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

ACCEPTABLE

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

Deira Private School

Celebrating 10 years of inspections

DEIRA PRIVATE SCHOOL

UK CURRICULUM

Contents

School information

General information

Location	Al Twar
Type of school	Private
Opening year of school	2009
Website	www.deps-sch.ae
Telephone	00971-4-2641595
Address	Al Twar 3 /231959
Principal	Catherine Hayton
Principal - Date appointed	9/17/2017
Language of instruction	English
Inspection dates	16 to 18 October 2017

Teachers / Support staff

Number of teachers	28
Largest nationality group of teachers	Filipino
Number of teaching assistants	11
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	29%

Students

Gender of students	Boys and girls
Age range	4-11
Grades or year groups	FS2 to Year 6
Number of students on roll	292
Number of children in pre-kindergarten	0
Number of Emirati students	70
Number of students with SEND	13
Largest nationality group of students	Emirati

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GL (PTE, PTM, PTS) CIE
Accreditation	CIE
National Agenda benchmark tests	GL

School Journey for Deira private school

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

2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018
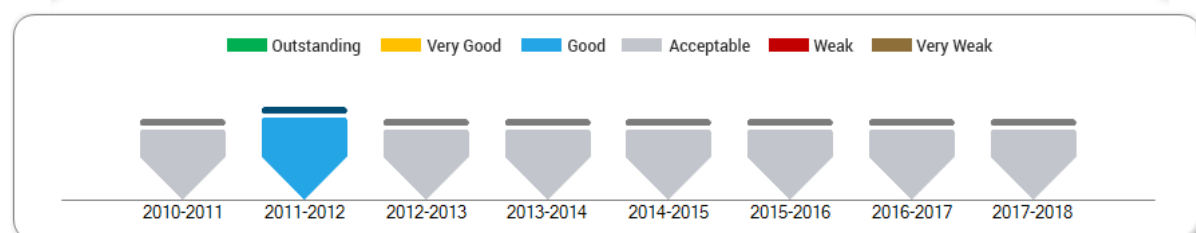
The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Deira private school was inspected by DSIB from 16 to 18 October 2017. The overall quality of education provided by the school is acceptable. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school has a new principal who was appointed at the beginning of this school year. The new principal has a very clear vision for the school. The leadership is supported by the governing body. However, they need to be more proactive in holding the leadership accountable for improvements. Relationships with, and support from the parents are good.

Students' achievement

Students' attainment and progress are acceptable in all subject areas in both the Foundation Stage and the primary phase. In English, mathematics and science students achievement has declined. Across the school there are too few opportunities for students to be active and independent learners.

Students' personal and social development, and their innovation skills

Students' personal and social development are good across the school. Students' understanding of Islamic values and Emirati culture is good whilst their understanding of other cultures is developing. Opportunities for student leadership are provided through the student council. There is participation in community services and some limited exposure to innovation and entrepreneurial activity.

Teaching and assessment

Teaching and assessment are acceptable across the school. In both phases, teaching and assessment have declined. Teachers make limited use of assessment information when planning their lessons. The results from the National Agenda Parameter have had limited impact on students' experiences in learning.

Curriculum

The curriculum provision in both phases is acceptable. Curriculum modification is acceptable across the school. There is a wider choice of activities and experiences available to the older students.

The protection, care, guidance and support of students

Health, safety and welfare of students in both phases are very good. The school is a safe and supportive environment for the students. The support for, and care of students with special educational needs disabilities (SEND) are a positive feature of the school. The buildings are maintained to a good standard.

What the school does best

- The very good health and safety and the support for students' well-being across the school
- The provision made for, and support given to meet the needs of students with SEND
- The relationship with, and the communication between the school and the parents, particularly the parents of students with SEND

Key recommendations

- Raise the achievement of all groups of students, in all subject areas, by ensuring teachers:
  - use strategies that engage, promote collaboration and challenge all students to develop their critical-thinking, problem-solving and research skills
  - contextualise learning so that students make connections to the real world
  - develop learning opportunities that allow students to become more independent learners
  - use age-appropriate assessment of learning tasks that allow students to demonstrate their understanding through analysis and evaluation
  - consistently use assessment data to plan the next steps in learning for all students.

- Improve the effectiveness of all leaders by:
  - reviewing the leadership structure to clarify roles, responsibilities and lines of accountability
  - ensuring assessment data is a valid and reliable measure of student attainment in order to provide a more robust view of student progress
  - monitoring the changes to teaching strategies and evaluating the impact on students' learning
  - reviewing the implementation of the curriculum and make appropriate modifications to enable a more continuous provision for learning, especially in the Foundation Stage.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary
Islamic education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable ⬇
Arabic as a first language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable ⬇
English	Attainment	Acceptable ⬇	Acceptable
	Progress	Acceptable ⬇	Acceptable ⬇
Mathematics	Attainment	Acceptable ⬇	Acceptable
	Progress	Acceptable ⬇	Acceptable ⬇
Science	Attainment	Acceptable ⬇	Acceptable
	Progress	Acceptable ⬇	Acceptable ⬇

	Foundation Stage	Primary
Learning skills	Acceptable ⬇	Acceptable ⬇

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

	Foundation Stage	Primary
Personal development	Good ⬇	Good ⬇
Understanding of Islamic values and awareness of Emirati and world cultures	Good ⬇	Good ⬇
Social responsibility and innovation skills	Good ⬇	Good ⬇

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable ⬇	Acceptable ⬇
Assessment	Acceptable ⬇	Acceptable ⬇

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Acceptable ⬇	Acceptable ⬇
Curriculum adaptation	Acceptable ⬇	Acceptable ⬇

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

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

National Priorities

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 the school's targets:

National Agenda Parameter

- Attainment in the National Agenda Parameter (N.A.P.) in English, mathematics and science is below expectations.

- The school meets the registration requirements for the N.A.P.

- Leaders at all levels do not have sufficient knowledge of the National Agenda. The senior leadership team has not analysed the NAP tests in detail. The school action plan comprises of short-term actions with a few timescales.

- Data is neither analysed nor used effectively to develop the curriculum or teaching. The school is in the early stages of adapting its curriculum in the light of external benchmarks and Cognitive Ability Tests (CAT4). The use of assessment is yet to have an impact on students' learning.

- Teachers make limited use of assessment information when planning their lessons. There are a few adjustments to teaching strategies based on an analysis of assessment data.

- There is very limited impact of the results of the NAP on students' experiences in learning. Whilst the school has a computer suite, there is limited evidence indicating that students use computers to conduct research.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Leaders and governors are aware of the achievements of the Emirati students in the school. Data and information related to Emirati students' achievement is insufficient and lacks rigour. A few strategies exist but these are not coherent. Guidance and support for Emirati students is evident including the provision of support in literacy through the learning support programme.

- The school is making efforts to encourage and support all Emirati students. Whilst some Emirati students do not always exhibit positive attitudes or take responsibility for their own learning, a minority are high achievers and are engaged in lessons. They show interest and demonstrate positive levels of determination and independence.

- Curriculum adaptation in the school generally is acceptable. However, in relation to Emirati students, there is limited adaptation or extra-curricular provision. Teachers do not take sufficient account of the different needs and abilities of Emirati students. The school systems to monitor progress are under-developed.

The school's provision for raising the achievement of Emirati students, needs improvement.

Moral Education

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- Moral education is taught on a regular basis mainly in discrete lessons. Students' learning is consolidated and reinforced during assemblies.
- Although teachers follow the prescribed topics, preparation is underdeveloped leading to unclear learning objectives and a lack of pace and challenge.
- Lessons lack direction and lead to student disengagement as they do not find learning interesting. Students enjoy project based tasks. Their critical-thinking and reflection skills are not being developed effectively.
- Assessment is intended to be formative and staff complete checklists. However, limited recording by students, means there is little evidence to show what they have covered or how they have developed their understanding.

The school's implementation of the UAE moral education programme is under developed.

Social Studies

- The school offers social studies from Years 1 to 6, delivered in English. Topics cover a range of integrated subjects including history and geography.
- Teaching lacks purpose and there seems to be a misunderstanding about what lessons should include. This results in sessions which do not have enough meaningful learning.
- Students are encouraged to be observant and offer suggestions, but poor guidance and direction by teachers limits the effectiveness of learning.
- Assessment methods are limited and are similar to those in other subject areas. There is insufficient constructive assessment for learning.

The school's implementation of the UAE social studies programme is under developed.

Innovation in Education

- There is little evidence to support a culture of innovation in the school. Technology is not appropriately used or available. Lessons do not lead to the generation of new ideas or actions by students.
- There is currently limited input by students to develop an effective work ethic and independence of learning in lessons. They are involved in some fund-raising events, but these are predominantly driven by the teachers.
- Teachers provide few opportunities for students to engage in any form of critical thinking, innovation, research or initiative. There is little modification of lesson planning to promote innovation or creativity.
- The school is not sufficiently developing a consistent approach to innovation and as a consequence there is limited curriculum modification.
- The leadership is supportive of innovation and an innovation leader has been appointed, but there is not a shared understanding of what innovation practice should look like in the school.

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

Main inspection report

1. Students' achievements

Islamic education		Foundation Stage	Primary
	Attainment	Not applicable .	Acceptable .
	Progress	Not applicable .	Acceptable ⬇

- In Islamic education, the school's internal data reflects high levels of student attainment, whereas external assessment indicates this is acceptable. Lesson observations and work scrutiny show that students' attainment and progress levels are in line with curriculum expectations.

- Students' knowledge of Islamic concepts and values are stronger aspects of their learning. Students exhibit an appropriate knowledge of Hadith and Seerah, but their understanding of the conveyed meanings and messages are not well developed.

- There is an improvement in linking Islamic values to real life. Recitation skills are developing, but improvements in the memorisation of required verses from the Holy Qur'an are at an initial stage of implementation.

For development

- Develop deeper students' knowledge and understanding of Islamic concepts, Hadith, the Holy Qur'an and Seerah.

Arabic as a first language		Foundation Stage	Primary
	Attainment	Not applicable .	Acceptable .
	Progress	Not applicable .	Acceptable .

- In Arabic as a first language, the most accurate data about students' achievement is evident in the upper primary phase. In other year groups, the data reflects an unrealistic assessment of students' language skills. A variety of evidence sources indicate that

students' attainment and progress are in line with curriculum expectations.

- Students' strongest skill is listening. When speaking, students often struggle to find the appropriate standard Arabic expressions to convey their ideas. However, their ability to communicate is in-line with curriculum expectations. Their oral reading skills are better developed than their comprehension skills. Most students' creative and extended writing skills are underdeveloped.

- The introduction of two reading programmes, Assafir and Oxford University Press Guided Reading, is providing an impetus to improve reading levels. However, both are still at initial stages of implementation and their impact is not yet monitored and evaluated effectively.

For development

- Review and modify the curriculum and implement effective teaching strategies that ensure the development of all language skills.
- Provide sufficient opportunities for students to develop higher order reading skills and creative and extended writing skills.

		Foundation Stage	Primary
Arabic as an additional language 📖	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable ⬇

- In Arabic as an additional language, the internal assessment data indicate that both attainment and progress are excellent. However, lesson observations and scrutiny of students' work reflect acceptable levels of language proficiency and development.

- The most developed skills that students demonstrate are listening and responding to questions. Students' ability to engage in short and meaningful conversations about familiar topics is just adequate. Students have better oral reading skills than comprehension skills. Writing is still restricted to copying single words or writing simple sentences based on a given pattern.

- The practice of introducing content-specific vocabulary in almost every lesson has led to improvements in the range of vocabulary that the students know. However, the focus on grammar has not supported the acquisition of language skills for communication.

For development

- Ensure the Arabic curriculum is reviewed, modified and implemented in the classroom, so that it develops students' fluency in oral and written communication rather than concentrating on grammatical accuracy.

English		Foundation Stage	Primary
	Attainment	Acceptable ⬇	Acceptable.
	Progress	Acceptable ⬇	Acceptable ⬇

- Overall, most children and students achieve at an acceptable level. Internal assessment information indicates achievement to be stronger. However, lesson observations and students' work books confirm acceptable achievement. Across the school there are too few opportunities for students to be active and independent learners.

- Students' speaking skills by end of the primary phase are strong. They are articulate and fluent and can express an opinion clearly and fully participate in a conversation. Most students reading and writing skills are in line with expected curriculum standards.

- The provision for the development of reading is acceptable. Literacy is not yet being promoted consistently across the whole school in all subjects. Younger primary students need support with subject specific vocabulary in order to access the science and mathematics curriculum.

For development

- Systematically promote and raise the profile of reading and literacy across the school in all subjects and all aspects of school life.

Mathematics		Foundation Stage	Primary
	Attainment	Acceptable ⬇	Acceptable.
	Progress	Acceptable ⬇	Acceptable ⬇

- The school's internal assessment information, indicates attainment and progress of the majority students is good. External assessments indicate acceptable achievement in Years 1 and 2 and then a gradual decline to weak.

- The decline is partially due to the changing cohorts. Lesson observation and students' work books indicate a higher standard than that indicated in the external test results. The higher achieving students are insufficiently challenged.

- In the Foundation Stage, children can count accurately, they are beginning to add on more or take away to create larger and smaller numbers of objects. This is at a developmental stage; younger children can recognise numerals, but at a very basis level.

For development

- Raise student achievement especially in Key Stage 2, and ensure the higher attaining students are provided with more challenge.

Science		Foundation Stage	Primary
	Attainment	Acceptable ⬇	Acceptable
	Progress	Acceptable ⬇	Acceptable ⬇

- Students' attainment and progress are in line with curriculum outcomes. They are weak compared 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.

- Students' recall of knowledge is better than the understanding and application of knowledge or the use of practical skills. In the lower primary classes, students have limited opportunities for planning, investigating, recording and evaluating their work.

- In the Foundation Stage, children are developing an understanding of the world. They explore a variety of manufactured materials and media. They can explain their findings, but are less confident in making predictions and setting up their own investigations.

For development

- Ensure all students have practical, hands-on opportunities to hypothesise, plan, carry out, record and evaluate experimental evidence through age-appropriate, contextual investigations.

	Foundation Stage	Primary
Learning Skills	Acceptable ⬇	Acceptable ⬇

- In the Foundation Stage there is some child-initiated learning and children's skills are developing. In the primary phase, in most English and mathematics lessons there is evidence of collaborative group work especially with the older students.

- Too often there is passive learning which results in students not developing any independent learning skills. There is little evidence of research, critical thinking or of students using investigative skills.

- There are too few lessons where real-life situations are used to give a context for students' learning. Technology is used in the Foundation Stage but in primary it is not fully exploited in the majority of lessons. There is some use of technology in the better lessons in English and mathematics.

For development

- Expand the opportunities for using technology and for critical thinking through developing more examples of real-life problem-solving.

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

	Foundation Stage	Primary
Personal development	Good ⬇	Good ⬇

- Students are very supportive of, and sensitive towards students with SEND, even when their behaviour at times can be disruptive in lessons. They do not always demonstrate the same level of support and sensitivity to students from other cultures.

- The students' sense of social and personal responsibility develops as they move through the school. Attendance is good which reflects their commitment to learning at all ages.

- Students are generally respectful and polite, but also passive and compliant. As a result of less effective teaching, especially in the lower primary phase, they become disengaged and easily distracted in a large minority of lessons.

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

- In both the Foundation Stage and primary phase, students demonstrate similar levels of knowledge of Islamic aspects manifested in Dubai. Students express their pride in being Emirati or living in the UAE. They respect its culture and enjoy living in Dubai.

- Students' knowledge of Islamic figures and landmarks in Dubai, along with their background information about the UAE, are more developed than their understanding of the values of Islam and their impact on people's lives in the UAE.

- Their appreciation of other world cultures is under-developed. This is hindered by the paucity of effective curricular provision and other opportunities to improve their knowledge and understanding of other world cultures.

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

- Students make a contribution to the school community where opportunities arise such as serving on the student council. They like to be involved and contribute to the day-to-day running of the school as monitors.

- Students are developing some awareness and involvement from an early age, being involved in charity work such as raising funds on 'casual day' and developing entrepreneurial skills. They report that they enjoy projects related to moral education and social studies.

- Environmental awareness is evident in that students keep classrooms tidy and know about the importance of their recycling efforts. They have a developing awareness about growing and looking after their own produce.

For development

- Focus on developing students' understanding of cultures other than their own, especially the Emirati culture in the context of Dubai.

- Extend opportunities for students to engage in open-ended activities that they undertake themselves, to develop their innovation skills.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable ⬇	Acceptable ⬇

- Teachers' knowledge of their subject is not always secure. A significant minority of teachers speak with loud voices including sometimes shouting, often resulting in students shouting back.

- Teachers' behaviour management in the better lessons is very well deployed. They use a good range of subtle techniques including eye contact, temporary silence, or simply waiting until all students are attentive. In these better lessons teachers encourage students and praise their answers. Wrong answers are explored rather than simply moving on to the next student.

- In the less effective lessons teachers use closed questions. Time pressures in lessons mean there are few opportunities for meaningful plenary sessions to check what has been learnt. The use of technology to support teaching for learning is not well-developed or consistent across the school.

	Foundation Stage	Primary
Assessment	Acceptable ⬇	Acceptable ⬇

- Internal assessment procedures are linked to the school's curriculum standards. The data gathered from these assessments is not accurate enough to provide reliable information about how well students are learning. Assessment data is restricted to measuring students' knowledge and has limited use as a measure of progress. The school does not compare students' performance to national and international cohorts.

- In the Foundation Stage, children's achievements are calculated using levels and percentages to show the children who are achieving a good level of development. The data from this system is not always accurate or reliable.

The use of assessment data to influence curriculum adaptation and teaching is a developing feature. In upper primary classes and in mathematics, most teachers know their students well enough to provide them with tasks and advice that meet their needs, so that their learning continues to develop.

For development

- Improve teaching by ensuring the elements of successful practice seen and developed in the school are shared with all teachers.

- Develop the capacity of all teachers to use internal and external assessment information to provide activities for students that match their abilities.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Acceptable ⬇	Acceptable ⬇

- The Foundation Stage and primary curriculums have a clear rationale. The school is compliant with both the licensed curriculum and MOE requirements for Arabic and Islamic education. There is a range of creative, physical and practical experiences in a variety of subjects.

- Clubs and activities after school each Monday, are attended by almost all primary students. They provide students with choice and an enriching learning experience in subjects such as cooking, origami, money management, and sport.

- The curriculum is planned by subject and taught in 40 minute or shorter lesson blocks. This structure results in an ineffective use of curriculum time, especially for younger children. It restricts a thematic and creative approach to curriculum design and implementation.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable ⬇	Acceptable ⬇

- The school recognises the needs of most groups of students in its adaptation of the curriculum, especially for those students requiring learning support or with a special educational need.

- The absence of enrichment programmes and insufficient challenge within the curriculum itself does not facilitate the progress of high achievers or of those with other gifts or talents.

- Opportunities for student engagement in promoting enterprise and innovation are limited. Hud-Hud, the Reading Clubs and the Holy Qur'an Club offer such opportunities indicating that this is a developing area for the school.

- There are three 40 minute lessons each week for Arabic in the Foundation Stage.

For development

- Review the curriculum and develop appropriate curriculum adaptations which ensures the needs of all groups of students are met.

- Review the curriculum design to include thematic approaches including cross-curricular links, that are more age and culturally appropriate and engaging.

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

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

- The school is a generally safe, secure and inclusive learning environment in both the primary phase and Foundation Stage. It has facilities suited to the needs of all students. It is a clean, well-maintained and healthy environment. Transport arrangements at the start and end of school are highly effective.

- A particular strength is the school's provision and promotion of safe and healthy lifestyles. An engaging programme of events and speakers on a range of age-appropriate topics, such as healthy eating, hand-washing, cancer awareness, fruit sales, is built into the school curriculum and is promoted by the school nurse.

- The premises have been adapted to ensure access for all groups of students. There are rooms to support withdrawal work and counselling for students with SEND, including a sensory room.

	Foundation Stage	Primary
Care and support	Good ⬇	Good

- Respect, courtesy, care and appreciation of the individuality of each child are at the core of very positive staff–student relationships. The school adopts a holistic approach to student well-being and personal development with on-going monitoring and support available through specialised staff.

- The school has an inclusive ethos, with open admission, in which students identified with special educational needs can develop and thrive. There are well–planned approaches which provide the students with the appropriate and necessary support.

- The school identifies its high-achievers and gifted and/or talented students but is only beginning to take some measures to meet their needs. The needs of most students, but not all, are met.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very good ⬆

- The SENCO is the Inclusion Champion in the school. She works tirelessly in supporting students to make progress irrespective of their starting points. She is also committed to ensuring that the students attain some measure of independence as they progress.

- The Identification of students with additional needs is effective. The KHDA categories are used alongside a staged approach to support students. A range of tools, formal and informal, together with teacher- designed checklists, are used. Children in the Foundation Stage are identified on entry into the school.

- There is a strong relationship between home and school. Parents and teachers work together to include the student. The student's individual educational plan (IEP) is the focus for ensuring the student's progress

- Teachers are very aware of the needs of the students and are aware of the targets in the IEP. Some teachers are more skilled than others in adapting the curriculum for students with SEND. Learning Support Assistants (LSA) are new in the school, replacing the former shadow teacher.

- Progress records and work scrutiny indicate that the students are making at least the expected progress in social, emotional, personal and academic development.

6. Leadership and management

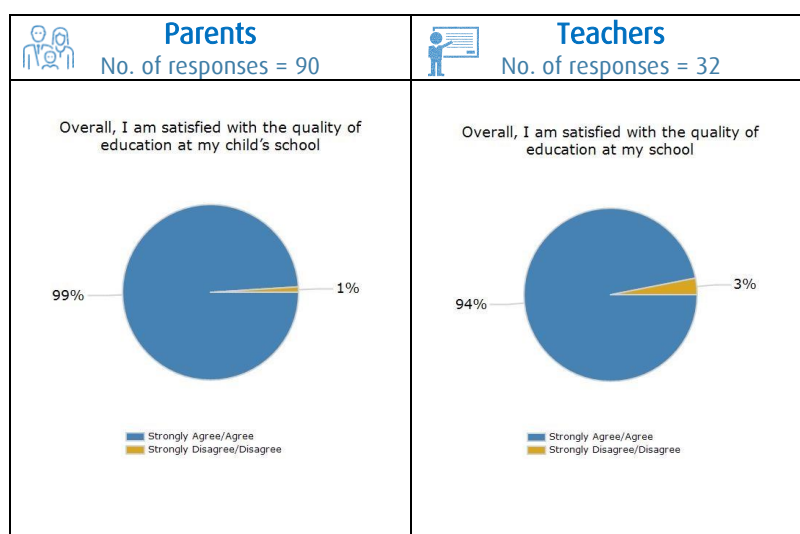|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable ⬇

- The new principal has a very clear vision for the school that is closely linked to the UAE national priorities. The senior leadership team has begun to develop strategies to improve the school overtime. Some new strategies have been implemented but no measure of their impact has been made. The processes for driving change are not systematic or fully effective.

- The new school leadership team has recognised and prioritised areas for further development; these are in-line with the findings in this report. An initial action plan has been developed to implement strategies aligned to the priorities. It is too early to measure the impact of these strategies on student outcomes.

- Parents are involved in the education of their children and their views are regularly sought. Lines of communication between the school and parents are effective. Parents receive regular reports about their children's achievements and progress. Parents are represented on the Parent Teacher Association. There is some involvement of the school in the local and wider communities.

- The governing board meet regularly. They ensure that appropriate staffing and resources are available. Governors are very supportive of the new principal but their role in the strategic management of the school is limited. They are not proactive in holding the whole school leadership accountable for the overall performance of the school.

- The day-to-day management of the school is not fully effective, especially in relation to the student timetable structure. Appropriately qualified staff are well-deployed. A range of professional development opportunities for staff, aligned with the school's priorities, is provided. The school provides adequate resources for teaching and learning.

For development

- Use data-driven, measurable goals in action plans to determine the impact of implemented strategies on student performance.

- Define roles and responsibilities of all leaders and ensure that they are accountable for those responsibilities.

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.

	Students	• Not applicable
	Parents	• The parents are predominantly positive about all aspects of the school. Almost all â€‹parents said their child was happy and felt safe at school. Areas for concern for a few parents were with children reading for pleasure at home and the provision of extra-curricular activities for their child. The inspection findings are not as positive as those of the parents
	Teachers	• The teachers are predominantly positive about all aspects of the school. Almost all teachers said they were satisfied with the quality of education provided and thought that students had effective teaching. Areas for concern were with the behaviour and respect of students and the range of resources provided for teaching. The inspection findings agree with the teachers' concerns but are not as positive in other areas

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