development:

- Ensure all leaders have sufficient release time to fulfil their roles.
- Improve the accuracy of internal evaluations of the progress of school improvement initiatives.
- Expand the representation on the governing body to include all stakeholders.
- Review the current timetable to ensure optimal teaching and learning times for students in both phases.

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	<ul style="list-style-type: none"> There are only 13 student responses, which are too few to be truly representative. The large majority of those who responded are happy, feel safe in the school and are optimistic about their futures. The large majority feel confident in their academic programme and have positive relationships with their teachers and peers.
 Parents	<ul style="list-style-type: none"> Only 43 of 213 parents responded. Most parents are satisfied with the quality of teaching, safety, communication, inclusion and healthy lifestyles.

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