

GOOD



2019-2020

# INSPECTION REPORT

UK CURRICULUM

## Contents

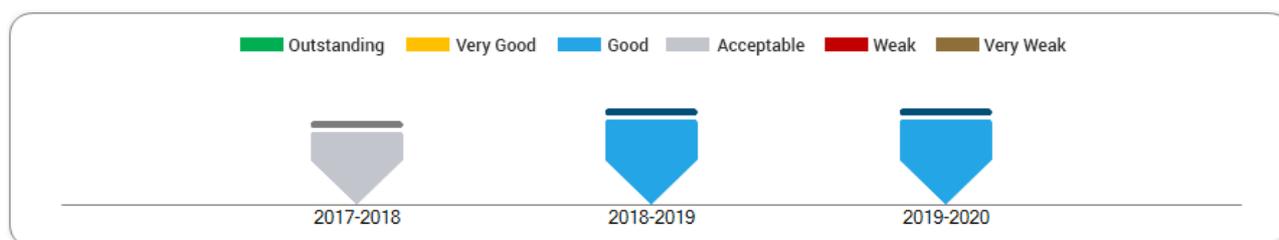
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### School Information

General Information	 Location	Dubai Investment Park
	 Opening year of School	2015
	 Website	www.dovegreenschool.com
	 Telephone	048837474
	 Principal	Patrick Affley
	 Principal - Date appointed	1/4/2014
	 Language of Instruction	English
	 Inspection Dates	13 to 15 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-12
	 Grades or year groups	FS1-Year 7
	 Number of students on roll	411
	 Number of Emirati students	4
	 Number of students of determination	28
	 Largest nationality group of students	UK
Teachers	 Number of teachers	31
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	13
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	0
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	English National Curriculum
	 Accreditation	N/A
	 National Agenda Benchmark Tests	GL

### School Journey for DOVE GREEN PRIVATE SCHOOL



## Summary of Inspection Findings 2019-2020

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

### Students Outcomes

- Foundation Stage (FS) and primary students make good progress in English, mathematics and science, although attainment levels are acceptable. Primary students' scientific skills are well developed. Achievement in Islamic education and Arabic, as a first language, is acceptable, whereas weak achievement remains in Arabic, as an additional language. While some FS children have limited access to technology, the overall quality of learning skills is good.
- Children in the FS are friendly and respectful. Primary students are sensitive to the needs of others and very supportive of students of determination. Improving rates of attendance remains a challenge for the school. Emirati culture, values and heritage, are appreciated by students. Across both phases, students care for the school environment, and enjoy the support of a students' council.

### Provision for learners

- Teaching is typically good across both phases, but not always as strong in Islamic education and Arabic, where challenge for most students is below expectations. Leaders are yet to implement robust processes and protocols for recording and analysing internal assessments. The accurate measurement of the progress of all groups of students remains underdeveloped.
- The curriculum is generally broad and balanced and in the FS it is enriched with Arabic, French and social studies. The social studies curriculum is not fully aligned to UAE curriculum standards. The curriculum is modified to meet the needs of most students in English, mathematics and science, but less effectively in Islamic education and Arabic.
- Students, parents and teachers are aware of child protection arrangements. Movement in and outside the school is well monitored and organised. The FS is very safe and secure. Processes for the promotion of good and better attendance and punctuality are implemented diligently; however, the impact is not reflected in better rates of attendance. A thorough system for the identification and support of students of determination is still developing.

### Leadership and management

- Leaders are effective in establishing a positive and inclusive learning environment. The processes and systems for self-evaluation lack rigour. School improvement planning is not fully informed through assessing accurately the quality of teaching, learning and assessment. The processes of accountability, monitoring of school outcomes and impact of school improvement planning require greater levels of support and oversight by governors. Parents hold the school in high regard and praise the efficient day-to-day management.

### The best features of the school:

- The welcoming and inclusive environment for students of determination
- The quality of student and teacher relationships and the high levels of mutual respect and courtesy
- The consistent scientific, inquiry-based teaching and learning seen in the primary phase
- The school's commitment to the National Agenda parameter testing and the accurate analysis of international assessments
- The very good support and involvement of parents, and the school's arrangements for ensuring that their children are safe and secure

### Key recommendations:

- Ensure that governors and school leaders take prompt action to:
  - develop improvement planning processes that are informed by accurate and precise self-evaluation and that subsequent action plans are robustly monitored and reviewed
  - require that valid and reliable assessment data are used effectively, by all teachers, to inform and improve teaching, learning and student achievement.
- Accelerate students' progress in order to improve their attainment in Islamic education and Arabic by:
  - ensuring that teachers are suitably qualified to teach Islamic education
  - building leadership capacity, with leaders focused upon securing at least good outcomes for all students
  - when measuring progress, using students' starting points and taking into account their number of years studying Arabic as an additional language
  - ensuring that curriculum modification focuses on developing students' language skills, addressing fully their gaps in learning.

## Overall School Performance

**Good**

### 1. Students' achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Weak
	Progress	Not applicable	Weak
 English	Attainment	Acceptable	Acceptable
	Progress	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable
	Progress	Good	Good
 Science	Attainment	Acceptable	Good
	Progress	Good	Good
 UAE Social Studies	Attainment	Acceptable	

		Foundation Stage	Primary
<b>Learning skills</b>		Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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

## National Priorities

### 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 (N.A.P.).

#### The school's progression in international assessments is above expectations.

- Leaders are optimistic about meeting the school's targets in the most recent TIMSS assessments. The performance in consecutive cycles of GL progress tests shows improvements over time in English, mathematics and science. Achievement in science tests is stronger than that in other subjects. For most students, their performance in these tests, in relation to their measured, cognitive potential, is higher than expected.

#### The impact of leadership is above expectations.

- Leaders have ensured that the school fully meets the expectations for N.A.P. testing. Teachers are equipped with information about each student's measured, cognitive potential. Following the scrutiny of all the available information, training for staff ensures that teachers and middle leaders understand and can use this data. However, this has yet to translate into sufficient impact on students' outcomes.

#### The impact on learning is approaching expectations.

- In science, most students are able to think critically. They work scientifically and draw well thought through conclusions in investigations. The development of learning skills in other subjects is not as advanced. The development of skills in the effective use of technology is rarely seen in lessons.

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

#### For development:

- Ensure a systematic development of students' critical thinking skills across the curriculum, and especially in English and mathematics.
- Enhance the use of learning technologies and develop all students' skills of investigation, problem-solving and research.

## Moral Education

- The moral education programme is taught from Years 2 to 6 and addresses most of the key concepts. The monitoring of outcomes in lessons is underdeveloped.
- Class teachers deliver the moral education programme (MEP) in Year 2 and a specialist teacher delivers the curriculum in Key Stage 2. A range of resources and activities are being used to add value to the content seen in textbooks.
- There is limited written work and no formal assessment of moral education other than through teacher observations. As a result, the school is unable to measure students' attainment and progress accurately nor provide students with their next steps in learning.

**The school's implementation of the moral education programme is below expectations.**

### For development:

- Ensure that the subject is assessed in line with the MoE published curriculum standards.

## Reading Across the Curriculum

- Reading programmes are used regularly to measure students' reading levels. Assessment data indicate that progress in reading English is strong, although students' reading in Arabic is weaker.
- The analysis of text is a significant element of learning during English lessons. Key technical language is addressed systematically during mathematics and in science lessons. Literacy skills in UAE social studies are underdeveloped.
- Students' reading skills are improving. The FS children can identify letters and sounds. The library sessions are used effectively to promote a lifelong appreciation of reading.
- While school leaders value reading across the curriculum as an essential component of curriculum planning, they have not established an action plan to deliver on this commitment.

**The school's provision, leading to raised outcomes in reading across the curriculum is developing.**

### For development:

- Ensure that all leaders promote a culture of reading in Arabic and English across the curriculum and implement key reading strategies to greater effect.

**Innovation**

- There is an emphasis on open-ended discovery learning in science. Teachers do not consistently link learning in English and mathematics to students' lives. The development of critical thinking is not a strong feature of provision.
- Students are well aware of environmental issues, such as recycling, the importance of being a paperless society and the benefits of being a member of the Eco Club.
- The 'Thinking Activity in a Social Context' (TASC) wheel is used most successfully in science. It supports the development of ideas, critical thinking and problem-solving. This concept is less well-developed in English and mathematics.
- Across both phases, innovative practices are emerging. Students in the Philanthropy Club are developing innovation skills and engage in creative fundraising schemes to support local charities.
- School leaders are committed to developing a culture of innovation. However, planning for its effectiveness is at an early stage of development.

**The school's promotion of a culture of innovation is emerging.**

**For development:**

- Ensure that leaders and teachers, in their actions and lesson planning, develop a culture of innovation, to strengthen key skills in creativity, enterprise, research and critical thinking.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- The school's internal data, and evidence from classroom observations and work scrutiny, indicate that the attainment of primary students is typically at the expected level. Students are aware of the Pillars of Islam and of Iman and can differentiate between them.
- Students demonstrate an acceptable understanding of Islamic values and some aspects of the Seerah. They are aware of the identity of the Prophet Mohammed (PBUH), can perform Wudu, recite prayers and make linkages to wider-world experiences. Students' ability to read and explain the Hadeeth and recite verses from the Holy Qur'an are below the expected level.
- For some students, a routine reading of the Holy Qur'an at the beginning of each lesson is developing key recitation skills. However, most students still find it difficult to apply Tajweed rules correctly.

#### For development:

- Accelerate students' ability to read and explain Hadeeth and selected verses from the Holy Qur'an, and improve their ability to apply Tajweed rules appropriately.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- The older primary students are making slightly stronger gains in their learning skills compared to those in the lower year groups. The progress of the girls is more consistent than that of boys. The school's internal data is unreliable and does not reflect the current achievement levels of most students.
- Students have strong listening skills and appropriate reading and speaking skills. However, their reading comprehension and speaking skills, when using the modern standard Arabic, are less secure. Furthermore, their extended and creative writing skills are less well developed due to limited opportunities and practice.
- The school is now promoting a reading programme in Arabic to enhance students' reading skills. However, this is still at an early a stage of implementation to measure any impact or improvement.

#### For development:

- Improve the quality of students' reading comprehension, and extended and creative writing, by raising the level of challenge and providing more opportunities for practice.
- Modify the curriculum and raise expectations in order to address gaps in students' language skills.

## Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- A minority of students in Year 1 and 2 are making stronger progress than those in the upper year groups. More able students are also attaining higher. Overall, the achievement of different groups of students is typically below expectations.
- Teachers' use of excessive levels of the English language during Arabic lessons, restricts the development of students' listening and speaking skills. In addition, students' reading and writing skills are below expectations. Limited opportunities, and lack of challenge in lessons, also have a negative impact on students' progress towards developing key language skills.
- The school does not accurately evaluate students' achievements based on their number of years of studying Arabic. Consequently, the internal assessment data is neither valid nor reliable when measuring students' outcomes.

### For development:

- Improve students' language skills by providing more regular opportunities to practise the language and reduce the amount of English being used by teachers.
- Ensure that the curriculum is focused on skills and modified where necessary, in order to address gaps in students' learning.

## English

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good	Good

- Students' levels of attainment in external examinations are strong. The results of the school's internal primary assessments are lower and in line with the standards observed in lessons and in work scrutiny.
- Children's skills in speaking and listening are good in the FS, and as they progress through the school, students become more confident in discussing their ideas. Throughout the school, standards in writing are lower than other skills of English. The quality and quantity of students' writing is inconsistent with some students being reluctant writers.
- In the primary phase, well-established reading programmes enable students to make good progress in reading, phonics and spelling. The introduction of reading sessions throughout Primary is supporting the acquisition of higher order reading skills, including inference and interpretation.

### For development:

- Raise the levels of attainment and improve progress in writing standards across all year groups.

## Mathematics

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good	Good

- In the primary phase, students' attainment in external tests is secure. Internal assessment results are lower and indicate that students' attainment is in line with curriculum expectations and is reflected in their knowledge and understanding. FS children achieve at the expected levels.
- In the majority of primary lessons, students make steady progress but are not always challenged sufficiently by teachers to improve even more. Expectations are consistently high in only a small number of classes. Students' underdeveloped skills in mental mathematics affects their ability to solve problems.
- Across both phases, connecting learning to students' life experiences lacks clarity and consistency. Students access plentiful and appropriate resources to support their learning. In the FS, the arrangements for recording each child's progress is unreliable.

### For development:

- Improve the teaching and learning of mental mathematics and include the use of appropriate learning technologies to support problem-solving skills.
- In the FS, record each child's gains in learning with greater precision so that the achievement of individual children can be accurately measured.

## Science

	Foundation Stage	Primary
Attainment	Acceptable	Good
Progress	Good	Good

- FS children are interested in learning about why things happen and how things work. They relate cause with effect, for example, by observing ice melting. They do not make sufficient use of technology to support analytical thinking. At the start of primary, students begin to develop investigative skills, by identifying parts of a plant by dissection.
- By Year 2, students can identify variables and devise a fair test. For example, they investigate how to grow plants under different conditions and the obstacles to changing just one variable. While internal data indicates inconsistent attainment, lesson observations provide evidence of a more positive picture.
- Older students design complex investigations into real-world issues. Year 6 students designed 'The Big Sneeze' experiment to investigate the impact and distance between hand and mouth on the spread of micro-organisms.

### For development:

- Provide FS children with more opportunities to support discovery learning in science, and to expand their use of technology.

## UAE Social Studies

	All phases
Attainment	Acceptable

- The level of attainment is acceptable in the primary phase. Older students analyse geographical, historical and environmental facts and contrast features of their immediate environment, but engage in limited research to support and record evidence.
- Although teachers are delivering some lessons on environmental issues and geographical changes in the UAE, the school has not implemented the curriculum standards and learning outcomes set by the UAE social studies programme.
- Teachers have good subject knowledge in history and geography and engage students in some integrated topics. However, the range and quality of internal assessment data are unreliable and not based on the appropriate standards.

### For development:

- Urgently provide a programme of professional development to ensure that all teachers can teach and assess the social studies curriculum standards.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Good	Good

- FS children are keen to learn, work well on their own and use resources sensibly. They collaborate well and make some connections between their learning. As they progress, they are developing problem-solving skills but have little access to technology to support learning.
- Primary students are attentive, but passive learners during Islamic education and in Arabic lessons. They are beginning to collaborate in groups but have too few opportunities to apply their skills or to undertake research. During the stronger literacy lessons, students think critically and make real world connections. This is not a feature in mathematics lessons.
- Students engage enthusiastically in hands on discovery learning in science. The application of the TASC wheel in science is helping to drive better learning but is inconsistently applied elsewhere, especially in the FS and in the other subjects.

### For development:

- Across both phases and in all subjects, provide more opportunities for online research to develop students' presentation skills, in order to empower them to take more responsibility for their own learning.

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

	Foundation Stage	Primary
Personal development	Very good	Very good

- In general, and especially in the older year groups, the attitudes and behaviour of the girls surpasses that of many boys. Students' rates of attendance in Years 3 and 4 are slightly higher than in other year groups. Students mostly make healthy and safe lifestyle choices.
- Across both phases, students are considerate and have respectful relationships with their peers and school staff.
- The attendance rate is acceptable and marginally improved compared to the previous year.

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

- Students' awareness of Emirati culture and heritage is inconsistent. In the lower primary years, it is slightly better compared with that of older primary students. Students' understanding of the influence of Islamic values on modern society in the UAE is an improving picture.
- Most students have strong knowledge of their own culture and its key features. Girls' knowledge of their own culture and that of worldwide cultures is generally stronger than that of boys.
- To develop students' awareness of Emirati and worldwide cultures the school introduced a range of events, including National and International Days. The impact of these initiatives on students' understanding of Islamic values and cultures remains underdeveloped.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students understand their responsibility to the school community. They take leadership roles in the students' council and as sports house captains. FS children willingly take on responsible roles in the classes, such as being line monitors and by tidying up their classrooms promptly.
- Students possess a good work ethic, working well independently and in collaboration with others. The students' council consider important matters with care. They are able to prioritise projects that are beneficial to the whole school community.
- Students demonstrate good awareness of environmental issues. They participate in eco clubs where they raise awareness about the importance of recycling, cutting down on the use of paper and in promoting the 'lights- out' initiative.

### For development:

- Improve students' rates of attendance across both phases.
- Ensure more students are able to initiate innovative projects that have a sustainable social impact.
- Improve students' awareness of the influence of Islamic values on society in the UAE and develop further their understanding of Emirati culture and heritage.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- FS teachers have a good understanding of active, child-initiated learning. They encourage independence, choice and perseverance. Primary phase teaching is variable in Islamic education, Arabic, English and mathematics, and consistently stronger in science.
- Lesson plans in science and upper primary mathematics address the differing levels and learning styles based upon predictive test scores. In other subjects, planning rarely takes account of the needs of students of different abilities, especially those who are more able.
- A range of strategies is used to ensure open-ended inquiry in science. Limited resources or strategies are applied in other subjects. Islamic education lessons rely on worksheets of varying levels of challenge. Arabic lessons have the same expectations for all students. Questioning is more skilful in English and mathematics, although students' misconceptions are not always fully addressed.

	Foundation Stage	Primary
Assessment	Acceptable ↓	Acceptable ↓

- The school conducts regular internal assessments to measure students' attainment in English, mathematics and science. International assessments benchmark students' achievement from Years 2 to 6. The school assesses students' potential and compares this with assessment results with careful analyses.
- Assessments to measure the progress students make in English, mathematics and science are broadly accurate. In other subjects, assessment information does not always identify students' starting points accurately in learning. This is especially evident in Islamic education and Arabic. Consequently, planning for student learning does not always match their needs.
- The systems for recording and analysing assessments in the FS is unreliable. Assessments in UAE social studies and moral education lack coherence. Teachers know most of their students' strengths and weaknesses. In most but not all subjects, they mark their work and provide feedback to help students to improve. This is not apparent in Islamic education and Arabic.

#### For Development:

- Ensure that effective assessment systems are fully implemented across the curriculum in all subjects, and that reliable FS assessments are available for individual children.
- In Arabic and Islamic education in particular, adopting teaching strategies to ensure that all groups of students are fully engaged, challenged to meet their potential and supported in purposeful, personalised learning.
- Set high expectations for the use of assessment in lesson planning and monitor the quality and accuracy of internal assessment information so that students' achievements are measured precisely.

#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The curriculum is generally broad and balanced and topics are planned to follow students' interests. In FS, the curriculum is enriched with French, social studies and library sessions, and there are regular opportunities for active, child-initiated learning. The social studies curriculum is not aligned to the UAE curriculum standards.
- In both Arabic as a first, and as an additional language, there is a lack of progression in writing and speaking. Although there are some effective cross-curricular links, these are not sufficiently planned in all subjects.
- Provision in the lower primary for phonics, reading and spelling is improving. Students build on their previous learning and make good progress. The school has made significant improvements to the science curriculum with the development of enquiry-based learning.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good

- In English, mathematics and science the curriculum is modified to meet the needs of most groups of students. In Islamic education and Arabic, teachers do not always plan work which enables students to build on what they already know, understand and can do.
- There are some opportunities for students to develop their skills in innovation and enterprise, for example through the Philanthropy Club. Students gain experience of Emirati culture and UAE society mainly through subjects such as, social studies and during field trips.
- The school has recently identified students with gifts and talents and is planning to support them more effectively by adapting the curriculum to meet their needs. Classroom activities rarely challenge the more able to develop a deep and secure subject knowledge and understanding.
- FS1 children have 30 minutes of Arabic lessons weekly. FS2 children, whose first language is Arabic, benefit from 150 minutes of Arabic lessons per week, and those for whom Arabic is an additional language have 60 minutes per week.

#### For Development:

- Adapt the curriculum in Islamic education and Arabic to meet the needs of all groups of students, with a particular focus on building on students' differing starting points.
- Align the school's social studies programme to the UAE curriculum standards.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- The school implements highly effective safety procedures for students, parents and teachers. All are well-aware of the school's policy for safeguarding. The school's entrances are secure and students' movement inside and outside of the school is monitored carefully. The FS is very secure and safe with finger guards on all doors and easily accessible areas.
- The school buildings are well maintained and record keeping is efficient. An outsourced cleaning company ensures the quality of the premises, in particular the bathrooms. Medicines are securely stored in the clinic and the swimming pool is regularly checked.
- Regular school assemblies raise students' awareness about healthy lifestyles in terms of well-being, healthy eating and how to stay safe. Parents are provided with information about healthy food choices, and the varied sports activities to promote healthy life styles.

	Foundation Stage	Primary
Care and support	Good	Good

- Staff at the school are well aware of individual students' needs. Relationships between teachers and students are mutually respectful and considerate. The expected code of behaviour permeates the daily life of the school. Processes for the promotion of attendance and punctuality are in place. However, improving overall attendance remain a challenge.
- A thorough system for the identification and support of students of determination supports is developing. Early identification is reflected in its profile and includes students with gifts and talents. Enrichment for students is provided through extra-curricular activities.
- The school's support system ensures that all students are able to approach any member of staff to discuss their concerns. The school has appointed new staff with expertise in behaviour management and counselling, to support and monitor students as required.

### For Development:

- Ensure that support for students with gifts and talents is both challenging and personalised, so that students can reach their full potential.
- Monitor the impact of measures provided for students with social, emotional and academic needs.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The school is inclusive and caters for the needs of a wide range of students of determination. The Inclusion Champion monitors the changing profile of the school and seeks to develop systems to meet needs as they arise.
- The school has an accurate understanding of the range of disabilities experienced by its students. The more effective teachers know and understand the needs of their students, as well as the impact this has on learning in a classroom setting.
- The school is well supported by parents. They value and appreciate the work of the school in ensuring their children's personal and academic progress. Parents who seek advice of a sensitive nature have the opportunity for individual meetings with appropriate staff.
- The curriculum is modified appropriately for students of determination. The better teachers ensure that prior knowledge is activated through an appropriate, well planned activity. The development of students' vocabulary and language is a priority, and cross-curricular links are clearly understood by students of determination.
- The introduction of a Class Support File includes individual education plans. These are being used to support teachers' knowledge of individual students social, emotional and academic capacity. The design of these is now ensuring that class teachers are held more accountable in securing the progress for all students.

### For Development:

- Strengthen the level and quality of parental involvement in order to support more effectively the social, emotional and academic needs of all students of determination.

## 6. Leadership and management

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

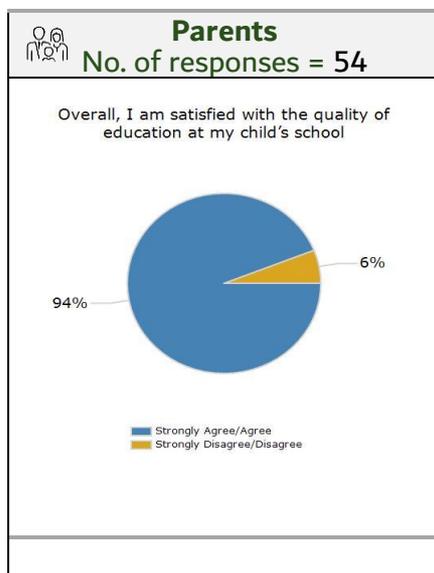
- Senior leaders, including the principal, discharge their duties competently and are committed to building a welcoming and inclusive school. Morale among staff is high and teams work collectively to secure the best possible outcomes for all students. The school's model of distributive leadership does not consistently ensure that all middle leaders are held to account for the quality of teaching, learning and assessment.
- The quality of self-evaluation and targeted improvement planning is a key challenge for the school. Leaders have not ensured that self-evaluation is explicit, providing evaluative, comprehensive and reliable analysis towards identifying key priorities for improvement planning. Self-evaluation documents presented for this inspection were unrealistic and too aspirational. Leaders do not ensure that assessment information, underpinning self-evaluation, is valid, reliable and used by all teachers to inform teaching and learning.
- Parents are highly appreciative of the school's inclusive and community ethos. Regular parent representative meetings, including representation on the governing body, ensure that parents are well informed. The school is reviewing its written reports for parents, to clarify children's 'next steps' in learning.
- Owners, governors and leaders have an inflated view of the school's performance. This is evident from the school's own self-evaluation where they believe judgements improved in over thirty aspects of school business. The unreliable outcomes in the school's internal data, weaknesses in Arabic, and lack of progress with the recommendations from last year, indicate that there has been insufficient attention and consideration provided by the governing board.
- The daily operation of the school is well managed. Staff and students are aware and respectful of the school's routines and requirements. Qualified staff receive professional development opportunities; however, the accreditation of teachers of Islamic education is under review. The premises and facilities provide staff and students with safe, clean and interactive learning environment.

### For Development:

- Ensure that owners and governors urgently engage in a detailed review of the school's overall performance, closely examining all information, including assessment information and self-evaluation documents, and then holding all leaders to greater account for the achievement of students.
- Ensure that self-evaluation is explicit and provides evaluative, comprehensive and reliable analysis of all information, including assessment data and information, and that this is key to leaders identifying priorities and improvement planning.
- Implement an effective performance management system and provide targeted professional development so as to ensure that teachers have a thorough knowledge of their subject, can measure progress accurately and cater sufficiently well for all groups of students.

## Views of parents and students

Before the inspection, the views of the parents were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



### Parents

- Almost all parents are satisfied with the quality of education provided by the school. Parents believe that teachers know their children well and support their academic and emotional needs very effectively. The quality of school leadership is well regarded by most parents and communication is regular and supportive.

Parents consider their children are safe in the school and they appreciate the good resources and modern facilities. The inspection findings are generally in agreement with these views

## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)