



National Agenda



Early Years



Special  
Educational Needs



Innovation

## Inspection Report 2015-2016

Buds Public School

Curriculum: CBSE

Overall rating: Acceptable

Read more about the school



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



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Al Muhaisnah
Type of school	Private
Opening year of school	1987
Website	www.budsdxb.ae
Telephone	04-2888143
Address	PO Box 12861, Dubai
Principal	Mrs. Nigar Rashed
Language of instruction	English
Inspection dates	26 to 28 October 2015

### Students



Gender of students	Boys and girls
Age range	4-18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	822
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	10
Largest nationality group of students	Indian

### Teachers / Support staff



Number of teachers	60
Largest nationality group of teachers	Indian
Number of teaching assistants	6
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	33%

### Curriculum



Educational permit / Licence	Indian
Main curriculum	CBSE / IBT
External tests and examinations	IBT
Accreditation	CBSE
National Agenda benchmark tests	IBT

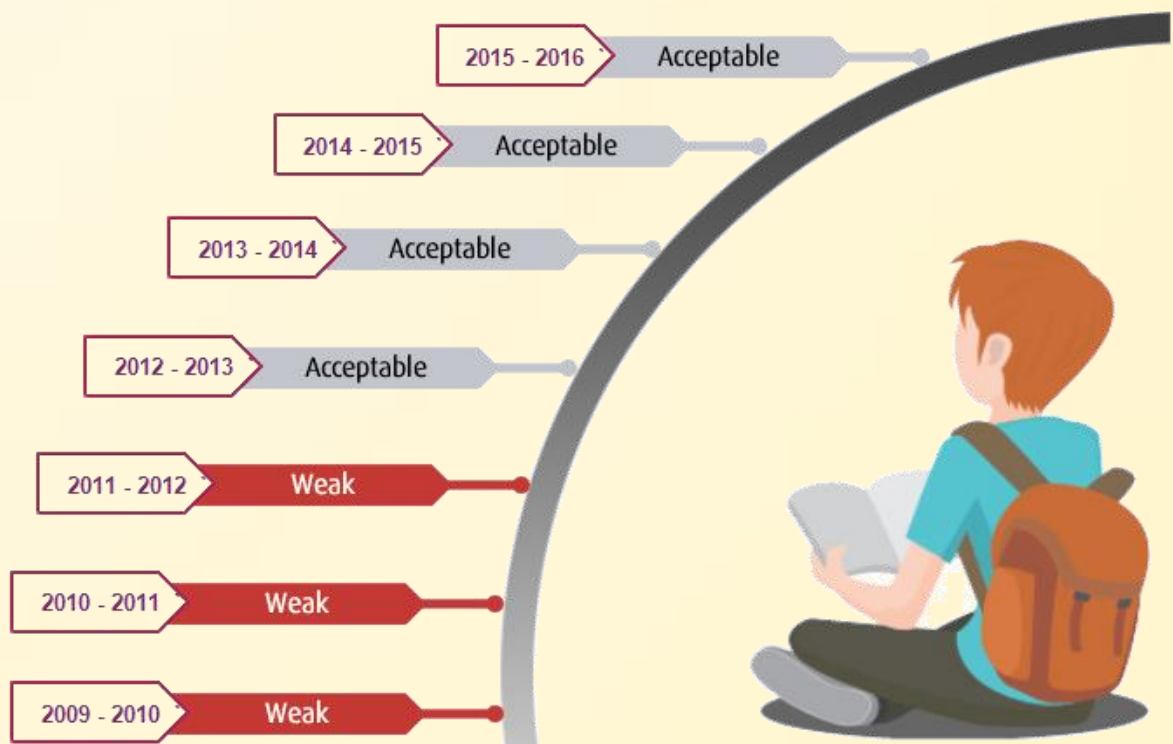


## Summary for parents and the community

**Buds Public School** was inspected by DSIB from 26 to 28 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

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

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





### How well did the school perform overall?

Overall, Buds Public School provided an **acceptable** quality of education for its students.

- Students' attainment and progress in Islamic education, English, mathematics and science were acceptable at primary, middle and secondary phases. Arabic as an additional language was weak in the middle and secondary phases. The progress in kindergarten was good. Students' learning skills were acceptable in all phases.
- Relationships throughout the school were a real strength. Attitudes and behaviour were very good throughout the school. Students sought and responded positively to feedback from their peers and teachers. They demonstrated good understanding and awareness of Islamic values, Emirati culture and their own Indian culture.
- The quality of teaching for effective learning was acceptable in all phases. Assessment was good in the kindergarten, acceptable in the secondary phase, and weak in the primary and middle phases.
- The curriculum was acceptable at all stages, but there was a lack of support within the curriculum for students studying Islamic education and Arabic as an additional language and in lessons for students experiencing learning difficulties.
- Health and safety arrangements were good in all phases. There was good supervision of students at all times, including inside the school and on school transport at the beginning and end of the day. The quality of support for students with special educational needs and disabilities (SEND) was variable.
- Leadership, self-evaluation and improvement planning were acceptable. Partnerships with parents, governance, and management including staffing, facilities and resources were good. School leaders displayed a good capacity to improve and were dedicated to the school's on-going improvement journey.



### What did the school do well?

- Students' attitudes and behaviour were good and they demonstrated high levels of self-discipline with notable maturity in the secondary phase.
- Students showed a clear understanding of Islamic values and their impact on the daily life of the UAE society.
- The school had good arrangements to ensure students' health, safety and security.
- Staff relationships with students and parents were strong.
- Children's engagement in the kindergarten had improved.





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

- Improve the reliability of assessment benchmarking by:
  - adopting a KHDA recommended external test
  - ensuring all students have equal access to the chosen assessment
  - analysing this assessment data against National Agenda target requirements.
- Ensure that information from tests is used to inform personalized targets and to plan the next steps in students learning.
- Improve attainment and progress across all subject areas but particularly in the middle and secondary phases for Arabic as an additional language.
- Improve the accuracy and reliability of the identification of students with SEND to better inform the development of individual education plans. In addition improve the quality of support in lessons to promote better progress in English, mathematics and science.
- Provide high quality professional development for all staff to ensure they are more effective in helping children develop their collaborative and enquiry based learning skills.



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

- The school welcomed students with SEND. School leaders were committed to ensuring that students took a full part in all school activities.
- The school identified students with developmental delay at an early stage and monitored their progress carefully. There was not enough specialist staff to make reliable and accurate assessments of the full range of students' specific needs.
- Parents were involved fully at each stage of the process. They appreciated the regular communication and opportunity to discuss their child's progress. Parents were keen to help their child at home. Advice for parents was not sufficiently clear.
- Teachers did not always provide tasks and worksheets which were matched to the students' ability. As a result some students found the work too difficult and did not receive the help they required from the teacher.
- Some students benefited from receiving support in a small group or from the special educational needs coordinator (SENCO) in lessons. Many students did not make enough progress in lessons as the teacher did not always notice that the student was finding the work too difficult.

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

#### Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgment on the progress towards National Agenda targets.
- The school promoted awareness and understanding of the National Agenda among leaders, parents and students. Teachers understood the scope and purpose of participating in international benchmark testing.
- The curriculum was being aligned to the TIMSS and PISA requirements for content and skills in most grade levels. There was planning for students' progression, and continuity in National Agenda-relevant subject understanding, skills and knowledge. Training was being provided in order to develop teachers' questioning skills and inquiry to support students' learning.
- In English, mathematics and science, in primary, middle and secondary phases, there were examples of the development of students' critical thinking and independent learning skills. However, critical thinking and inquiry were not common features of learning.
- There were some examples of good practice in the application of learning to real life situations. A minority of students regularly used a range of learning technologies and other resources. This was evident where students took leading roles during lessons.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



## Promoting a culture of innovation:

- The school's leadership and new management team had a clear understanding of innovation as a national priority and had begun to develop their approach to establishing a culture of innovation. School leaders had provided designated spaces to offer a wide range of extra-curricular opportunities and extended activities to promote innovation skills and the personal interests of the students.



Overall school performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
<b>Islamic education</b> 	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Arabic as a first language</b> 	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	<b>Attainment</b>	Not applicable	Acceptable	Weak	Weak
	<b>Progress</b>	Not applicable	Acceptable	Weak	Weak
<b>English</b> 	<b>Attainment</b>	Acceptable ↓	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Good	Acceptable	Acceptable	Acceptable
<b>Mathematics</b> 	<b>Attainment</b>	Acceptable ↓	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Good	Acceptable	Acceptable	Acceptable
<b>Science</b> 	<b>Attainment</b>	Acceptable ↓	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Good	Acceptable	Acceptable	Acceptable

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable	Acceptable

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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



## Main inspection report

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

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



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

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

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

## 1. Students' achievement

KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable ↓	Good
Mathematics	Acceptable ↓	Good
Science	Acceptable ↓	Good

- The majority of children were learning English as a second language. Children made good progress from their low starting points to attain acceptable standards. They enjoyed their learning in the kindergarten (KG). However, some children were challenged to engage in sustained conversations. The majority of children at the end of KG had begun to make and recognise simple words through the use of their phonic skills. They could construct simple sentences and engage in the reading process at a level appropriate to their development. Different groups of children, including those with SEND made similar progress.
- In mathematics, most groups of the children made better than expected progress in their learning. The majority of children could count reliably and recognise numbers from one to 20 in KG 2. Children could carry out simple operations with numbers up to ten in KG 2. Children did not have sufficient access to concrete materials to help them consolidate the concepts that they were learning. Most students could recognise different shapes, sequence numbers and create simple patterns. The introduction of an enquiry area for mathematics in the classrooms would provide better opportunities than currently for children to engage in problem-solving activities.
- In science progress was above that expected but from children's low starting points attainment was only at acceptable levels. Children were able to use age-appropriate equipment and resources to investigate a range of topics and arrive at a conclusion. They used, for example, magnifying lenses to explore the properties of sand, sea shells and other objects of interest from the seashore. These learning experiences were primarily teacher directed. The introduction of an investigation area could provide opportunities for children to explore scientific concepts individually or in groups and through this process develop critical thinking skills. Progress was similar for most groups of children.

### Primary

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, students' knowledge and understanding had shown improvements over the past 3 years and they were in line with expectations with the exception of those in Grade 4. Curriculum and national standards were used as the measure of attainment and progress. Grade 1 students knew the Islamic greeting and could use it in different places. Most students made acceptable progress and they participated in lessons enthusiastically. Lower attaining students made slower progress due to lack of proper support.
- In Arabic as an additional language, most students understood teachers' instructions and questions. In the absence of external tests and benchmarking materials for Arabic as an additional language, curriculum levels were used to judge attainment and progress. Attainment levels had improved over the past three years with the exception of those in Grade 4. Grade 1 students could recognize familiar words and linked them to their pictures. However, their phonics skills were not well developed. Grade 4 students were able to give brief introductions about themselves. Students made acceptable progress in gaining new vocabulary but not to the same extent in their speaking and reading skills. Attainment levels showed improvements in the past three years except in Grade 4.
- In English students overall attained levels that were in line with expected curriculum standards. External measures against national and international standards were not used to standardise or benchmark attainment to accurate degrees. Most students' listening and speaking skills were better developed than their reading and writing skills. By Grade 4 most students could write short paragraphs and their vocabulary had improved. Students made acceptable progress in their learning, but some groups including those with SEND did not achieve well enough.
- In mathematics, most students attained levels that were in line with expected curriculum standards. By the end of the primary phase, students could collect data, construct a tally sheet and draw a bar graph to present their findings. They were strong in arithmetic skills but less strong in algebra and geometry. Students had attained at an age appropriate standard over the past three years. Acceptable progress has been made both in tests and in lessons. Girls made consistently better progress than boys in all primary grades.
- In science, students attained in line with curricular standards and were making acceptable progress. Whilst most were able to relate what they learned to the world around them and to their life at home and at school this was not consistent across all grades. Their ability to predict the outcome of investigations was not well developed and they needed to further develop their critical analysis skills.



### Middle

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, students were able to recognize the favours of Allah and could give examples from their lives and experiences. Grade 8, students knew about congregational prayers and could perform 'Athan' and 'Salat'. Students participated fully and enthusiastically in class lessons. Boys and girls performed equally well. As in the earlier primary phase, lower attaining students made slower progress due to lack of adequate challenge.
- In Arabic as an additional language, students overall attainment was weak. Whilst the majority of students in Grade 6 had studied Arabic for at least 2 years they were unable to reply to simple expressions. Overall, the progress of most students was weak particularly in speaking and reading. Beginners were making very slow progress due to lack of sufficient support and modification in class.
- In English, the standards were acceptable as indicated by internal and external tests. Progress was similar in helping students reaching these levels. Students' listening, reading and comprehension skills had improved and they were writing with more confidence and at a greater length than previously. Students were fluent and sometimes used language accurately and precisely. Many were not as confident in their speaking and presentational skills as they should have been. Students with SEND were not progressing as well as they should.
- In mathematics, standards and progress were similar to those in English. Grade 8 students could define direct variation and give real life examples where they could apply this knowledge and understanding. They could solve problems and present their solutions visually through graphs. Some students experienced difficulty in their work with positive and negative integers. Limited progress had been made in the middle phase; it was acceptable across the phase but Grade 6 students had made only weak progress in their year. Girls made better progress than boys in all grades.
- In science students performance levels were similar to those in English and mathematics. Students were beginning to develop a range of skills, such as critical thinking, data collection and analysis and scientific enquiry. They continued to attain levels in line with curriculum expectations. Those of all abilities made acceptable progress in the development of scientific knowledge. They were able to work alone and in groups to share knowledge and understanding with peers, using appropriate scientific vocabulary. Students demonstrated a developing awareness of how their scientific knowledge related to the understanding of the world they live in. Progress by different groups of students was too varied.

## Secondary

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Standards of attainment and progress in Islamic education when judged against national and curriculum standards was broadly in line with expectations. By Grade 12, students knew the story of Maryam from Quran but did not show a deep understanding of all its aspects. In Grade 9, students understood the meaning of 'Zakah' and could make its calculations regarding money, animals and land. Students made good connections with mathematics in their work. Lower attaining students again in this phase made slower progress than they should.
- In Arabic as an additional language, attainment and progress was below curriculum expectations. Students were unable to read simple sentences and could not understand familiar expressions as simple as 'what are you doing?' in Arabic. Most students were making limited progress in their speaking and writing skills. Most students in phase 4 did not make acceptable progress. There were no significant differences between boys and girls. Beginners were making very slow progress due to lack of sufficient support and modification.
- In English, standards exhibited in internal and external tests were broadly in line with expectations. Satisfactory progress had brought the student body as a whole to this level of attainment. Students occasionally used higher order skills to critically evaluate a range of texts but not to an in-depth level. They could organise and integrate various pieces of information into pieces of extended writing. They were improving their research skills and could make articulate and informative presentations to their peers. Generally students with SEND and those who achieved below the average did not perform well enough in making the progress they should.
- In mathematics, similar to in English, attainment and progress was only acceptable. Not enough was being achieved to lift standards to a good level. Senior students could define, understand and use the concept of arithmetic progression. They could identify sequences and present their findings in graphical form. They could explain the difference between arithmetic and geometric progressions and gave examples of their application in commercial settings. Results over the past three years had remained broadly at the same levels. Throughout the phase, students had made some progress both in external assessments and in lessons, but not at a good rate. Girls made consistently better progress than boys, students with SEND were not making enough progress.
- In secondary science, performance was similar to that in English and mathematics in terms of the levels achieved. This was indicated by internal and external tests and the work students were doing. Students demonstrated sound knowledge and understanding of scientific concepts and methodology. For example, practical investigations were developing skills and problem-solving capability to an improving standard. Students showed an increasing understanding of the importance of science and its impact on the world in which they lived. As in other subjects, students with SEND were not making good enough progress.

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable	Acceptable

- Students across all stages and subjects displayed positive attitudes to learning. Whilst there had been attempts to engage students more actively in their learning, there was inconsistency due to lack of systematic staff training. Although good practice was observed in Kindergarten and some other areas this work was not embedded across the school. Consequently students were mainly passive in most lessons. Teachers still talked for too long before students could engage in learning activities. In almost all subject areas students did not receive detailed feedback on how they could improve their work.
- Students were able to communicate well with a range of audiences and worked collaboratively with other students when given the opportunity. Collaborative work opportunities were increasing but the planning and execution of these were still inconsistent. Opportunities for this type of work were better developed in Kindergarten and secondary phases than in primary and middle.
- Students were increasingly being given opportunities to relate their work to the real world across the school. However, this was not sufficiently embedded across the phases.
- Extensive use of power point presentations was made across all stages, often to good effect. There was little other evidence of other learning technologies being used in almost all of the lessons observed, except in information and communication technology lessons. Whilst there were opportunities for students to develop research and critical thinking, these were inconsistent and not embedded across the phases.

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

	KG	Primary	Middle	Secondary
<b>Personal development</b>	Good	Good	Good	Very good ↑

- Attitudes and behaviour were very good throughout the school. Students sought and responded positively to feedback from their peers and teachers.
- Students were consistently well behaved and responded positively to adults, visitors to the school and other children. The exemplary behaviour of senior students had a very positive influence across the school.
- Relationships throughout the school were a real strength. Students were considerate and tried whenever possible to support those experience difficulties in their work or personal lives.
- Students demonstrated a good understanding of healthy eating and understood the need for exercise and keeping themselves safe.
- Attendance was outstanding and almost all students arrived in good time for lessons and at the start of the day.

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Good	Good	Good

- Students had a good appreciation of Islamic values. They could give examples of how it influenced contemporary life in United Arab Emirates with respect to dress code for women for example.
- Students had high degree of respect for the culture of United Arabic Emirates. However, students did not show great knowledge and understanding of the historical and cultural heritage of United Arab Emirates.
- Students demonstrated good understanding and awareness of their own Indian culture. Some students were familiar with the culture of some other countries such as Nigeria and Sri Lanka, but not many knew enough about other world cultures.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Acceptable	Acceptable	Acceptable	Acceptable ↓

- Most students knew their responsibilities and duties as members of the school community. This was particularly evident in the secondary phase. Students often communicated their views and opinions well. They did not have sufficient opportunities for volunteer works outside the school.
- Most students' local community involvement was restricted to a few visits led by school staff. There were little evidence of innovation, enterprise and entrepreneurship.
- Students displayed a strong environmental awareness which was evident across different subjects. Recycling was promoted and successfully operated within the school.

### 3. Teaching and assessment

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Most teachers demonstrated secure subject knowledge. This was not consistent across the school and therefore learning did not always meet the needs of individual students.
- Teachers' lesson planning in most key subjects demonstrated that progress in this area had been inconsistent since the last inspection. There was evidence of the development of more consistent lesson planning in the science department. Teachers were beginning to appreciate the need to include key issues such as National Agenda requirements and learning skill development in their plans, although they had not always had the training necessary to allow them to deliver these successfully.

- There had been some progress in improving teacher- student interaction through high quality questioning since the last inspection. Evidence of improved questioning technique was seen in science and English lessons. This remained inconsistent across the school and it was still the case that questioning of students in most phases remained focussed on checking student recall and understanding. Students were not consistently challenged to think for themselves and share their thoughts with appropriate audiences.
- Most lesson plans included evidence of work designed to meet the needs of different groups of students. However, it was still the case that this often did not have the desired impact as teachers had not used their knowledge of their students to provide appropriate tasks. Consequently the needs of all students were not met and not all students made the required progress.
- Teachers sometimes developed students' critical thinking, problem-solving, innovation and independent thinking skills. Some lessons in secondary English and science provided examples of critical thinking and problem solving. These developments were in their early stages and needed to be embedded in teaching practice across the school. Teachers did not provide sufficient opportunities to ensure students developed their learning skills or access to technology to support their learning.
- Teaching in Arabic B is more effective in the primary phase than in middle and secondary phases. It does not secure sufficient progress in the students' learning as the students move through the school because teaching strategies are too limited.

	KG	Primary	Middle	Secondary
Assessment	Good	Weak	Weak	Acceptable

- Internal assessment was generally linked to the school's curriculum standards. However, it was inconsistent across the core subjects and was mostly limited to measuring knowledge. Internal assessment was stronger in KG with daily check lists and monthly testing and outcomes reported to Parents. Assessment in Islamic education had improved since the last inspection. Student tracking for progress was in its infancy and not effective as yet.
- Student performance data was not sufficiently benchmarked against international or other external expectations.
- Assessment and tracking was not sufficiently well developed to measure students' progress accurately. Information from tests and observations of students on tasks was not used sufficiently well to inform personalized targets and plan the next steps in students' learning
- Assessment information is gathered but was not used adequately to inform teaching or curriculum planning in order to fully meet the needs of all students.
- Teachers had general knowledge of the strengths and weaknesses of individual students but had not been sufficiently focused to provide effective support for students' learning. Students did some self-assessment but it was too inconsistent to contribute significantly to their progress.



#### 4. Curriculum

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

- The curriculum was reasonably broad and balanced and fully compliant with the Ministry of Education requirements for Arabic as an additional language and Islamic education
- Planning for the continuation of students' learning and their progression through the phases was acceptable. Good support was provided for students to prepare and plan for their careers after completion of Grade 12.
- The curriculum was more functional than enterprising. Students in Grade 11 were provided with some choices that developed their interests and aspirations and were in line with their future career pathways.
- Some cross-curricular links were seen in the lesson plans but these were not fully developed. Implementation of integrating learning between different subjects in the lessons was inconsistent.
- Curriculum review and development processes, while acceptable across the school, did not always ensure that students were appropriately challenged in all subjects. Some provision was made to include learning objectives related to the International Benchmarking Tests.
- Social studies which addressed the social, human, geographical and historical aspects of the United Arab Emirates were not developed, but these concepts were addressed in relation to some other countries of the world.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school had made some modifications to the curriculum in some of the subjects. However, the curriculum failed to cater for the academic and personal development of students with SEND as their specific learning needs were not always known and rarely addressed.
- Curriculum options were narrow but there was some opportunity for students in the secondary phase to pursue specialisms in science or commerce. A number of extra-curricular activities in the form of clubs with extended activities promoted the personal interests of the students. Charity work, such as providing food for labourers, environmental activities such as recycling, planting of trees, and Globex provided links with the community. Opportunities for enterprise and innovation were limited.
- Appropriate learning experiences were integrated through some aspects of the curriculum to enable students to develop a clear understanding of UAE culture and society.
- The school provided Arabic as an additional language in the kindergarten with all students in KG 2 receiving 30 minutes of study per week.

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

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

- The school now had a comprehensive child protection policy as recommended in the previous Inspection Report. It was clearly displayed around the school and was understood by students, teachers and parents. Information on the Prevention of Bullying was discussed with the older members of the student council in order for them to be able to identify any incidents and for them to report these to teachers.
- There was good supervision of students at all times, including inside the school and on school transport at the beginning and end of the day.
- Regular fire drills were conducted and recorded. Routine medical checks were carried out and detailed records maintained. Adequate medical facilities were provided to students through qualified medical staff. The building was maintained neatly and safety checks were regular and thorough.
- Premises allowed access to all students, including those with physical disabilities. The school premises were clean and well maintained
- The school promoted healthy living through the curriculum and the activities programme. Safety gear was used appropriately by students in the Science Lab.

	KG	Primary	Middle	Secondary
Care and support	Good ↑	Acceptable	Acceptable	Acceptable

- The school's ethos was very evident from the calm, ordered and friendly behaviour of students. This was successfully encouraged by the caring nature of the relationships staff created with their students. Staff greeted students warmly at they entered the school and their classrooms. Parents expressed the view that their children enjoyed coming to school. Procedures to manage behaviour were applied fairly and consistently by all staff.
- The school's procedures to promote attendance and punctuality were very effective. The attendance rate in all phases was consistently well above average. Students' punctuality at the beginning of the school day and for lessons was very good.
- The school's systems for identifying students with SEND were insufficiently robust. Teachers lacked the skills and expertise to make reliable and accurate assessments. The needs of students with behavioural and learning difficulties were not always well judged. Identification of students with special gifts and talents was not informed by a clear understanding of the definition of gifted and talented.
- The quality of support for students with SEND was too variable. A few students benefited from individualised support in small withdrawal groups or support in class from the SENCO. A majority of teachers lacked the skills and expertise to adapt tasks, design suitable worksheets and tailor support to meet the specific needs of students, particularly in primary. As a result students did not make the expected progress in lessons. Students with particular gifts and talents were given some opportunities to excel through extra-curricular activities; they were not sufficiently extended in all areas in lessons.

- The school promoted students' welfare and personal development well. The pastoral support system ensured that students had access to support if they had any concerns. Students said that they felt well cared for. The tracking of academic progress was not used sufficiently well in primary and secondary to set targets for the next steps in the students' learning. The careers guidance adviser provided useful support to students when making career choices and applying for university.

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

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

Weak ↓

- The school had improved its policy to reflect its commitment to a more inclusive ethos in the school. The leadership was committed to ensuring that students with SEND took a full part in school activities. Leadership did not have an accurate view of the quality of the provision and outcomes for students. Too little improvement had been made since the previous inspection.
- The systems for identification of students were not robust. Staff was unclear about the characteristics which match the different categories of SEND and lacked the skills and expertise to make reliable and accurate assessments. As a result education plans were not sufficiently personalised to meet specific needs.
- Teachers did not modify curricular plans sufficiently to ensure that tasks were at a suitable level of challenge. Often tasks and worksheets were too difficult and students did not receive the support they required to promote their learning.
- The school has established a positive partnership with parents who valued the work of the school. Parents appreciated regular communication and opportunity for discussions about their child's progress. Parents welcomed the advice on how to support their child's learning at home. Guidance to staff required further improvement and development.
- In small withdrawal groups and when supported in lessons by the SENCO, students made acceptable progress as the teachers personalised the questioning and feed back to students to help deepen their understanding. In lessons progress was too variable as teachers did not monitor students' progress well enough and support was not sufficiently responsive to students' needs. Students' misunderstanding was often unnoticed until the end of the lesson.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- The overall leadership of the school was acceptable. The recently appointed principal had set out a clear vision for the school and this had been successfully communicated to all staff. All members of the management team were fully committed to the UAE and Emirates priorities. Whilst they had a commitment to inclusion they had been less successful in delivering an effective provision for students with SEND.
- Senior management had tried to empower middle leaders to modify the curriculum and introduce best practices in teaching learning and assessment. However, they have not been wholly successful in this area as some middle leaders did not fully understand how young students learned and what represented good assessment and teaching or what an appropriate curriculum looked like.
- Relationships and communications were professional and effective. Members of the school management team and class teachers had clear roles and responsibilities and most worked hard to fulfil their responsibilities. Morale throughout the school was very positive.
- Leaders were aware that further improvements were needed in order to bring about necessary changes to important aspects of the curriculum, learning, teaching and assessment and support for children with additional learning needs. Under the leadership of the new management team the school demonstrated sufficient capacity to improve.
- Leaders had improved some key aspects of the school. The school was now fully compliant with Ministry of Education requirements for Islamic Education and Arabic as an additional language. They had put in place a child protection policy which was understood by all and senior managers were now more active in their management role. Some progress had been made in addressing the other recommendations.

### School self-evaluation and improvement planning

Acceptable




- Procedures for self-evaluation and improvement had improved since the last inspection. Self-evaluation had become more accurate and was used to determine which aspects of the school's work needed to improve.
- Though lesson observations were frequent, recommendations to teachers about how to improve their teaching were not focused enough to ensure that all teachers understood what they needed to do to improve children's learning. Professional development was still not personalised to meet the needs of individual teachers.
- School action and improvement planning has improved with the appointment of the new Principal and her supervisors. There was clear evidence that they had set realistic targets with achievable goals which now addressed the school's and the UAE's national priorities.
- There has been progress in addressing most of the recommendations from the previous inspection report.

<b>Partnerships with parents and the community</b>	Good
<ul style="list-style-type: none"> <li>The school had a productive and harmonious relationship with parents and took full account of their views.</li> <li>Communications with almost all parents was regular and effective. Parents with children with SEND received good oral feedback from specialist staff but written communications was less effective.</li> <li>Regular reports offered parents useful information about their children's progress but were less clear about subsequent steps for improvement.</li> <li>Links with the wider community and local businesses were being developed but at present were limited. The school had developed appropriate links with other schools.</li> </ul>	
<b>Governance</b>	Good ↑
<ul style="list-style-type: none"> <li>Governance included representation from a range of stakeholders including owners, teachers, parents and others from a range of academic bodies. Governors visited the school on a regular basis and displayed a sound knowledge of the school.</li> <li>The governing body met regularly to monitor the work of the school and had now prioritised their focus on checking whether academics outcomes were improving.</li> <li>Governors were regular visitors to the school. They used their knowledge to ensure that statutory duties were now being met and were now becoming more influential in shaping academic standards in the school and holding the management to account for the overall performance of the school.</li> </ul>	
<b>Management, staffing, facilities and resources</b>	Good ↑
<ul style="list-style-type: none"> <li>The school was managed very well to ensure that students were safe and able to concentrate on their learning. The premises have been substantially improved with additional teaching areas. These include access to specialist facilities including computer and science labs. In addition there were activity and language rooms and a multipurpose hall. The improved facilities supported and enhanced teaching and learning.</li> <li>Teachers were academically qualified although a majority did not have a teaching qualification. Most were suitably deployed. Whilst the school actively encouraged professional development there was a need to review training opportunities particularly with regard to Arabic as an additional language and Islamic Education.</li> <li>The range and quality of resources supported the curricular requirements necessary to ensure most students' needs were being met. Students had good opportunities to undertake practical work in science and to use computers as part of their learning.</li> </ul>	



## The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	228
	2014-2015	128
<b>Teachers</b> 	35	
<b>Students</b> 	299	

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

- Responses from parents was low, although higher than in previous years. Of those who took part in the survey, parents were generally positive about the school.
- Parents with children with SEND were very pleased with the support provided by the school.
- Most parents were satisfied with the quality of education and felt their children were making good progress in English, mathematics and science.
- Almost all parents felt that school reports and parent/teacher meetings ensured they were kept well informed about their child's progress.
- Over half of the parents who responded did not know whether or not their children were making good progress in learning Arabic as an additional language or whether or not their children were improving their understanding of Islam.
- Almost all parents agreed that their children enjoyed school, were well looked after and kept safe. Most parents said that the school was well led.
- A significant minority of teachers felt there was a need for more training opportunities which would help them to improve their teaching and the learning experiences of the children. Staff comments included their appreciation of parental support for their children's education and complimented students' behaviour.
- Many students felt that they had insufficient opportunities to take part in inter-school competitions or to go on outings to places of interest.

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)