

# INSPECTION REPORT

2022-2023



**DOVE GREEN PRIVATE SCHOOL L.L.C**

**UK CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Dubai Investment Park
	Opening year of School	2014
	Website	www.dovegreenschool.com
	Telephone	97148837474
	Principal	Patrick Joesph Affley
	Principal - Date appointed	8/10/2014
	Language of Instruction	English
	Inspection Dates	30 January to 03 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 14
	Grades or year groups	FS1 to Year 9
	Number of students on roll	618
	Number of Emirati students	9
	Number of students of determination	50
	Largest nationality group of students	UK

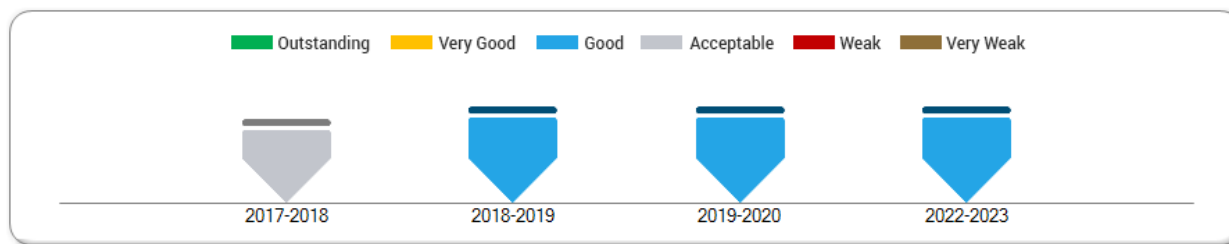
### TEACHERS

	Number of teachers	49
	Largest nationality group of teachers	UK
	Number of teaching assistants	16
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	25%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	No
	Accreditation	BSO

### School Journey for DOVE GREEN PRIVATE SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	<ul style="list-style-type: none"> <li>Students' attainment and progress in English, mathematics and science are strong in Primary. In Foundation Stage (FS), children's progress in all subjects is steadily improving, but attainment remains acceptable in English and mathematics. Secondary students' attainment is acceptable overall except in Arabic as an additional language, where it is weak. Students' learning skills are stronger in FS and Primary than they are in Secondary.</li> <li>Students demonstrate very positive attitudes towards their school and learning. Behaviour across the school is very good and assisted by the strong relationships between students and their teachers. Students have a strong sense of cultural and social awareness of the world around them, as well as age-appropriate social responsibility.</li> </ul>
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> <li>The quality of teaching for effective learning is stronger in FS and Primary than in Secondary. Most lessons are well planned with an appropriate range of teaching strategies and resources to enhance learning. Teachers' interactions and questioning of students is largely effective and responsive to their needs. Assessment processes are reliable, but their use to modify teaching and the curriculum is a developing feature.</li> <li>The school curriculum is aligned to the requirements of the National Curriculum for England (NCfE). It is broad and balanced and includes a range of extra-curricular activities for most phases. In Secondary, the development of the curriculum provision is ongoing. Modifications to the curriculum to meet the wide range of students' learning needs is generally secure. However, the more able students would benefit from a higher level of challenge.</li> <li>The school provides a caring, inclusive and supportive learning environment where diversity and respect prevail. Staff diligently carry out their supervision duties around the school. However, supervision of the use of the swimming pool is inadequate. Attention to the personal needs of students is a key feature of the school, and students of determination are well supported. A few areas of the school are not regularly maintained.</li> </ul>
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>School leaders and governors are committed to providing an inclusive and caring school. Self-evaluation processes are mostly accurate and based on reliable assessment. School improvement planning focuses on building the skills of staff and on enhancing the quality of teaching and learning. The school's day-to-day operations are smooth. Most staff are well qualified. Learning resources are generally sufficient. Parents, particularly those of students of determination, are satisfied with the quality of support for their children.</li> </ul>

### The best features of the school:

- The positive relationships throughout the school and the links with parents which create a strong sense of school community.
- The highly inclusive nature of the school and the good support given to students of determination.
- Students' behaviour, their positive attitudes towards the school and relationships with their teachers.
- The strong commitment of school leaders and the governing committee to the ethos of the school.





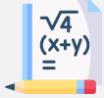

### Key recommendations:

- Improve the monitoring of a few aspects of health and safety in the school and urgently improve facilities, for the Secondary phase to support the teaching and learning environment.
- School leaders should ensure that teaching, the use of assessment and curriculum adaptation enhance learning for all students, including those with gifts and talents.
- Improve attainment and the rate of progress for students in all phases and subjects.

## Overall School Performance

Good

### 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 ↑	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable
 English	Attainment	Acceptable	Good ↑	Acceptable
	Progress	Good	Good	Acceptable
 Mathematics	Attainment	Acceptable	Good ↑	Acceptable
	Progress	Good	Good	Acceptable
 Science	Attainment	Good ↑	Good	Acceptable
	Progress	Good	Good	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Acceptable



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

	Foundation Stage	Primary	Secondary
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

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




## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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
<b>Progress in international assessment</b>	<b>meets expectations.</b>	<b>Not applicable.</b>

- The school entered only Year 4 students for the 2019 TIMSS assessments as there were no Year 8 students enrolled at that time. Students exceeded the targets in mathematics and science, reaching the high international benchmark. Students' achievement in the GL assessments are improving in most areas.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>meets expectations.</b>

- The school's national agenda action plan is in place, is detailed and identifies appropriate priorities for development. Gaps in students' learning have been identified through detailed analyses of assessment data. Subject departments have action plans with success criteria but not measurable targets for improvement. School leaders are using data to make some adaptations to the curriculum. Although teachers are beginning to adapt lessons to meet students' needs, this is variable in practice.

	Whole school
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations</b>

- The school collects data on students' reading literacy levels and plans interventions accordingly. Students' reading literacy skills are improving and are generally at age-related expectations. Critical thinking is systematically developed in lessons in most subjects.

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

#### For Development:

- Embed the strategies to improve students' performance in GL assessments across all subjects.
- Ensure that the planned curriculum adaptations are used more effectively by teachers in personalising learning.
- Improve the reading skills of students for whom English is not their first language.



## Wellbeing

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

- Wellbeing has a high priority in this inclusive school. School leaders identify wellbeing as a key pillar of the school's work. A new leadership role has been created and the wellbeing action plan gives a clearer direction for further development. The analysis of wellbeing data and information requires further development to ensure targeted and sustainable impact upon provision and outcomes. The school runs smoothly on a day-to-day basis.
- Academic and personal development are monitored by class teachers and subject leaders. Teachers know their students well and usually accommodate their needs. The further use of wellbeing assessment information to inform teaching practice is an important next step. Surveys of students and staff wellbeing are used to identify and follow-up on individual concerns. In some cases, this indicates that staff morale is not strong enough. Teaching staff receive regular opportunities to participate in further professional training. The school counsellor provides confidential pastoral and personal support to all.
- Lesson planning processes place wellbeing development at the forefront of teaching and learning. In some cases, teacher dominated lessons restrict the implementation of these plans. When required, one to one sessions enable a personal curriculum to be tailored to student's direct needs. Students are aware of healthy lifestyles from whole school projects promoted by school leaders and the clinic. Students say that they feel well cared for and safe in school. All students engage in a range of sporting activities within school and have access to appropriate extra-curricular events.

## UAE social studies and Moral Education

- In Primary, from Years 2 to 6, social studies are timetabled as a stand-alone subject and moral education is integrated into a range of other subjects, and guided by the Ministry of Education (MoE) resources. In Secondary, moral education and social studies are taught using the most recent Education framework. The subjects are taught by class teachers.
- Students' progress in Primary is assessed through end-of-unit and end-of-term summative tests. Data are analysed to judge students' knowledge and understanding of the key aspects of a unit. The results are reported as with the other subjects. In Secondary, progress is assessed through end-of-unit tests which are currently being extended.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Non-Arab Muslim students' knowledge and understanding of Islamic values and morals are stronger than those of Muslim students. Students' development of knowledge and understanding of Islamic principles and etiquettes is stronger in Primary than in Secondary. Girls make more rapid progress than boys.
- Most students have acceptable knowledge and understanding of the Pillars of Islam, morals, and values. They make steady progress in Hadeeth, Holy Qur'an memorisation and etiquettes. Their knowledge is less secure in learning about the life of the Prophet Mohamed (PBUH), Qur'anic recitation, and in their ability to make links between all areas of learning.
- Teachers have begun to offer Holy Qur'an memorisation practice as part of extra-curricular activities in Primary. Its impact on their practical skills has yet to be evaluated.

#### For Development:

- Develop students' ability to link areas of learning in Islamic Education and their ability to quote the Qur'anic verses related to each topic.
- Improve students' recitation skills and their understanding of Seerah, especially in Secondary.

#### Arabic as a First Language



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

- Most students attain levels that meet curriculum expectations in reading and listening. Students' speaking and writing skills are less developed. Students in Primary make better progress in reading comprehension, as well as in their listening and speaking skills.
- Most students make adequate progress in their reading comprehension and speaking skills across the phases. They make slower progress in developing their writing as observed in lessons and evidenced in their written work. Critical thinking skills, analysis and inquiry are areas for development across the school.
- The recent action plans to improve teaching and learning, and the application of assessment, have yet to impact on students' learning outcomes.

#### For Development:

- Improve students' attainment and progress by ensuring higher consistency in teaching for effective learning.
- Review the curriculum to raise the levels of challenge and to focus on developing all key language skills and in improving students' higher-order thinking skills.

## Arabic as an Additional Language


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

- Reading, writing, listening and speaking skills for most students meet curriculum expectations in Primary, and in relation to their years of studying Arabic. In Secondary, students' outcomes are below curriculum expectations.
- In Primary, students are making more rapid progress in their lessons and written work. Their listening and reading comprehension skills are more developed than writing and speaking. Inconsistencies in teaching and timetabling challenges, are impacting negatively on students' outcomes in Secondary.
- The recent improvements in teaching for learning have started to show improvements in students' outcomes in Primary. The process of designing a curriculum without considering length of time studying Arabic is affecting students' levels of achievement.

### For Development:

- Provide students with more opportunities to practice language independently.
- Raise the levels of challenge in lessons and ensure that the taught curriculum takes into account students' current levels and their years of studying Arabic.

## English

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

- The use of a structured phonics scheme in FS and the lower primary grades has led to the subsequent improvements in students' spelling, reading and writing. Most students' speaking skills are progressively developed throughout the school.
- Attainment and progress in Primary are strong for most groups of students. The use of technology in each classroom, particularly at primary level, is impacting positively on students' progress. The progress of students for whom English is an additional language is variable, particularly in Secondary.
- A range of new initiatives has recently been implemented and is beginning to develop a greater consistency in phonics, reading and writing. This is particularly evident in students' writing across all phases.

### For Development:

- Extend opportunities for students in Secondary to develop their vocabulary and writing skills, with an emphasis on accuracy and improved presentation.
- Improve the language skills of students for whom English is not their first language.

## Mathematics

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

- Internal and external assessments indicate that achievement has improved over the past three years in Primary. The performance of students in Secondary is more variable due to the high proportion of students leaving and joining the school.
- Most students can apply their strong number skills to support their learning and understanding of measure, and geometry statistics. By Year 6, students can also use their knowledge of number effectively to help them to produce scaled drawings.
- Recently introduced assessment systems are now identifying students' level of ability more accurately. However, the use of the information does not always result in appropriate challenge, especially in Secondary. The emphasis on developing mathematical vocabulary is, however, assisting more students to explain their reasoning accurately and in doing so to make better progress.

### For Development:

- Improve students' progress by refining the levels of challenge in lessons for all students, but especially those in Secondary.

## Science

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

- Internal and external assessment data indicate high levels of attainment and progress in FS and Primary. In Secondary, attainment is in line with curriculum expectations. In lessons and in their recent work, most students are making secure progress in developing their scientific skills.
- Scientific understanding is developed progressively in Primary, where students display an understanding of the scientific method, and can devise simple experiments to test their own hypotheses. These skills, and especially practical hands-on investigations, are not as well-developed in Secondary.
- For most students, communication and understanding in science are progressing well. Most are able to use scientific terminology accurately when writing extended scientific reports and in linking theoretical learning to their own lives and in providing solutions to concrete problems.

### For Development:

- Match the work undertaken in science more closely to students' abilities.
- Improve students' practical skills in the secondary phase.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Acceptable

- Students display positive attitudes towards learning and have respectful relationships with their classmates. They enjoy lessons, are well engaged in the learning experiences and can communicate their learning clearly and effectively.
- Students interact positively with their teachers and collaborate with one another constructively in a range of learning situations. In the better lessons, students often connect their learning to the world beyond school, and sometimes to other subjects, thus giving more relevance to what they learn.
- As students' progress through the school, they increasingly take more responsibility for their own learning. Many can learn independently but do not have regular opportunities to engage in critical thinking or problem-solving in some subjects.

### For Development:

- Encourage the development of problem-solving and critical thinking skills in all subjects by providing students with challenge in lessons

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students display more self-reliance in the upper year groups in Primary, a feature which is stronger than elsewhere in the school. Students' attendance in Primary is also slightly higher than in FS and Secondary. The behaviour of girls is often better than that of boys.
- Students are positive, supportive and sensitive to the needs of others. They have very respectful and caring relationships with one another, their teachers and other school staff. They are punctual to school and to their classes.
- The adoption of living a healthy lifestyle is supported by a good range of activities and initiatives promoted by the school. As a result, students generally make wise decisions towards their own health, safety and wellbeing.

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

- Students' awareness of worldwide cultures and their own is stronger in Secondary than in other phases. Their knowledge of Islamic values and their impact on modern life in the UAE is a strength in lower primary classes.
- Most students show an appreciation of the many benefits of living in the UAE. They are aware of the impact that Islam and its values have on modern society in Dubai. Their knowledge of Emirati culture, traditions and heritage is still variable.
- Students actively engage in a reasonable range of special events, assemblies and activities to promote their knowledge and understanding of Emirati culture. However, the impact is uneven across the year groups.

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

- Students from Year 2 onwards serve on the student council. They are keen to take on other roles of responsibility in the school - Head Girl, Head Boy and House Captains. Students have fewer opportunities to volunteer and be involved in the community.
- Children from FS onwards have a positive work ethic. Students are keen to participate in innovative projects. For example, they designed a marble run during the Science, Technology, Engineering, Arts and Mathematics (STEAM) week. Opportunities for them to initiate their own enterprising and entrepreneurial projects are developing.
- Students are aware of environmental issues and of the need for sustainability. They have a mature understanding of the need to save water and power. They have participated in several recycling projects and research, including the impact of fast fashion on the environment.

### For Development:

- Enhance opportunities to strengthen students' awareness and understanding of Emirati culture, traditions and heritage.
- Provide more opportunities for students to develop their community involvement, innovation, enterprise, and entrepreneurial skills.



### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Acceptable

- Across the school, most teachers apply their secure subject knowledge using a range of teaching methodology to engage and motivate students. Lessons are planned purposefully, and the effective use of available resources is a feature of most lessons.
- Teachers interact very well with their students and use questioning regularly to check for understanding. However, occasionally, some teachers do not always allow students sufficient time for them to reflect on questions. This inhibits students' engagement and prevents them from achieving deeper learning.
- In most lessons, teachers ensure that learning activities provide an appropriate level of challenge. In some lessons, however, variations in the level of challenge affect the progress for a minority of students of determination and higher ability students.

	Foundation Stage	Primary	Secondary
Assessment	Good ↑	Good ↑	Acceptable

- The systems for collecting and analysing assessment information are more secure in FS and Primary than in Secondary. When used well, they monitor students' attainment, progress, and personal development and are closely aligned to the curriculum standards. Benchmarking against appropriate international, external examinations in Secondary is developing as the school enhances curriculum provision for this phase.
- Progress for individuals and groups of students is monitored systematically by senior and middle leaders. However, the use of this information by teachers to plan lessons that meet the needs of individuals and groups of students varies across all subjects in the school.
- Teachers provide feedback to students on how to improve their work further through marking and involving them in self-and peer-assessment. However, the implementation of these systems lacks rigour.

#### For Development:

- Use assessment information to plan lessons which meet the learning needs of all groups of students.
- Train all teachers to use questioning skilfully to promote interactions and dialogue in class.
- Ensure that written feedback to students includes specific next steps to promote improvements in their work.

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Acceptable

- The Dove Green curriculum has a clear rationale and is aligned to the NCfE and to the Emirati vision, fulfilling all national requirements. The curriculum in Secondary is not yet as effectively broad and balanced as in other phases.
- Continuity and progression of learning are not as strong in Islamic Education and Arabic because of the excessive emphasis on knowledge rather than development of skills. New learning in Arabic as an additional language does not always build on what students know, understand and can do. Gaps in learning become more apparent in Secondary in these subjects.
- Cross-curricular links are developing across the school to help students to apply their learning in different contexts. The 'Class Reader' underpins learning in English and across other subjects.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Acceptable

- The curriculum is modified in many areas to improve students' achievement. For example, the increased emphasis on vocabulary building is particularly supporting students who are learning English as an additional language. Modifications to meet the needs of students of determination are mostly effective.
- Students from FS2 upward can choose from a variety of extra-curricular activities that enhance the sports and arts provision. There are also opportunities for students to develop their innovation and enterprise skills, for example, by designing a football stadium and working out how much it would cost.
- Targeted interventions for mathematics are less successful in Secondary than in Primary. Students in Secondary cannot engage in practical science investigations because the laboratory is yet not fully equipped. Support and interventions in mathematics have yet to have a positive impact on students' achievement.
- Arabic is taught in FS2 for 20 minutes each week.

### For Development:

- Ensure more effective curriculum continuity and progression in Islamic Education and Arabic so that students develop their skills and understanding successfully.
- Make sure that modifications to the Secondary curriculum have a more positive impact on students' achievement, particularly in English and mathematics.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good ↓	Good ↓	Good

- Effective procedures and regularly reviewed policies are in place to cover all aspects of safeguarding and child protection. Anti-bullying strategies and cyber-safety are highlighted to students and parents. Bullying is rare and any issues are dealt with effectively.
- There are regular checks of the site and buildings. Although there are no major hazards, issues identified during the inspection, for instance, students riding bicycles onto the school site, and parents not always showing their identification cards, had clearly not been addressed. Students are properly supervised on school transport. The supervision around and in the swimming pool is inadequate.
- The clinic is well staffed. The health team is fully involved not only in all the required medical checks but also in ensuring that students lead healthy lifestyles.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Mutual respect and very good relationships between students and members of staff are strong features of this inclusive school. Students successfully follow the school's code of behaviour. Procedures for monitoring levels of attendance and promoting punctuality are thorough and working towards improving attendance levels further.
- The accurate identification of the needs of students of determination means that they receive good levels of support. Higher attaining and gifted students are now recognised but, in a minority of lessons, tasks do not challenge them consistently.
- Care and wellbeing are high priorities in the school. Students receive strong guidance and support from the counsellor, teachers, senior leaders and inclusion staff. Academic and personal development are carefully monitored. Transition arrangements between each phase are effective.

### For Development:

- As a matter of extreme urgency, ensure that there are adequate and appropriate levels of supervision in and around the swimming pool.
- Make sure that lessons provide the academic and personal support which are matched to the learning needs of individual students.

## Inclusion of students of determination

### Provision and outcomes for students of determination




Good

- The school is inclusive and welcomes students of determination with a wide range of needs. Senior leaders and the new governing committee are committed to providing high quality provision. The inclusion leader is ably supported by the inclusion governor and effectively leads the growing team of specialists.
- The school uses a wide range of assessments to ensure that the individual needs of the increasing number of students of determination are accurately identified. Additional specialists provide valuable and expert advice. Increasing support for students who have been recognised as having gifts and talents is evident.
- Parents are very positive about the support which their children receive. They appreciate the open-door policy of the inclusion department and being involved in meetings to review, form and set goals for their children. Some parents would appreciate more courses and assistance in understanding the needs of their children even further.
- Records of students' academic and personal development are detailed and informative. Individual plans are accurate in identifying the prime needs of students and in setting goals and strategies to overcome their barriers to learning. In some lessons, these goals are not sufficiently considered when planning the modifications necessary to meet individual needs.
- Students of determination generally make good progress. Most are reaching their individual goals. When students receive support from the specialist inclusion team staff, progress is consistently high.

### For Development:

- Ensure that teachers in all lessons plan and implement specific and appropriately challenging tasks to meet the needs of all students of determination.

## 6. Leadership and management

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

- School leaders have a clear vision and a strong commitment to ensuring an inclusive, caring and supportive learning environment for all students. They identify priorities well and put in place appropriate plans to make best use of available resources. The newly appointed heads of Primary and Secondary are appropriately focused on guiding and supporting middle leaders in the school. They are strengthening the skills of their staff to improve the consistency of teaching and the use of assessment in all classrooms.
- The school has improved its evaluations of most aspects of its provision by ensuring that the evaluations are based on valid and reliable external and internal assessments. Areas of strengths, and those that require improvement, are now appropriately identified. Improvement plans are put in place to address the school's most urgent needs, particularly assessment systems and the process of skill building with staff. Action plans, however, are not always sufficiently detailed and are yet to result in noticeable improvement in facilities and resources for students and staff.
- The school has strong links with parents, who are overwhelmingly supportive of the school. They receive regular information about their children's learning and their personal development and wellbeing. Parental Class Representatives are active in communicating their comments and suggestions to teachers and school leaders. However, there is a lack of a formal channel for communication between parents and the governing committee to ensure that all parents' opinions are always heard.
- The school's governing committee are actively engaged in the life of the school. Membership includes representation of all stakeholders and a representative of the school's owner. They support the school very well and have made a positive impact on the school's extra-curricular programme and provision for inclusion. They hold leaders accountable for the quality of provision. Their current priority is to improve the school's facilities, staffing and resources and particularly for the secondary phase.
- Most aspects of the school's daily operation are well managed. School policies, processes and routines are well understood by the school community. Most classes are sufficiently resourced and equipped, with the exception of the outdoor FS areas. Most teachers, except those of Islamic Education, are appropriately qualified. Staff professional training is well directed by senior leaders. Some members of staff perform multiple roles and duties with limited non-contact time and workspace.

### For Development:

- Provide space, resources and staffing to meet the requirements of the growth in student population, particularly in Secondary.
- Strengthen the roles and expertise of middle leaders, particularly in enhancing teaching and the use of assessment to modify learning for all groups of students.
- Review the processes for facility maintenance within the school and the procedures to ensure that the parents' views are communicated effectively to governors and leaders.

## 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](mailto:QA.Schools@khda.gov.ae)