

INSPECTION REPORT

2022-2023



DUBAI CARMEL SCHOOL

UK CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Nahda
	Opening year of School	1990
	Website	www.dubaicarmelschool.com
	Telephone	97142675424
	Principal	Alia Yahya Al Yahya
	Principal - Date appointed	9/1/1990
	Language of Instruction	English, Arabic
	Inspection Dates	16 to 20 January 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS2 to Year 13
	Number of students on roll	555
	Number of Emirati students	20
	Number of students of determination	56
	Largest nationality group of students	Arab

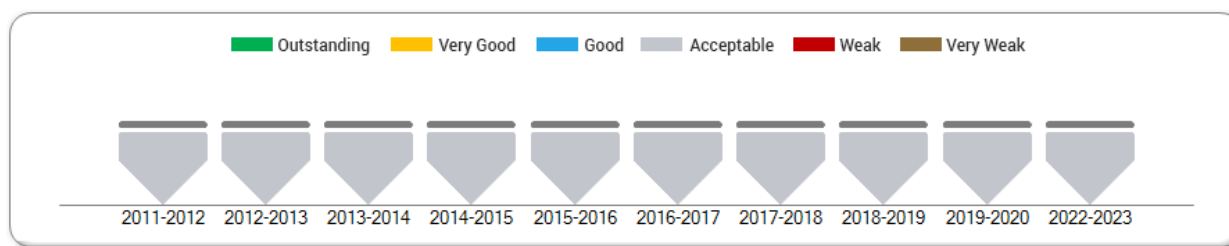
TEACHERS

	Number of teachers	76
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	18
	Teacher-student ratio	9:88
	Number of guidance counsellors	6
	Teacher turnover	13%

CURRICULUM

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

School Journey for DUBAI CARMEL 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.

STUDENTS OUTCOMES	<ul style="list-style-type: none"> School leaders and teachers have sustained positive students' outcomes in Islamic Education and Arabic and across all core subjects in the Foundation Stage (FS). Improvements have been made in students' performance in English in Secondary and at Post-16. There are also noticeable improvements in outcomes for students in mathematics in Secondary and science at Post-16. Learning skills for post-16 students have also improved. Students' personal and social development and their innovation skills are strengths of the school. Students are positive, proud of their school and display genuine concern for one another. They have a strong understanding and appreciation of Islamic values such as, honesty, tolerance, and modesty which they demonstrate daily. Students display enthusiasm and enterprise when engaging in a range of innovative projects.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> In the FS, teachers are clear about what they want children to achieve. They are successful in providing key objectives for learning, and in using the assessment of children's skills to plan for further development. In other phases teachers encourage the use and application of subject vocabulary in their lessons. They are using questioning strategies more skilfully to encourage all students to engage in lessons. The FS curriculum is well planned and provides a varied and stimulating activity-based learning that includes child-initiated learning experiences. School leaders have provided pathways for learning for students of determination and increased the choice of subjects for older students. The social, moral, and cultural studies programme is well developed and is helping to promote a deeper understanding of the culture and society of the UAE. The regular monitoring and inspection by the school's health and safety team ensures that policies and practices are implemented effectively throughout the school. The supervision of students around school on arrival and departure is effective. A clear behaviour policy and a nurturing family atmosphere guarantee that staff and student relationships are strong, and positive behaviour is a feature of all lessons and school life.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The long-standing founding principal has, over the years, established a learning community that provides a caring environment and guides students to become morally responsible citizens. Some but not all leaders model best educational practice and are successful in supporting positive student outcomes. The newly formed leadership team now understands the importance of accurate judgements on school provision and students' outcomes.

The best features of the school:

- Senior leaders' vision to improve learning within an inclusive learning community where diversity is valued and the wellbeing of students and staff is actively promoted
- Sustained positive student outcomes in Islamic Education and Arabic
- Students' strong personal development, their awareness and understanding of Islamic values and their social responsibility
- The well-informed and knowledgeable members of the governing body, who are committed to doing their best for students and who are supported by parents who want to be fully involved in their children's learning





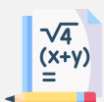

Key Recommendations:

- Raise the attainment and progress in key subjects by:
 - improving the quality of teaching in all subjects to at least a good level;
 - developing the skills and knowledge of middle leaders in their understanding of best practices in teaching and assessment; and
 - embedding a whole-school reading literacy strategy so that all students can access the curriculum and improve their learning outcomes.
- Improve the quality of teaching by:
 - regularly evaluating the quality of teaching and its impact on students' outcomes;
 - raising the level of challenge for all students through effective questioning and adaptation of the curriculum; and
 - providing opportunities for students to think critically, ask questions, and support one another with enthusiasm and focus.



Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable	Weak	Acceptable ↑	Acceptable ↑
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good	Acceptable	Acceptable ↑	Weak
	Progress	Good	Acceptable	Acceptable	Acceptable
 Science	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Acceptable	Acceptable	Good ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good 	Good	Good	Very good 
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good





3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Good 	Good 	Good 	Good 
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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 assessments	is below expectations.	is approaching expectations.

- In 2018 students missed the PISA targets with overall weak progression and in 2019 students missed the TIMSS targets, but with overall good progression. Overall, PISA and TIMSS progression is acceptable. GL results indicate weak students' attainment. There is no assessment data for 2021 and progress is limited by the 2022 data, which are also weak.
- In 2018 Emirati students missed the PISA targets with overall acceptable progression and in 2019 they missed the TIMSS targets with overall acceptable progression. Emirati students' PISA and TIMSS progression is acceptable. There is no National Agenda benchmark assessment data available for Emirati students.

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

- The majority of leaders are familiar with the PISA, TIMSS and GL assessments. They completed a gap analysis that identified students' weaker knowledge and skills which is included in the school's National Agenda action plan. Leaders now use this information to begin to modify the curriculum, but there are inconsistencies with the strategies for intervention.

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

- The majority of teachers are aware of students' low NGRT reading literacy assessments. The use of this information remains uneven in lesson planning and in supporting students to extend their learning skills.
- Teachers are aware of Emirati students' low NGRT reading literacy scores. Again, this information is not being used to strengthen their learning skills.

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

For development:

- Embed further the school's existing programme of personalising students' skills and targets to help close the learning gaps in all assessments and improve students' skills.

Wellbeing

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

- The school has a clear vision for wellbeing which is central to its overall ethos and family atmosphere. The day-to-day involvement of the governing body in the life of the school means that members are aware of the strengths of wellbeing provision and areas for development. The school increasingly uses internal and external surveys as well as informal methods to inform its wellbeing provision and planning.
- All staff, including the wellbeing team, are vigilant in monitoring students' care and support. They intervene in a timely way when issues arise and provide support and advice while working in close partnership with parents. The school maintains a high morale among its staff who have access to counselling if required. Communication channels with parents and students are sufficiently strong so that the school can adapt its provision in response to any concerns which arise.
- The school has a programme within the curriculum to support wellbeing, covering activities such as healthy living. They help to inform students about the choices which they have to make. A plan to improve this provision even further is in place but it lacks measurable goals. Throughout the school, students show enthusiasm for learning and positive attitudes in their approach to school life and their future direction.

UAE social studies and Moral Education

- The school uses the UAE Moral Social and Cultural Studies (MSCS) Framework for learning outcomes. The MoE textbook is used by students as the main resource. Year 2 to Year 10 students have weekly lessons of 40 minutes, taught in English. MSCS is integrated into other lessons for secondary students. Lessons are well planned and taught by proficient teachers to ensure that students make gains in their conceptual understanding.
- The school use a range of assessments, including integrated projects and quizzes, to determine students' knowledge, skills and understanding. Progress is reported to parents on a termly basis. Students make better than expected progress in relation to the UAE curriculum standards. The quality of teachers' written feedback, however, does not always enable students to be clear about their next steps in learning.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- The majority of students in Primary and Secondary attains above the curriculum standards. They have a deep understanding of the rules of worship and the values and morals of Islam. Most post-16 students attain in line with curriculum standards and have adequate knowledge of the rules and purposes of Islam.
- Post-16 students understand the Sharia purposes and healthy lifestyle rules and apply them in their own lives. Younger students have a strong knowledge of worship, regarding prayer times and the rules of prayer. Students' understanding of the Divine Revelation and their recitation skills are underdeveloped.
- The school's efforts to enhance teaching practices at Post-16 have not yet resulted in improved students' achievement. Assessments are not sufficiently rigorous to provide a clear and realistic overview of students' attainment and progress.

For development:

- Improve students' understanding of the Divine Revelation and their skills of recitation.
- Improve students' achievement in the post-16 phase.

Arabic as a first language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- The majority of students demonstrates high achievement in both phases. Lower primary students, and girls in the upper secondary phase, are performing particularly well. The department's analysis of assessment data, which show outstanding achievement, is inconsistent when benchmarked against achievement in lessons. Upper secondary phase develop strong skills in literary comprehension and analyses. In Primary, students learn and understand grammar through wordplay and games. In both phases, students' reading skills, particularly those of the boys, are developing unevenly.
- Overall, the learning programmes for students adhere to the Ministry of Education (MoE) curriculum requirements. The provision of more library projects is beginning to enhance students' skills in reading and writing. However, students' independent learning skills are not fully developed.

For development:

- Provide students with opportunities to express their critical and creative skills independently.

Arabic as an additional language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students in both phases are achieving in line with curriculum expectations. Internal assessment data indicating good levels of achievement are not supported by students' recent work and language skills in class.
- Students' progress is variable overall because they rarely engage in tasks and activities that correspond to their years of studying Arabic. A majority of students has adequate listening skills. A few students in Secondary struggle to understand simple questions.
- A majority of students displays underdeveloped writing and listening comprehension skills. The school is beginning to provide more public reading and speaking opportunities for students to improve during lessons and within assemblies. Students' progress is often hindered by teachers' low expectations of what they can achieve.

For development:

- Increase students' independent learning skills by raising expectations of and support for, what they can achieve.
- Provide materials and strategies to support students with their independent writing and speaking skills.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Acceptable ↑	Acceptable ↑
Progress	Good	Acceptable	Acceptable	Acceptable

- In FS, children make rapid gains in spoken English and a good start in developing their early reading skills. In Primary, students have little opportunity to draft and edit writing independently. Increasingly, students at Secondary and Post-16 read, write, and speak with more confidence.
- Although students enjoy their English lessons, they do not always speak in full sentences, which hinders acquisition of vocabulary, development of grammar, and the ability to debate purposefully. In Primary, students make less progress than they should because learning is not always sufficiently aligned to lesson objectives, and they do not have enough opportunities to demonstrate what they know.
- Examples of students making stronger progress are evident in the senior classes where more focused teaching and effective use of questioning by teachers encourages greater participation by students in lessons.

For development:

- Raise standards in writing by providing students with regular planned opportunities to draft, edit and compose their written work.
- Improve students' speaking skills by encouraging them to speak clearly and in full sentences during lessons.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable	Acceptable ↑	Weak
Progress	Good	Acceptable	Acceptable	Acceptable

- In FS, most children attain above curriculum standards, making good progress in their knowledge and application of number. In Primary and Secondary, students attain in line with expectations and make expected levels of progress. Few students in post-16 attain standards in line with the curriculum.
- In external and international tests, more positive elements of progress are evident in Secondary than in Primary or post-16. Across all phases, students' have a strong understanding of number. Some areas of geometry, particularly in Primary, are less developed, as is the understanding of mathematical vocabulary and problem-solving.
- Advice from the previous inspection report to provide more opportunities for problem-solving and critical thinking skills in lessons has not been implemented. Consequently, students' mathematical skills have not improved sufficiently.

For development:

- Ensure that more time is regularly spent on activities for instance, investigative mathematics and on those which encourage students to think in a more critical way.
- Encourage more students to work together to solve real-life problems in lessons.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Good	Acceptable	Acceptable	Good ↑

- Students are keen to learn and particularly enjoy science through practical investigations. This approach is now more evident in lessons across the school and is well developed in FS and at Post-16, where improved learning and skills are also evident.
- Students build their investigation skills and depth of knowledge as they progress through the school. For example, FS children investigate properties of water, the properties of materials and measure mass accurately. They investigate renewable energy in Secondary and explore electromagnetic induction at Post-16.
- Opportunities for students to use digital technologies to support their learning and research, and their ability to solve open-ended problems more independently, are limited.

For development:

- Challenge students of all abilities to use digital technology and develop their skills of independence and ability to solve open-ended challenges.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Acceptable	Acceptable	Good ↑

- In FS, children are enthusiastic about learning. In Primary and Secondary, students' ability to develop their learning skills is often restrained by the quality of teaching in lessons. The nature of more advanced post-16 study is enabling students to enjoy taking on greater responsibility for their learning.
- When given the opportunity students shine and enjoy occasions to take the lead in lessons, to collaborate and to provide mutual support for development. In these stronger lessons, students can show how keen they are to find new information out for themselves and to discuss it with others including their teachers.
- In Islamic Education, students make valuable connections with relevant real-life moral issues enabling them to think critically and with respect about the dilemmas with which they may be confronted.

For development:

- Improve students' learning skills by providing more opportunities during lessons for them to think critically, to ask questions, and to learn and support one another with enthusiasm and focus.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ↑	Good	Good	Very good ↑

- Students are positive and proud of their school and have respectful relationships with their peers and staff. They display genuine concern for one another and particularly for students of determination. Students enjoy the friendly, family atmosphere within the school.
- Post-16 students show self-discipline, exhibit mature attitudes, and have high levels of interest and commitment to their learning. Children in FS are developing age-appropriate self-discipline skills, and are not easily distracted when they complete tasks.
- Students' attendance across all phases is good with most students punctual to school and to lessons. Students are knowledgeable about how to maintain a healthy lifestyle, how to keep fit and enjoy participating in a range of sporting activities.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Across the school, students have secure understanding and appreciation of Islamic values such as, honesty, tolerance, and modesty. They understand their relevance and can provide examples of how these values influence daily life within UAE society.
- Students are knowledgeable and respectful of the UAE heritage and culture. They speak with confidence about the transformational achievements of the UAE. This has been enhanced by a range of school activities, assemblies, and visits to EXPO 2020 and the Museum of the Future.
- Although students demonstrate a clear understanding and appreciation of their own cultures, the multi-cultural aspects of the UAE, and can proudly describe the traditional elements of their own countries, their awareness of other world cultures is not well developed.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- In all phases, students demonstrate responsible citizenship and care for their school and others. They willingly undertake responsibilities. Students' opinions, including those of the school council, are valued and often influence decisions, for instance, in improving the links with other schools and in providing outdoor equipment in FS.
- Students demonstrate enthusiasm and enterprise when engaged in a wide range of innovative projects. Older students use their entrepreneurial skills to raise funds for charity through marketing and selling various items which they have created. The youngest children enjoy learning and show increasing resilience and perseverance in completing tasks.
- Students have developed an insightful understanding of environmental sustainability and conservation. Children in FS are mindful of conserving resources, avoiding waste and recycling. Older students are actively involved in recycling materials and in re-using them creatively.

For development:

- Improve students' attendance and punctuality further.
- Improve students' awareness of other world cultures.
- Extend the opportunities for students to generate their own ideas, be innovative, and creative.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable

- In FS, teachers are clear about what they want children to achieve. They plan well and speak with children to check their understanding and to challenge them to think. In other phases, although most teachers have strong subject knowledge, they sometimes expect too little of their students.
- In the more successful lessons, teachers focus on a limited number of key objectives. They teach planned subject vocabulary and skilfully question students of differing ability levels to encourage them to participate. Learning in these lessons often leads to students being provided with opportunities to undertake demanding tasks and to draft and edit their work, rather than engaging in copywriting.
- The school has prioritised good levels of support from teaching assistants but has yet to invest in their professional training so that they can support students' understanding further.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Acceptable	Acceptable	Acceptable

- The schools' assessment processes are appropriately linked to the NCfE and provide measures of student attainment and progress. Data are collated and analysed across phases and benchmarked against national and international standards. Gaps in students' learning and skills have now been identified.
- Assessment is well used in FS where teachers plan the next steps of children's learning, matched to their individual needs. However, this practice is not yet applied consistently across all subjects and phases, therefore students are not always fully challenged to secure rapid progress.
- Although teachers are starting to adapt the curriculum to support and challenge students to close the gaps in their learning this is not yet sufficiently personalised. Marking is regular. Formative feedback to support further learning is less established.

For development:

- Raise the level of challenge for all students through effective questioning, purposeful tasks, and skilful interventions from well-trained teaching assistants.
- Strengthen existing assessment systems that identify gaps in students' learning and ensure that curriculum modifications enable them to make better progress.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good

- The broad and balanced curriculum in FS is well-planned, providing systematically for continuity and progression. In other phases the focus is on the acquisition of knowledge, rather than on the development of deeper understanding. Across all phases, the curriculum fulfils the requirements of the NCfE and the MoE.
- The UAE culture and Islamic values are embedded in the curriculum. Cross-curricular links are evident in lesson plans but are only implemented during Islamic Education and Arabic lessons.
- An increase in pathways for students of determination and choice of subjects for older students have been introduced. The curriculum does not consistently promote critical thinking nor challenge for the most able students. Technology is an integral part of teaching, but students do not have enough opportunities to use technology in a safe, and positive way.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Leaders have modified the curriculum to meet the needs of most groups of students by introducing activities such as, project-based work. However, this has not enhanced the quality of teaching or students' learning because modifications do not take account of students' specific requirements.
- The moral, social, and cultural programme is well developed and promotes a deeper understanding of the culture and society of the UAE. Students have opportunities to engage in extra-curricular activities. The school uses the community to enhance the curriculum, visiting local areas and collaborating with businesses.
- Displays throughout the school demonstrate a deep value and respect for the Emirati culture. Students learn about Emirati heritage through assemblies, textbooks, and coherent experiences which are embedded within topics. There are special events and planned celebrations of events across the UAE.
- In FS, Arabic is taught daily for 45 minutes.

For development:

- Ensure that students have appropriate opportunities to use technology in a safe and positive way.
- Ensure that the curriculum is adapted to meet the needs of all groups of students.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑

- Regular monitoring and inspection by the health and safety team ensure that policies and practices are implemented effectively throughout the school. Record keeping and risk assessments are thorough. The supervision of students around the school, on arrival and departure, and including on school transport, is effective.
- The buildings and premises are adequately maintained, although some uneven surfaces around the school require attention. The high-quality medical care, and strong promotion of a healthy lifestyle, have a positive impact on students' health and their wellbeing. The counsellor is proactive in providing guidance where required.
- The school has improved its evacuation procedures. It has updated the safeguarding and child protection policy to provide clearer guidance for staff, students, and parents. The school took prompt action on points raised during the inspection.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- An effective behaviour policy and a nurturing family atmosphere ensure that staff and student relationships are strong. This underpins the positive behaviour in lessons and around the school. Suitable measures are in place to promote attendance.
- The school has effective procedures with which to identify and support students of determination, including those who are gifted and talented. Appropriate learning programmes are developed, and comprehensive records in individual files show improvement in students' academic and personal development.
- Personal development is given a high priority. On occasion too much support provided by staff hinders the development of independent learning. Academic and career guidance is strong and helps to prepare all students, including students of determination, for their future careers.

For development:

- Ensure that buildings and premises are well maintained.
- Ensure that adult support does not become a barrier to the development of students' independence.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders have a clear vision, supported by parents and staff, for an inclusive school which meets the needs of students. The admissions policy allows a greater diversity of need to be accommodated within both the special section and the mainstream school.
- Effective procedures involving teachers and parents are in place to identify and provide for students of determination. The school provides immediate additional support to overcome barriers to learning, whilst then completing Individual Education Plans (IEPs) with personal and academic targets, which are not always sufficiently specific.
- Parents of students of determination are very appreciative of the work of the school. They say the school is like a family. They are delighted with the progress which their children make and feel well informed about how to support them in partnership with the school.
- The majority of teachers knows their students well and supports their classroom learning accordingly. Well-meaning support from Learning Support Assistants (LSAs) is often effective, but sometimes hinders the development of these students as independent learners.
- Progress towards academic and personal development goals is recorded in personal files which show that, based on school assessments, almost all students make good progress given their individual starting points. Overall, progress in personal development is stronger than in academic achievement.

For development:

- Include academic targets in IEPs which are based on standardised test scores to measure more accurately the progress that students are making.

6. Leadership and management

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

- The long-standing founding principal has established a learning community that provides a caring environment which guides students to become morally responsible citizens. She is engaged with senior leaders in ensuring that a stable environment supports student achievement and their personal development. Some, but not all, leaders model best practices and are successful in supporting positive students' outcomes through high expectations for themselves, teachers and students. Senior leaders do not always hold all postholders to account for student achievement. Feedback on teachers' performance lacks focus.
- Self-evaluation protocols and improvement planning are approached systematically. Senior leaders understand their role in ensuring more consistent approaches to the monitoring of students' progress. The newly formed leadership team is committed to further school improvement. Members understand the importance of the diligent application of the inspection framework. They recognise that they have not yet made sufficient improvement in the quality of teaching and assessment and only limited overall progress in the school since the previous inspection.
- There are regular opportunities for parents to be actively involved in the life and work of the school, the most significant of which is the work of the Parent Council. Parents speak highly of the school's communication with them, and the ease with which they can contact school staff. They appreciate the open-door policy operated by school leaders. Reporting on students' progress is regular and detailed. Links with the local community and other schools are being re-established, as are some international inclusion-based links.
- The governing board includes representation from most stakeholders, including the school's owner. Board members meet regularly and are provided with detailed information about all aspects of the school's operations. The chair of governors is well known to staff and parents. Her frequent presence in school ensures an informed influence. As a result of a more accurate understanding of school's work, governors are beginning to exert a more positive impact on its overall improvement.
- The school's procedures and routines are effective. School leaders recognise that investment in further technology is vital in providing a learning environment which promotes greater independence in learning. Governors have supported curriculum expansion and provision for students of determination by increasing resources. School leaders retain staff through their developing programmes of induction, mentoring and professional development. The library and stocks of books are insufficient in supporting the promotion of stronger reading skills.

For development:

- Ensure that all leaders have an accurate understanding of what needs to be done to improve the school and outcomes for students.
- Ensure that all leaders also have the capacity to evaluate the quality of teaching effectively.
- Consider how best to sustain an informed board of governors and to broaden stakeholder representation.
- Review resource allocation and ensure that all curriculum areas have what is essential to support improved students' achievement.

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