




Little Flowers English
school

 Curriculum: CBSE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion	21
6. Leadership and management	21
The views of parents, teachers and senior students	25



School information



General information

Location	Hor Al Anz
Type of school	Private
Opening year of school	1984
Website	littlefl@emirates.net.ae
Telephone	00971-4-2667620
Address	Plot 127-2061, Street no 127, Hor Al Anz, Deira Dubai- P.O.BOX:19771
Principal	Abdulla Kutty Valappil
Language of instruction	English
Inspection dates	17 to 19 October 2016

Teachers / Support staff

Number of teachers	48
Largest nationality group of teachers	Indian
Number of teaching assistants	3
Teacher-student ratio	1:18
Number of guidance counsellors	1
Teacher turnover	16%

Students

Gender of students	Boys and girls
Age range	4-12
Grades or year groups	KG 1-Grade 6
Number of students on roll	870
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	28
Largest nationality group of students	Indian

Curriculum

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



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.

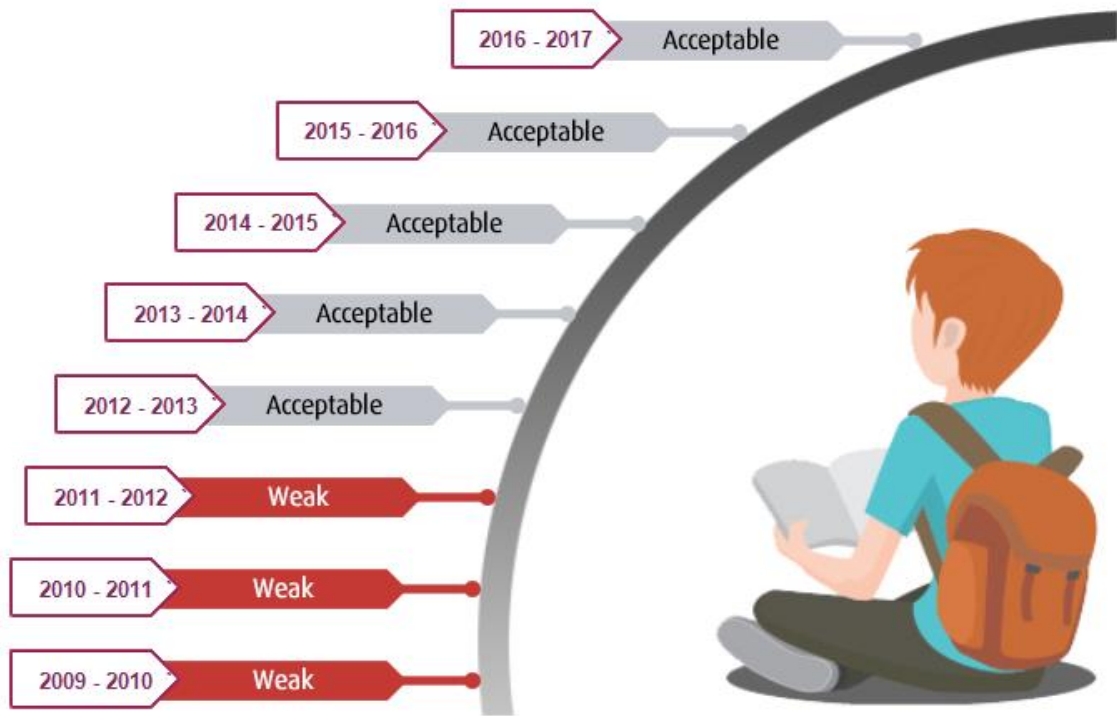
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Little Flower English School



- Since moving to the current school premises in 2005, Little Flower English School has grown considerably from fewer than 200 students to 870 at the time of this inspection. The school caters for students from aged four to 12 years. The principal has been in post for five years. Teacher turnover was 16 percent at the time of this inspection compared to 12 percent in 2015.
- Over the previous three years, inspections have highlighted as strengths the school's care and support for students, and their behaviour, attitudes and care for the environment. The 2015-16 inspection also identified students' understanding of the Islamic values of the UAE as a strength.
- Inspections have made recommendations in each of the last three years for the school to improve aspects of learning, teaching, assessment and curriculum. In 2015-16, recommendations were also made to strengthen the school's vision and improve the accuracy of monitoring and evaluating the school's provision.

Summary of inspection findings 2016-2017



Little Flower English school was inspected by DSIB from 17 to 19 October 2016 . 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.

- Students' attainment and progress have improved in English in the middle phase and are now good. This is consistent with good attainment and progress in mathematics and science in this phase. In other phases and key subjects attainment and progress are acceptable. In KG, children's progress in English has declined to acceptable because they have few opportunities to practise their speaking skills. Across the school, students engage well in their learning and can take responsibilities when teachers allow them to be independent. They have too few of these experiences to develop their ideas fully and contribute actively in lessons.
- Students are courteous and respectful. They enjoy coming to school and their attendance is good. They like living in the UAE and show appreciation and understanding of the Emirati culture.
- Teachers follow clear lesson plans with learning objectives which they share with students. They are less skilled in how to motivate and engage students purposefully. The different activities given to groups and individuals do not always match their needs or extend their learning. Teachers assess students' work in class but this is not always done consistently so individual achievements and progress are not accurately measured.
- The school has enhanced the curriculum with activities and clubs to extend students' interests and experiences. Life skills and social subjects are positive examples of this choice. Teachers have started to make connections across learning in different subjects but this is still in the early stages.
- Students' care and support is given high importance by the school. The procedures to make sure students are safe and secure in school and on school buses are sound. Students are supported to eat healthily through the fresh fruit options in the canteen. The school welcomes all students and makes efforts to ensure those with special educational needs and disabilities (SEND) are included.
- The governing body, principal and middle leaders share a clear vision for the school and all its students which reflects the priorities of the UAE. They have the ambition to help students develop as lifelong learners and global citizens. Senior leaders work closely as a team to try and make continuous improvements for students' educational experience. With additional advice from their partner school, they have the capacity to make more progress.

What the school does best

- Confident and courteous students who enjoy coming to school.
- Improved attainment and progress in the middle phase in English, mathematics and science.
- Close team working of all staff, and their care and positive relationships with students and parents.
- Students' understanding of Islamic values and appreciation of the Emirati culture.

Recommendations

- Improve leaders' and teachers' understanding of how to measure students' progress accurately against curriculum standards, and seek expert advice on ways of doing this.
- Make effective use of school and external assessment information to identify and plan for individual students' needs.
- Sharpen governors' and leaders' understanding of how to evaluate progress towards achieving the school's goals for better educational outcomes of all students.

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, 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 impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmarks in English, mathematics and science is not secure.
- The school's analysis of data is not effective. Staff use manual systems for analysis as no appropriate computer software is available. This has resulted in inaccuracies. The analysis does enable teachers to consider where the gaps exist in students' knowledge. Currently, the school does not have an effective student tracking system. The results of the tests are shared with all stakeholders, which is part of the school's strategy to encourage greater interest in the importance of the National Agenda. Training is provided for staff by senior management. However, further training is needed to ensure the analysis has greater impact on students' achievements across the school.
- Curriculum modifications have been introduced in response to the previous TIMSS report. For example, in the key subjects the school uses aspects of the American core curriculum in order to address gaps. In addition, adjustments have been made following the International Benchmark Tests (IBT) examination outcomes such as the introduction of magnetism into the science curriculum.
- The school is aware of the need for change and this is being addressed in the key subjects. Teachers take part in school-led training on teaching, such as developing questioning techniques to encourage students' thinking skills. Subject leaders have introduced activities designed to improve higher order thinking skills and class assignments to encourage innovation. These do not always provide opportunities for students to examine information and use their skills to analyse and evaluate so they can make informed judgements.
- Students respond positively to curriculum changes which encourage their skills development across subjects. They do not have a full understanding of their assessment results. They need support to take more responsibility for their learning in order to improve and achieve their full potential.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Teachers have limited understanding of what innovation means, such as learning through research and enquiry, critical thinking and student enterprise. Students have a strong work ethic but this is not built upon successfully by teachers to develop them as innovators. Although teachers set students specific innovation tasks at the end of each lesson, they do not allow time for students to develop their ideas and skills. Teachers have made some adaptations to the curriculum to offer more choice in extra-curricular activities, which are leading to a skills-based approach. However, this is not yet having a positive effect on students' outcomes. Improvements are not happening because leaders do not have a clear understanding of strategic planning, including CPD, to develop a whole school approach to innovation.

Overall school performance

Acceptable

1 Students' achievement

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


	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills			
	KG	Primary	Middle
Personal development	Good .	Good .	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good .	Good .	Good .
Social responsibility and innovation skills	Good .	Good .	Good .
3. Teaching and assessment			
	KG	Primary	Middle
Teaching for effective learning	Acceptable .	Acceptable .	Acceptable .
Assessment	Acceptable .	Acceptable .	Acceptable .
4. Curriculum			
	KG	Primary	Middle
Curriculum design and implementation	Acceptable .	Acceptable .	Acceptable .
Curriculum adaptation	Acceptable .	Acceptable .	Acceptable .
5. The protection, care, guidance and support of students			
	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Good .	Good .	Good .
Care and support	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	Acceptable .		
Management, staffing, facilities and resources	Acceptable .		

Main inspection report



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	Acceptable ↓
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- All children learn English as an additional language in the Kindergarten (KG). They quickly begin to match letter shapes to sounds and use this to attempt to read short words. They are less confident in speaking in English as they have too few opportunities to improve their vocabulary through speaking and listening. By the end of KG, children can read and write short sentences, convey their ideas and retell stories in clear, simple English. Children make acceptable progress over KG1 and KG2.
- By the end of KG2, children count confidently, are able to place numbers in order and recognise larger and smaller relationships between numbers. They can identify and describe the features of simple shapes such as squares and triangles. Children make acceptable progress in developing their mathematical skills and show interest in their lessons.
- In science, children demonstrate interest in living things. They understand different parts of plants and what they need to grow. They recognise some of the plants we eat as food. Children are learning to name the main body parts and use the five senses to explore the world around them. Older children are beginning to think scientifically, conduct simple tests and record the results, such as identifying which materials are attracted by magnets. Children make acceptable progress in science throughout KG.

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, most students are attaining in line with Ministry of Education (MoE) curriculum expectations. They can talk about the five pillars of Islam such as Hajj, and they have a clear understanding of the main events in the Islamic calendar. However, their recitation skills are not well developed. Their progress in understanding Islamic principles, morals and values is in line with expectations. Students are developing the ability to link what they learn to their lives outside school.
- In Arabic as an additional language, most students attain in line with MoE curriculum expectations. They have well-developed listening skills and can hold simple conversations using words they have learned. They are not confident in reading in Arabic and their writing skills are less well developed. Students' work in class demonstrates these weaker skills. Students listen and respond to questions appropriately and are making acceptable progress.
- In English, most students attain levels that are in line with curriculum and international standards. This is a continuing trend. Their reading and comprehension skills are developing. Across classes, students' writing demonstrates an increasing accuracy in spelling and the correct use of grammar. For example, most are able to put their ideas into a writing sequence that makes sense. Listening skills are strong but opportunities for students to express their ideas verbally are limited. This slows the progress of all groups of students, including those with special educational needs and disabilities (SEND).
- In mathematics, most students attain in line with curriculum expectations but do not perform as well as students internationally. They have a sound knowledge and understanding of number, shape, data handling and measurement. For example, Grade 1 students understand simple shapes and their characteristics. However, across all grades students' skills of enquiry and investigation are not well developed. From their starting points, most students make progress at the expected rate against the curriculum standards.
- Students' attainment in science is in line with the school's curriculum and with international standards. Most students are developing their confidence and competence in science. Their work in class and in projects shows they have an appropriate knowledge and understanding of the key concepts. Their skills in investigation and scientific enquiry are not as well developed largely due to limited experiences in class. Towards the end of the primary phase, most students make expected progress against curriculum standards.

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

- In Islamic education, most students' knowledge and understanding of the Pillars of Faith, is in line with MoE curriculum expectations. Students have secure knowledge of Zakat and a sound knowledge and understanding of Islamic values. They make acceptable progress in understanding Seerah, Hadeeth and Islamic etiquettes. Their recitation skills are less well developed.
- Students' listening skills are in line with MoE curriculum expectations in Arabic as an additional language. Their speaking skills are less strong due to the lack of opportunities to practise. Most are able to read familiar phrases but their writing skills are weaker, which is reflected in students' recent class work. They make appropriate progress in developing their listening skills and their progress in taking part in short conversations and reading is steady. Progress in developing their writing skills is slower.
- In English, the majority of students are attaining and making better than expected progress against curriculum and international standards. This is an improving trend. Students read well with understanding and have well developed listening skills. Progress in writing is improving because students are given more opportunities for extended creative writing and have a good understanding of spelling and grammar. There is only one grade in this phase and teaching is adapted well to meeting the needs of all groups of students including those with SEND.
- In mathematics, the majority of students attain and progress at a better than expected level against the curriculum standards. They attain less well when compared to students internationally. In lessons, students demonstrate their competence when working on measurement, and their performance overtime is consistently above expected levels. They can use expressions and formulae accurately to solve problems. Their high levels of commitment result in better than expected progress against the curriculum learning objectives and standards.
- In science, the majority of students are attaining and making better than expected progress against curriculum and international standards. Their class work and projects, as well as their keen participation in lessons, illustrate their growing level of confidence, competence, knowledge and understanding. Students' progress in acquiring scientific enquiry and research skills has improved but remains underdeveloped for this stage.

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Students, including children in KG, have positive attitudes to learning. They take responsibility for their own learning if they are given the opportunity to do so. One example of this was observed in a Grade 5 science lesson, where two students demonstrated how to make a hovercraft and answered questions asked by other students.
- All students, but especially older primary and middle school students, interact well when working in groups, particularly in lessons where class management is strong. However, in many grades, group work very often includes individual students sharing a group table with little formal interaction or opportunities for collaboration. Students do what teachers ask of them but many are passive listeners.
- In a small number of lessons, students have the opportunity to make connections between areas of learning and relate these in simple ways to their understanding of the world. In a Grade 5 mathematics lesson on angles, photographs of a building in Dubai that is twisted ninety degrees was used as an example of to help bring learning to life.
- Students are able to carry out basic research with the direction of teachers but do not often have opportunities to think for themselves or be innovative when solving problems. Students do not use technology in lessons to find things out for themselves; they mostly rely on the support from adults.

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

	KG	Primary	Middle
Personal development	Good	Good	Very good ↑

- Most students have a good sense of personal responsibility. This is more evident with students in the middle phase. Students' attitudes towards learning are generally positive. They understand how to be responsible for themselves and each other. They are not given sufficient opportunities to respond in a mature manner to critical feedback.
- Students across all three phases behave well. They are generally self-disciplined, showed courtesy, respect and consideration to each other and to adults. They are developing self-confidence through many activities conducted in the school such as 'just a minute' speaking sessions. Students occasionally become restless and noisy when classroom management is weak.
- Relationships between students and staff are considerate and respectful. Students support one another and are sensitive to others' needs. The student council helps to promote relationships and responsibilities through various activities.
- Students have a good understanding of how to stay healthy, including the value of exercise and eating healthy food. They take part in regular activities, campaigns and workshops organised in the school that help in developing safe and healthy life styles among students. Health week, workshops about the dangers of substance abuse, and measles campaigns are a few examples of student participation.

- Students' attendance is good overall at 95 percent, and very good in the middle school. Almost all students are punctual to school and classes. They are keen to attend the school and participate in lessons.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students have a clear understanding and appreciation of Islamic values and how they impact on their daily lives, life in Dubai and the UAE. They can explain how this is reflecting positively on their relationships with others.
- Students are well aware of the Emirati traditions and culture. They share their thoughts respectfully about the UAE history and what they learn from the local visits to places of cultural and heritage interest. They have a good knowledge and understanding of local Emirati life and activities.
- Across all phases, students have strong awareness of their own culture and they appreciate the diversity of Dubai and the UAE. They are able to compare the customs and daily routine of the variety of cultures represented in the school. Their understanding of the worldwide cultures is developing.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students take responsibilities that benefit the school community. Students from Grades 5 and 6 volunteer to work as helping hands and assist teachers in lower grades during their teaching. They actively participate in charitable activities, like the 'power of one', within the school community. They are fostering a sense of community involvement among younger students, and help the needy. Their social contributions are reflected in the values reinforced during school assemblies.
- Students have a positive work ethic and engage in projects through partnerships with external agencies that provide opportunities to develop creativity and innovation. While at an early stage, the students' Innovation Club activities are helping them to develop their individual ideas and to try things out for themselves.
- The ECO Club, linking with the American School of Dubai promotes environmental awareness among students. Students recycle waste materials like used plastic bottles and have used old tyres to create an attractive tyre garden with plants. Students are also involved in newspaper collection activities and in collecting used cooking oil for preparing bio-diesel.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- The majority of teachers demonstrate secure knowledge of their subjects, but their understanding of how students learn is variable. The majority do not adapt their approaches well enough to ensure all students make consistently good progress.
- Most teachers plan lessons which have clear purpose, but commonly have issues of time management. Teaching occasionally hinders learning and the slow pace in a minority of lessons leads to distraction amongst students. The effective use of data projectors supports students' engagement and learning.
- Teacher-student relationships and interactions are positive and respectful but a few teachers struggle with classroom management, especially in KG and the primary phase. In a few lessons, teachers' tend to ask questions requiring minimum response from students, rather than encouraging students to express their ideas, thoughts or feelings.
- Limited strategies are used to meet the needs of different groups of students. In the middle school, there are opportunities for more paired and group activities. Lesson plans indicate varying levels of support for groups, rather than varied tasks, and plans are not always implemented in lessons.
- Teachers direct the pace of learning at the expense of enabling students to learn independently, conduct research and solve open-ended problems. Opportunities to promote the development of critical thinking, and innovation, are limited and there is little evidence to show that students are able to take responsibility for their own learning.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Diagnostic tests are used to establish baseline attainment for each grade. The school carries out both formative and summative assessment across all grades. Whilst there is frequent assessment of students, the internal assessment processes do not produce information that can be analysed to provide accurate and valid data. As a result, school is not able to measure reliably the progress of individual students.
- International benchmarking allows the school to compare the academic outcomes of students with that of students in other countries. The information gained from the external testing is comprehensive, giving the opportunity for extensive and informative analysis. However, currently this is not happening sufficiently well to impact positively on school practice.
- A considerable quantity of assessment information is produced, both internally and from benchmark and cognitive testing. The school carries out an analysis of the information to inform teachers about trends and identify gaps in the curriculum. However, the analysis does not go into sufficient depth to make full and effective use of the available information.

- The school recognises that assessment information can be used when planning and to help teachers to meet the needs of different groups of students. Currently, assessment information is used to identify three different levels of attainment in each grade. The quality and reliability of the school's internal assessment information are not good enough to support target setting or individual learning plans, consequently the needs of all students are not met.
- Teachers know their students and in some subjects have an appropriate knowledge of their strengths and weaknesses. They provide written feedback in workbooks, although the comments are not focused on what the student needs to do to improve. Assessment is not used effectively to support learning. Teachers' questioning as a technique for assessing knowledge and understanding is underdeveloped.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is based on a clear rationale. It is broadly in line with CBSE guidelines and MoE compliant. There is breadth and balance and the curriculum is mapped to develop knowledge, understanding and skills in core subjects. It is not linked well to assessment.
- Teachers' planning meetings across the school ensure that there is continuity and progression between phases. However, previous learning of new students is not regularly taken into account.
- The school provides choice to students and offers a range of languages like Hindi, Urdu, Bengali and Malayalam. Options for nurturing students' talents in other subject areas like dance, music and performing arts are limited. Co-curricular activities are taken up through a range of club activities on Thursday afternoons and students can choose any two clubs in a year.
- Cross-curricular links are evident in a few subject areas, particularly in UAE social studies and science. For example, in a lesson about the date palm the teacher demonstrated to the students how the shape of the trunk is like a cylinder and connected it with mathematics.
- The curriculum is reviewed regularly and modifications are made. For example, in the key subjects the school is using aspects of the American core curriculum in order to address gaps in students' learning. In addition, adjustments have been made to the science curriculum, such as the introduction of magnetism.
- The school teaches the MOE Social Studies curriculum in English. The curriculum is planned appropriately to include concepts, knowledge and some skills of the UAE Social Studies framework for Grades 1 to 6. There are cross curricular links to some subjects like science although it is less developed. Teachers have adequate subject knowledge and engage students in meaningful activities. Students enjoy learning UAE Social Studies as they are able to connect it with their immediate surroundings and respond well to questions.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The planned curriculum meets the needs of most students to an acceptable standard. Teachers plan for differing abilities and learning needs, including those with SEND. A personalised programme is provided for the few students who are identified as being gifted and talented. Teachers do not adapt the curriculum effectively enough in Grade 1 to meet the needs of children entering from KG where they learn through independent and active experiences.
- The school provides some opportunities for students to learn about the world around them through cross-curricular themes and weekly clubs and activities. Clubs include those for innovation and Eco work. Students are supported by local companies such as General Electric and the Al Serkal Group. Together with service programmes such as the 'Power of One' and adult literacy, they help to promote initiative, enterprise and community responsibility.
- The curriculum is enriched across the school by field trips to places of local historic and cultural interest such as Dubai Museum and Dubai Heritage Village. Flag Day and UAE National Day are celebrated. The UAE National Anthem is sung enthusiastically every day in assembly. Students also gain experiences through a monthly UAE Quiz on current events and a well-thought-out UAE social studies curriculum.
- The school offers a weekly 45 minutes session in Arabic for children in KG. The school's programme targets children's speaking and listening skills with basic greetings and introducing themselves, as well as Arabic songs and rhymes. The programme offers a helpful introduction to prepare children for learning Arabic in Grade 1.

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

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

- The school has good procedures for ensuring the security and safety of all students. Teachers are trained effectively in child protection procedures. Policies exist to counteract bullying. Parents are made aware of the school's health and safety policies by various means such as coffee mornings with the principal, mothers' club, and talks given by the school doctor. Students learn about being safe when using the internet, including cyber bullying.
- Students are well supervised in classes, corridors and at play time. Senior students help support staff to escort younger children to their classes from the buses. All buses are provided with appropriate fire-fighting equipment and first aid kits. Students are protected from the sun by large awnings over the outdoor play and games areas.

- The school is clean, hygienic and well maintained. At the time of this inspection, the school met regulatory requirements. Medicines are safely stored and any accidents or health issues recorded. Medical staff regularly raise students' awareness about child abuse and how to keep safe. They also train staff, parents and senior students in first aid procedures and other safety issues.
- Classrooms are small, limiting the range of activities for students. Provision is made for students who have mobility needs but access is restricted to the ground floor. Lack of air conditioning in the corridors can cause discomfort and limit the use of the space during warmer months.
- The school is successful in promoting healthy living and healthy eating through various activities. The healthy eating policy encourages home-made food for all the students. Healthy food like fruit and fresh juices are also available in the canteen.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Staff have positive relationships with students and this contributes to an ethos of well-being. Student behaviour outside classrooms is commendable but, in a few classrooms, poor classroom management interferes with learning.
- Class teachers accurately record daily attendance and the school reports it to parents. The school's policy on attendance explains school procedures and encourages attendance and punctuality. The school works effectively with students and parents to establish the link between learning and school success, and regular attendance.
- The school uses formal referrals, observations, tests and a range of checklists to identify students with specific learning needs. The use of standardised, diagnostic screening tests and assessment information from cognitive ability testing is not yet used to gather more detailed information with which to plan education programmes. The school is less effective in identifying and supporting gifted and talented students and supporting their needs.
- The range of support for students with SEND includes individualised special teaching, in-class support, and peer support. Guidance regarding modifications to meet students' needs is available in individualised education, behaviour or accommodation plans. All teachers provide individualised support for students but some teachers are not effective in differentiating content, activities and tasks to ensure students have full access to the curriculum.
- All class teachers have a pastoral role to monitor well-being and to support students with a variety of needs. The schools' qualified psychologist works with class teachers in the planning and delivery of an age-appropriate personal development programme that is integrated into the curriculum. The school provides useful advice and support for students and their parents in transferring to secondary school.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The governors and senior management promote and support the full inclusion of students with SEND through access to a range of provisions. A well-qualified staff member assisted by a recently appointed support teacher, coordinates the provision, and advises and supports the teachers. The school's action plan targets improvements in the provision but the stated success criteria are not measurable.
- The school has an appropriate process to enable the early identification of students using a range of indicators. It includes a referral system, classroom observations and checklists designed to identify categories of need. The collated information is used to develop individualised education and behaviour plans. The school is not making effective use of standardised diagnostic screening assessments in order to provide more detailed data and better targeted support.
- Most parents feel that their children are welcome in the school and are appreciative of the support they receive. The coordinator regularly shares information orally with parents on their children's progress and well-being, but some parents would like a more detailed report. They are informed about their children's education plans and asked to contribute.
- For a few students with SEND, a modified curriculum is created in one or more subjects. Individualised education plans outline the support needs of all students with SEND but many teachers are inconsistent in their provision of this support.
- Support in and out of the classroom ensures that students with SEND make acceptable progress in their personal, social and emotional development. When individual education plans are used effectively within the classroom, students make academic progress relative to their abilities. However, the current system of using internal tests to measure progress does not provide accurate information about progress.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal and middle leaders share a clear vision for the school and all its students which reflects the priorities of the UAE. Along with governors, they have the ambition to help students develop as lifelong learners. All students are welcomed and included as members of the school family. Leaders give particular care to ensure students with special educational needs and disabilities are made welcome.
- Leaders have an appropriate knowledge of the school's curriculum and offer support and advice to teachers. They encourage a positive ethos of learning and caring for others. They are less effective in making sure all teaching is consistently high quality across classes and grades. Analysis and tracking is not sufficiently robust.

- All staff share close professional relationships and commitment to the school, students and parents. They understand their different responsibilities and roles as subject leaders and learning coordinators. The school ethos supports the positive morale of all staff.
- Leaders know that the school has to continue to improve and have introduced new approaches to take them forward. They share educational ideas but do not always have a full understanding of how to sustain improvements and build teacher capacity.
- The principal and middle leaders have made changes to enhance the curriculum and develop teaching and learning experiences. They make sure the school is compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- The school's self-evaluation processes include all staff and input from the governing body. The views from parents and students are also an important feature. All share a commitment to making improvements for the benefit of students. Leaders are not always consistent in making evaluations and measuring how well the school is doing to ensure a realistic view of progress.
- Senior leaders make regular class visits to monitor the quality of teaching and learning. They provide helpful feedback to teachers on their lessons. The information contributes to the appraisal process and helping to know what professional training is needed. Observations of learning lack focus on the balance of teacher directed approaches and students being developed as active and independent learners.
- The school makes continuous evaluations of key areas of its work. Self-evaluation by staff contributes to the priorities for the school improvement plan. Leaders and teachers share responsibilities for taking action and making improvements. Clear evaluations of the success of the plan's outcomes are not in place.
- Senior leaders have taken forward the recommendations from the previous inspection visit. The school has achieved success this year in making some improvements such as refreshing the school's vision and developing students' enjoyment in reading. Progress has been made over the last few years but this is not consolidated due to a lack of understanding about accurate assessment or what good teaching and learning look like.

Partnerships with parents and the community

Good

- Parents feel welcome in the school. Leaders communicate well through a range of ways, including instant messaging. Parents feel very well supported and informed about curriculum matters and occasionally participate in special learning events. They are reminded to provide healthy food and about children's personal hygiene. They feel their children are very safe, well cared for and that any incidence of bullying is dealt with swiftly and efficiently.
- Parents welcome the school's weekly newsletters and email contacts. They are aware of the National Agenda and are proud to be a part of the UAE's vision. Parents interviewed during this inspection did not express any concerns regarding the school's approach to safer internet use as expressed in the survey. They acknowledge the importance of updating and developing the existing technology in the school for the 21st century.
- Parents value the information they receive about their children's progress during the very regular, formal consultation meetings with teachers throughout the school year. Following exam results, they receive a list of their children's grades and are invited to make their own comments.
- Parents are pleased with the school's engagement locally, acknowledging the importance of students learning about disadvantaged groups in their community. They appreciate their children exploring the diversity of cultures from the sub-continent and feel they are also encouraged to broaden their horizons in an international context. They particularly appreciate links with other schools to support students' transition to the next stage of their education.

Governance

Acceptable

- In response to the previous inspection recommendations, the governing body now has two parent governors on the committee. They represent the views of parents in the decision-making process. Good account is also taken of parents' views from responses to surveys and discussions at the parent association meetings. As a result, governors have a broad understanding of the school's work.
- The chairman of governors visits the school regularly to meet with the principal and middle managers, and gathers information on how well they are taking forward improvements and developments. Governors rely mostly on reports from the principal and primary headteacher on students' educational achievements. Limited attention is given to checking the effects of changes on students' achievements and personal development.
- Governors provide a positive influence, for example in helping to develop the new vision for the school. This reflects the ambition to develop students as lifelong learners and global citizens. They ensure appropriate levels of teaching and ancillary staff are employed. Teachers hold relevant degree qualifications but not all of them have teaching qualifications.

Management, staffing, facilities and resources




Acceptable

- The school premises are limited in space for the number of students, especially at the early stages of the primary phase. The premises have few areas to allow the range of activities to take place with ease, for example PE and games. There is no dedicated prayer room for boys and girls.
- The principal and middle leaders ensure the smooth organisation of the daily life of the school. Timetabling is carefully planned and offers a balance of opportunities and experiences for students. Most of the school routines work well. Leaders' responses to providing class cover quickly in the event of absent teachers are sometimes less effective.
- The school has sufficient numbers of staff. Most teachers are appropriately qualified, including subject specific expertise such as learning technologies and science. A few staff have not undertaken qualification as teachers after graduating. Teachers take part in professional development each month. Training is relevant and supports current developments and priorities such as approaches to teaching and learning and aspects of the curriculum.
- The school has mostly adequate resources to support the range of curricular activities. Most classrooms are equipped with a computer and data projector which allows teachers to introduce a wider range of information and different approaches to learning. Learning technologies are limited for students to carry out practical tasks.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	416
	2015-2016	437
 Teachers	41	
 Students	0	

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

- Almost all parents who responded to the survey are satisfied with the quality of education provided by the school and feel they are well informed and involved in their children's education.
- Almost all parents think that their children learn well because of good teaching and that teachers are helping them develop skills to learn.
- Almost all parents and teachers think students are offered a good range of extra-curricular activities to choose from and that they receive good academic guidance.
- They believe that the school is well led and that it is a welcoming and a caring place.
- A significant minority of parents do not think that the school helps prepare children to browse the internet safely. Parents spoken to during this inspection expressed no concerns about the school's approach to safe internet use.

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