

INSPECTION REPORT

2022-2023



BUDS PUBLIC SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

CONTENTS

<i>Contents</i>	2
<i>School Information</i>	3
<i>Summary of Inspection Findings 2022-2023</i>	4
<i>Overall School Performance</i>	6
<i>Focus Areas</i>	8
<i>Main Inspection Report</i>	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of School	1987
	Website	www.bpsdubai.ae
	Telephone	97142888143
	Principal	Donald Errol Weilson
	Principal - Date appointed	2/11/2022
	Language of Instruction	English
	Inspection Dates	26 to 30 September 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	708
	Number of Emirati students	0
	Number of students of determination	23
	Largest nationality group of students	Indian

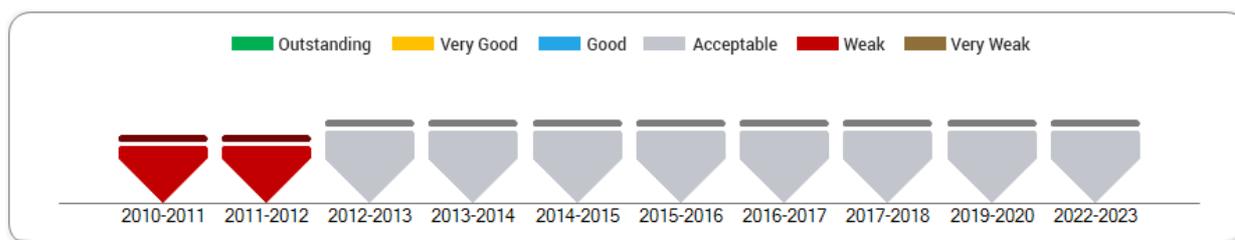
TEACHERS

	Number of teachers	42
	Largest nationality group of teachers	Indian
	Number of teaching assistants	2
	Teacher-student ratio	1:17
	Number of guidance counsellors	3
	Teacher turnover	35%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for BUDS PUBLIC SCHOOL



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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STUDENTS OUTCOMES</p>	<ul style="list-style-type: none"> Students' attainment and progress across all phases are broadly acceptable. Children make good progress in English in the Kindergarten (KG). Students' attainment in Arabic, as an additional language, is weak in Middle and Secondary. Attainment in English in Middle, and mathematics in Secondary have improved, and are acceptable. Students' progress has declined in science in KG, and in mathematics in Primary. Students learning skills are acceptable across the school. The attitudes and behaviour of students are good in KG and Primary and very good in the other phases, reflecting the success of the nurturing and calming school environment. Across all phases, students have a good understand of Islamic values and their impact on life in the UAE. Students' understanding of environmental issues is secure in Middle and Secondary, but less so in the other phases.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PROVISION FOR LEARNERS</p>	<ul style="list-style-type: none"> Overall, teaching is adequate across the school, although there are more effective practices in the upper grades in the middle and high phases. The quality of the assessment and its use is acceptable across all phases. However, the use of assessment it is inconsistent across subjects and too many teachers do not use the available information to guide the next steps in students' learning. The curriculum provides an appropriate range of subjects and activities, with clear continuity and progression between phases. It is compliant with the Central Board of Secondary Education (CBSE) requirements. The curriculum has appropriate integrated learning opportunities and strong links with UAE culture and heritage. Curriculum modification to meet the needs of different groups of students, including students of determination is less well-developed. The school provides students with a safe learning environment. Relationships between the students and adults are very strong. Personal and academic guidance is supporting secondary students when making decisions about their future careers. Provision for inclusion is underdeveloped. Not all teachers provide appropriate support for students of determination, and so their differing learning needs are not always being met.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEADERSHIP AND MANAGEMENT</p>	<ul style="list-style-type: none"> Although senior leaders are committed to school improvement, middle leaders are not consistently effective. Self-evaluation procedures do not provide an accurate picture of the school's performance. Parents are supportive of the school and feel that their children are kept safe. The Governing Body is fully representative of all stakeholders and holds school leaders to account for the quality of education the school provides. Resources for some subjects are limited and internet access is not reliable.

The best features of the school:

- The school's community spirit and welcoming atmosphere
- Students' personal and social development, especially in Middle and Secondary
- Provision for health and safety and the good partnerships with parents and community

Key Recommendations:

- Accelerate students' progress and improve attainment across all subjects by:
 - adapting teaching strategies to meet students' different learning needs.
 - raising the levels of challenge in lessons and providing consistent opportunities for independent learning.
- Improve the school assessment processes by:
 - analysing, and interpreting assessment data and ensuring that this information is used to match learning activities to students learning needs.
- As a matter of urgency, improve the provision for students of determination by appointing a fully qualified inclusion champion and assigning an external inclusion governor.
- Ensure leaders, at all levels, implement reliable evidence-based self-evaluation that guides improvement planning.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<p>English</p>	Attainment	Acceptable	Acceptable	Acceptable ↑	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable
<p>Mathematics</p>	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↑
	Progress	Acceptable	Acceptable ↓	Acceptable	Acceptable
<p>Science</p>	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	↓ Acceptable	Acceptable	Acceptable	Acceptable
Learning skills		KG	Primary	Middle	Secondary
		Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable 	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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

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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	Not applicable

- International assessment data show improvement in students' overall scores in the 2018 PISA test. Although the school did not meet the set targets in TIMSS 2019 for mathematics and science in Grade 4, it reached the high international benchmark in science in Grade 8. Progression in National Agenda benchmarking is below expectations.

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations

- The leadership team supports the vision and goals of the National Agenda. The school's action plan sets the improvement priorities but does not specify the intervention steps, and curriculum adaptations required, to close the gaps identified in the PISA, TIMSS and ASSET reports. The use of assessment data to guide adaptations to teaching and the curriculum is not fully embedded

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

- The school recognises the need for reading literacy interventions to support student progress. Implementation of the reading assessment programme is in the early stage of development. The school provides only limited opportunities for students to develop their critical thinking skills and skills of independent inquiry and research.

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

For Development:

- Ensure that all leaders and teachers know how to analyse external benchmark test data and use this information to close gaps in students' knowledge and skills.
- Implement a standardised test for measuring students' reading literacy skills.

Wellbeing

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

- The school is in the early stages of setting and pursuing a wellbeing vision. A recently produced wellbeing policy is beginning to influence practice and provision. The wellbeing needs of students are increasingly taken into consideration when decisions are made. For example, to reduce long bus journeys for some students, more buses were added to the fleet. The school's evaluation, monitoring and review systems are guiding wellbeing provision. Leaders understand that reliable information and survey data provides the basis for improvement planning; initiating this process is now a priority. Governors are aware of the importance of wellbeing and increasingly promote this aspect.
- Care guidance and support is provided by trusted adults and a trained school counsellor. This ensures that students are safe and have access to wellbeing support. Internally gathered information to alert the school to students' wellbeing needs is limited. The school is also taking action to ensure the wellbeing of all staff. A recently appointed representative is available for staff and the school is increasingly responsive to suggestions and needs related to their wellbeing. Feedback from all stakeholders influence wellbeing provision. Currently there are few formal invitations for students, parents, and staff to give feedback through, for example, surveys.
- The school is starting to use an all-inclusive approach to wellbeing development. New curricular programmes are gradually being introduced, as well as the teaching of social and emotional skills. Students are beginning to make age-appropriate decisions related to their own safety and demonstrate some healthy choices. Their understanding of mental health and how to support their wellbeing is less well-developed. Students report that they feel safe, valued, and engaged at school.

UAE social studies and Moral Education

- The school provides UAE Social Studies and Moral Education based on the latest Moral, Social and Cultural Framework, in an integrated approach. The provision is distributed over one weekly lesson of 40 to 60 minutes each. UAE Social Studies is taught from Grade 1 to Grade 9 and Moral Education is taught from Grade 1 to Grade 12 in the English language.
- Extension activities for instance, field trips and project work provide additional learning time for students. Teachers use resources such as, presentations, worksheets and online quizzes to support learning. Parents and the wider school community are involved in enriching students' knowledge about the UAE heritage and culture, for example, parents were invited to the school's Iftar gathering.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- School assessment data do not reflect students' current attainment levels in lessons. Students in the upper primary and lower secondary grades make better progress in lessons compared to the other grades.
- Students demonstrate emerging Holy Qur'an recitation skills and are able to identify the basic rules of Tajweed. They have a clear understanding of the most beloved deeds to Allah (PBUH). Secondary students show increasing understanding of the ethics of financial contracts in Islam.
- Teachers are engaging the newer students more actively in their learning. As a result, most students, who are new to the school, are able to share their previous Islamic knowledge and understanding.

For Development:

- Enhance students' understanding of Islamic law across all phases.
- Provide more opportunities for students to develop their independent learning, research, presentation skills and connect their learning to everyday life.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In Primary, students' listening and speaking skills are age appropriate, and stronger than students in other phases. Furthermore, student in the lower grades make more rapid progress, in relation to their starting points.
- Students' acquisition of vocabulary, and their comprehension skills are developing gradually, especially in the primary phase. Oral communication skills are weaker because of the extensive use of English, rather than Arabic I during lessons. Students in the middle and secondary phases are only able to engage in conversations in a rehearsed context.
- Most teachers provide opportunities for students to develop their writing skills. However, students' writing is the weakest of their language skills, particularly for students who are new to the school.

For Development:

- Provide students with more structured speaking and listening activities to develop their skills, particularly, in the upper grades.
- Ensure that all teachers make more use of Arabic in lessons.

English

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Primary students are making faster progress with the development of their language skills than in other phases. The attainment of students in the middle phase has improved and is now in line with the curriculum standards. Girls' attainment is slightly better than boys across all phases.
- Most students have age-appropriate listening, speaking and comprehension skills, particularly in the middle and secondary phases. Speaking skills are inconsistent across the grades and writing skills are the weakest for most students in Primary and Middle.
- Attainment has begun to improve in the middle phase because teachers are planning more engaging lessons, with collaborative activities, focusing on the development of vocabulary and grammatical structures. However, opportunities to enhance independent, creative, and extended writing are too few across the school.

For Development:

- Adapt teaching strategies to meet the linguistic needs of different groups of students across all grades.
- Provide regular speaking and reading opportunities for all students.
- Ensure that independent, creative, and extended writing skills are developed across the school.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Secondary students' results in external curriculum-related examinations are low. There is little difference in the attainment of boys and girls across all phases. Progress in lessons is largely dependent on the level of challenge provided by teachers.
- Primary students are confident in their understanding of basic arithmetical operations. Students in Secondary have good geometry skills including the ability to calculate area of basic two-dimensional shapes. Operations on matrices is a strength of upper secondary students. Proficiency in reading skills is beginning to influence students' problem-solving skills.
- Students' critical thinking skills are underdeveloped across the school. Too few opportunities are provided for investigations, discussions and applied mathematical problems. The use of technology to support students' mathematical skills is undeveloped.

For Development:

- Improve students' results in international assessments.
- Ensure that the level of challenge provided in lessons is matched to their ability levels.
- Provide more challenging tasks so that students can develop and apply their critical thinking and investigative skills.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Students' attainment in the middle phase is slightly above other sections of the school. Girls are progressing relatively better than boys, especially in Primary. Student progress in the lower grades in Primary is slightly slower than in the upper grades.
- Students' factual knowledge of science is sound. Students in Primary have sharp observation skills and are able to analyse simple concepts and recall definitions. These skills are less secure in the other phases. Primary students have the required skills to participate in basic scientific research.
- Although students are being provided with more opportunities to participate in research activities, this is not consistent across all grades. Learning activities are not always modified to meet the needs of different groups of students.

For Development:

- Modify teaching and learning to build on the students' ideas and what they know and can do.
- Provide students with more regular opportunities for practical, scientific investigations.
- Ensure that students receive the support and skills to develop the scientific approach and vocabularies.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- In all phases, students enjoy learning. In the most effective lessons, students are enthusiastically engaged. Students are able to work collaboratively but have too few opportunities to apply this skill.
- Across all phases, students are beginning to take some responsibility for their own learning. In a few subjects, such as in science, students are leading on their learning. However, students' ability to work individually, and cooperatively, without losing focus is limited.
- Upper grades students critical thinking, research, and problem-solving skills are improving. Yet, opportunities to apply these skills is inconsistent across all subjects. In many lessons, students speak confidently about what they are learning and applying it to real life.

For Development:

- Across all phases and subjects, provide students with regular opportunities to develop their independent learning and critical thinking skills.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very good	Very good

- The attitudes, behaviour and self-reliance of students in Middle and Secondary, are stronger features than in other phases. Girls are considerably better than boys in adopting healthy lifestyle choices and in responding to critical feedback from teachers.
- Students' behaviour is positive, both in classrooms and throughout the school. Student relationships with each other and adults are respectful. Bullying is very rare. Students know whom to speak to if they have any concerns.
- The school has been working on improving students' attendance and punctuality and, as a result attendance is now very good. Students arrive on time at the start of the day and to lessons.

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

- Across the school students demonstrate a secure knowledge and understanding of Islamic values, and their impact on modern day society in the UAE. Students are active in their participation in many school events and celebrations.
- Students have a firm appreciation of the Emirati culture and heritage as well as their own cultures. This understanding is reflected in assemblies, displays, and various school events. Children in KG are actively involved in a range of activities that increase their understanding of Emirati culture, heritage and traditions.
- The school provide students with a reasonable range of activities and events to enhance their understanding of cultures from around the world. This is still in the early stages of implementation.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good

- Students' understanding of social responsibilities is strongest in Secondary. Senior students contribute to social activities and volunteer in charitable activities to help others both locally and abroad.
- Students in the upper grades have a positive work ethic. Senior students are active in developing their enterprise skills, sometimes to the detriment of developing other skills. Environmental awareness, and students' innovation skills are strongest in the upper phases.
- The school provides an adequate range of opportunities for students to initiate innovative projects, particularly in science. Extra-curricular activities, initiated and led by students, are examples students' capacity to take responsibility.

For Development:

- Improve students' behaviour, in the lower primary grades.
- Enhance students' understanding of other world cultures.
- Provide more opportunities for students' to be creative and initiate activities.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Most teacher’s knowledge of their subject is secure. Although they understand that students have differing learning needs, these are not always met. To make learning meaningful, most teachers make use of appropriate examples and activities, particularly in the middle and secondary phases.
- In most lessons, students are adequately engaged through discussion and activities. However, teachers’ use of questioning rarely promotes higher-order thinking and exploration. The promotion of critical thinking and problem-solving skills is underdeveloped.
- Teachers’ lesson plans generally include activities appropriate to students’ differing abilities, including students of determination. However, lessons are not always taught as planned. There are too few opportunities for students to deepen their thinking and apply their learning to everyday life.

	KG	Primary	Middle	Secondary
Assessment	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Internal assessment processes are consistent and in line with Early Years Foundation Stage (EYFS) and CBSE curriculum standards. The enable the tracking of individual student knowledge and progress.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark student’s performance against international standards. The use of this information to modify the curriculum and improve teaching and learning is an emerging feature across the school.
- Teachers’ knowledge of students’ strength and weaknesses, informed by the analysis of assessment data, is at an early stage of development. The quality of written feedback to students does not always provide them with clear guidance on how to improve.

For Development:

- Ensure that teaching strategies meet the differing needs students, including students of determination, and that lessons are taught as planned
- Improve the quality of teacher’s verbal and written feedback to students.
- Improve the accuracy of data analyses to guide students’ next steps in learning.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum ensures adequate breadth and balance in all subjects and is providing students with a widening range of learning experiences. It meets the statutory licensed curriculum and UAE requirements.
- The scope and sequence of themes are appropriately planned. The curriculum includes some activities that extend learning beyond lessons and textbooks. Science Technology Engineering and Mathematics (STEM) lessons are being gradually integrated into the core curriculum to develop critical thinking skills.
- Cross-curricular links are planned for but are not used effectively and consistently to facilitate all-inclusive learning. Different subjects, for instance secondary science, mathematics and commerce, offer a range of curricular choices for older students.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The National Agenda priorities and the performance of students in internal and external assessments are the basis for curriculum modifications. However, these are not consistently planned and implemented in all subjects.
- Although textbook learning plays a major role in delivering the curriculum, the curriculum plan also provides scope for students to participate in a variety of activities, events and clubs that enhance learning and student engagement.
- Students appreciate and enjoy the opportunities of social involvement and enterprise. By celebrating and participating in activities of national importance. The school has enriched students' experiences of UAE culture and identity.

For Development:

- Ensure that the curriculum meets the learning needs and aspirations of all students.
- Enhance opportunities for students to be enterprising and innovative, and prepared for the next stage of their education.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- Across the phases, procedures are in place to ensure student safety and security. All necessary safety checks are carried out when recruiting staff, and stakeholders know about how to report any incidents or concerns. Any potential problems are recorded and addressed.
- Healthy living is promoted across the school. Outdoor facilities are available to support physical fitness and a healthy lifestyle, including ready access to fresh drinking water and shaded areas. Fire drills are conducted regularly, and the school meets all statutory requirements.
- The school has recently developed a ‘near-miss’ policy to improve its risk assessment arrangements. Good quality medical care is provided to students and staff by the school clinic. Transport is safe although a few buses do not have sufficient seat belts for all to use. Students are well supervised at all times.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Acceptable

- Relationships between staff and students are positive. Students are well cared for by their teachers, especially the children in KG. Well established systems and processes result in high levels of student attendance and appropriate behaviour, particularly in the middle and secondary phases.
- The school is generally aware of students who need additional support with their learning. They are less effective in identifying and determining their specific needs. The school provides limited support for students of determination and those with gifts and talents.
- Guidance for students about the next steps in their learning is sparse and few students have clear targets to work towards. This restricts the rate of their academic and personal progress. Careers advice for secondary students has improved.

For Development:

- Ensure that all buses have seatbelts and that they are worn.
- Improve the quality of support and guidance so that the learning and different personal needs of all groups of students are met.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- There have been recent changes in the inclusion team including the addition of a new Inclusion Champion. An external Governor of inclusive education has yet to be appointed. There is no current inclusive education plan.
- The school uses several different indicators, including formative and summative assessment methods, for identification of students of determination. As a result, the majority of students who require additional support are identified. The precise nature of their needs is not identified swiftly enough, and interventions are not always well matched to their learning.
- Staff ensure that most parents of students of determination have a positive relationship with the school. Parents are encouraged to work with the school and have some involvement in their child's educational programme. However, their contribution to development and review are sometimes limited.
- A few students of determination are appropriately supported by Learning Support Assistants (LSA). A programme of regular professional development is offered to support staff to ensure that skills and understanding continue to improve. Most students rely on their teachers to support them in lessons. The quality of this support is variable and learning activities are not always well matched to their individual needs.
- A limited range of tracking, monitoring and evaluation tools are used. Information about the progress being made by students of determination is restricted and not always accurate. Students' work indicates that not all students of determination are making adequate gains in their academic development. Some students are not well prepared for the next stage of their education.

For Development:

- Produce an inclusive education improvement plan.
- Set up tracking and monitoring systems so that the progress made by students of determination is accurately measured and shows that students are moving closer to achieving age-related expectations in areas of learning and development.

6. Leadership and management

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

- The Principal is committed to the school’s mission and objectives. Senior leaders are keen to improve student outcomes and are focused on achieving this objective. Relationships and communications are positive and productive, which has a positive impact on students’ learning. However, the quality and the effectiveness of the middle leadership is inconsistent.
- The processes for self-evaluation and monitoring of the school’s performance are inconsistent and lack rigour. Consequently, not all leaders have a realistic view of the school’s performance. Although, the principal has established the priorities for school improvement this is less evident at the middle leadership level. The effectiveness of the monitoring of teaching and learning is inconsistent. Observations do not focus enough on the impact of teaching on students’ academic and personal outcomes.
- Parents are very supportive of the principal and the leadership team. They appreciate the recent, improvements made in the school. Parents report that they feel welcomed into the school. Although communication and reporting are regular, comments from teachers about each child’s strengths and areas for improvement are limited. The parents focus group informally shares views with school leaders on aspects of the school’s provision.
- The school’s governing board is representative of all stake holders. It provides ongoing support to enable the school to meet its mission. However, the board has not been successful in developing provision for inclusion. Nor has it ensured that resourcing is entirely adequate.
- The day-to-day management of the school is adequately organised with appropriate routines and procedures. The school is staffed appropriately, and all staff are suitably qualified. The premises are adequate with facilities for teaching and learning that allow access for all. Resources are limited for aspects of curricular provision, including for play in KG, and for mathematics and science. Internet access is unreliable.

For Development:

- Develop the capacity of middle leaders to drive improvement in their areas of responsibility.
- Ensure that self-evaluation accurately reflects the school’s performance.
- Assign an external governor to hold the school’s leaders accountable for the provision for inclusion.
- Ensure that there are adequate resources to support learning and reliable access to the internet.

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