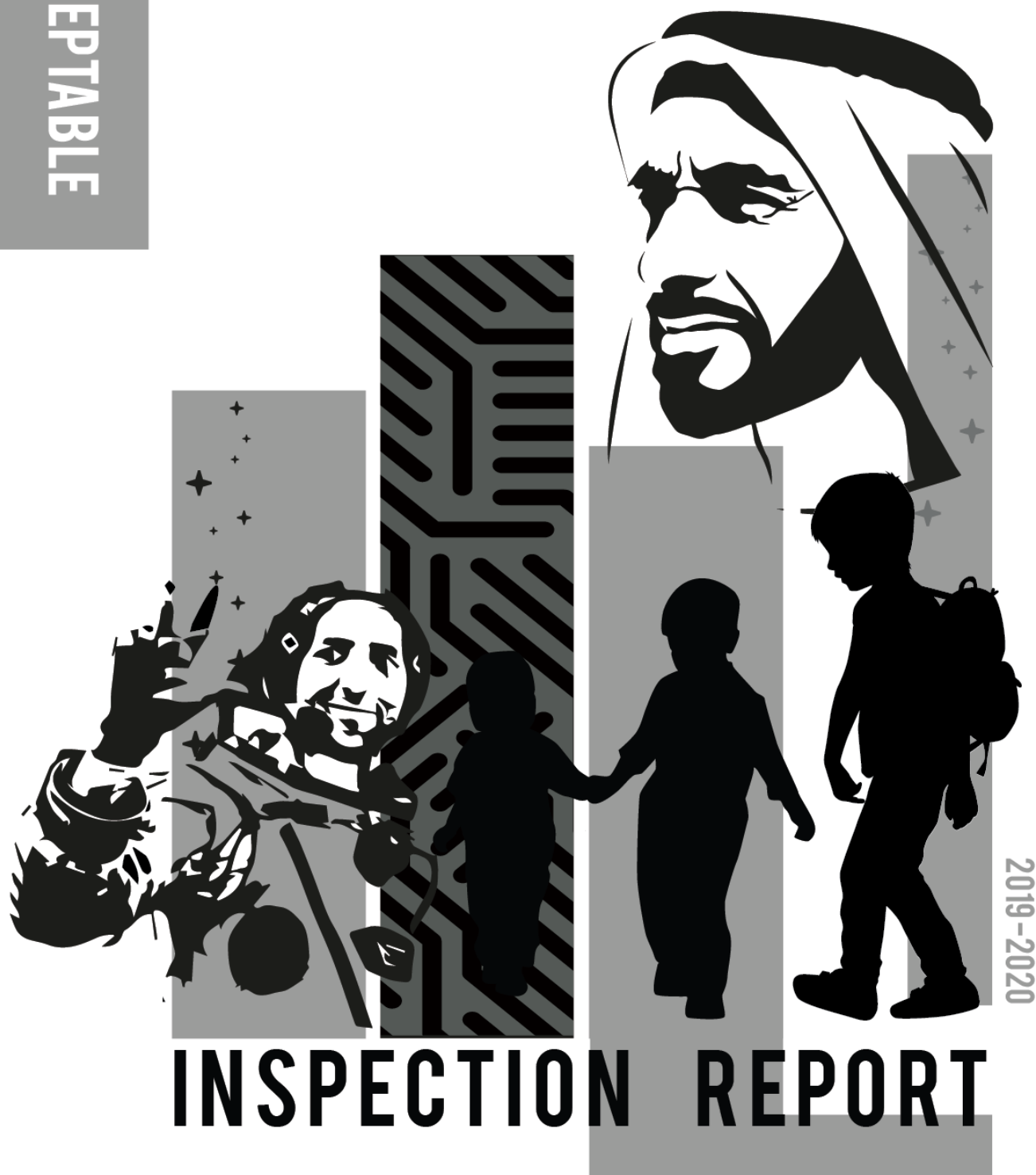


ACCEPTABLE





























2019-2020

CBSE CURRICULUM

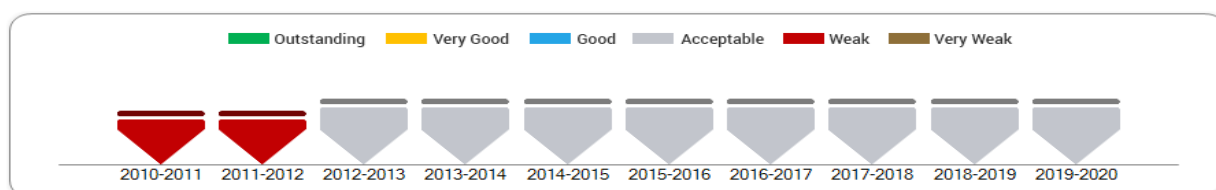
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School Information

General Information	 Location	Hor Al Anz
	 Opening year of School	1984
	 Website	www.littleflowerdubai.com
	 Telephone	+97142667620
	 Principal	Abdullakutty Valappil
	 Principal - Date appointed	9/10/2011
	 Language of Instruction	English
	 Inspection Dates	21 to 23 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 12
	 Grades or year groups	KG 1 to Grade 6
	 Number of students on roll	872
	 Number of Emirati students	0
	 Number of students of determination	39
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	48
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	4
	 Teacher-student ratio	1:25
	 Number of guidance counsellors	1
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	Assessment of Scholastic Skills Through Educational Testing (ASSET)

School Journey for LITTLE FLOWERS ENGLISH SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> Students' achievements are broadly acceptable. Their progress is improving in Islamic education and Arabic as an additional language in the primary phase, and science in the Kindergarten (KG). Progress is more secure in the KG due to better curriculum design. Reading across the curriculum and writing skills require improvement in all phases. The tracking of students' progress is insufficient to provide the school with useful information. Students' attitudes and behaviour are strengths in all phases. Students respond positively to others, although this is less consistent in the lower primary phase. Students are polite and support one another. Attendance is very good, and the large majority of students arrive at school punctually. Students' understanding of Islamic values is good. Innovative features such as enquiry, critical thinking and the use of technology are limited.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching is appropriate in the primary and middle phases and is stronger in the KG, where teachers have a good understanding of how young children learn. In the primary and middle phases, few teachers have a secure understanding of how subjects should be taught. Where teaching is effective, especially in the KG, work is well-planned and appropriately challenging. What is taught and learned remains at the acceptable level in the primary and middle phases because there is too great a focus on recall of facts. Opportunities for skill development, independent learning and critical thinking are limited. In the KG, children engage in play-based learning centres that offer variety and choice. In the upper phases, links with other subjects and topics are planned but do not fully promote students' engagement or their independence in learning to deepen their understanding. The school has effective procedures for safeguarding students, including child protection. Safety provision is very good across the school. The quality of support is good, but the use of individual education plans (IEPs) to support students of determination in lessons is not fully effective. The more able students have limited opportunities to develop their higher-order thinking skills.
Leadership and management	<ul style="list-style-type: none"> Leadership is generally acceptable throughout the school. However, most aspects of the work of the school lack effective plans for development and have yet to meet the minimum expectations for good schools in Dubai. The improved learning pathway in the KG has led to better teaching, learning and assessment. Across the school, the quality of self-evaluation is weak. The facilities and resources are of adequate quality.

The best features of the school:

- The support for families through community projects and outreach initiatives
- The provision for health, safety and personal development to ensure students' well-being in a secure environment
- The improvement in the curriculum design in the KG that has had a positive impact on teaching, learning and assessment
- The improved progress in Islamic education and Arabic in the primary phase.








Key recommendations:

- Ensure, with high priority, that senior and middle leaders are held accountable for closely monitoring the quality of teaching and its impact on students' learning.
- Improve teaching and learning in the primary and middle phases by:
 - improving teachers' understanding of how students learn best
 - developing students' skills and understanding through enquiry and learning activities that are well-matched to their needs
 - raising expectations for the more able students in each lesson to provide challenge and rigour
 - ensuring that lessons are taught as planned.
- Improve the school's self-evaluation to ensure that judgments are accurate.
- Devise a clear action plan and implement it consistently to address inspection recommendations.
- Use assessment data effectively to personalise learning pathways, track progress over time and provide students with effective feedback.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	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	Good ↑	Acceptable
 English	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	↑ Good	Good	Good
 UAE Social Studies	Attainment		Acceptable	

	KG	Primary	Middle
Learning skills	Good ↑	Acceptable	Acceptable


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

	KG	Primary	Middle
Personal development	Very good	Very 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	Good 	Acceptable	Acceptable
Assessment	Good 	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good 	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	Very good	Very good	Very good
Care and support	Good	Good	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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

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

The school's progression in international assessments

meets expectations.

- Students achieved their targets in the 'Trends in Mathematics and Science Studies' (TIMSS) tests in 2015 in both mathematics and science. Progression as measured and reported in last year's inspection report is very weak for English and mathematics, and acceptable in science. This year's data show outstanding progress in all subjects.

The impact of leadership

is approaching expectations.

- The governing board and leadership team show a strong commitment to the vision of the National Agenda (NA). The school's action plan is now well-developed. Results are analysed and are beginning to inform adjustments to the curriculum. This work is ongoing and needs much further development. Teachers require support to understand the use of data to improve students' knowledge, skills and understanding in lessons.

The impact on learning

is approaching expectations.

- Learning is influenced by teaching that focuses too much on the acquisition of knowledge and recall of facts. There are a few examples of deeper thinking and problem-solving in the upper phases. A strong knowledge base is a foundation from which to raise expectations and develop the skills of enquiry, discussion, critical thinking and independent investigation, but this is not embedded in teaching across the school.

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

For Development:

- Ensure that all external benchmark tests are carried out using strict examination conditions.
- Ensure that assessment information is used effectively in planning to improve students' outcomes over time.
- Increase the use of real-life applications in lessons to promote students' curiosity and develop their higher-order thinking skills.

Moral education

- Moral education is a distinct subject taught by the coordinator and six other teachers. It is supported by practical experiences that take learning into homes and the community.
- Teachers vary the way they engage and challenge students. This is largely because teachers' understanding of what is to be taught and learned in moral education is inconsistent.
- Students are keen to participate in class activities, but their learning is hindered by limited opportunities for meaningful discussions and critical thinking around key concepts.
- The ongoing classroom and end-of-topic assessments are aligned to the skills, knowledge, reasoning and real-life applications of what is to be taught. Students' outcomes are included in reports to parents twice a year.

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

For Development:

- Ensure that all teachers of moral education have a strong understanding of the curriculum content.
- Ensure that teachers' questioning is used effectively to encourage meaningful discussions and critical thinking in lessons.

Reading across the curriculum

- Literacy levels and reading achievement are strongest in the KG. There are inconsistent small gains in both the primary and middle phases and limited targeted support for students.
- Effective teaching strategies in the KG foster independent reading skills. The development of reading skills in science and mathematics is limited.
- Initiatives in the KG promote reading as a learning skill. Whole-school initiatives are in the early stages of implementation and are yet to show benefits.
- The school shows commitment to improving literacy through a reading policy, a reading champion and the provision of professional development for KG teachers and teachers of English.

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

For Development:

- Ensure that Grade 1 students systematically learn phonics, segmenting and blending words, vocabulary and comprehension and focus on reading, speaking, listening and writing.
- Provide specific, targeted support to meet students' needs in reading.

Innovation

- The school has not embedded a culture of innovation across the curriculum. The school's information technology (IT) infrastructure is too limited to support learning technologies that would have a significant impact on students' learning.
- There are few opportunities for students to develop their investigative skills or to make real-life connections. School activities to promote innovation include enhancement classes on Saturdays and an innovation fair.
- Modifications to promote innovation occasionally appear in lesson plans, but these are rarely translated into practice. Strategies to promote critical thinking skills are not always fully understood by teachers.
- Planning for teaching and learning features some activities to encourage innovative thinking such as entrepreneurship days. However, apart from improvements in science in the KG, opportunities for research and enquiry are limited in most key subjects.
- Senior leaders understand the importance of innovation, but teachers' understanding is in the early stages across the subjects and phases. The provision for professional development is limited.

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

For Development:

- Develop teachers' understanding of enquiry and critical thinking across the phases and in all subjects.
- Provide more opportunities for students to develop their investigative and problem-solving skills and increase their use of technology to support their learning.

Main Inspection Report

1. Students' achievement

Islamic Education

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- Students' understanding of Islamic values in the primary phase is improving more than in the middle phase. This is due to teachers' use of well-prepared activities and challenging questions that are developing students' ideas and level of understanding.
- Primary students make links to prior knowledge to deepen their understanding of Islamic concepts. Their application of skills to real-life is developing rapidly. Students' use of digital technology across the phases to find information and enhance learning is limited.
- The department has added an extra period each week for Holy Qur'an recitation. This helps students improve their pronunciation and recitation skills. Teachers in the middle phase do not provide enough opportunities for students to engage in discussions. This limits their understanding of Islamic values and concepts.

For Development:

- Provide students, particularly in the middle phase, with more opportunities for discussions and debates in order to enhance their understanding of Islamic concepts and values.

Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- Students in the primary phase show improvement in their language skills compared to last year. There is less improvement in the middle phase. The school's internal data in the primary phase concurs with the inspection findings.
- Students' language skills, particularly speaking and writing skills, are improving over time in the primary phase. Students are confident in using new vocabulary to express themselves. Their writing skills are also improving due to the appropriate and effective lesson planning.
- The department is using the new Ministry of Education (MoE) standards to plan lessons and employing appropriate materials and activities. This approach is successful in engaging students in relevant and real-life topics. Communicating mostly in English in some lessons hinders further improvement.

For Development:

- Ensure that teachers and students do not use English to communicate in Arabic lessons.
- Ensure that assessment procedures are applied accurately based on students' prior achievement.

English

	KG	Primary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Progress in reading and writing, in a learning environment that is rich in language and literacy, is rapid for the majority of children in the KG. They achieve above the curriculum expectations. In the primary and middle phases, most students' attainment and progress are in line with the curriculum expectations.
- Most students in the primary phase make only the minimum amount of progress in reading. The provision for students who are new to the school and those who require more intensive support in reading is not sufficiently personalised to meet their needs.
- Students' writing skills are underdeveloped in the primary phase. Most students make only the minimum amount of progress because the planned writing tasks lack challenge. Beyond the KG, there are limited opportunities for independent, extended writing and for extracting information from texts.

For Development:

- Ensure that students' reading tasks are well-matched to their ability levels.
- Provide students with more opportunities for extended and creative writing.
- Increase opportunities for students to extract and analyse information from complex texts in order to develop their evaluative skills.

Mathematics


	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Children in the KG are steadily developing their numeracy skills through a series of practical activities. Internal and external assessment data show that attainment and progress in the primary and middle phases have improved, but these data are not supported by other types of evidence.
- Children in the KG learn to count and write numbers with growing confidence. Students' numeracy and measurement skills continue to develop in the primary and middle phases. Low levels of challenge in lessons slow the development of students' mathematical skills across the school.
- Recent initiatives, focused on improving teaching, are having a limited impact on student outcomes. Insufficient use is made of assessment information to align the tasks with students' attainment levels. Students do not get enough opportunities to tackle problems that require more than one operation.

For Development:

- Ensure that teachers make full use of assessment information to provide students with appropriate levels of challenge.

Science

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good 	Good	Good

- In all phases, most students demonstrate knowledge, skills and understanding that are in line with the CBSE standards. In the KG, the majority of children make better than expected progress in the course of lessons. In the other phases, students' skills in practical science are developing.
- Children in the KG enhance their confidence in exploring new objects, asking questions, experimenting with different senses and solving problems. Some can explain their ideas and observations using an expanding range of scientific vocabulary.
- In the primary and middle phases, students have too few opportunities to develop their scientific skills and have limited proficiency in applying the scientific method. They record their work accurately, but most workbooks have excessive writing with too little original recording of data, graphing and conclusions.

For Development:

- Accelerate progress, particularly for middle phase students, by developing their command of practical scientific skills.
- Ensure lessons feature opportunities for students to engage in scientific enquiries, predictions, using scientific equipment, collecting data, making conclusions and reporting findings.

UAE Social Studies


	All phases
Attainment	Choose an item Acceptable

- The UAE social studies programme is integrated into the CBSE learning pathway, with an emphasis on knowledge and factual recall. Students' skills and understanding across the phases are less developed. The content is balanced in the upper primary and middle phases.
- Teaching strategies to ensure students make progress are variable. The large majority of lessons feature discussions that do not promote enquiry or critical thinking. Assessment is limited to half-term examinations and few ongoing classroom assessments to check on students' understanding.
- Teachers plan appropriate lessons but do not always engage all students in learning. The level of challenge and the development of higher-order thinking skills are limited in lessons. Assessment is mostly restricted to measuring students' knowledge. Students occasionally make connections between areas of learning.

For Development:

- Monitor students' progress over time in order to provide them with useful information about their next steps in learning.
- Vary lesson activities to include reading, writing and the development of independent learning skills.

Learning Skills

	KG	Primary	Middle
Learning skills	Good 	Acceptable	Acceptable

- Children in the KG enjoy school and are inquisitive, curious learners. Their many interactions have positive impact on their confidence and communication skills. Children increasingly make connections in learning and can find out things for themselves.
- In the primary phase, most students acquire knowledge in lessons and complete the learning tasks presented to them. Students do not always connect learning to real life or to other situations. Their skills in problem-solving and critical thinking are underdeveloped because these are not common features of learning and are not promoted well in lessons.
- The range of learning technologies to support students in independent research and enquiry is extremely limited. In many lessons, students are not actively engaged because learning is overly directed by the teacher.

For Development:

- Ensure tasks enable students to connect their learning to real life and to other subjects.
- Provide students with opportunities to engage in research, to think critically and to find things out for themselves by accessing a wider range of learning technologies.

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

	KG	Primary	Middle
Personal development	Very good	Very good	Very good

- Students have positive and responsible attitudes. They show self-control, behave well and respond positively to others. However, this is less consistent in the lower primary phase. Students are increasingly self-reliant across the phases.
- Students are polite, respectful, empathetic and considerate toward others. They help each other, and senior students often mentor younger students. Attendance is very good, and the large majority of students are punctual in arriving at school and to lessons.
- Students practise safe and healthy lifestyles and have initiated programmes for spreading awareness of healthy diets and exercise. They respond well to the school's weekly challenge programme and to award schemes for good behaviour.

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

- Students have good understanding and appreciation of the values and principles of Islam. The student council promotes Islamic values and culture across the school. Students are proud of their involvement in a range of activities to support needy people.
- In all phases, students show good understanding of Emirati culture and can describe life in the UAE in the past and how it has evolved over time. They celebrate the main UAE events, such as the National Day and Flag Day.
- Students demonstrate a good understanding of their own culture. They show respect for other nationalities and religions represented in the school. Their understanding of wider world cultures is limited.


	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- The school is firmly rooted within the community and is immensely proud of the popular outreach events that are valued by parents. Students demonstrate care and consideration for each other. They participate in a range of activities for the benefit of individuals and their community.
- Students are proactive about environmental issues and initiate projects to improve their school. They understand the importance of sustainability. Reducing pollution and preserving the quality of air and water are a priority for the older students, and this influences their choices in life.
- In the KG, purposeful market-place activities enable children to acquire enterprise skills. This has a positive impact on their independence in learning, as well as their social and communication skills. Older students participate in a range of creative and innovative projects that are often linked to science.


For Development:

- Implement consistent strategies in the lower primary phase to ensure that students clearly understand the expectations for behaviour and act according to them.
- Raise students' awareness of other world cultures.
- Engage students in the primary phase in a wider range of projects that build on their own ideas and enable them to innovate.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good 	Acceptable	Acceptable

- Teaching is most effective in the KG because teachers have a good understanding of how young children learn. In the primary and middle phases, only few teachers show that they have a secure knowledge of how their subjects are best taught.
- Where teaching is effective, work is well-planned and appropriately challenging. This enables students to make good progress. However, teaching of this quality is evident only in a few lessons. Teachers' expectations are generally too low, and work is often too easy.
- The development of students' critical thinking and innovation skills is at a very early stage. The impact of training to develop teachers' questioning skills, to probe students' understanding and to develop their critical reasoning skills is evident only in a small number of lessons.

	KG	Primary	Middle
Assessment	Good 	Acceptable	Acceptable

- The school has detailed and extensive internal assessment systems that are linked to the CBSE standards. The school is beginning to triangulate external benchmark test data, cognitive ability data and internal assessment data.
- Some teachers in the middle phase know their students well, but their effective use of data to track students' progress and to modify their lessons to meet students' needs is limited. Teachers' oral and written feedback and students' self-assessment and peer-assessment are inconsistent.
- Analysing data to measure students' progress over time is an emerging feature that is understood increasingly well by senior leaders but less so by teachers and students. In the KG, children's progress is now being assessed using clearly-understood learning outcomes.

For Development:

- Enhance the support given to students through professional development that enables teachers to use all the available assessment data more effectively.
- Ensure that the learning needs of all students are met, leading to improved individual progress.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good ↑	Acceptable	Acceptable

- The curriculum is reasonably broad, balanced and relevant across all subject areas. However, beyond the KG, it is yet to meet the minimum expectations of a good curriculum in Dubai. The curriculum in the KG is stimulating and allows exploration through play-based learning centres.
- Continuity is planned with an emphasis on the development of knowledge rather than skills. The progression of concepts is less secure. Cross-curricular links are evident in planning but are neither used nor taught in lessons. Across the phases, the transfer of learning between the different subjects is variable.
- With more focus on core subjects and knowledge acquisition, the annual review is less effective in providing opportunities for skill development and critical thinking. Although assessment information drives the review, it is not used strategically, resulting in revisions and adaptations that are not fully effective.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is suitably modified to meet the learning needs of the majority students, including students of determination. However, the needs of some groups of students, including those from other nationalities and those with gifts and talents, are not systematically addressed.
- To promote creativity, the school provides enhancement through clubs and activities, such as the Market Day in the KG and an innovation fair. Students participate in the Dubai Fitness Challenge with enthusiasm. The assemblies and student council provide leadership opportunities.
- Links to the UAE are fostered through special assemblies, rich displays and events that celebrate the achievements, developments and culture of the UAE. Trips to mosques and educational visits enable students to acquire a better understanding of the local culture.
- The school provides Arabic for 30 minutes each week for children in KG 1 and 40 minutes each week for those in KG 2. Children develop basic listening and speaking skills.

For Development:

- Strengthen curriculum mapping to build on students' prior learning and skills and develop their independent learning, critical thinking and application of learning.
- Adapt the curriculum to appropriately challenge the higher-achieving students to enable them to excel.

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

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

- The school has clearly-defined and effective procedures in place for the safeguarding of children, including child protection. It is effective in protecting students and has provided students, parents and staff with workshops on internet safety and cyberbullying.
- The school provides a safe, hygienic and secure environment for students and staff. Safety for all is a priority for the school's leadership. The school doctor and health team actively promote healthy lifestyles among parents, students and staff through focused talks and ongoing professional development.
- The buildings and equipment are well-maintained, and accurate records of service, incidents and subsequent actions are secure. Parents appreciate that the school provides their children with a safe and secure physical environment. The supervision of students is especially effective in the KG and the middle phase.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Staff have courteous relationships with students, and appropriate systems are in place for managing the behaviour of students in the KG and the middle phase. The school has effective and rigorous systems that promote students' attendance and punctuality.
- Procedures are in place to identify students of determination and those with gifts and talents. However, across all phases, the more able students have limited opportunities to access challenging academic activities.
- The school provides students and their families with guidance as they transition to other schools beyond Grade 6.

For Development:

- Ensure that challenging academic opportunities are embedded into teaching practices to meet the needs of the more able students.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Through the vision of inclusion and a commitment to learners of all needs, the leadership team has empowered all staff to promote a culture where students of determination are welcomed, valued and accepted. The inclusion governor is accountable for the outcomes of students of determination.
- The use of assessment data is beginning to inform IEPs, but early intervention is not yet sufficiently embedded. IEPs are in the early stages of development, and some feature planned learning targets to meet all students' needs.
- Partnerships with parents are generally very positive. The inclusion team makes every effort to ensure that parents of students of determination are kept informed of their children's progress. Parents say they value the school's level of care, support and guidance.
- The curriculum is modified to meet the needs of students of determination. However, some teachers do not match their teaching strategies to effectively meet students' individual needs, and their expectations of learning for students of determination are often quite low.
- Measures of progress from day-to-day and over time do not enable teachers to consistently identify students' learning outcomes. Students' progress is slower and inconsistent in lessons where the teacher does not modify the learning to meet their needs.

For Development:

- Accelerate students' progress by accurately identifying their barriers to learning.
- Clearly define students' barriers to learning in the IEPs in order to plan appropriate learning targets.
- Ensure that, across all phases, teachers match their planning and teaching strategies effectively to meet the needs of students of determination.

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

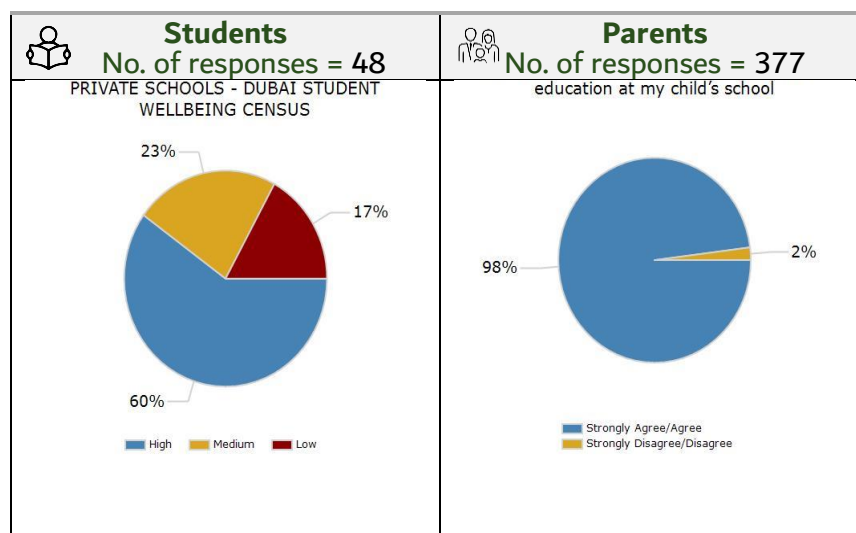
- Senior and middle leaders understand the importance of establishing good relationships with students and parents. There are variable amounts of competence and commitment at all levels. The senior and middle leaders have improved some aspects of the school, notably in the KG. Leadership roles are not clearly defined, and middle leaders are not sufficiently held accountable to promote a stronger ethos of personal professional growth.
- The school's self-evaluation is narrowly focused in most areas. Exceptions to this are progress in Arabic and Islamic education and some aspects of the KG. The school's self-evaluation judgments are inflated and do not align with the descriptors in the inspection framework. There has been little progress in addressing the recommendations from the previous inspection report, in particular about the inconsistencies in the quality of teaching.
- The productive links with parents ensure their participation in school events such as IT training and mothers' club. The two-way communication with parents is prompt and effective, giving them easy access to the school's personnel. Regular reports are provided to parents about their children's progress. However, tracking and target setting are less evident. Connections with the wider community are in place but are not always purposeful.
- The governing board achieves its vision for the school in providing good education with low tuition fees. The board has implemented a module of assessment that is intended to support teachers in using information on their students' performance. However, this is not fully understood or practised by most teachers across all phases. Inspectors could not find evidence to support the highly-rated self-evaluation judgements the board and leaders make.
- The effective day-to-day management ensures that the school runs smoothly. There are sufficient teachers, although their qualifications and experience vary. Teachers are provided with development training but are not sufficiently exposed to the best practices in teaching. The accommodation and resources are adequate yet restrict the development of more innovative approaches to teaching. The library is unsatisfactory, and there is insufficient technology to support students' learning.



For Development:

- Appoint suitably-qualified staff who have strong subject knowledge and understanding of the best practices in education.
- Ensure that self-evaluation provides an accurate reflection of the school's development and demonstrates that all leaders and teachers know their school well.
- Require the governing body to hold all leaders accountable for ensuring that inspection recommendations are acted upon fully.

Views of Parents and Students

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



 <p>Students</p>	<ul style="list-style-type: none"> The student wellbeing census takes account of the views of students in Grade 6. The large majority of students are happy with much contentment. They have a positive outlook, and their levels of optimism about the future are high. The extent to which students feel connected and value the school is high. Very few students indicate experiencing feelings of distress or unhappiness.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents who responded are satisfied with the quality of education provided. They value the balance in academic success and support for their children's personal development. They agree that their children are safe at school. Almost all parents are confident in the help teachers give to students, including the provision for students of determination. Parents say that the school provides good value for money.

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