

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

ACCEPTABLE



المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Buds  
Public  
School

Celebrating  
10 years of  
inspections

BUDS PUBLIC SCHOOL

INDIAN (CBSE) CURRICULUM

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## School information

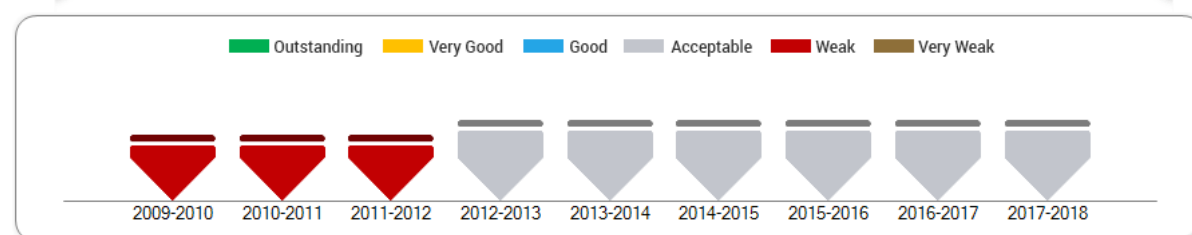
General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	1987
Website	www.bpsdubai.ae
Telephone	04-288-8143
Address	P.O. Box 12861
Principal	Mr. Ainsley Leonard
Principal - Date appointed	4/1/2016
Language of instruction	English
Inspection dates	02 to 04 October 2017

Teachers / Support staff	
Number of teachers	46
Largest nationality group of teachers	Indian
Number of teaching assistants	3
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	28%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	655
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	47
Largest nationality group of students	Indian

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

## School Journey for Buds Public School





## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities. Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**Buds Public School** was inspected by DSIB from 02 to 04 October 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The principal understands clearly the journey the school is travelling. Procedures are in place to evaluate teaching and learning, but data handling is not understood by all teachers. The school successfully engages parents in their children's learning. The governors include experienced educators and dedicated stakeholders committed to the school's improvement. There remains a need to increase access to information technology to support the UAE's National Agenda.

### Students' achievement

Students' attainment has improved and their progress has increased in middle school science and secondary mathematics since the previous inspection. In other subjects and other phases, their attainment and progress remain acceptable, although outcomes are poorer in Arabic and Islamic education. In the Kindergarten (KG), good progress is made in English and science, but children have less success in mathematics.

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

The school helps all students to develop into mature and confident young people. Students have positive and responsible attitudes toward learning. They have clear understanding of the importance of Islamic values to Emirati society. They feel strongly about their own heritage and have deep respect for other cultures. Their innovation and entrepreneurial skills are somewhat limited.

### Teaching and assessment

Teaching remains of acceptable quality throughout the school. Some differentiation of tasks occurs in lessons, but rarely provides enough challenge to students. There are too few opportunities for critical thinking, problem solving or innovation. The school has a plethora of data, but it is rarely used to inform lesson planning or to modify the curriculum. Assessment of learning in the KG is strongest, where the children's progress is constantly monitored and quality feedback is given.

### Curriculum

The thematic KG curriculum, with the CBSE curriculum in the rest of the school ensure opportunities for students' holistic academic progress. The school offers several additional languages and curriculum choice in the secondary phase. There is some extra-curricular enhancement, but enterprise and innovation are not strong. Curriculum modification for those with special educational needs and disabilities (SEND), or the gifted and talented, is not well developed.

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

Arrangements for the protection and care of students create a safe, supportive environment, although written policies lack clarity of roles, responsibilities or procedures. An inclusive ethos contributes to the development of all students, particularly the children in the KG and in the secondary phase. Positive relationships and behaviour management promote regular attendance. The identification of students' educational needs is underdeveloped, but support for students' futures is strong.

### What the school does best

- There is a welcoming and inclusive ethos at the school.
- There is mutual respect shown by the staff, students and parents that leads to the development of mature, responsible young people.
- There is an environment in which all students and staff feel safe, secure and well cared for.







### Key recommendations

- Strengthen the analysis and application of assessment data to:
  - inform all stakeholders better of the goals of the UAE National Agenda;
  - embed best practices in curriculum modification, alter teaching strategies and improve students' outcomes;
  - establish measurable targets for improvement for senior leaders and teachers.
- Ensure that teaching and learning is of consistently high quality in all phases, with a focus on:
  - developing students' research, collaboration, debating and critical thinking skills;
  - providing clear assessments of learning in classrooms, indicating next steps to improve.
- Provide continuing professional development for all teachers, to ensure better identification of students with SEND, gifts or talents.
- Increase students' progress in learning Arabic as an additional language by planning lessons focused on language skills and competencies rather than on topics.
- Revisit all school policies and procedures, roles and responsibilities to improve educational outcomes and to support student welfare.

## Overall School Performance

Acceptable

### 1. Students' Achievement

		KG	Primary	Middle	Secondary
	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓
	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable	Good ↑
	Attainment	Acceptable	Acceptable	Acceptable ↑	Acceptable
	Progress	Good	Acceptable	Good ↑	Good
		KG	Primary	Middle	Secondary
Learning skills		Acceptable	Acceptable	Acceptable ↑	Acceptable

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very 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	Weak ↓

## 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	Good ↑

## 6. Leadership and management

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



## 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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention 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. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the school's success in meeting the National Agenda Parameter targets:**

- Students' attainment as measured by the National Agenda Parameter (N.A.P) benchmark tests is not secure in English, mathematics or science.
- The quality of data analysis is very weak. Senior leaders are unable to analyse and disaggregate data to make it useful for classroom teachers when they are planning curriculum modifications or changes in teaching strategies.
- In the majority of key subjects, the school does not modify the curriculum based on the outcomes from any external assessments.
- Only a minority of teachers have made adjustments to their teaching strategies. A minority of teachers have educated themselves as to the components of the N.A.P and use a variety of teaching strategies to enhance the learning opportunities for their students.
- The students' results within the N.A.P are weak. No real analysis of relevant data has taken place and, due to this, little improvement has been seen in students' learning skills.

**The school's provision for achieving the N.A.P targets is below expectations.**

### Moral Education

- The school's Moral Education Programme (MEP) provision is compliant. It is taught separately for a large majority of the time, but the integration of some aspects with other subjects is not effective.
- Teachers use relevant situations to present moral dilemmas to students; encouraging them to consider ideas in groups and to find solutions, but these frequently lack appropriate challenge.
- Students are active, interested in learning and have positive attitudes in most lessons. They are largely cooperative learners. When given opportunities to work together, students collaborate well and produce good work.
- An assessment system is not yet in place due to the recent introduction of the MEP. During lessons, teachers assess learning by questioning and observation, but do not actively monitor and they fail to adjust their lessons accordingly.

**The school's implementation of the MEP is developing.**

### Social Studies

- The UAE social studies curriculum is taught in English using a 'stand-alone' approach. It is based upon knowledge acquisition. There is some movement towards acquiring concepts and developing skills.
- Teachers' subject knowledge is secure and shared at appropriate levels. They use questioning and group work to promote learning, but their range of resources is limited.
- Students are positively engaged in their learning throughout the school. When opportunities are provided, they take responsibility for their own learning and development.
- Assessments of learning are regular but these focus on knowledge rather than skills. Assessments are insufficiently varied to meet the needs of all learners. The school does not analyse nor use the resulting data to inform curriculum review or teaching strategies.

**The school's implementation of the UAE social studies is developing.**


## Innovation in Education

- Innovative approaches to stimulate curiosity or to apply reasoning skills are not incorporated in the curriculum, so there are few opportunities to develop students' research or critical thinking.
- Access to technology remains an obstacle to innovation across the school. Its application is limited to older students using their own mobile devices.
- Students have few opportunities for enterprise as the school does not have an innovation platform through which to nurture their ideas and projects.
- There are occasional extra-curricular projects, events or activities initiated by students. The students' council offers some opportunities for leadership.
- There is a commitment by governors and leaders to further the innovation agenda, by appointing new teachers, providing professional development and investing in technology. This is currently subject to feasibility studies only and not yet integrated.

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

## Main inspection report

### 1. Students' achievements


		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓

- In the primary and middle phases, students' attainment is better than in the secondary phase. In the earlier phases, students' understanding of concepts and beliefs is more secure. Their reading and memorisation of short verses from the Holy Qur'an are strengths.
- In the secondary phase, students do not make adequate progress in lessons or in their written work. They have limited understanding of Fiqh and their recitation skills are poor. In most lessons, the needs of most students are not met adequately.
- In the primary phase, recitation of the Holy Qur'an has improved due to the repeated emphasis on this during most lessons. Tafsir of required verses remains insecure across the school.

#### For development

- Extend students' understanding of all six areas of the curriculum, including Fiqh and Seerah and the interpretation of required verses of the Holy Qur'an.




		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak

- Internal assessment data and lesson observations indicate weak attainment in the middle and secondary phases, with acceptable attainment and progress in the primary phase. Older students have limited abilities in each of the language skills; often responding to their teachers in English.
- In the lower grades, most students know the alphabet and key vocabulary relevant to their immediate environment. They memorize a few phrases about themselves and understand formulaic expressions used by their teachers. Some are able to arrange words to make simple sentences.
- The needs of beginner students in all phases have not been addressed. As a result, they continue to make insufficient progress, as outlined in the previous inspection report.

#### For development


- Develop students' abilities to understand and to respond to teachers' questions in Arabic and to write simple sentences of their own, rather than copying them.

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

- The KG children make rapid progress from their entry. In other phases, students' speaking and listening skills are stronger than their reading and writing, particularly in the primary phase. Elsewhere, students' progress is limited, especially in terms of writing for a variety of purposes.
- In the middle and secondary phases, the majority of students comprehend meanings, identify main ideas and sequence events. Some are capable of deep character insight, reading and interpreting different text types and making connections to real life.
- Systematic opportunities for verbal expression in all phases have led to improvement in students' oral skills. Their reading skills are developing in the first two phases and emerging in the middle and secondary grades.

#### For development


- Students should develop their critical thinking and independent learning skills.

		KG	Primary	Middle	Secondary
<b>Mathematics</b> 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable	Good ↑

- Although students perform poorly on international benchmark tests linked to the CBSE curriculum, the attainment seen during lessons and in their written work is acceptable. Students make acceptable progress in the KG, primary and middle phases, but their progress increases in the secondary grades.
- Students acquire appropriate mathematical knowledge, but many lack research and investigative skills. Few students can relate the mathematical concepts they have learned to real life problems.
- In the secondary phase, students make better progress, developing their capacity to understand complex concepts and their confidence to interpret data.

#### For development

- Students should solve relevant, real-life mathematical problems.

		KG	Primary	Middle	Secondary
<b>Science</b> 	Attainment	Acceptable	Acceptable	Acceptable ↑	Acceptable
	Progress	Good	Acceptable	Good ↑	Good

- Students' attainment is similar in all phases, although it is less secure in the primary phase. Students' progress in the middle phase has significantly increased and now equals that of the KG children and secondary students. Their progress in the primary phase remains only acceptable.
- In the secondary grades, students' attainment in chemistry and physics is noticeably better than in biology. In all phases, the acquisition of knowledge is stronger than the development of investigative skills.
- The better progress in the middle phase illustrates an opportunity for the department to share best practice and to improve outcomes in all phases.

#### For development

- Develop students' scientific investigative skills.

	KG	Primary	Middle	Secondary
Learning Skills	Acceptable	Acceptable	Acceptable ↑	Acceptable

- Students have positive attitudes to learning and senior students in particular have clear understanding of what they have learned. Students collaborate well during group work. The lack of learning technologies limits students' application of research and the development of their critical thinking skills.
- Although children in the KG work with more real-life examples from their immediate environment, their ability to work independently is limited in at least half the lessons.
- In the less successful lessons, the development of learning skills is limited by teachers' dominance, with students becoming passive learners. In particular, critical thinking skills are not well developed and students do not extend their own research beyond the textbooks.

#### For development

- Develop opportunities for students to engage in research, discussions, debates, investigation and critical thinking.

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

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

- Students' personal development is a strength across the school, particularly in the middle and secondary phases. Students have positive, mature and responsible attitudes to school and to their learning. Self-discipline and sensitivity to the needs of others are strong influences across the whole school.
- Students are respectful of their peers and teachers and work well collaboratively. In the classroom they demonstrate self-reliance and respond well to critical feedback. Attendance rates and punctuality are good in all phases.
- Bullying is rare and students usually resolve their differences well. Most students understand the value of healthy eating and maintaining active lifestyles.

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

- Almost all students have clear understanding of the importance of Islamic values to Emirati society and the culture of the UAE. They respect these values and can relate them to their daily lives.
- All students are very proud of their own cultures and heritage. They have good understanding of key elements of those cultures such as language, dietary habits and celebrations. They also have great respect for other cultures.
- Most students can speak confidently about the UAE and many other world cultures. In the KG, the children's understanding is less secure. Their knowledge of Islam, and UAE history and society is very superficial.

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

- All students take care of their school, keeping it particularly clean and tidy. They have some understanding of the environmental issues facing their community and the UAE. They can identify a few of the steps taken to improve the environment around them.
- Most students understand their roles and responsibilities in the school. Through the student council and the prefects' programme, some students in all age groups take on leadership roles. Older students support the maintenance of order during transition times in the corridors.
- Students' innovation and entrepreneurial skills are emerging, mainly because of the lack of opportunities. Some individuals initiate events and take leading roles during special days and celebrations, but such behaviour rarely extends beyond the school or their immediate community.

#### For development

- Students should take on extra responsibilities inside and outside the school to become more enterprising and self-reliant.



### 3. Teaching and assessment

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

- Teaching is of acceptable quality across all phases of the school. In the best lessons teachers differentiate tasks effectively and provide suitable levels of challenge. Almost all teachers have an acceptable level of subject knowledge. The rapport between teachers and students is positive.
- In the less successful lessons, opportunities for discussion are limited. Some teachers too often use closed questions or fail to manage their classrooms, allowing students to call out, speaking over each other or even over the teacher's voice.
- A strength of many, but not all lessons is that they are linked to prior learning and there is a good pace of instruction. Although there is some differentiation of tasks, these often lack sufficient challenge to meet the needs of all students.

	KG	Primary	Middle	Secondary
Assessment	Good	Weak	Weak	Weak ↓

- There is a plethora of data related to curriculum standards and to externally benchmarked assessments, illustrating the progress of individuals and of groups of students. Senior leaders have conducted some analysis, but it rarely informs lesson planning or leads to modified teaching strategies.
- Assessments of learning are strongest in the KG, where the children's progress is constantly monitored and quality feedback is given to them. The KG teachers use a comprehensive recording programme and have good knowledge of the children's strengths and weaknesses.
- Feedback during lessons is provided by almost all teachers in other phases. However, this formative assessment is not adequately recorded nor analysed to identify next steps for students and thus improve outcomes.

#### For development

- Share best practices in teaching and apply internal and external data analyses to modify the curriculum.

#### 4. Curriculum

	KG	Primary	Middle	Secondary
<b>Curriculum design and implementation</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The thematic curriculum in the KG enables children to make connections between subjects. The CBSE curriculum for Grades 1 to 12 has a clear rationale and enables holistic development of the students. Curriculum delivery is a mixture of textbook tasks and activity based learning.
- The school extends the curriculum with four options of additional languages and provides senior students with a choice of two streams. In the KG, children can choose activities at the learning centres and select the resources with which to work.
- Curriculum time has been extended by five lessons each week to allow an additional focus on the N.A.P. However, the results are not yet apparent. The application of learning technologies is inadequate, but the use of electronic devices is being piloted in senior classrooms.

	KG	Primary	Middle	Secondary
<b>Curriculum adaptation</b>	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum modification to meet the needs of all groups of students is developing across all four phases. The same curriculum is applied for most students, including those with SEND. There is little evidence of extension for the gifted and talented students.
- The school provides some enhancement through a small range of extra-curricular activities in three broad areas: literary, environmental and sporting. Enterprise and innovation skills are not yet an integral part of the curriculum.
- The 'UAE Corner' in the KG classrooms and a range of displays in other corridors represent the culture of the UAE and celebrate its achievements. Field trips lead to better understanding of the local environment. However, these do not build links sufficiently with the local, national or international community.
- Arabic has been introduced in KG2 classrooms for 15 minutes a week, exposing children to simple concepts such as the alphabet, numbers and a few sight words.

#### For development

- Modify the curriculum to meet the N.A.P and provide activities for different groups of students.
- Provide opportunities for students to engage in activities promoting enterprise, innovation and social contribution.

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

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

- The protection and care of students is good across the school. The school has effective procedures for child protection, health and safety, anti-bullying and cyber-safety. However, these and many other policy documents lack sufficient detail of people's roles, responsibilities or the procedures to be followed.
- Students enjoy a safe, clean and well-maintained environment. All statutory checks are undertaken and proper records are maintained. Whilst anti-social behaviour or bullying is very rare, there is a robust response to any incidents. Healthy lifestyles are widely promoted.
- Regular fire drills with clear procedures are systematically implemented and reviewed to ensure the safety of students and the staff. This has led to improvements in the speed and efficiency of evacuations.

	KG	Primary	Middle	Secondary
<b>Care and support</b>	Good	Acceptable	Acceptable	Good ↑

- An inclusive ethos permeates the school, resulting in the enrolment of students with varied needs, particularly in the KG and the secondary phase. Excellent staff and student relationships, positive student behaviour and the promotion of full attendance are evident strengths.
- The school's systems do not adequately ensure the progress of all students. The identification of students with SEND and of those that are gifted or talented is weak. Therefore, support for their individual needs is also poor and their progress is limited.
- Class teachers and subject specialists are often unable to differentiate tasks or enrich learning opportunities appropriately. Emotional counselling and support for students' transition into further education or employment is good.

### For development

- Provide professional development for teachers so they can identify students' needs and gain the skills to meet those needs.
- Review policies and procedures to clarify people's roles and responsibilities to support students.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Weak

- Inaccurate identification and limited understanding of students with SEND result in poor co-ordination of the school's provision, insufficient monitoring, inadequate record keeping, poor student profiling and a lack of support for teachers. The new roles of governor for inclusive education and 'Inclusion Champion' have been nominated. An inclusion education plan has not been formulated.
- The school uses a range of checklists, cognitive ability tests and school-based assessments to identify students' needs. The collation and analysis of this information to create a profile for students with SEND is weak. The individual education plans [IEPs] are underdeveloped.
- Parent-school partnership is a strength, ranging from support for academic work to personal, social and emotional support and advice for families about how best to support their children.
- Support for students during lessons is largely ineffective across the school. Teaching strategies are underdeveloped and students have few opportunities to develop independence and personal responsibility, or apply learning across subjects. Three learning support assistants [LSAs] are employed under the new system.
- Curriculum modifications are insufficient to support students with SEND.

### For development

- Improve whole-school systems to ensure student progress. Ensure that there is accurate identification of students with SEND.
- Improve communication between the coordinator and teachers to provide appropriate support to students.



## 6. Leadership and management

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

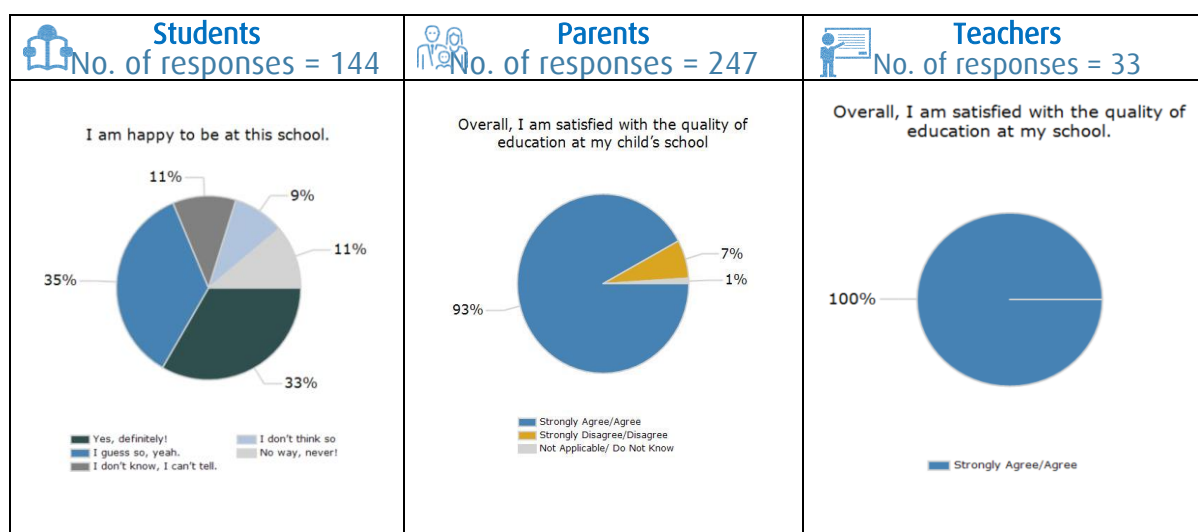
- The principal has a clear vision of the school's journey and realistic understanding of its current position. Whilst all middle managers and teachers support that vision, some do not understand how to realise it. A desire to improve and mutual respect is afforded by all.
- The school development plan reflects the leaders' understanding of the recommendations of the previous inspection report, but these have not been addressed in full. Pragmatic leadership has led to constructive procedures to evaluate teaching and learning, but not all leaders apply enough rigour. Procedures do not yet exist to manipulate data to ensure the accurate evaluation of students' attainment and progress.
- The school successfully engages parents as partners in their children's learning. The achievements of students are communicated well through regular formal and informal contact. Reports lack the validity of being based upon internationally standardised assessments of learning. Parents' ideas, requests and recommendations form a significant part of the school's improvement planning.
- The governing board includes experienced educators and dedicated parents, teachers and students, alongside owners who are committed to greater school effectiveness and inclusion. They challenge and support the school's leaders on the journey to improvement. They have invested in measures to raise teaching quality and improve students' learning outcomes.
- Leaders and governors have approached the improvement of teaching by appointing several new staff members, although middle leaders continue to have limited time to observe or to develop their teams. Several improvements have been made to the premises, enabling a broadening of the students' learning experience. There remains a need to increase access to information technology to support '21st century' learning skills.




### For development

- Provide the necessary infrastructure and training to enable the staff to use all available performance data accurately for the purpose of improving teaching and learning.

## The views of parents, teachers and senior 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.



 <b>Students</b>	<p>A large majority of students are positive about their school. Almost all are confident in their abilities in English, but are noticeably less confident about reading and speaking Arabic. They appreciate the teaching and are confident in their understanding of Islamic values. While inspectors agree that relationships are positive, there is a need for greater development of learning skills.</p>
 <b>Parents</b>	<p>Almost all parents responded very positively about the quality of teaching and support provided by the school. They believe that the school is well led and they are engaged with the school in their children's education. The inspection found that communication is a strength, but teaching fails to support the development of innovation and enquiry skills.</p>
 <b>Teachers</b>	<p>Almost all teachers who responded agreed with the parents' judgement about teaching and support for students. They feel well supported by professional development. The inspection found that, whilst much has been done since the previous inspection, there remains a need for focused professional development of teachers to promote research skills and critical thinking and to identify and support students with SEND.</p>

### 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)