

ACCEPTABLE



2019-2020

# INSPECTION REPORT

MOE CURRICULUM

## Contents

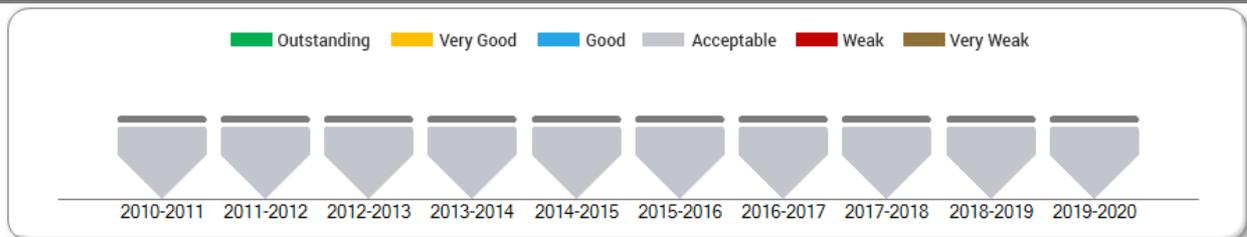
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## School Information

General Information	Location	Jumeirah First
	Opening year of School	1986
	Website	www.shoruoq.sch.ae/
	Telephone	+97143442026
	Principal	Stephen Parry
	Principal - Date appointed	8/26/2018
	Language of Instruction	Arabic
	Inspection Dates	17 to 20 February 2020
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1866
	Number of Emirati students	439
	Number of students of determination	124
	Largest nationality group of students	Arab
Teachers	Number of teachers	130
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	23
	Teacher-student ratio	1:16
	Number of guidance counsellors	4
	Teacher turnover	34%
Curriculum	Educational Permit/ License	Ministry of Education (MoE)
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	None
	National Agenda Benchmark Tests	IBT, CAT4

### School Journey for AL SHUROOQ PRIVATE SCHOOL



## Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> <li>Improved learning skills in Cycles 1 and 2 have contributed to greater progress in mathematics and science. Progress is most rapid in Kindergarten (KG), in Arabic and science in Cycle 3 and Islamic education in all cycles. Across the school, limited progress has been made with the improvement of students' achievement in English.</li> <li>Students have good relationships with adults and their peers, and they willingly support students of determination. Senior students help the school community by leading workshops on anti-bullying. Most students have a very good understanding of Islamic values and how they influence life in the UAE. Their appreciation of wider cultures is less secure. A positive work ethic is shown by students, and some participate in projects to raise ecological awareness.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>Strong teaching of Arabic in KG provides a secure foundation for students' progress. The teaching of science and mathematics has improved in Cycles 1 and 2, but English teaching remains weaker throughout the school. Some teachers encourage the use of technology, but this remains limited, especially in KG. The use of assessment information and tracking of students' progress have improved. In mathematics and science, the use of success criteria is supporting students' self-assessment.</li> <li>Across the school, the curriculum is becoming more student-centred. This is helping all students, especially those in Cycle 3, to be prepared for the next steps in their education. Moral education and UAE social studies are having a positive impact on students' learning outcomes and personal development. Although there are now wider opportunities to develop research, critical thinking and life skills, opportunities for enterprise, innovation and creativity are limited.</li> <li>Secure systems ensure that students are kept safe in school. Child protection procedures are clear. Site security is rigorous. The arrival and departure of buses is meticulous. Arrangements for parents collecting children have improved recently and are much more effective. Older students are supported in choosing careers or university placements. Procedures for the identification of students of determination and those with gifts and talents are not robust.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>After a period of instability, the senior leadership team are developing a shared vision. However, the lack of a proper constitution of governance is leading to confusion between roles and responsibilities of governors and school leaders. Leaders have raised students' performance, but this remains variable because they do not have autonomy over the recruitment and retention of staff to ensure that school improvement priorities are addressed.</li> </ul>

### The best features of the school:

- The commitment to improvement of the principal, senior leaders and most middle leaders, which is impacting positively on the development of the school
- The impact of teachers' professional development training on improving teaching and learning in most subjects, especially in Cycles 1 and 2
- The high expectations of teachers of Islamic education, particularly in KG, that contribute to the embedding of Islamic principles
- The strong foundation for learning Arabic that is established among younger students
- The commitment to developing an understanding of UAE culture and the national priorities.

### Key recommendations:

- With reference to the Knowledge and Human Development Authority (KHDA) publication 'The Gift of Good Governance', as a matter of urgency, develop a constitution of governance to
  - eliminate the confusion of roles and responsibilities between governance and school leadership and management
  - clarify the lines of communication and accountability
  - allow school leaders to have delegated power to identify educational priorities and provide appropriate physical and human resources to meet them
  - ensure governors' understanding of educational priorities is sufficient to hold school leaders to account.
- Improve the quality of teaching in all subjects to reflect the best practice by:
  - ensuring more consistent and accurate use of assessment to guide planning
  - ensuring teachers use a wider range of strategies that facilitate the full development of learning skills, especially in KG and Cycle 3.
- Improve students' skills and confidence in the use of English by:
  - developing a whole-school approach to the teaching of reading
  - providing students with more opportunities for writing.

## Overall School Performance

### Acceptable

#### 1. Students' achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Very good ↑	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Arabic as a First Language	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Very good ↑	Good	Acceptable	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Good ↑	Acceptable
 Science	Attainment	Acceptable ↑	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Good ↑	Good ↑
 UAE Social Studies	Attainment	Good			

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Learning skills</b>	Acceptable	Good ↑	Good ↑	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Very good ↑	Very good
Social responsibility and innovation skills	Good	Good	Good	Very good

## 3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Good ↑	Good ↑	Acceptable
Assessment	Acceptable	Good ↑	Good ↑	Acceptable

## 4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Good	Good	Good	Good

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak
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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets:](#)

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

#### The school's progression in international assessments **is above expectations.**

- In successive cycles of PISA testing, students' attainment in mathematics, science and reading was above expectations. Grade 4 and Grade 8 students also demonstrated outstanding outcomes in mathematics and science in the TIMSS tests. Students' performance in the PIRLS test improved but remained at the low international benchmark level. Performance in the 2019 PISA-based tests showed greater progress in mathematics than in English or science. IBT test results in mathematics, reading and science are not strong but Arabic has improved to very good. The outcomes of these tests were significantly better than predicted by students' cognitive ability scores.

#### Impact of leadership **is approaching expectations.**

- Leaders analyse external test results well and modify the curriculum to be more skill based. Internal testing is similarly modified but still indicates higher attainment levels than those measured externally. Most teachers are beginning to use assessment information to inform lesson planning, but the quality of this remains variable.

#### Impact of learning **meets expectations.**

- The school has improved students' skills of critical thinking, analysis and evaluation. In science, students learn the investigative method including the development of strategies for improving their scientific processes. The present arrangements for the use of technology do not provide enough opportunities for independent research or extended independent learning during lessons.

**Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.**

#### For development:

- Improve students' performance in IBT tests in reading, mathematics and science.
- Increase opportunities for extended independent research and the use of technology to support learning in lessons.

### Moral education

- The moral education programme is taught in discrete lessons in Cycles 1 and 2 and integrated successfully in Cycle 3. Teachers of all subjects incorporate aspects of moral education into their lessons.
- Teachers often provide interesting resources and activities to supplement the textbook, making lessons more engaging for students.
- The school has developed interesting and effective assessment processes which also involve parents. Students' behaviour and attitudes are assessed, helping them to understand where their personal strengths and areas for development lie.

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

#### For development:

- Encourage teachers to provide opportunities for all students to develop their independent learning and research skills.

### Reading across the curriculum

- The majority of students are reading below their age-related levels in English. Students are beginning to select appropriate English and Arabic texts from the library.
- The teaching of reading is strong in Arabic lessons and supported well by a literacy coach. The school has recently initiated progress tracking of reading in both languages.
- A refurbished library, levelled reading books and access to online reading materials are inspiring students to develop an interest in reading. A phonics programme, starting in KG, gives students a sound foundation in reading literacy.
- Training in the teaching of reading has increased teachers' understanding of the importance of this skill for all subjects. As such, teachers are beginning to plan to include an element of literacy in each lesson.

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

#### For development:

- Ensure all information collected in relation to students' reading development is used effectively to support identified groups, particularly underperforming students.

## Innovation

- Students enjoy opportunities to think creatively and to use technology to support their learning. However, this does not happen in all subjects.
- Students are becoming more inquisitive and have started to initiate projects on topics such as sustainability. They use robotics for creative purposes.
- Some teachers encourage students to explore innovative solutions using new technology, which is developing students' skills in critical thinking.
- Opportunities for project development are provided within and beyond the curriculum. Students rise to the challenge, achieving some success in national competitions.
- School leaders are committed to embedding innovative practice across the school, but professional training for teachers and resourcing to support this are at an early stage of development.

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

### For development:

- Increase the opportunities for innovative and creative problem-solving for all students in all subjects.
- Capture students' enthusiasm and extend their skills to exploit the use of new technology.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good ↑	Good	Good	Good
Progress	Very good	Good	Good	Good

- Children in KG and Cycle 1 are better at memorising the Holy Qur'an and Dua'a. Students in Cycles 2 and 3 have greater knowledge of Sharia and Islamic laws and can apply their learning more clearly to their experiences.
- Students' awareness of Islamic values, beliefs and morals is strong. They show a deep understanding of Seerah and Fiqh. Across the cycles, not all students can provide evidence from the Holy Qur'an or Hadith.
- The Islamic education department has introduced successful learning strategies that ensure students are more actively engaged. Those students who are more independent learners respond better to challenging questions. Some are able to undertake basic research and seek evidence from the Holy Qur'an and Hadith.

#### For development:

- Extend students' individual research skills to ensure a deeper understanding of all aspects of Islamic education.
- Increase students' capacity to support their ideas with evidence from the Holy Qur'an and Hadith.

#### Arabic as a First Language

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Acceptable	Acceptable
Progress	Very good ↑	Good	Acceptable	Good ↑

- Internal and external assessment information show achievement that is above expectations in most grades, especially in Cycle 1 and KG. Progress has improved in Cycle 3, but student achievement in Cycle 2 remains in line with curriculum standards.
- In KG, children can write short sentences and communicate in standard Arabic. Students in all grades maintain a secure level of reading and listening skills. Independent writing, the application of the rules of grammar and speaking skills are improving steadily in each grade.
- More opportunities for critical thinking during class discussions are contributing to improved progress. However, improvement is less evident with writing, because opportunities to write for a variety of audiences, especially in Cycles 2 and 3, are limited. The gap between the performance of boys and girls is narrowing.

#### For development:

- Provide more opportunities for students to develop their written work in Cycles 2 and 3.

## English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students' attainment in international tests is much lower than that indicated in internal assessments. Progress during lessons varies considerably, depending upon the quality of teaching. Boys are making slower progress than girls, both in reading and writing.
- Progress in speaking and listening is stronger than in other language skills, because there are more opportunities for students to discuss their work and to develop their vocabulary. Writing skills are weaker as students are not encouraged to write frequently during lessons.
- Progress in reading is increasing through an online programme, which provides reading materials that are closely matched to students' individual needs. However, there is no whole-school approach to the teaching of reading to support this.

### For development:

- Increase students' progress in writing by allowing more time for writing in lessons and encouraging individual research and the presentation of projects.
- Implement a whole-school approach to the teaching of reading.
- Use assessment information to plan learning activities that are matched to students' needs during lessons.

## Mathematics

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good ↑	Good ↑	Acceptable

- Although students' progress in all international benchmark tests is outstanding across the school, attainment levels in the MoE external tests in Cycle 3 are weak. In KG, most children's number skills are in line with curriculum standards.
- In Cycle 1, mental mathematics and number skills are improving steadily. In Cycle 2, algebraic skills are developing well, but the consolidation of learning of weaker students is impaired by the pace of lessons. In Cycle 3, students are slowly improving their ability to apply the rules of calculus to unfamiliar contexts.
- Recent initiatives that focus on raising the levels of challenge and promoting problem-solving are leading to improvements. Across the school, students are also improving their reasoning skills, but many do not use the correct mathematical language.

### For development:

- Ensure that the knowledge and understanding of all students is secure before moving on to next steps during lessons, particularly for students in Cycle 1.
- Improve students' reasoning skills and use of mathematical terminology.

## Science

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable ↑	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Acceptable	Good ↑	Good ↑

- Most students progressively develop a breadth of knowledge and link learning to the world. In Cycles 1 and 2, external benchmark results indicate less success in applying their understanding to different contexts. Cycle 3 students' secure understanding of scientific concepts leads to good outcomes in external examinations.
- Children in KG enjoy investigating in their laboratory and outside areas. This improves their grasp of concepts such as magnetism. In the other phases, students develop good practical skills and greater understanding of the methodology of scientific investigations.
- Since the last inspection, there has been an increased focus on investigative work. However, over-direction by teachers limits opportunities for students to develop their independent planning and evaluation of their own experimental hypotheses.

### For development:

- Deepen students' understanding of scientific concepts in Cycles 1 and 2.
- Provide more opportunities for students to plan and evaluate their own investigations.

## UAE Social Studies

### All phases

Attainment Good

- Children in KG know the names of the seven emirates, the terms for Emirati national dress, traditional foods and basic moves of traditional dances. In Cycle 1, students understand what culture means and can describe some of the older elements of the UAE culture, such as the traditional sports of hawking and camel racing.
- In Cycle 2, students are able to reflect more philosophically. They can distinguish between rights and duties, including children's rights to education, health, safety, to play and to access entertainment places.
- In Cycle 3, students demonstrate a secure knowledge of the history of the UAE, relating it to the present and to how technology will affect the future. They understand economic and environmental initiatives, can explain their advantages and disadvantages and can describe their impact on education and health.

## Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Good ↑	Good ↑	Acceptable

- Learning skills have improved in Cycles 1 and 2 as a result of improvements in the quality of teaching. Independent learning skills of children in KG are limited because teachers often over-direct activities. Students' learning skills in Cycle 3 are similarly delayed by over-direction by teachers in some subjects.
- Most students in each cycle make meaningful links to everyday life and to the wider world. They collaborate well and communicate their learning adequately. Students share ideas and support their peers, using the, 'Think, Pair, Share' strategy.
- Problem-solving and higher order thinking skills are improving in lessons. Students now use technology more frequently to support their independent research, but this is variable and particularly limited in KG.

### For development:

- Ensure students have more opportunities to take responsibility for their own learning, particularly in KG.
- Enable greater access to technology to enhance students' research, analytical and critical thinking skills.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Very good

- Students have good relationships with adults and each other. During lessons, they often show support for those who have difficulties and offer help to students of determination. Students in Cycle 3 illustrate their maturity by leading workshops for younger students on anti-bullying and assuming posts of responsibility.
- Behaviour is usually good during lessons and around the school. Students show good levels of self-discipline and are able to resolve differences amicably on most occasions.
- Students have a good rate of attendance. Most are punctual to school in the mornings and to lessons during the school day.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Very good ↑	Very good

- Students demonstrate a very clear understanding of Islamic values and how they influence contemporary society in the UAE. They appreciate their relevance and understand the key messages that influence people's lives.
- Emirati heritage and culture are understood well by all students. They recognise the importance, relevance and value to people in the UAE. Students discuss in detail the cultural celebrations and activities, which they have participated in, both at school and in the community.
- Most students demonstrate a deep understanding of their own cultures. They have improved their awareness of other cultures through projects at school such as, 'A Journey Across Cultures,' although they have little interaction with those beyond their own cultural horizons.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Very good

- Students understand their responsibilities as members of the school community, and some take on leadership roles. Their regular and constructive activities, as well as voluntary work, benefit the school and the wider community.
- Students show a positive work ethic although girls appear more serious and dedicated to their work than some of the boys. Students sometimes take initiatives and make independent decisions. Many have creative ideas and enjoy developing their own projects, such as 'The Global Village'.
- Older students care for their school and take part in activities to improve the school environment. They understand the term, 'A Green School'. They sometimes participate in projects to raise ecological awareness. Not all students follow a healthy lifestyle.

#### For development:

- Encourage all students to follow the school's advice about maintaining healthy lifestyles.
- Broaden students' horizons by encouraging their interactions with other representatives of wider world cultures.
- Provide more opportunities for students to volunteer in the local community and to be involved in conservation and sustainability activities.

### 3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Good ↑	Good ↑	Acceptable

- The quality of teaching has improved in Cycles 1 and 2 in mathematics and science, but not in English. In KG, teaching is stronger in Islamic education and Arabic. In the upper grades of Cycle 3, a more limited range of teaching approaches are applied.
- Most teachers have raised their expectations of what students can achieve and are providing greater challenge. During the most effective lessons, teaching promotes the development of higher order thinking, and time is used effectively.
- During many lessons, learning activities are not sufficiently refined to meet the needs of all groups of students. Teachers are providing students with more opportunities to use technology for research, but these are limited in KG.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Good ↑	Good ↑	Acceptable

- The school's assessment policy provides clear guidance on the assessment and tracking of students' progress in relation to the MoE curriculum standards. The assessment of skills is now included to prepare students for the benchmark tests, where results are generally weaker.
- In KG, weekly checklists provide information on children's progress. Teachers in Cycles 1 and 2, and in Arabic in KG, use assessment information to plan lessons that meet the needs of all students. Some teachers of English use assessment less effectively.
- In the more effective lessons, particularly in mathematics and science, clear success criteria enable students to understand their levels of attainment and plan their next steps in learning. Student self-assessment is most successful when reference is made to age-appropriate guidelines related to the curriculum expectations.

**For development:**

- Improve the quality of teaching in KG, in Cycle 3 and in English in all cycles.
- Ensure that all teachers use assessment information to plan lessons that meet the learning needs of students in their classes.
- Encourage students to evaluate their work against the curriculum expectations and plan their own improvement strategies.

**4. Curriculum**

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum in all cycles follows the principles of the MoE. It is becoming more student-centred, with a greater balance and a better focus on the acquisition of skills. This is helping students to be better prepared for their next steps in education.
- The regular review of the curriculum based on external assessments is ensuring more active and integrated learning. Moral education and UAE social studies programmes are having a positive impact on student outcomes in many subjects, as well as on their personal development.
- Extra-curricular activities and subjects, such as art and design technology, provide some choice. The introduction of a second pathway in Cycle 3 also extends options for older students. Reading programmes, debating and competitions are enhancing some subjects.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is sufficiently modified to meet the needs of most groups of students. In some subjects, this is enhanced by additional learning support plans. The gap is narrowing between the performance of boys and girls in some subjects.
- The curriculum is revised, taking account of assessment information. These revisions are intended to increase students' engagement in lessons. Students' skills of enterprise, innovation and creativity are limited. Links with the Emirati culture are fully integrated and evident in all subjects.
- Since the last inspection, students are offered wider opportunities to develop basic research, critical thinking and life skills. They are being provided with more opportunities beyond the textbooks and are engaging in more practical projects, especially in mathematics and science.
- Following the MoE curriculum, Arabic is a mandatory subject in KG.

**For development:**

- Provide greater consistency in provision in all subjects across the school so that curricular and extra-curricular activities meet the needs of all groups of students.
- Provide more opportunities for students to develop enterprise, innovation and creativity.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑

- There are secure systems in place to ensure students are kept safe at school. Child protection procedures are clear and understood by all. School leaders are reviewing the safer recruitment policy. Site security is rigorous and ensures that no unauthorised persons can enter the school.
- The organisation for the arrival and departure of buses is meticulous. Students are well supervised between buses and their classrooms. Arrangements for parents to collect their children after school have improved considerably and are now much more effective.
- Buildings and equipment are well maintained and record keeping ensures that any deficiencies are quickly addressed. Risk assessments are in place for practical activities on site and are carefully carried out when arranging school visits.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Good

- Students receive highly-valued academic and personal guidance. Older students are supported with their choice of careers or further education. The school has effective strategies to promote good attendance.
- A revised system for the identification of students of determination and those with gifts and talents is leading to a better understanding of how to meet their needs in lessons. However, procedures are not sufficiently refined to make certain that support is always personalised.
- The new behaviour strategy developed by students, alongside leaders and staff, has focused on promoting positive behaviour for learning, rather than discipline. Strategies are now more consistent, and relationships with staff are stronger. This approach is proving successful.

**For development:**

- Refine the identification procedures and strategies to ensure that students of determination and those with gifts and talents are supported and challenged effectively.

**Inclusion of students of determination**

Provision and outcomes for students of determination	Acceptable
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- Governors have now appointed an inclusion champion and leader to drive the improvements outlined in the school's strategy plan. There has been some investment in staffing and training, but further resources are required to enable the school to become fully inclusive.
- Leaders respond swiftly to any potential concerns raised by teachers or parents. They deploy a range of assessments and diagnoses to identify the challenges students are facing. Although goals are set for each student, further work is required to set more appropriate and achievable targets.
- Parents value the support provided by the inclusion team. Communication with some parents is good, but others do not feel they receive enough information on the progress of their children. Parents rarely participate in the development of their children's individual education plans (IEPs).
- Curricular modification of activities to support learning is inconsistent in all cycles. The deployment of additional adults in classes provides support for some students. Others benefit from activities and discussions with their peers. New technology is rarely used to reduce barriers to learning.
- Reviews of progress made by students of determination against their short and long-term targets are not sufficiently regular. Students' progress is not accurately monitored. Student work and assessment information show that most are making the expected academic progress.

**For development:**

- In achieving an inclusive school, governors must provide the appropriate resourcing and ensure the retention of qualified and experienced staff.
- Ensure that parents make an active contribution towards the setting and reviewing of their children's IEP targets.

## 6. Leadership and management

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

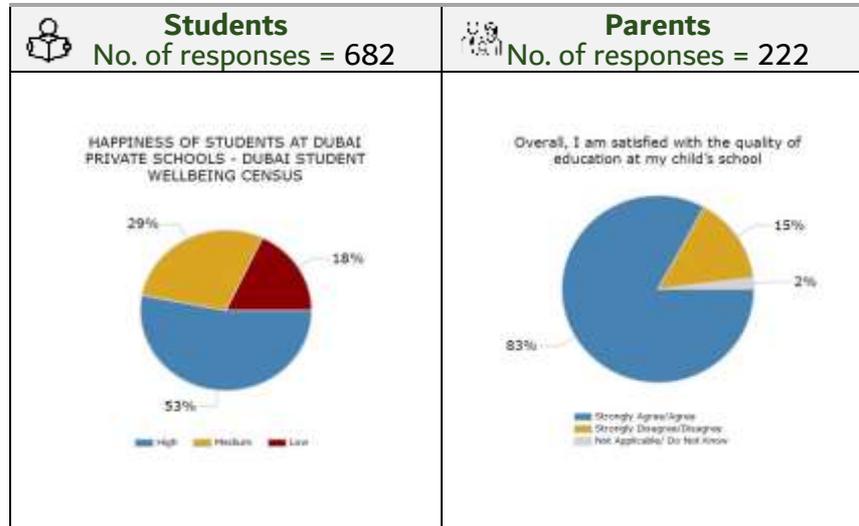
- After a period of instability, senior leaders are developing a shared vision of the future of the school. However, lines of accountability are unclear, and boundaries between leadership and governance are confused. Most, but not all middle leaders, have the capacity to improve. Although some aspects of students' performance have improved, improvement is slowed because senior leaders do not have enough independence over the recruitment and retention of staff to ensure that staffing is matched to the school's improvement priorities.
- Senior leaders have an accurate overview of the school's strengths and areas in need of improvement. This is shown by the more effective use of assessment information and the accuracy of the school's self-evaluation. New systems for appraisal are becoming embedded and beginning to improve teaching and learning. Systems to monitor and encourage positive behaviour for learning are also being adopted with some success. However, strategies for monitoring the impact of these developments are not fully understood by governors.
- Parents have positive views of the school and how it is supporting the academic progress of their children. They are involved in some aspects of the school, and some have lead workshops for students on the impact of bullying. Parents receive basic written reports about their children's achievement. The parent council is aware of the school improvement plan and its priorities. The school has effective local links that support students' learning through educational trips and competitions, but links beyond the UAE are limited.
- The school lacks a proper constitution of governance, which is leading to confusion between the roles and responsibilities of governors and school leadership and management. While parents and staff are represented on the board, they are not involved in all meetings, and official sub-committees do not exist to oversee specific areas. Therefore, senior leaders are not able to exercise their executive responsibilities fully, and governors are not sufficiently removed from decisions so that they can hold leaders to account.
- The recently extended senior leadership team ensures greater efficiency in managing all aspects of school life. Governors have invested substantially in physical resources, particularly in KG and Cycle 1 facilities for investigative learning, and in the library. However, there is limited access to technology for research within classrooms. The modest investment in human resources has led to some instability of teaching staff, which is having an adverse effect on students' learning experiences.

### For development:

- Urgently create a constitution of governance to establish a foundation from which leaders can fulfil their executive role, while supported and challenged by governors.

## Views of Parents and Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>A large majority of students consider that they work hard and achieve well during lessons. Only 33% believe that people care about each other in the school. Just over half feel that teachers listen to them. Two thirds believe they have friends who understand them. During the inspection, students were seen to have positive and supportive relationships with peers and adults.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Most parents are satisfied with the school and see that their children are kept safe. However, they express concerns about the repeated changes of teachers and how these affect their children's learning. They appear to be less engaged with the school than the average. Only half of the parents consider that there is no bullying in the school, and 65% suggest that students show mutual respect for their peers.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)