



المعرفة
Knowledge



BUDS PUBLIC SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER

























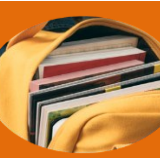



ACCEPTABLE

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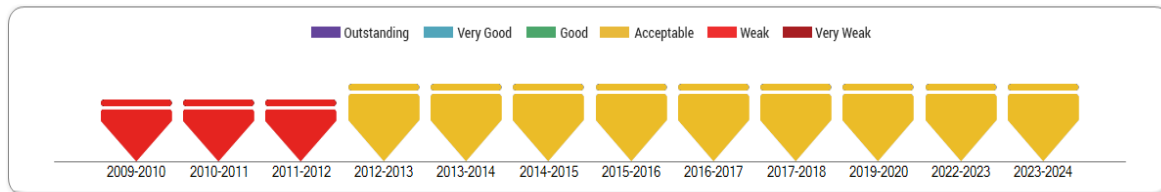
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Muhaisnah
	 Opening year of school	1986
	 Website	www.bpsdubai.ae
	 Telephone	97142888143
	 Principal	DONALD ERROL WEILSON
	 Principal - date appointed	2/11/2022
	 Language of instruction	English
	 Inspection dates	25 to 29 September 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1038
	 Number of Emirati students	0
	 Number of students of determination	93
 Largest nationality group of students	Indian	
 <p>TEACHERS</p>	 Number of teachers	54
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	11
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 curriculum	Indian
	 External Curriculum Examinations	CBSE
	 Accreditation	Indian National curriculum

School Journey for BUDS PUBLIC SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Results in most external examinations are weak. However, outcomes in the Progress in International Reading Literacy Study (PIRLS) were higher than targets. Attainment in Islamic Education, English, mathematics and science is acceptable across all phases. It is weak in Arabic in Middle and Secondary. Progress is stronger in Islamic Education in the senior sections of the school. The achievement of children in Kindergarten (KG) is acceptable in all subjects.
- Students behave very well in lessons and around the school. They show respect for their teachers and for one another. They demonstrate very good self-discipline when not closely supervised. Older students take on many leadership roles and take pride in carrying out their responsibilities, such as when leading assemblies. Children in KG have positive attitudes to their work. Most students eat healthy foods. Most are committed to sustaining the environment

Provision For learners

- Teachers' subject knowledge is secure. They are widening their teaching strategies to ensure that students learn well, particularly by increasing group activities. Most, though not all, teachers' plans show how lesson tasks will meet the different needs of learners. Assessment of students' outcomes is broadly consistent. It provides adequate information to enable teachers to track students' performance.
- The curriculum is reviewed annually and complies with the Central Board of Secondary Education (CBSE) requirements. It ensures that students learn progressively. Cross-curricular themes to develop students' learning skills are planned in English, mathematics and science. However, they do not fully enable students to transfer their learning between subjects. The school has yet to review the curriculum in KG. The Arabic curriculum does not provide enough continuity or progression to meet expected Ministry of Education (MoE) standards.
- Effective policies and procedures for child protection ensure that students are kept safe. Health and safety leaders conduct daily risk assessments. Processes for managing students' behaviour are successful. The school has an atmosphere of mutual respect. Teachers are aware of the needs of students in their care, especially in KG. Much-improved systems to identify students of determination are in place. These students have access to a vocational career pathway

Leadership and management

- The school is effectively managed on a daily basis with routines to ensure that students make smooth transitions between lessons. The principal and governors have a clear vision for the school. They face challenges, and progress is gradual, but they are clearly aware of their responsibilities. The principal understands the school's strengths and weaknesses. School self-evaluation is not rigorous or detailed enough. Some initiatives have led to improvements in whole school development.

Highlights of the school:

- Good progress in Islamic Education in the middle and secondary phases.
- Strong personal development and social responsibility.
- Students' good or better appreciation of Islamic values and awareness of Emirati culture.
- Effective arrangements for child protection, and for the safety and security of all students throughout the school.

Key recommendations:

- Raise students' attainment and progress in Arabic by benchmarking against MoE standards and by raising teachers' expectations.
- Ensure that all teachers understand and use assessment information to adapt teaching strategies to meet the needs of all groups of students.
- Improve the accuracy of self-evaluation, link judgements closely to the descriptors of the UAE Inspection Framework, and strengthen the process of target setting.
- Improve teaching and learning and ensure that all teachers have access to high-quality professional training.
- Improve leadership and require leaders to implement improvement plans fully.











OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Not met	
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- The school has not fully met the registration requirements. Senior leaders have not introduced an internationally recognised standardised benchmarking assessment system to measure the development of students' reading skills.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- The small group of students performed particularly well in the PIRLS 2021 assessment. Their outcomes exceeded the school's target and demonstrated an improvement of 70 points. Students continue to perform poorly in other international benchmarking tests with outcomes for all grades in the most recent round of assessments being weak in English, mathematics and science. There are no Emirati students in this school.

C. Leadership: International and Emirati Achievement	Good	
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- The main focus of the National Agenda action plan is to improve students' reading skills. The plan identifies key initiatives to improve different skills linked to reading for a purpose and for enjoyment. Subject leaders have adapted aspects of the curriculum in the light of students' outcomes in international benchmarking assessments. Teachers are not sufficiently held to account for their use of information from assessments in their lesson planning.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Not applicable

- Leaders have not introduced an internationally recognised standardised benchmarking assessment to track the development of students' reading skills. Teachers have assessed students' reading using a comprehension tool and a reading scheme that enables the development of students' skills to be tracked. Specific interventions support students with reading difficulties.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Introduce, without further delay, an internationally recognised standardised benchmarking assessment tool to track the development of reading attainment.
- Ensure that all teachers understand how to review and interpret results from the standardised test.
- Extend the capacity and skills of all teachers to support the improvement of students' reading skills.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an acceptable level.

- Leaders mostly understand the importance of wellbeing development. Policies are emerging that take into account the wellbeing needs of the full school community. Some relevant information is now collected to inform practice and impact. Minimal formal self-review processes occur, restricting clarity in school planning.
- Leaders, members of staff and governors have a growing awareness of the wellbeing vision and priorities. Students' opinions are not yet considered. Parents are not fully informed of their role and responsibility as key partners in promoting wellbeing. Students have access to trusted adults, such as heads of departments and a counsellor. Leaders are planning to widen the range of interventions presently offered. Staff training is not fully developed.
- Curricular and extra-curricular activities are being considered by the wellbeing team. Financial constraints hinder a wider range of activities. Older students, in particular, have an awareness of their personal wellbeing and their needs. Online safety is understood. Children and younger students, with the support of their teachers, benefit from a more positive classroom climate, notably in KG.

For Development:

- Ensure that governors, leaders, members of staff and students establish a shared vision as to what constitutes successful and meaningful wellbeing.
- Provide greater opportunities for students to contribute to policies and practice.

UAE Social Studies and Moral Education

- The school teaches UAE social studies and moral education is based on the latest Moral, Social and Cultural (MSC) Framework for Grades 1 to 12. It is taught as two separate subjects, UAE social studies and moral science. The provision is distributed over three lessons of thirty minutes each week for Grades 1 to 9. Moral education is taught from Grades 10 to 12 in English for one lesson per week.
- Extension activities, such as field trips and project work, provide additional MSC opportunities. A range of resources, including presentations, worksheets and online tests, is used in lessons. Parental and community events enrich students' knowledge of the heritage and culture of the UAE. Assessment is through termly tests. Ongoing assessments are based on activities in lessons.

Arabic in Early Years

- In KG1 and KG2 children learn Arabic orally. The school uses the prescribed curriculum to prepare children to study Arabic in Primary. Teachers offer a unique Arabic programme for ten minutes daily to each class, totalling fifty minutes weekly. The children engage in a range of activities to learn simple dialogues, songs, rhymes and music. They learn the letters of the alphabet, numbers, colours and farm animals. Teachers use a variety of learning resources. Assessment strategies include whole class questioning. The approach is based on the concept of immersive play. Children learn through fun activities, music and role-play.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' outcomes are at least in line with expected curriculum standards. In the middle and secondary phases, students carry out some independent research which supports good progress. Internal data indicate a level of attainment which is not evident in lessons.
- Students demonstrate their organization and recitation skills of the Holy Qur'an. In Primary, students organize the Pillars of Islam and Iman. They understand basic information from the Seerah. Students in Secondary know the purposes of Sharia law in preserving human dignity and safety.
- As a result of some increased opportunities for independent learning, students' progress has accelerated. However, the pace of good achievement slows when students are limited to learning from the textbook, which leads to limited connections to life outside school.

For Development:

- Extend the range of topics integrated into lessons.
- Give students more opportunities for individual learning and independent research.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- There is almost no difference between the attainment of students from Grades 4 to 9. The progress and attainment for students in the upper grades are very limited. Younger students make better progress in listening and copying, as a result of their ability to understand simple vocabulary.
- Students listen to instructions and willingly respond, when they can. Writing is limited to copying letters in clear handwriting. There is too little independent writing or dictation. Most students have difficulty in comprehension and in speaking because their knowledge of complex language is underdeveloped.
- Students spend most of their time reading and writing. Listening and speaking skills are not sufficiently developed and therefore standards are below expectations. The different needs of individual students are not consistently met, leading to weak levels of attainment.

For Development:

- Promote and develop all four language skills, listening, speaking, reading and writing, for all students.
- Promote more effective, independent learning to meet the diverse learning needs of students.

ENGLISH

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

- Students' literacy skills are developing very slowly. In KG, children acquire a simple understanding of letters and the sounds that they make. They cannot always decode simple words because they are expected to understand the letter names, not their sounds, and this confuses them.
- In Primary, students read stories and reflect on them in simple, grammatically correct sentences. In Middle and Secondary, students write simple diary entries. Their creative writing skills are strengthened in activities such as creating Instagram pages. However, their extended writing skills are not fully developed.
- Across all phases, students are acquiring adequate skills in reading, reflection and analysis. Most use technology with confidence to engage in research work and to present their findings to others. This activity is variable.

For Development:

- In KG, improve children's ability to read and write letters and simple words by ensuring that they clearly understand the sounds that letters make.
- Strengthen students' extended writing skills in all phases.
- Extend the use of technology throughout.

MATHEMATICS

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

- Most students' achievement in all phases is in line with curriculum expectations. Classroom activities do not always enable them to make accelerated progress from their individual starting points.
- Children in KG can sequence and record numbers accurately. A minority in Primary develop their understanding of addition and subtraction using word problems. They do not review their work or understand how to correct inaccuracies. Secondary students apply mathematical understanding when solving trigonometrical problems.
- Outcomes in external benchmarking assessments remain low. In the CBSE Board examinations, students in Grades 10 and 12 attain in line with curriculum expectations. In the better lessons, teachers use differentiated activities and provide students with opportunities to evaluate the ideas of others.

For Development:

- In the early phases, develop students' understanding of addition and subtraction.
- Enable different groups of learners to work at tasks that are targeted to their abilities.
- Encourage students to write short statements beside any incorrect answers to explain where they went wrong.

SCIENCE

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

- Internal and external assessment data indicate low levels of attainment and progress in all phases. More recent analysis of students' outcomes suggests that this is improving, particularly in Primary. In lessons, students make stronger progress than that indicated by external assessments.
- Students' scientific skills are less developed than their knowledge and understanding. In Primary, students do not demonstrate a secure understanding of scientific methods. In Secondary, students extend their skills through practical experiences. They do not form their own hypotheses or design investigations to test them.
- Students' accurate use of scientific terminology is developing. Many still have difficulty in using the appropriate terms in context.

For Development:

- Enable all students to make reasoned predictions, to plan and carry out independent investigations to test their predictions, and to evaluate the outcomes.
- Encourage students to reinforce and consolidate their understanding of scientific terminology by talking about science in lessons.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students enjoy learning and have positive attitudes in class. They have a reasonable understanding of what they need to do to improve. Older students are taking increased responsibility for their own learning, although they rely too much on textbooks.
- As students progress through the school, their collaboration skills develop and most work well in groups. They are supportive in their interactions. A few, however, are overly passive and not fully engaged with their learning.
- Students can make connections between different subjects and with the world outside school. However, most show limited skills in research, innovation and critical thinking. They use technology in restricted ways to support their learning.

For Development:

- Extend and develop opportunities for students to collaborate and communicate their understanding of their learning.
- Ensure that students' research, innovation and critical thinking skills develop and that they make more effective use of digital technology.



02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students behave well in lessons and as they move around the school. They show respect for their teachers and for one another. They demonstrate very good self-discipline when not closely supervised.
- Students have responsible attitudes. They are mostly self-reliant and take pride in carrying out their responsibilities. Children in KG have positive attitudes to their work. They behave well in lessons and understand the school's behaviour guidelines.
- Students are aware of the importance of following safe and healthy lifestyles. They make healthy eating choices and know the benefits of regular exercise. Attendance and punctuality to lessons are very good overall.

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

- Most students appreciate and respect the benefit of Islamic values and Emirati traditions. They understand the relevance and impact of those values on everyday life in the UAE. All national and Islamic occasions are celebrated. Senior students have roles in organizing these events.
- Students' respect is evident in celebrations for Islamic occasions, such as the birthday of the Prophet (PBUH), donations and fasting in Ramadan. Students are very attentive during Holy Qur'anic recitations in assemblies and the daily national anthem.
- The large student council comprises students of 14 nationalities. They organize a range of cultural and social events. Students are proud of their cultures and respect those of others. They do not sufficiently explore the art and literature of other world cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good ↑	Good ↑	Very good ↑	Very good ↑

- In KG students organize their belongings sensibly. They work hard in lessons. Older students take on many leadership roles. They are visible throughout the school at break and lunch times offering regular support and guidance to any student who needs it.
- Students enjoy school life and value education. Older students encourage younger ones to read through the Read a Book initiative. They participate in local and international engineering projects. They are aware and support those in need in the local area and have raised money to help those suffering from the earthquake in Turkey.
- Older students understand environmental issues. A student ambassador promotes environmental issues. Plants are nurtured in school corridors. Students discuss the need to preserve trees and they make good use of recycled objects in a creative way.

For Development:

- Encourage students in all phases, including KG, to take on roles in managing their daily routines and to be involved in their classroom communities.
- Extend students' links with wider world cultures through the exploration of art and literature.

03 TEACHING AND ASSESSMENT

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

- Teachers' subject knowledge is secure. They are widening the strategies that they use to ensure that students learn, particularly by increasing group activities. Some teachers' planning provides general information on how lesson content is to be adapted to meet the needs of groups of learners.
- Interactions with students are positive. In general, students are willing learners. While questions encourage involvement in lessons, teachers rarely require students to think critically. Some teachers spend too long on explanations, leaving insufficient time for students to learn for themselves.
- In KG, teachers are less secure in the appropriate teaching strategies needed for this age group. Most classrooms are not designed to provide a rich learning environment suited to very young children. Children have insufficient opportunities to experiment, explore or make decisions for themselves.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment systems in the primary, middle, and secondary phases are broadly consistent in different subject areas. They provide adequate information to enable teachers to track students' performance. The systems in KG provide teachers with more limited measures of children's on-going achievement.
- Leaders evaluate information from international benchmarking tests and analyse results from the PIRLS assessment. Their internal methods of analysis do not give a fully accurate picture of the progress that students are making in each subject. Most teachers do not use information from assessments sufficiently to match learning activities to students' different needs.
- The lack of valid data to measure students' attainment and progress adversely affects the accuracy of school and subject self-assessment.

For Development:

- Ensure that teachers plan learning activities that are precisely matched to the different abilities of the learners, through more rigorous use of information from assessments.
- Ensure that leaders learn how to analyse assessment data correctly so that the information can be used to inform the school's self-evaluation processes.

04 CURRICULUM

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

- The curriculum is reasonably broad and balanced, with a focus on knowledge content. It complies with CBSE requirements and ensures that students learn progressively. The Arabic curriculum lacks appropriate continuity and progression to meet expected curriculum standards.
- The curriculum has some variety of language choices. From Grade 8, various subjects meet the needs of a majority of students. Older students have a choice of pathways to prepare them for their chosen careers.
- Cross-curricular themes in English, mathematics and science do not fully assist the transfer of learning between subjects. The CBSE curriculum is reviewed annually. The school has not yet reviewed the curriculum in KG, where there is still a lack of practical activities and choice.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is modified to meet the needs of most groups, including students with special educational needs and those with gifts and talents. Leaders have introduced a new curriculum programme to modify and support CBSE up to Grade 8.
- The school offers a range of extra-curricular activities. Students have limited opportunities for innovation, creativity and enterprise. The curriculum in KG is not sufficiently modified to provide activities that address the needs of all children.
- The curriculum includes initiatives like 'one-Arabic-word-a-day', greetings in Arabic, and presentations about UAE rulers during breaks. Links to Emirati culture and society in lessons develop students' understanding and appreciation of the heritage and traditions of the UAE.

For Development:

- Modify the curriculum in KG to introduce more stimulating learning opportunities and child-centred activities in lessons.
- Include further opportunities for innovation and enterprise.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The provision for health and safety is embedded throughout the school. Policies and procedures for child protection and safeguarding are clearly presented. All members of staff are trained. Students are confident that they can talk to adults should issues arise.
- The buildings are clean and well maintained. Medical personnel keep comprehensive and secure records, and ensure the health of all students. Incidents are dealt with immediately. Healthy food is available. Healthy lifestyles are taught from an early age. Shaded areas provide opportunities for physical activity.
- Despite the generally consistent safety measures, younger students store their bags inside classrooms, leading to crowding and access problems. The school provides parents with digital technology to track their children's travel to and from school.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Acceptable

- The school operates in an atmosphere of mutual respect. Members of staff are aware of the needs of students in their care, especially in KG. The school maintains accurate records of attendance and punctuality. Unauthorised absences are sensitively managed to consider children's wellbeing.
- Appropriate systems are in place to support the identification of students of determination. Students with gifts and talents are increasingly identified. A range of additional academic support is available to students of diverse needs. One alternative pathway provides students with opportunities for vocational studies.
- A counsellor provides personal support to students across the phases, and career guidance to those in Secondary. There are effective links between the counsellor and the school's medical team.

For Development:

- Improve the range of equipment in KG and Primary, so that students' bags are safely stored.
- Develop a wider range of appropriate alternative pathways for the diverse needs of students of determination

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Governors and leaders have put in place policies and practices to improve provision and outcomes for students of determination. There is a commitment to improving facilities and staffing resources.
- External specialists support the school in processes and procedures to identify and support students of determination, and to make available key interventions. However, individual and targeted planning to meet the additional needs of students is not well developed.
- Parents are involved in supporting provision from an early stage. The head of inclusion is well aware that parents are key partners in providing personalised support and in ensuring that their children have opportunities to reach their full potential.
- As the support programme continues to expand, teachers face challenges in planning differentiated lesson activities. Leaders are aware that all teachers' understanding of the specific needs of individual students is not well developed.
- The measuring of progress is not carefully based on targets outlined in students' individual education plans (IEPs). Assessment of students' social, emotional and academic progress does not take into account the threshold of each student's needs and potential.

For Development:

- Ensure that teachers understand and implement key interventions outlined in IEPs.
- As a matter of urgency, put in place measures that accurately record students' progress, based on their potential, learning threshold and diverse needs.

06 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 principal has restructured the leadership team, appointing new phase and subject leaders. He has a clear commitment to improving teaching, which is the main focus of formal lesson observations. Leaders face challenges, and progress is gradual. They are clearly aware of their responsibilities and areas for development. The principal understands the strengths and weaknesses of the school well. His initiatives have led to improved conditions and resources, resulting in the turnover of teachers being significantly reduced.
- The school's self-evaluation is overoptimistic, particularly for KG. The self-evaluation process does not include all stakeholders. Performance management systems have resulted in more rigorous teacher appraisal processes. They have not yet had an impact on students' outcomes. The drive towards improved departmental action plans is under way. The whole school improvement plan identifies key priorities. Success criteria are not adequately specific or measurable. Middle leaders are not yet a driving force. They lack professional training.
- Parents are supportive. They highly appreciate the teachers and leaders throughout the school who respond quickly to communications. The new parent-teacher organisation has not yet had time to have an impact. Parents have valuable opportunities to attend school events, such as open days and the investiture of members of the student council. Parents are very well informed about school events through daily messages and are updated about their children's progress through regular reports. They think that their children flourish in the school.
- Governors' vision for the school is clear. They have responded to the recommendations made in the previous inspection report. They are involved in the implementation of improvement plans and performance management processes. They have increased support through a wider range of teaching resources. They have an adequate understanding of assessment data and outcomes. They monitor the school regularly. However, they do not rigorously hold all senior leaders sufficiently to account, nor do they keep parents fully informed of their activities.
- The daily life of the school is managed through efficient routines that ensure smooth transitions between lessons. Technology has been improved throughout the school through the provision of interactive whiteboards and large screens. The school has adequate resources and facilities. Specialist areas include spacious external sports pitches, a gymnasium, music and dance rooms and a well-stocked library. Teachers in KG are supported by teaching assistants. Children's access to shaded outdoor areas is limited. Some teaching areas in KG are under-resourced and crowded.

For Development:

- Improve leadership by including all senior leaders in the self-evaluation process.
- Enhance middle leaders' ability to take responsibility for improving teaching and learning.
- Ensure that governors hold all leaders to account and keep parents better informed of their decisions.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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