

INSPECTION REPORT

2022-2023



OAK TREE PRIMARY SCHOOL

UK CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Quoz 4
	Opening year of School	2016
	Website	www.oaktreeprimary.com
	Telephone	043333911
	Principal	Shirley Kaur Atkar
	Principal - Date appointed	8/15/2022
	Language of Instruction	English, Arabic
	Inspection Dates	20 to 24 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	714
	Number of Emirati students	13
	Number of students of determination	76
	Largest nationality group of students	Arabic

TEACHERS

	Number of teachers	39
	Largest nationality group of teachers	Indian
	Number of teaching assistants	21
	Teacher-student ratio	1:18
	Number of guidance counsellors	0
	Teacher turnover	15%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for OAK TREE PRIMARY SCHOOL

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2018-2019



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	<ul style="list-style-type: none"> Students' attainment is acceptable across all subjects, except in Arabic as a first language where it is weak. Progress is mainly acceptable, but better in English and mathematics for children in Foundation Stage (FS). Students have positive attitudes towards learning and have good communication skills. However, their critical thinking, problem-solving and independent learning skills are less developed, and the use of technology in learning is uneven. Students demonstrate good behaviour and positive attitudes to learning and to one another. Students have a variable commitment to safe and healthy living. Some participate in sports. They show a developing understanding and respect for Islamic and Emirati culture. Students participate in awareness-raising projects and have a sense of responsibility to their school.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> Most teachers have appropriate subject knowledge and create adequate learning environments for their students. They prepare detailed lesson plans, but the quality of implementation is variable. The new assessment procedures provide accurate measures of students' progress, but teachers do not always use the information appropriately when planning lessons. The effectiveness of questioning to check students' understanding is uneven. There is little evidence of self- or peer-assessment. The curriculum follows the National Curriculum of England (NCfE), but there is an emphasis on knowledge rather than on skills development. There is a lack of choice within the curriculum. Cross-curricular themes are not systematically planned. The curriculum is insufficiently challenging for all students, including students of determination and the more able. The moral education programme has been successful in developing students' knowledge and their appreciation of Emirati culture and Islamic values. The school has effective child protection practices, involving well-trained staff and including thorough safety checks. The school environment is inclusive. Most students behave well, however, there are few incidents of bullying. Referrals and support strategies are in place for students of determination, and gifted students are effectively identified, but the impact of individual education plans (IEPs) is limited.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The school has new leaders committed to improving the school. They are developing their experience of best practices in teaching and learning. The school lacks clear self-evaluation and improvement planning processes. Parents appreciate the openness and approachability of school staff and value after-school clubs, but there is no systematic process for involving parents in decision-making. Governance and lines of accountability are unclear. The school has efficient systems to enable smooth day-to-day management.

The best features of the school:

- Students' personal responsibility and their understanding of world cultures.
- The school's arrangements to ensure the safety and security of all students and staff.
- The curriculum design and implementation in FS.
- The progress which children make in English and mathematics in FS.







Key Recommendations:

- Raise students' attainment and progress in all subjects.
- Improve teaching across the school by:
 - developing teachers' instructional skills on how to differentiate tasks to challenge all groups of students and particularly the low achievers, the more able and those with gifts or talents
 - ensuring that teachers' questioning, class discussions and lesson activities promote the development of higher-order and critical thinking skills, and
 - providing opportunities for students to develop their experimentation, problem-solving and investigative learning skills.
- Improve the quality of support provided to students of determination, particularly those with more complex learning needs, by offering an alternative or adapted curriculum that better meets their needs.
- Improve the self-evaluation and improvement planning processes so that they are accurate in their evaluation of the school's performance.
- Review the recruitment processes to expand middle leadership, ensure the retention of effective teachers and provide professional development programmes which help to improve the instructional skills of all staff.

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	Weak
	Progress	Not applicable	Acceptable ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Acceptable	Acceptable ↑
	Progress	Good ↑	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable ↑
	Progress	Good ↑	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	Acceptable

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	Good	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	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership	Acceptable 
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Acceptable
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
Progress in international assessment	is below expectations.	Not applicable.

- Progression in international and benchmark assessments is weak overall. In both TIMSS and NAP, the school is below international standards in all subjects, except science which is acceptable. New leaders are identifying gaps in learning and are addressing them promptly. However, it is too early for positive impact to be evident.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- Leaders have quickly identified that there is a lack of rigorous assessment and data analysis. To address this, they have introduced a comprehensive system to track progress and identify gaps in learning. The curriculum has been adapted to accommodate the re-teaching of units, as well as the moving of units to different terms. However, these initiatives have yet to show any impact.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The school has taken steps to establish starting points in reading and to address the gaps. The first two assessment points show that there has been some improvement in progress.

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

For Development:

- Ensure that students have frequent and regular opportunities to develop critical thinking, inquiry and investigative skills.
- Ensure that all teachers use information from assessments, including reading assessments, to plan lessons which meet the needs of all students.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level.

- The principal has integrated the vision of wellbeing with the values of the school. These are, “Collaborate, Achieve, Respect and Empathise (CARE)”. Leaders see wellbeing as a shared responsibility. They collaborate well with all stakeholders to ensure the effectiveness of wellbeing policies and procedures. The school has put activities in place based on results of wellbeing surveys for staff and students. This is helping to create a more positive environment.
- Students benefit from a range of wellbeing support and care programmes and initiatives. Members of staff are trained to observe and identify students who may have wellbeing issues. The school cares for teachers appropriately, as manifested in reducing their workload. However, there are not enough wellbeing initiatives in place for staff. The principal and leaders are working closely together to ensure that the opinions of members of staff are heard.
- Senior leaders have worked closely with teachers in the school to ensure that wellbeing activities occur across the curriculum. However, the development of a cohesive curriculum approach is still under consideration. Senior leaders have not yet embedded an overarching wellbeing curriculum. A comprehensive plan is being developed to encourage students to choose safe and healthy lifestyles. Students report that they feel safe and cared for, and that they belong to a caring school community.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural (MSC) Education framework. MSC is taught as a separate subject with lessons supported by class teachers from Years 1 to 6. All students learn about the Emirati culture and traditions as well as personal health, hygiene, welfare and global environmental issues.
- The school uses the most recent MSC framework, together with limited additional educational materials. Students listen willingly and generally engage well. In the better lessons, they collaborate very well in pairs and groups. Teachers are developing students' skills in thinking critically on historical and contemporary issues. Students' work is assessed. Current data indicate that students are performing well in MSC.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Primary students demonstrate variable levels of skills and knowledge in Islamic Education. Learning through the integration of knowledge with everyday situations is still in its initial stages of development. Arab students make better progress than non-Arabs.
- Students' skills in memorising and reciting the Holy Qur'an are within the range of expectations. However, they are still developing the skills of reasoning, research, and investigation and linking the Qur'anic text to their learning. Students' knowledge of the Prophet's (PBUH) biography and Islamic history are not secure. However, students do demonstrate an appropriate understanding of the basic principles of Islam.
- Students' outcomes have been positively affected by raising teachers' expectations in some classrooms. However, the difference in the quality of teaching is increasing the achievement gap between different groups of students.

For Development:

- Improve all students' achievement by using accurate data in lesson planning and by applying effective teaching strategies that promote critical thinking.

Arabic as a First Language

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

- Students' skills across all year groups remain below the expected levels of linguistic proficiency. Some groups are starting to make better progress.
- All students are developing linguistic fluency, confidence in the use of standard Arabic and improvement in creative writing. They have a reasonable understanding of grammar. The majority of students can understand simple texts and express their understanding in simple language. Students' listening skills are developing well.
- Enriching reading skills using digital platforms is beginning to improve students' linguistic proficiency. The development of these skills has been affected negatively by the lack of reliable data and tracking of progress.

For Development:

- Raise the level of students' linguistic skills by encouraging more active learning and supporting the development of creative writing skills.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students' language skills are within the curriculum expectations. All students show adequate levels of language acquisition and demonstrate enthusiasm for improving their language proficiency.
- Most students can express themselves in simple contexts and name a wide range of objects. In their short conversations, students use a variety of linguistic structures and are able to communicate meaning. They have developed good listening skills. Their writing skills are underdeveloped.
- Accelerating the progress of students with very low starting points is beginning to have a positive effect. However, inaccuracies in modifying the curriculum based on the years of studying Arabic is slowing students' development.

For Development:

- Modify the curriculum accurately based on the years of studying Arabic to ensure that students' skills advance more rapidly.

English

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable ↑
Progress	Good ↑	Acceptable

- Children in FS and younger primary students learn letters and sounds effectively and make better than expected progress. They have a secure foundation for the subsequent development of literacy skills. Speaking skills are progressively developed. Most students can express their points of view clearly.
- Reading skills develop steadily in both phases. By Year 2, many students demonstrate fluency and confidence in reading. In Years 5 and 6, and in the school library, the range of reading materials is limited and is adversely affecting students' progress in literacy.
- Most students' writing skills are within curriculum expectations. The teaching of writing skills is an ongoing focus. In many lessons with older students, there is an emphasis on increasing the accuracy of spelling, punctuation and grammar. In some classes, the range of writing activities is too narrow.

For Development:

- Extend the range of reading materials for older students in classrooms and the library to encourage a greater enjoyment of reading.
- Provide more opportunities for students to extend their factual and creative writing skills.

Mathematics

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable ↑
Progress	Good ↑	Acceptable

- Most students achieve acceptable results in internal tests. In international benchmark examinations, achievements are weak. In FS, children's understanding of place value and how to partition numbers to 10 develops well. More able children make good progress and can add and subtract numbers up to 20.
- Primary students understand basic computation. Their mental mathematics skills are developing steadily. They know how to use different strategies to work out answers. By Year 5, students can apply their mathematical skills to solve problems.
- Most students develop an appropriate understanding of number, fractions, measurement and word problems. More rapid progress would be achieved if students worked with more independence. Students' problem-solving and critical thinking skills are developing.

For Development:

- Ensure that students' achievement is improved by providing challenging targets which allow them to work at their own pace and level.
- Enhance students' performance in external GL mathematics tests by preparing them for the tests more carefully.

Science

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable ↑
Progress	Acceptable	Acceptable

- There is no difference in attainment between the phases. Most students demonstrate appropriate knowledge, understanding and skills. In Years 1 and 2, students begin to develop skills of observation. However, this emerging understanding of scientific methodology is not systematically developed.
- Students' participation in classroom activities is primarily through worksheets. They rarely conduct independent research, classify, predict, hypothesise or perform simple experiments. Opportunities to plan and carry out investigations independently, using the principles of a fair test, are not regular features of lessons.
- In stronger lessons, questioning strategies and techniques enhance the development of critical thinking. However, this is not a regular feature. In most lessons, students are introduced to scientific vocabulary relevant to the concept being taught and learn to use it accurately.

For Development:

- Ensure that students systematically develop the skills required for using the scientific method.
- Ensure that students have more opportunities to engage in practical scientific activities independently.

Learning Skills

	Foundation Stage	Primary
Learning skills	Acceptable	Acceptable

- Students in both phases display positive attitudes towards learning. They can work productively in pairs and groups under the direction of the teacher. They can communicate their ideas clearly with their peers, but their critical thinking and problem-solving skills are less developed.
- Students listen carefully to their teachers and follow instructions willingly. In the better lessons, they take the initiative to extend their learning or ask questions to increase their knowledge. However, most students' independent learning skills are still underdeveloped.
- The increased use of technology has been effective in supporting students' active learning, particularly in English and mathematics. In some classes, however, students do not have frequent opportunities to use technology to develop research, investigative and innovative learning skills.

For Development:

- Provide more opportunities for students to question, explore and extend their learning and to become more independent learners.
- Ensure that the use of technology is extended to a wider range of subjects.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Students' behaviour is generally good, and their attitudes mostly positive. Children in FS soon become self-reliant and quickly learn how they are expected to behave. Students are engaged in their learning and willingly receive and respond to feedback. In general, students' attitudes are respectful.
- Students' positive attitudes and their willingness to help one another contribute to a harmonious atmosphere. However, there may be few incidents of bullying.
- Students demonstrate a variable commitment to safe and healthy living. They eagerly participate in various sports to support healthy lifestyle choices. However, they are still developing their understanding of how healthy food impacts on their lives. Students' attendance is not good enough.

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

- In Primary, students demonstrate a clear understanding of, and respect for, Islamic values. Most students display well-developed knowledge and awareness of how these values affect them. They apply the principles of generosity and care for others during the month of Ramadan.
- Across the school, students are very respectful of Emirati culture. They participate in cultural events promoting the culture and heritage of the UAE. However, gaining a more in-depth understanding of UAE culture and reflecting that through different displays and activities is still developing.
- All students participate in the school's awareness-raising projects. As a result, they have developed a strong understanding of their own and other world cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Acceptable

- Students have a well-developed sense of responsibility. Children in FS understand their class responsibilities and take on key roles. In Primary, the Pupil Parliament development teams raise awareness of topics such as healthy eating and anti-bullying. These actions are yet to show improvements in some students' relationships.
- Students have positive attitudes to school and are generally reliable and active participants. Some initiate projects, for example by raising money for charity through bake sales. They are beginning to offer constructive ideas to influence the direction of the school, such as preparations for International Day.
- Students are aware of environmental issues. They participate in, and occasionally initiate, projects to improve the school environment. Planned lessons about sustainability promote the awareness of ecological issues and conservation.



For Development:

- Monitor the implementation of a behaviour policy more closely to develop improvements in the bullying behaviour of some students.
- Promote healthy living throughout every aspect of school life.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- Across the school, most teachers demonstrate secure subject knowledge. Most make effective use of a variety of appropriate strategies and resources to create environments in which students can learn successfully.
- Teachers' interactions with students are positive and generally ensure that students are willing learners. Differentiation and the promotion of critical thinking are still underdeveloped. In the better lessons, teachers frequently use questioning effectively to have meaningful discussions, to check students' understanding and to consolidate learning.
- Most teachers prepare detailed lesson plans which take account of different ability groupings. However, in some lessons, there is inconsistency in the level of challenge for students of determination and higher ability students.

	Foundation Stage	Primary
Assessment	Acceptable 	Acceptable 

- Senior leaders have introduced new internal assessment procedures. They are coherent and consistently used across both phases. They are linked well to the NCfE and are beginning to provide more accurate measures of students' progress.
- The school benchmarks and analyses students' data against international standards. Senior leaders use the detailed information on individual students and groups to identify and address gaps in learning. Teachers do not use the data effectively to plan lessons which meet the needs of all.
- Questioning to check students' understanding is variable in its effectiveness across all subjects and phases. The marking of work does not always provide clear guidance on how students can improve. There is inconsistent evidence of self- and peer-assessment.


For Development:

- Provide learning activities that challenges all students.
- Use questioning skilfully to deepen students' knowledge and encourage them to think creatively.
- Use assessment information to meet the needs of all students and ensure that the marking of students' work identifies what they need to do to improve.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable

- The requirements of the NCfE are covered, although there is an emphasis on acquisition of knowledge rather than development of skills. Most teachers ensure that learning follows the curriculum standards, but students' workbooks demonstrate gaps in coverage. Primary teachers' understanding of curriculum standards is underdeveloped.
- Transition arrangements ensure smooth progression between FS and Year 1. A strength in FS is the approach to play-based learning, where practical activities underpin curriculum design. Curriculum reviews in FS have led to changes in termly themes which are now more meaningful for children.
- There are occasional examples of cross-curricular links in moral education and social studies. However, the curriculum is not effectively mapped to provide choice, and cross-curricular themes are not systematically planned.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Acceptable 

- Curriculum modification is based on the outcomes of internal data analysis. Most teachers do not yet use the GL progress tests results to ensure that students in Years 2 to 6 are well prepared to succeed in these tests. The curriculum is insufficiently challenging to meet the needs of all groups of students.
- The curriculum provides opportunities to enhance students' personal and emotional development. Extra-curricular activities and some external competitions enable students to demonstrate their abilities. Students have limited opportunities to develop enterprise, innovation and critical thinking skills.
- The inclusion of moral education has been effective in increasing students' awareness and understanding of social values. The curriculum includes programmes which develop students' understanding and appreciation of Emirati culture and Islamic values.
- Children in FS study Arabic for one 30-minute lesson each week.

For Development:

- Ensure that all teachers have a secure understanding of NCfE standards and deliver the curriculum accurately.
- Adapt the curriculum to meet the learning needs of all groups of students.
- Plan more systematic cross-curricular links and improve students' enterprise, innovation and critical thinking skills.

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 implements practices in child protection which are well known by the staff, students and parents. Staff deal sensitively with the needs and concerns of most students and are well trained to ensure the safety of those in their care. The supervision of students is not highly effective at all times.
- The school's premises and facilities provide an inclusive environment that meets the needs of all. Safety checks both in school and on school transport are frequent and thorough, with the students' safety paramount. Detailed records of incidents and accidents are logged.
- Qualified medical staff keep detailed records of incidents and subsequent actions, and notes are stored in a secure place. Physical fitness, healthy eating and healthy lifestyles are promoted throughout the curriculum.

	Foundation Stage	Primary
Care and support	Acceptable	Acceptable

- School staff demonstrate a commitment to creating positive relationships with students. Most students behave well. The present behaviour policy is complex and does not focus on reinforcing positive behaviour.
- The school has an inclusive culture where all students are accepted. Referrals and identification processes are in place for students of determination. However, the limited range of diagnostic and screening tools reduces the accuracy of identification. Students with gifts and talents are effectively identified.
- The individual education plans (IEPs) are well written and provide support strategies for students of determination. This is particularly relevant for students of determination with more complex learning needs. However, IEPs have limited impact as many class teachers do not use these support strategies in class.

For Development:

- Improve the diagnostic process for the identification and the support for students of determination.
- Consider an alternative curriculum to support students of determination with more complex needs.
- Review the behaviour policy so that it focuses on positive reinforcements for students.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable 

- IEPs are generally well written and have specific targets. They are reviewed termly to track progress. There is an IEP tracking system in place for an individual or for groups. This is helping to monitor and analyse data.
- The school's admission policy positively supports inclusion. It has a relevant inclusion action plan which is specific and with measurable actions and realistic time frames for improvement. The focus on inclusion is further strengthened by having one of the governors as an inclusion champion.
- There is limited diagnostic identification for students of determination. School staff use internal checklists and information from external tests. The level of identification affects the quality of intervention. Senior leaders have yet to consider possible alternative curricula to support the needs of students with more complex difficulties.
- Parents are very positive about the provision which their children receive and the quality of the communication with the school. IEP meetings involve parents in reviewing, forming and setting their children's goals. They are reviewed every term.
- Learning Support Assistants (LSAs) provide additional support within the lesson. However, their understanding of the needs of the students whom they support is variable. Highly effective teachers provide differentiated approaches. However, many teachers have a generic approach to differentiation which does not support all learning needs.

For Development:

- Improve the identification system and processes of support for students of determination.
- Consider an alternative curriculum to support the needs of students of determination with more complex needs.

6. Leadership and management

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

- The school's new leaders lack experience in their roles. This is resulting in shortfalls in the monitoring of teaching and learning, and deficiencies in self-evaluation. Leaders have a solid understanding of the curriculum but have not transmitted this knowledge to all teachers. The lack of a middle management structure is contributing to the lack of progress in the quality of teaching and learning. Relationships between senior leaders and staff are productive, but harmony and cohesion among senior leaders are not strong enough.
- The school lacks clear processes for self-evaluation and improvement planning, resulting in a weak self-evaluation document. The model being implemented has not yet had enough impact to ensure consistency in teaching and learning. While the school improvement plan is comprehensive, many actions are still in progress and the plan is not reviewed regularly. There is a weak use and application of self-evaluation data and in the monitoring of teaching and learning.
- Parents appreciate the convenience of the small school, value the after-school activities and the approachability of leaders and teachers. The school places importance on communication with parents, using electronic means and weekly newsletters. Parents are satisfied with the quality of teaching and learning but feel that communication overall could be improved. There is no systematic process for involving parents in decision-making or in establishing a parents' association. Partnerships with the local community are still in the planning phase.
- The governing board comprises several members representing the corporate body, parents and staff. However, parents and governors lack awareness of the school's challenges and priorities. The board lacks effective participation in the school's self-evaluation and improvement planning processes. Members roles and lines of accountability are unclear. Although governors support school leaders, they have yet to improve recruitment processes and expand the middle leadership structure.
- The school has an efficient system for its daily operation. Professional training opportunities are available but are generic. The school's recruitment processes require further improvement to ensure the appointment of teachers with the necessary skills to deliver the curriculum. The premises and facilities are well maintained, but the school lacks enough learning resources for students in the upper primary phase to improve their scientific investigative skills. The library is not well organised. Resources are limited.

For Development:

- Consider expanding the leadership team to provide more middle leadership roles.
- Improve the self-evaluation and improvement planning process, ensuring greater rigour and accuracy.
- Provide enough learning resources to improve students' scientific experimentation, investigative skills and inquiry-based learning.

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