



Little Flowers English Sc...



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Little Flowers English School

Curriculum: Indian

Overall rating: Acceptable

Read more about the school →



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“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Hor Al Anz
Type of school	Private
Opening year of school	1984
Website	www.littleflowereschool.com
Telephone	04-2667620
Address	Plot 127-2061, Street no 127, Hor Al Anz, Deira Dubai-P.O.BOX:19771
Principal	Abdullakutty Valappil
Language of instruction	English
Inspection dates	19 to 21 October 2015

Students



Gender of students	Boys and girls
Age range	4-12
Grades or year groups	Kindergarten 1 to Grade 6
Number of students on roll	825
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	23
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	47
Largest nationality group of teachers	Indian
Number of teaching assistants	9
Teacher-student ratio	1:25
Number of guidance counsellors	1
Teacher turnover	12%

Curriculum



Educational permit / Licence	Indian
Main curriculum	Indian / CBSE
External tests and examinations	IBT
Accreditation	
National Agenda benchmark tests	IBT

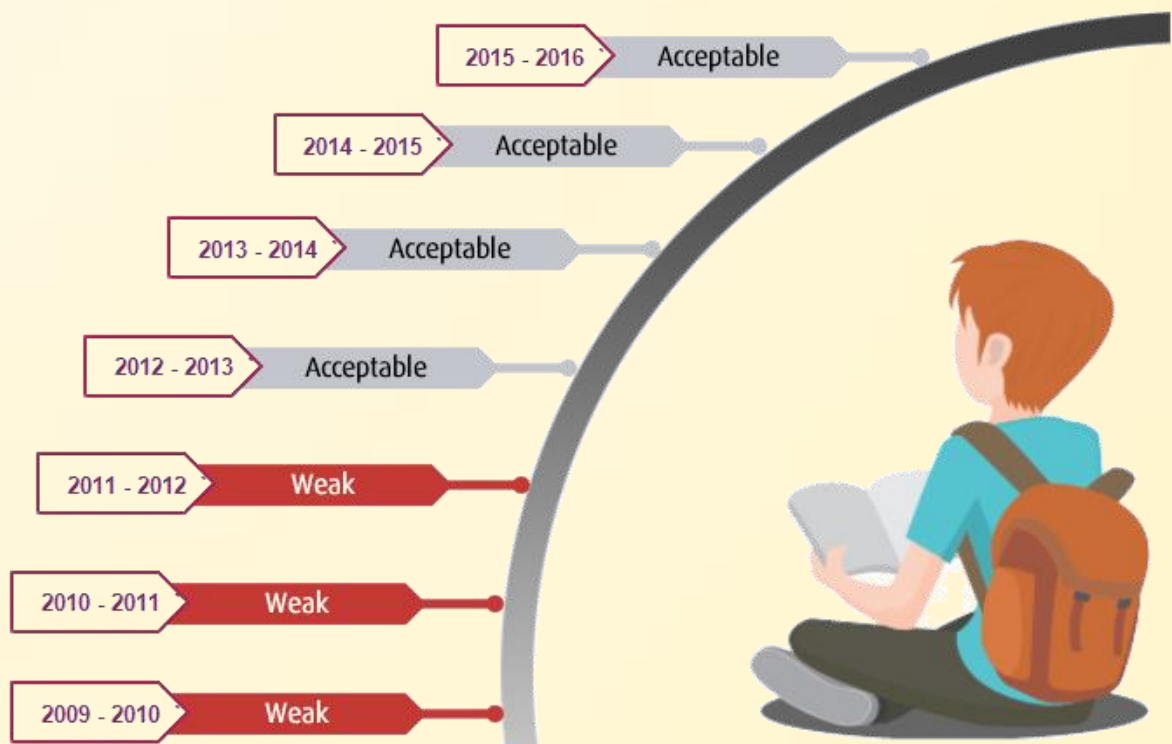


Summary for parents and the community

Little Flowers English School was inspected by DSIB from 19 to 21 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

The quality of education provided in Little Flowers English School was **acceptable**.

- Students' attainment and progress in English in the Kindergarten had improved and were good. In mathematics and science in the middle phase, attainment and progress had also improved and were also good. Attainment and progress were acceptable in the other key subjects across the phases of the school. Only in a few lessons were students challenged to apply their learning to solve problems, and think critically and creatively.
- Across the school students were caring, respectful of others' views and values, and behaved responsibly towards others and the environment. They were aware of how to keep themselves healthy. Attendance and punctuality were good.
- Teachers increasingly included opportunities for students to work together, particularly in the primary phase. They did not always follow lesson plans in ways that set all students sufficiently challenging tasks. They did not use their knowledge of students' strengths and learning needs to plan different tasks and activities for different groups and individuals.
- The school had changed its curriculum in order to help students make clear links between their knowledge, understanding and skills in different subjects. In English and in science, teachers' planning did not always build new learning on what students already knew and could do.
- The school's arrangements to safeguard students' health, safety and wellbeing were well-established. The school provided constructive and helpful support to students and parents, particularly as they prepared to move to the next stage of their education at secondary phase.
- The school's senior leaders, including the principal, ensured that the school was committed to providing inclusive, 'Education for All'. The principal and senior leaders, together with the governing body, had improved important aspects of the work of the school. The school and its community were well-placed to create and realise higher expectations for all students.



What did the school do well?

- The school had improved attainment and progress in English in the Kindergarten, and mathematics and science in the middle phase.
- Students demonstrated good behaviour and attitudes, good knowledge and understanding of the Islamic values of the UAE, and good care for the environment.
- The school provided good care and support for students across all phases.



What does the school need to do next?

- Develop the school's capacity to innovate and improve by:
 - strengthening the school's vision for the future and ensuring that all planning reflects this ambition
 - accurately monitoring and evaluating all aspects of school provision and taking timely and appropriate action to ensure success.
- Improve the quality and consistency of teaching across all phases by:
 - being clear about what new knowledge and skills teachers want every student to learn by the end of the lessons
 - planning and implementing well thought-out lessons that set suitable learning objectives for groups and individuals
 - regularly setting all students tasks and activities that require critical and innovative thinking.
- Improve what teachers do in every lesson to meet all students' learning needs by:
 - helping teachers use easy and quick ways to check what students already know and can do
 - supporting teachers' confidence to change plans when necessary in lessons to make sure every student learns something new by the end of each lesson.
- Ensure that teachers consistently follow the school's re-designed curriculum plans in lessons so that all students experience improved continuity and progression in learning and opportunities for innovation.



How well did the school provide for students with special educational needs and disabilities?

- School leaders welcomed students with special educational needs and disabilities (SEND) although the quality of support they received was not checked regularly enough.
- The medical and learning needs of students were identified correctly and students were given helpful support plans.
- Parents were kept well informed of their children's progress through regular meetings and through developing good relationships with the school.
- There was little focused support in lessons to provide students with SEND with the help they needed.
- Students' progress was measured regularly.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards National Agenda targets was not secure.
- All stakeholders, students, parents, teachers, curriculum leaders and the principal were aware of the National Agenda. The school leaders stated a willingness to make parents more aware of the reason for the National Agenda and to promote skill level development.
- As a follow-up to assessment, the school reviewed the curriculum and modified it to match the TIMSS domains. For example, earth science was added as a domain in science. Curriculum leaders also modified the curriculum based on IBT results. The school had not addressed alignment to PISA focus areas.
- Teachers in middle school effectively applied strategies to develop critical thinking and inquiry. In the primary school, many teachers used closed questions which did not adequately develop thinking and inquiry. The curriculum plans included more development of critical thinking but this was not put in place in many classes.
- Information technology resources were used infrequently by students, sometimes for some review of the validity of sources. Students did not use resources adequately or effectively to develop research skills.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- The school leaders were very enthusiastic about encouraging students to be innovative and had identified innovation champions in the school. They were in the process of planning a comprehensive strategy which would focus their efforts and identify ways to capitalise on the partnerships they had already established with members of the community. The school had equipped all classrooms with technology but the school leaders had yet to ensure these learning tools were used by students and staff to develop their innovation skills. Leaders acknowledged the need to build the capacity of teachers and leaders in order to create a culture of innovation, curriculum review and research and to implement a process to make use of innovative ideas.

Overall School performance

Acceptable

1. Students' achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Good ↑
Science 	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Good ↑

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

	All phases
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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good ↑
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Progress in English in the Kindergarten was good. Children arrived with no English language skills. All teaching was in English. Children in KG1 could follow instructions and communicated well orally. By KG2, students had acquired good phonic skills and could read words and short, simple sentences. They could form simple sentences using cards and wrote simple words. They recognised their names and some were able to write them. Attainment over the last three years had been maintained and had improved this year.
- Attainment and progress in mathematics were acceptable in both year groups. Children had appropriate levels of knowledge, understanding and skills. They were benefiting from more active and game-based learning which was helping their mathematical understanding. Children did not have enough opportunities to apply their mathematical skills more in problem-solving activities. They did not get enough regular feedback from teachers about their progress. Progress of children with special educational needs was also acceptable. Attainment over the last three years had been maintained.
- In science, attainment and progress against the CBSE curriculum were acceptable. Attainment and progress in lessons were good in terms of gaining knowledge. However, in both KG1 and KG2, opportunities for children to investigate were hampered by teachers demonstrating or over-directing. As a result, children's skills were not being fully developed. Attainment over the last three years had been maintained.

Primary

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students were progressing steadily in their Qur'an recitation while applying the rules of Tajweed. Their understanding of Islamic concepts and laws of worship was adequate. Most students could make comparisons between some key concepts and could link these to their everyday lives. Standards achieved were in line with expected levels nationally.

- In Arabic as an additional language, most students attained secure levels in their listening and reading skills. Students were making slow but steady progress in their speaking and writing skills. Students were using simple and appropriate sentences in context and in their daily language uses. Students' work in lessons was at an acceptable level and, over time, standards attained were in line with expectations.
- All students in the primary phase were additional language learners in English. They had developed listening and vocabulary skills that allowed them to communicate at a basic level about factual information. In upper primary, students understood basic grammar and constructed sentences using appropriate parts of speech and descriptive language. However, critical or creative thinking and analysis were not evident in students' work. Progress was improving. In almost every grade, student achievement levels had increased as measured by curriculum standards. A small proportion of students attained above the international benchmarks in IBT
- Attainment of basic mathematical skills and knowledge for the majority of students was above targets set in the school curriculum. However, external testing did not show attainment to be above international standards. Students made less progress in critical thinking skills. Progress depended on student attention to task, the teachers' expectations and the levels of challenge offered. Students made better progress in the upper grades.
- Attainment in science in primary was in line with standards expected in the curriculum. Progress was also in line with curriculum expectations. Students' knowledge and understanding of science was stronger than their skills in scientific enquiry. The International Benchmark Test (IBT) however, showed that a few students were attaining above the average. Older students overall, were making better progress than younger students.

Middle

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Good ↑	Good ↑
Science	Good ↑	Good ↑

- In the middle school, students had a secure and effective understanding of Islamic concepts. Most students understood the Pillars of Islam and their implications on their own lives. They understood the inferences in some of the learnt Hadith. Students exhibited an appropriate understanding of the laws of worship and recited the Holy Qur'an with adequate accuracy.
- In Arabic as an additional language, most students were able to listen to and understand standard Arabic with ease. Their reading comprehension skills were effective. They were able to communicate their ideas in writing simple sentences. Grammatical and spelling skills were less well developed.
- While the majority of students in English lessons understood grammar complexities and parts of speech to communicate both orally and, to a less extent, in writing, critical thinking and analytical skills had not been fully developed. Students' listening skills were well developed, and they had shown improvements in their abilities to speak and write. Most students attained the curriculum standards and were being prepared for IBT exams.

- In mathematics, the majority of students in Grade 6 had attained grades above curriculum standards. Half of the students were selected to take the IBT and most of them scored above international standards. The majority of students in Grade 6 showed proficiency above curriculum standards as shown in their class and written work and particularly in arithmetic. Over the last three years, internal school assessments showed that attainment had increased. Internal grades and external assessment showed better than expected progress for the majority in all groups.
- Attainment and progress in science in the middle phase were good. Most students had benefited from intensive support to help them develop the problem-solving and thinking skills tested by international assessments. However, opportunities for investigative and critical thinking processes were too infrequent in lessons. Most students were developing investigative skills through teacher-set homework assignments.

	KG	Primary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Students readily engaged in learning, especially in the older grades when teachers had high expectations. In classes with fewer challenging activities, students were less attentive and time was not used for learning effectively. This resulted in limited student responsibility for learning and lack of problem-solving and critical thinking development.
- Students in some classes interacted well and collaborated in small groups when given clear directions and expectations. At times, unclear pronunciation by both teachers and students hindered the development of effective communication skills in English.
- Students in some classes linked learning to the world beyond school. This was more often the case in homework assignments when tasks were linked to work in class. Students in a few subjects, such as art and science, made connections with their learning in other subjects.
- Students in only a few classes used critical thinking, problem solving and reflection to support learning. Students used technology in a limited manner to support their learning. In most classes students were passive learners while teachers used projectors in place of a whiteboard.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- Across the school, students had positive and responsible attitudes. Students showed consideration for others with bullying being very rare. Students responded well when given responsibility such as head boy and girl, and when acting as house captains or play-leaders. They felt honoured to have these positions of trust.
- Relationships among students and staff were mutually respectful. Students helped one another and were sensitive to the needs of others.

- Almost all students promoted and practiced healthy life styles. The school held a health week and other competitions and activities, including partnerships with businesses to promote healthy lifestyle. Students participated in school clubs in large numbers.
- Attendance was good with almost all students arriving punctually for school and classes. They were keen to attend school and lessons.

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

- Students showed a good understanding of Islamic values and their relevance to their own lives in the UAE. Some talked confidently about the implications of this on their attitudes, behaviour and practice.
- Most students had a well-developed knowledge of various aspects of Emirati heritage and culture as well as other world cultures, locally and abroad. These were evident, for example, during assemblies, social studies lessons, extra-curricular activities and displays around the school. Some older students talked about different religious practices with each other and were keen to learn more.
- Students were secure in their own faith and cultural identity. They acknowledged differences and showed respect in the celebration of the cultural and religious diversity within their local communities. Older students particularly were sensitive and showed respect for fellow Muslim students. This contributed to their understanding of the need to live together harmoniously.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students were actively engaged in being partners in improving their school. They enjoyed taking responsibility and were eager to do more.
- Students had a positive work ethic. They also enjoyed opportunities to think creatively such as in the 'Innovation Club'. They had investigated and devised a solution to noisy furniture in the IT suite. There was scope to provide more regular opportunities for such innovative thinking in daily lessons.
- Most students took part in a range of activities to promote environmental awareness and had a good understanding of how this affected their daily lives. Across the school, students displayed good understanding of the need to protect the environment. Many students had taken responsibility for planting trees and for recycling materials. School assemblies helped reinforce this understanding.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers had adequate and secure subject knowledge, especially in the upper end of the school. They had successfully embedded a range of effective practices such as, using collaboration as a common feature to drive learning.
- Teachers' lesson planning was clear and well thought-out across the key subjects. In most subjects, however, lesson plans were implemented inconsistently, except in science, English and mathematics for the older students. Teachers were often challenged by the restricted space and resources. Scope remained for increasing the level of challenge and for engaging students more meaningfully in all lessons.
- Teachers' questioning to extend students' thinking was evident in some lessons in the upper end of the school. In the kindergarten and younger grade levels, questioning only checked students' understanding and recall of factual information. There were often missed opportunities for learning when too much teacher-talk constrained students' interactions with each other and the teacher.
- Differentiated tasks were common features of most lesson planning. However, in practice, this was not consistently helping to meet the needs of all different groups of students because it was not fully embedded in lessons.
- Teachers only occasionally set tasks that would develop students' critical thinking in lessons. Generally, students were only challenged at a basic level and often missed out on independent learning experiences.
- Teaching in Arabic as an additional language, in both phases, was well planned. However, the implementation of the planning in lessons had scope for improvement. Teaching did not consistently engage the students because teachers did not ask good quality questions or differentiate the tasks sufficiently well to meet the needs of all groups of students.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- The internal assessment processes were well established and based on the CBSE assessment pattern. For instance, the school used rubrics to assess students' language skills and other aspects prescribed by the CBSE Board.
- Teachers had identified which aspects of TIMSS and other international assessments students needed to practice based on their performance in these assessments. Teachers were increasingly aware of the need to teach and assess students' critical thinking and problem-solving skills.
- Assessment at middle school level was stronger and more consistent than at the primary level. Formal summative assessments were more systematic and focused than informal assessment of learning in lessons. As a result, teachers did not consistently adapt tasks and activities during lessons. This slowed student progress. Detailed analysis of data was undertaken to set performance goals for every student.

- The school's analysis of its comprehensive assessment data was not used effectively in adjusting the curriculum and delivering the lessons to meet the needs of students. There were inconsistencies in using the data across the levels. There was scope to support all teachers to use the data more effectively for planning to meet the learning needs of all students, particularly in the primary phase. Most teachers were not confident in modifying their plans to meet the needs of students with special educational needs.
- Although teachers had an understanding of students' strengths and weaknesses, in most subjects they did not use that understanding effectively to improve planning or instruction. For example, teachers were aware of a few students doing well at the IBT test in the first attempt. However, this information was not used effectively to offer more challenge in mathematics and science lessons. Teachers' modifications of lesson plans were limited in the support they offered to all students with different abilities.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school had redesigned its entire curriculum and had adopted an interdisciplinary thematic approach. The plans were well defined with detailed statements of what students would learn and be able to do. Annual long-term curriculum plans offered sufficient breadth and balance in students' learning. However, in science and English, it was less clear how students could consistently build new learning on what they already knew and could do.
- Senior leaders were aware that there were inconsistencies in implementing cross-curricular links featured in the lesson plans. Many teachers were not confident or knowledgeable about making connections across themes. A separate curriculum development and review team met monthly to analyse the provision of the new thematic curriculum and identify and address gaps in student learning. This was proving helpful.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Overall, most teachers planned well to modify lessons so that they offered some customised support to different groups of students including those with special educational needs. However, these plans were not always followed through completely in lessons. As a result, the differing learning needs of students were not consistently well met.
- There were limited opportunities for choice in the formal curriculum, beyond a choice of additional language. However, The balance between curricular and extracurricular activities acceptably promoted students' overall development. Many students had opportunities to participate in club activities, interschool events and out-of-school activities and some had opportunities for leadership. Field visits and clubs also extended and enriched students' learning.
- Partnerships with corporate companies such as, the American School of Dubai and General Electric helped students connect their learning to the world around them. A separate UAE social studies period for primary classes and Arabic in Kindergarten had been introduced to improve understanding of UAE culture and society.

- The school started to offer Arabic as an additional language recently at the Kindergarten level. The provision was offered to all students in the KG2 classes. The curriculum made use of a range of resources compiled by the school teachers to address the literacy needs of young learners who were learning Arabic as an additional language.

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

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

- Effective procedures were in place to safeguard the health, safety and well-being of students including programmes for students and parents to promote health and well-being. Students showed care and concern for one another by supporting children with health issues and learning needs.
- Staff, assisted by selected students, carefully supervised school bus arrival and departure procedures, particularly around stationary buses whose engines ran constantly to provide air-conditioning. These arrangements were orderly and understood well by students and parents. Clearly marked procedures were in place to avoid confusion or congestion on stairways and in halls, although early primary students tended to run in the halls.
- The building was efficiently used and well maintained. Floor washing and other routine maintenance at times during school day presented occasional slip hazards. The nurse and doctor kept confidential files of each child's health record, and made follow-up calls about children who were ill. All first floor and outside facilities were accessible to all students including those with special educational needs. Senior leaders ensured appropriate arrangements were made to accommodate and include all students in the life and work of the school.
- The doctor and nurse provided programmes of advice for students and parents on the components of living a healthy lifestyle. These highlighted healthy food choices and exercise, which most students and families had embraced.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Positive relationships were evident across the school. However, in a few lessons, teachers did not deploy effective strategies to manage students' behaviour.
- The school's promotion of good attendance and punctuality was effective. Parents understood the importance of regular attendance and were swiftly contacted regarding any unexplained absences. Students enjoyed school and were keen to attend. The opportunity for participation in morning assembly had resulted in improved punctuality.
- A range of strategies and diagnostic tools were used effectively to identify possible medical or learning needs of any student at risk of under-performance. Parents and staff were also encouraged to raise concerns which resulted in a swift diagnosis.

- The school provided appropriate guidance for students with special educational needs and those who were gifted and talented. Through individual support plans, strategies and targets were identified to meet their needs. Staff had received training but modifications were not consistently implemented across the school. The majority of students with special educational needs or disabilities made similar progress to their peers.
- The personal development and well-being of the students was a priority for school leaders. They provided personalised support and guidance to students and their parents as they prepared for the transition to different schools at the end of Grade 6.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- Governors and senior leaders demonstrated an increasing commitment to inclusion and had recruited appropriately qualified staff to enhance the quality of provision. Whilst there were appropriate systems in place to advise and train staff on how to meet students' needs, leaders had not developed robust systems to monitor the quality of provision.
- There were established systems to identify the needs of students with special educational needs and disabilities (SEND). Staff assessed appropriately against the KHDA categories. A range of individual student support plans were in place in the school. These were helpful and sometimes of a high quality, however, they did not always address the main learning needs of all the students.
- Parents of students with SEND were pleased with the support their children received. They were kept well informed about progress made through regular meetings and informal discussions.
- There were some modifications to the curriculum to meet the needs of students with specific and multiple learning difficulties. However, the support available throughout the school day was inconsistent. In some lessons, the teaching was not sufficiently matched to meet the students' identified needs. Reflection and critical thinking were aspects of learning which were not fully promoted.
- Regular assessments were made against Individual Education Plan (IEP) targets but these were not always shared with subject teachers to help inform their lesson planning. Over time students with SEND made similar progress to their peers.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal and school leaders ensured that the school fulfilled its commitment to its mission to provide 'Education for All'. As a result, the school provided for a wide range of special educational needs. The principal and other school leaders were well-placed to set a more ambitious vision and direction for the school.
- Leadership had introduced new important approaches to curriculum planning and teachers' use of assessment. These developments were inconsistently implemented because not all school leaders had a secure understanding of what effective practice looks like.
- Relationships between all leaders was professional and mutually supportive. Clearly stated job descriptions helped staff at all levels know what was expected of them. The appraisal process did not yet focus sufficiently on leadership performance. Morale among school leaders and staff was generally positive.
- The principal and the school leadership team had secured improvements in some aspects of the work of the school such as students' attainment in different subjects in particular phases of the school. Overall, such improvement was not consistently evident.
- The school had taken significant steps to prepare its students to help the school meet its National Agenda targets. The school had further developed its approaches to assessment, curriculum and lesson-planning.

School self-evaluation and improvement planning

Acceptable

- Senior leaders accurately identified strengths and areas to improve in key aspects of the work of the school such as teaching for effective learning. However, judgements on the quality of performance were frequently over-optimistic.
- Senior leaders, heads of department and peer observers had not focused sufficiently on evaluating the quality of students' attainment and progress in lessons. As a result, they had not always judged accurately what students had learned or whether teaching had been effective.
- School improvement planning was based almost entirely on meeting the requirements of previous inspections. As a result, the school had made important progress in preparing to meet national priorities. Some aspects of attainment in key subjects had also improved.
- The school had developed its curriculum planning but teachers did not always follow the lesson plans. Teachers had improved their use of assessment to plan lessons to meet students' needs better. However, they often missed opportunities to adjust tasks and activities during lessons in the light of students' responses. As a result, the pace of learning for the majority of learners was too fast for some and too slow for others.

Partnerships with parents and the community	Good
<ul style="list-style-type: none"> Relationships between the school and parents were positive. The school had successfully involved parents as partners in their children's learning. Teachers and other key staff supported parents with information about what their children were learning. They offered practical advice on health and wellbeing as well as opportunities for adults to develop their knowledge of English. The school regularly communicated with parents, for example through weekly newsletters. The school held regular and frequent Open House parent information sessions throughout the year. These provided opportunities for discussion of students' progress and personal and social development. End of year reports contained detailed information about academic and personal growth. They offered helpful suggestions to parents on how the student could further improve at home. As a result, most parents felt very well-informed about their children's learning. The school had established connections with international companies as well as local businesses. Such links offered students opportunities for practical learning such as problem solving, as well as access to information such as careers advice. Links with other local schools also provided valued support, for example when students prepared to move to the next stages of their education. 	

Governance	Acceptable
<ul style="list-style-type: none"> The school's advisory board was composed of members of the local community but did not include parents. Board members had access to parent satisfaction surveys and findings contributed to the advisory board's knowledge of the school. There was scope to extend membership of the board to include a wider range of people with an interest in the school's development. The advisory board and the proprietor had an accurate understanding of the school's successes and the challenges it faced. The advisory board had supported the school and individual members had contributed to teachers' professional development. The role of the advisory board in holding the school accountable for improving its performance, was underdeveloped. The advisory board adequately supported school leaders to provide inclusive education. The board's vision for the school to provide, 'Education for All' was praiseworthy but this vision alone did not fully enable school leaders to plan more ambitiously to improve the quality of education. 	




Management, staffing, facilities and resources

Acceptable

- The school ran smoothly on a daily basis. Well-established routines such as daily assemblies helped to promote a positive climate for learning. The atmosphere throughout the school was orderly and administrative routines were quietly effective.
- The majority of staff were suitably qualified for their roles. Teachers had developed their practice through additional training based on what they already knew, and needed to do better. There had been few changes of personnel since the last inspection. Staff were dedicated and loyal to the school.
- The school buildings were adequate overall, although a few classrooms were overcrowded. Classrooms across the school were equipped with basic information technology. Most teachers were not using this technology innovatively to interest and motivate students to learn. Attractive displays in public areas of the school exhibited a range of students' academic work. 'The Power of One' exhibit demonstrated students' collective commitment to help others.
- Overall, the school was sufficiently well-resourced to support adequate teaching and learning. Staff and students had acted creatively to solve small but persistent problems such as noisy furniture in classrooms, and 'Bring Your Own Device' information technology sessions.

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	429
	2014-2015	308
Teachers 	41	
Students 	0	

*The number of responses from parents is based on the number of families.

- Parents generally responded positively to the survey about the school.
- Almost all agreed that their children were safe in school and on school buses.
- Parents' views on their children's progress in key subjects varied. The large majority considered that their children made good progress in Islamic education. Only the small majority thought this was true in Arabic as an additional language. Almost all felt that their children made good progress in English, mathematics and science. They felt well-informed about their children's attainment and progress.
- Overall, parents were satisfied with the quality of education the school provided for all students including those with special educational needs. They were satisfied with the principal's leadership of the school.
- Teachers' views were very positive. Almost all agreed they were involved in contributing to improving the school.
- A few teachers did not consider that children always behaved well.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae