INSPECTION REPORT

2022-2023

DUBAI
Knowledge المعرفة

DEIRA PRIVATE SCHOOL

UK CURRICULUM

ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Twar
	Opening year of School	2009
	Website	https://deiraprivateschool.ae
	Telephone	+971(0)42641595
	Principal	Dr Ritika Anand
	Principal - Date appointed	7/21/2021
	Language of Instruction	English
	Inspection Dates	20 to 24 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS1 to Year 8
	Number of students on roll	907
	Number of Emirati students	128
	Number of students of determination	154
	Largest nationality group of students	Arabic

TEACHERS

	Number of teachers	68
	Largest nationality group of teachers	Indian
	Number of teaching assistants	37
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	22%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	None
	Accreditation	None

School Journey for DEIRA PRIVATE SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2021-2022 | 2022-2023
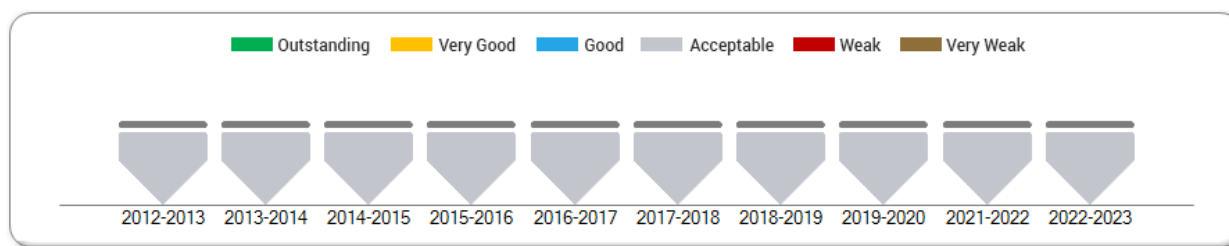
Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	- Progress in Arabic as an additional language, mathematics and science has improved across all phases, and in English in Foundation Stage (FS). Students' learning skills are generally acceptable with a marked improvement in the FS. - Students' personal and social development continues to be robust, with noticeable enhancements in the Primary phase. In Secondary, there is an improvement in students' comprehension of Islamic values and Emirati culture. Social responsibility skills remain strong, while innovation skills appear underdeveloped, particularly those initiated by students.
PROVISION FOR LEARNERS	- Teachers possess a deep understanding their students and strong subject knowledge. However, lesson execution is sometimes less effective than the planned content. Since the previous inspection, assessment systems have significantly improved, yielding reliable, moderated, and valid data aligned with the curriculum. However, not all teachers make effective use of these data in their planning. - Since the previous inspection, improvements have been made in all areas of the curriculum. There is now a seamless transition between the Foundation Stage (FS) and Year 1. The emphasis on phonics positively affects students' outcomes. The curriculum has been adjusted to foster entrepreneurship, with notable successes in developing students' marketing and business enterprise skills in conjunction with whole-school fundraising events. - The school excels at ensuring the safety and security of all students. Child protection and safeguarding policies and procedures undergo regular review and updates. Facilities are secure and conducive to learning and students are carefully supervised at all times. Staff and student relationships are characterised by courtesy. The school has established systems to identify students with special needs or exceptional talents, and provides suitable support, enabling most to achieve adequate progress.
LEADERSHIP AND MANAGEMENT	A new senior leadership team, well supported by a strong, active governing board, has enhanced educational provision. Self-evaluation is now more targeted, resulting in prioritised action plans that address the majority of recommendations. Rapid improvements in all phases can be attributed to solid leadership. However, these enhancements are not uniformly applied nor entirely ingrained, with their full impact yet to be realised.

The best features of the school:

- The good progress in Maths and Science.

- The improving picture in the FS, assessment, curriculum design and adaptation.

- The health and safety of students, including safeguarding procedures.

- Improvements in leadership, including self-evaluation, management, governance and partnerships with parents.
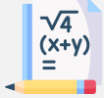
Key Recommendations:

- Improve students' attainment and progress to at least good in Islamic education, Arabic and English.

- Ensure that leaders at all levels drive improvements in teaching and learning.

- Ensure that the self-evaluation process yields accurate, focused judgements on personal and academic development, leading to well-informed improvement plans that result in consistent advancements in attainment.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable ⬆	Acceptable ⬆
	Progress	Not applicable	Acceptable ⬆	Acceptable ⬆
English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ⬆	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	⬆ Good	Good	Good ⬆

	Foundation Stage	Primary	Secondary
Learning skills	Good ⬆	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good ⬆	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

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Good ⬆	Good ⬆	Good ⬆

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good ⬆	Good ⬆	Good ⬆
Curriculum adaptation	Good ⬆	Good ⬆	Good ⬆

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

Focus Areas

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations.	is approaching expectations.

- The school achieved very highly in Trends in International Mathematics and Science Study (TIMSS).. However, external benchmark assessments at the end of 2022 were weak. Emirati students' achievement in benchmark assessments is broadly in line with that of other students.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations.

- The school's leadership team is new but has demonstrated a rigorous approach by utilising assessment reports and having a positive impact on data analysis. The newly implemented assessment systems allow leaders to monitor student progress and identify gaps in learning, which are promptly addressed. The effectiveness of all interventions is closely tracked. The curriculum undergoes regular checks and adaptations in each subject area, ensuring that no strands are omitted.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations.	is approaching expectations.

- Students' achievement in the New Group Reading Test (NGRT) is weak. Independent, wider learning skills are not fully embedded in lessons. Emirati students' achievement is at least in line with that of other students.

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

For Development:

- Ensure that the NGRT outcomes for all students improve.

- Ensure that teachers use all assessment information to plan lessons which meet the needs of all students, in order to improve progress in internal and external assessments.

Wellbeing

The quality of wellbeing provision and outcome is at a high level.

- The learning environment is a happy one, with respectful interactions between adults and students. Participation in extra-curricular activities fosters a sense of belonging. Middle leaders prioritise student wellbeing and engagement, while the governing board identifies wellbeing strengths and areas for development, regularly reviewing the school's actions and holding senior leaders accountable for provision and outcomes. Students of determination are encouraged to take wellbeing breaks during the day.

- •Staff identify students experiencing wellbeing issues and assist them in developing self-regulation skills. The school counsellor provides support for parents, staff, and students dealing with wellbeing issues. The importance of wellbeing is integrated into lesson planning, reaching every classroom. Frequent parent communication is encouraged, and communities of interest promote socialisation and skill development. The school encourages students to make healthy choices and to look out for their friends.

- Students report feeling happy and secure at school, and parents are satisfied with the school's approach to wellbeing. Students are aware of peer pressure, bullying, and social media influences, with the school promoting healthy eating habits. The school is increasingly becoming a safe, joyful environment for children, students, and staff to learn, work, and thrive together.

UAE social studies and Moral Education

- The school effectively implements the moral, social, and cultural (MSC) framework, which serves as an integral part of the institution's educational programme. Teachers possess a strong understanding of the framework. However, the quality of teaching and students' learning skills and experiences can be inconsistent.

- The school effectively integrates MSC values into schemes of work, with lesson plans frequently reviewed and updated to reflect this. For example, in Year 8, the topic of climate change was introduced in mathematics and further reinforced in science. Students also learn about mutual respect as a core value.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students attain levels that are in line with curriculum standards. They show an adequate level of understanding of Islamic beliefs, creeds and worship, as well as memorisation and recitation of the Holy Qur'an. Their knowledge of the Seerah of the Prophet Mohammed (PBUH) is less well developed.

- In Primary, students can talk about Islamic etiquettes in food, visits and hospitality, but rarely do they connect them to everyday life. Students in Secondary can discuss some rulings about worship. Their skills in explaining the wisdom behind them, or to justify their answers, are developing.

- Teachers recently adopted the new school assessment policy. However, it is not an embedded practice, and does not yet meet the needs of all students. Although teachers start every lesson by revising verses from the Holy Qur'an, students' memorisation and recitation remain only acceptable.

For Development:
- Improve students' knowledge of the Seerah of the Prophet (PBUH).
- Strengthen students' ability to connect Islamic learning to everyday situations.
- Improve students' skills in justifying their answers.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students' language skills are improving due to frequent opportunities to practice modern standard Arabic, particularly in Secondary.

- Students demonstrate solid listening skills across all year groups. Their reading abilities surpass their writing skills, especially when it comes to comprehending and extracting specific information from what they have read or listened to. However, their limited vocabulary constrains their ability to make connections between words in diverse contexts.

- Students frequently express themselves using simple words. They lack the confidence to initiate discussions, to form phrases or to ask simple questions. Reading and comprehension skills are now adequate.

For Development:
- Improve students' conversational skills by engaging them in speaking activities such as role-play, storytelling, dialogue and discussions.
- Provide extra-curricular activities and cross-curricular connections to encourage students' interest in learning and using Arabic and to improve their language acquisition.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable ⬆	Acceptable ⬆
Progress	Not applicable	Acceptable ⬆	Acceptable ⬆

- Students are developing their language skills effectively. They are now in line with curriculum standards. Students in the lower primary phase demonstrate better progress in lessons than others.

- Students possess adequate reading abilities and can comprehend brief texts on familiar subjects. Beginners are capable of understanding familiar words. However, students' proficiency in responding to texts in Modern Standard Arabic is still in the developmental stage and varies inconsistently across all year groups.

- Students are now adequately engaged in learning because of enjoyable activities such as, singing and reading for pleasure. They can only engage in conversations in a rehearsed context. Their ability to express ideas and their communication skills are still developing. Students' guided writing is improving.

For Development:

- Improve students' oral communication skills by engaging them in speaking activities during lessons and in activities, such as assemblies and national and international celebrations.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good ⬆	Acceptable	Acceptable

- Most students attain curriculum standards. In the Foundation Stage (FS), a majority of children make better than expected progress, developing effective listening and speaking skills. In Primary and Secondary, most students achieve the expected level of progress.

- In the Foundation Stage, children have a secure understanding of phonics, which has proven effective in enabling them to form sounds, words, and simple sentences with more confidence. However, they need to improve their writing skills.

- In Primary and Secondary, students generally demonstrate speaking skills that are in line with the expected standards, although some remain hesitant speakers. Moreover, there is a need to improve punctuation, spelling, and grammar skills across all year groups.

For Development:

- Improve the quality of writing across the school, through greater attention to spelling, punctuation and grammar.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good

- Students' attainment is in line with standards in all phases. In international benchmark examinations, students' outcomes are lower, apart from Year 7 where they achieve higher standards. In all phases, students make strong progress from their starting points.

- In the FS, children's understanding of place value and how to partition numbers to 10 is developing well. More able children make good progress. They can add and subtract to 20 and beyond. In Primary, most students understand arithmetical processes and know how to use different strategies to calculate answers. Tests in mental mathematics indicate slower progress.

- A majority of students is now developing an understanding of number, fractions, measurement and word problems. High attaining students are not encouraged to work at their own pace and levels, and so do not make sufficient progress in line with their full potential.

For Development:

- Ensure that students make better progress in mental mathematics activities by focusing on skills recently learned.

- Improve older students' problem-solving skills.

- Ensure that high attaining students, and those with mathematical gifts and talents, are challenged to reach their full potential.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good ⬆	Good	Good ⬆

- Across all phases, students' attainment in line with curriculum standards. A majority of students across the school makes better than expected progress from their starting points.

- Students can recall and apply prior learning, using correct scientific terminology. They are less adept at recording and analysing the results of their investigations, or in creating accurate scientific, labelled diagrams.

- Typically, teachers demonstrate most investigations and experiments to the students. However, students lack sufficient opportunities to plan their own investigations to test hypotheses or solve problems. Furthermore, they have inconsistent opportunities to apply the principles of fair testing to independent, inquiry-led learning.

For Development:

- Improve students' skills in scientific methodology, particularly in the recording and analysis of data from which to draw their own conclusions and create correctly labelled diagrams.

- Provide more opportunities for students to plan and execute investigations independently and skillfully.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good ⬆	Acceptable	Acceptable

- Students in the FS are typically enthusiastic participants in group sessions, where they communicate well and use feedback to improve. In Primary, higher attaining students are the most committed to group work.

- Although collaborative learning is common, a small minority of students does not engage fully in group exercises or in lessons. Learning is consolidated, providing students with the confidence and willingness to take the initiative in some activities, such as choosing their own learning options.

- Students typically demonstrate good proficiency in using technology and approach its use conscientiously, particularly when researching potential answers. In some areas, the development of inquiry-led learning, critical thinking, innovation, and enterprise is a promising trend.

For Development:

- Ensure that students are fully engaged in all learning opportunities.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good ⬆	Good

- Students have positive attitudes to learning. They are polite and enjoy coming to school. They find that the school supports and appreciates them. They can approach any of the safeguarding team if they have issues.

- Behaviour is mostly positive. Usually, students follow school rules and respond well to others. They show respect to their teachers and support one another. As a result, the relationships between students and teachers are respectful and strong.

- Students understand how to remain healthy and safe. They generally choose healthy options for their food. They participate in different physical activities provided by the school. Attendance is high. Students are usually punctual to school and to lessons.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good ⬆

- Students demonstrate a secure understanding and respect of Islamic values, reflected in their behaviour. They participate in all Islamic celebrations in the school. They can link the school values with Islamic values.

- All students exhibit respect and appreciation for the culture and heritage of the UAE. They enthusiastically participate in all national occasions and possess a detailed understanding of UAE history and its leaders.

- Students appreciate their own cultures and show full respect for other cultures and nationalities. They learn about them within the curriculum itself, and through a range of cultural assemblies and the annual International Day celebration.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students welcome opportunities to take on responsibilities. They take leadership roles in the students' council and in the classrooms. They are aware that their opinions are valued by staff and offer constructive suggestions to influence the school's direction, such as providing input to the behaviour policy.

- Students demonstrate a positive work ethic. They participate in competitions and enterprise projects across the school. They willingly engage in charitable activities. However, they rarely take the initiative or create opportunities to volunteer and support the local community.

- Students are environmentally aware and increasingly conscious of sustainability. They demonstrate care for their surroundings by planting in the school garden. Older students have been involved in beach and desert clean-ups.

For Development:

- Improve students' ability to self-discipline, behave well and follow the school's code of conduct.
- Ensure that Islamic values and Emirati culture are fully embedded across the curriculum.
- Encourage more students to initiate activities with innovative ideas.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers typically possess strong subject knowledge, use technology effectively and provide attractive classroom environments.

- Some teachers occasionally begin their lessons with introductions that are too length with excessive instruction, or poorly deploy learning support assistants (LSAs). This typically leads a small proportion of students to lose interest.

- The strongest teaching is characterised by a deep understanding of students' capabilities, allowing teachers to ask informed questions and hold high expectations. This approach nurtures intellectual curiosity and instills a love of learning in students through inquiry-based learning. Effective planning ensures that the needs of most students are generally met. However, this practice can be irregular, and some students may not receive adequate support or challenge.

	Foundation Stage	Primary	Secondary
Assessment	Good ⬆	Good ⬆	Good ⬆

- The school benchmarks students' data against national and international standards. Senior leaders are rigorous in their analysis of data. Gaps in learning are identified and promptly addressed through well-targeted interventions. All progress is tracked over time. Effective use of data by teachers to plan lessons is variable.

- The marking and feedback policy is not always used reliably by teachers to provide clear guidance on how students can improve their work. Students rarely complete the corrections which have been suggested. Self- and peer-assessment are used effectively by some teachers.

- Recently introduced assessment procedures are coherent. They are effectively aligned to curriculum standards. They provide valid, reliable and comprehensive measures of academic, personal and social development.

For Development:

- Ensure that teachers' planning and questioning skills are strengthened.

- Ensure that teachers use assessment information to plan lessons to meet the needs of all students and that students complete identified corrections.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good ⬆	Good ⬆	Good ⬆

- A well-structured curriculum ensures a smooth transition between the FS and Year 1, where the focus on phonics has a positive impact on students' outcomes. Similarly, students in Year 6 have transition days in Secondary where individual student information is transferred, thus ensuring effective transition and strong progression.

- Most teachers now have a very clear understanding of the NCfE units of work, which are frequently reviewed. Changes in FS to map the curriculum to 'Development Matters' have ensured closer adherence.

- The introduction of Key Stage 3 curriculum has been well planned. Students have a comprehensive range of subjects. Science leaders have mapped the curriculum to include the full range of topics and which fulfil external benchmark requirements. The thematic approach to learning up to Year 4 ensures that cross-curricular links are meaningful.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ⬆	Good ⬆	Good ⬆

- Leaders are effective in measuring the impact of the curriculum on different groups of students. Modifications in English to meet the learning needs of learners for whom English is an additional language are underdeveloped. The timetable is adapted following curriculum reviews, leading to changes such as Mathematician Monday, genius hour and additional science lessons.

- The curriculum promotes students' entrepreneurship. It has successfully developed their marketing and business enterprise skills, linked to fund-raising events. Modification of the curriculum is not always sufficiently effective for students of determination, high attainers or those with gifts and talents.

- The curriculum provides strong links to Emirati culture, traditions and heritage. Students participate in events to celebrate Muslim festivals. In moral, social and cultural education (MSC), the curriculum improves students' understanding of the economy of the UAE, for example, how farming is adapted to the desert environment.

- Arabic is taught for 60 minutes per week in FS.

For Development:

- Ensure that the English curriculum is broadened to provide greater enrichment opportunities for students for whom English is an additional language.

- Adapt the curriculum to meet the needs of all students, particularly students of determination, high attainers and those with gifts and talents, in order to develop their critical thinking skills.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school is highly effective in keeping all students safe and secure. Child protection and safeguarding policies and procedures are reviewed and updated regularly. Appropriate training is provided for all staff and policies are shared with parents.

- Regular maintenance and safety checks ensure that the facilities are safe and support learning. The school buildings, equipment and resources continue to be updated to match students' growing educational needs. Records of health and safety procedures are up to date. Appropriate risk assessments are completed.

- Students are carefully supervised both in school and when on school transport. The school promotes safe and healthy living through morning assemblies, displays and events. Students receive regular guidance from the medical staff on healthy lifestyles. Lunch box monitors promote healthy eating.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable	Acceptable

- Relationships between members of staff and students are courteous. Mutual trust and confidence are evident in their interactions. The school's approach to promoting attendance and punctuality is adequate. Despite the school's policy, there are some instances of unacceptable behaviour. The school's admission procedures are inclusive.

- The school has appropriate systems for identifying students of determination and those with gifts and talents. Support for them is suitable and enables the majority of students to make adequate personal and academic progress.

- The wellbeing and personal development of all students and staff are monitored periodically through surveys. The information is used to focus on the provision of appropriate personal and academic guidance and support.

For Development:

- Help a minority of students in the school to understand the importance of healthy eating and the impact that it might have on their health and overall wellbeing.

- Address the few instances of challenging behaviour in the school to enhance the wellbeing of all students.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- Governors, inclusion team leaders, and teachers demonstrate appropriate commitment to an inclusive ethos. They respond effectively to the diverse needs of students and take responsibility for their learning and progress as part of the school's inclusion provision.

- The inclusion team uses suitable assessment tools to identify students of determination and develop individualised interventions accordingly. The school appropriately identifies the barriers to learning experienced by students, aligned with KHDA categories.

- The school provides adequate formal and informal reporting to inform parents of their children's progress and offers personalised feedback. While parents are involved in the development of their children's individual educational plans (IEPs), the exchange of information between home and school lacks consistency.

- Curriculum plans are typically modified to reflect students' abilities, although the content may not always be relevant or meaningful. While modification can promote learning skills, expectations of learning and progress may not be consistent or sufficiently high across the curriculum.

- Teaching, informed by assessment, generally leads to students of determination making acceptable progress. The school makes accurate conclusions about students' progress, and students have an awareness of areas where they need to improve and are moving towards independence. However, teachers' feedback on students' written work varies.

For Development:

- Extend collaboration across the wellbeing, care and support and inclusion teams to ensure a cohesive approach to care and provision for all students.

6. Leadership and management

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

- Most senior leaders are dedicated and effective. They have a secure understanding of best educational practice. Leadership is delegated effectively to individuals and teams, who are held to account. Leaders have an evident commitment to inclusion. They have had some success in improving aspects of the work of the school. Although stakeholders are consulted when developing the school's vision, the impact varies.

- Information from a range of sources informs the planning process. Leaders know the school well, and its priorities for improvement. The school receives feedback from a variety of stakeholders, which informs self-evaluation. However, some judgements lack precision and a focus on students' achievements. Leaders monitor and manage change well. Staff are committed to implementing strategies for improvement. Most of the recommendations from the previous report have been addressed.

- Parents have regular opportunities to be actively involved in the life of the school, and they feel welcomed. Opportunities for involvement include reading to students. Leaders communicate with parents in a variety of ways. Parents are well informed about their children's achievements and know what they can do to help them to improve. Reports are comprehensive. Links with the local community, businesses and other schools are developing.

- The governing body is composed of representatives from all appropriate stakeholders. Meetings are held regularly and frequently, often in the form of subcommittees that report to the whole board. Board members monitor the school's work and hold senior leaders accountable for performance and quality. With a variety of expertise and experience, board members review all aspects of the school's performance, exerting a positive impact and actively supporting school leaders to move forward in a brief period of time..

- The school runs smoothly on a day-to-day basis. Teachers and learning support assistants (LSAs) are appropriately qualified and deployed. The premises are of good quality and are well maintained. Resources are suitable to support the delivery of the curriculum. Professional training has played a significant role in moving the school forward significantly since the previous inspection.

For Development:

- Ensure that leaders improve the consistency in teaching and learning and the use of LSAs.

- Ensure that self-evaluation produces judgements which are succinct and focused on attainment.

- Continue to develop relationships with other schools and businesses, locally and internationally, to broaden students' experience.

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 **QA.Schools@khda.gov.ae**