



**دار المعرفة**  
Knowledge المعرفة



## DAR AL MAREFA PRIVATE SCHOOL

### IB CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Mirdif
	Opening year of school	2008
	Website	www.daralmarefa.ae
	Telephone	97142885782
	Principal	Naira Hamdy Aly Tahoun
	Principal - date appointed	1/1/2020
	Language of instruction	English, Arabic
	Inspection dates	15 to 19 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1225
	Number of Emirati students	1041
	Number of students of determination	185
	Largest nationality group of students	Emirati



TEACHERS

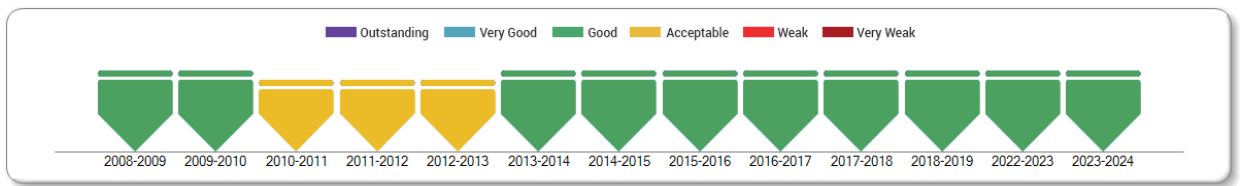
	Number of teachers	110
	Largest nationality group of teachers	British and Irish
	Number of teaching assistants	16
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	IB
	Accreditation	IBDP, IBMYP & IBPYP

## School Journey for DAR AL MAREFA PRIVATE SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- From the Kindergarten (KG) onwards, students acquire strong learning skills and achieve well in most subjects. In English, mathematics and science, attainment and progress are mostly good in KG, PYP and MYP, and very good in DP. Attainment and progress are also mostly good in Islamic Education and Arabic, as both a first and additional language. Students of determination make good progress in relation to their learning goals.
- Students' very good personal and social development makes a substantial contribution to the school's positive learning atmosphere. Their behaviour is mostly considerate. They display responsible attitudes to learning. Students appreciate and respect Islamic values and the culture and heritage of the UAE. They willingly take on the many leadership opportunities provided in the school. Students in DP display particularly well-developed innovative skills.

### Provision For learners

- Teaching is good in KG, PYP and MYP, and very good in DP. In the best instances, teachers use their subject knowledge and teaching skills very effectively to plan purposeful and engaging lessons. Where teaching is less effective, expectations are often too low, and the best use is not made of students' independent learning skills.
- From KG onwards, the curriculum is well designed to develop students' skills, knowledge and understanding, and to promote continuity in learning. While the curriculum in MYP and DP is enhanced by an appropriate range of options, it does not provide a suitable pathway for students less suited to an academic programme. A wide range of extra-curricular activities offers additional achievement opportunities.
- Students' safety and wellbeing have a high priority. Child protection and safeguarding procedures are supported by regular staff training to ensure that they are fully understood. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living is promoted throughout school life. Students of determination receive good support.

### Leadership and management

- School leaders share a commitment to the development of students as well-rounded, successful citizens. The school's self-evaluation procedures do not provide school leaders and governors with an entirely accurate picture of the school's performance. Parents are strongly supportive. Governors ensure that the school is well resourced. Staff are appropriately qualified and deployed effectively to match the needs of the curriculum.

### Highlights of the school:

- The Islamic values that are at the heart of the culture of the school
- The improved provision and students' outcomes in DP
- The strong support and commitment of parents
- Students' strong personal development

### Key recommendations:

- Improve school self-evaluation by ensuring that all judgements of the school's performance are accurate and form a reliable base for improvement planning.
- Improve the quality and consistency of teaching in KG, PYP and MYP.
- Broaden the range of alternative curriculum pathways to cater for a wider range of students' interests and needs.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Very good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good ↑	Very good
	Progress	Good	Good	Good	Outstanding ↑
 Mathematics	Attainment	Very good	Good	Acceptable	Good
	Progress	Very good	Good	Good	Very good ↑
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
		KG	PYP	MYP	DP
Learning skills		Good	Good	Good	Very good ↑

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding ↑

## 03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Very good ↑
Assessment	Good	Good	Good	Very good ↑

## 04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good ↑	Very good

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good ↑	Very good

## 06 LEADERSHIP AND MANAGEMENT

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

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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Good</b>	<b>Very good</b>

- The results of the 2021 Progress in International Reading Literacy Study (PIRLS) assessments showed a significant improvement on the 2016 results and achieved the school's set target. Benchmark assessments showed improvement over a two-year period in science, and in the targeted MYP grades in mathematics. There was no improvement in English, which continues to be weak in almost all grades.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>	
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- Appropriate adaptations have been made to the curricula in English, mathematics and science to address gaps identified through external assessment data. The introduction of longer word-based questions is making students more familiar with the type of questions which they have to answer in these assessments. The impact of these adaptations is seen in the improved PIRLS results.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- The school is improving and extending the strategies to improve students' reading skills. Benchmark assessments indicate that the large majority of students are making expected progress in improving their reading proficiency. Although the reading test assessment data indicate that the large majority of students are reading at, or above, the expected age-related standards, this is not reflected in the benchmark assessments in English. The school is working with families to encourage parents to listen to their children's reading and to develop the enjoyment of reading for pleasure.

**Overall school standards in the National Agenda Parameter are good.**

#### For Development:

- Integrate the school's reading and literacy plan more fully into the National Agenda action plan.



## 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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcomes is at a good level.**

- Leaders prioritise the wellbeing of students and staff. They collect information about students' wellbeing through a variety of systems and surveys. Leaders use this information to provide personalised academic, social and emotional guidance and support, when required. Leaders have raised awareness of wellbeing with members of staff, students and parents. However, they acknowledge that support for the wellbeing needs of all stakeholders has yet to be fully embedded in the culture of the school.
- Through access to counsellors, wellbeing student leaders and home-room teachers, leaders have created systems to support wellbeing. They enable students to reflect on empathy and understanding in different situations. Wellbeing lessons are helping to deepen students' understanding of and confidence to talk about their feelings and emotions. Students have access to a wide range of extra-curricular activities, assemblies and events that support wellbeing. Most demonstrate self-awareness and self-control without adult intervention, but less consistently so in MYP.
- Leaders have increased opportunities for students' views to be heard, to share experiences and celebrate successes. They listen and respond to feedback from student surveys and requests. Students enjoy leadership roles and develop community projects, charity events and wellbeing curriculum initiatives. Voluntary roles enable students to help one another. They have positive relationships with trusted adults. Leaders provide effective professional and personal assistance. Members of staff feel valued and appreciate ongoing support from senior leaders.

### **For Development:**

- Firmly embed wellbeing as a theme through all aspects of the curriculum.
- Improve students' self-awareness and self-control in MYP.

## UAE social studies and Moral Education

- The UAE social studies curriculum and the moral education follow the Moral, Social and Cultural Studies (MSCS) framework with lessons planned to align with the relevant standards. The recommended texts are used and enriched by additional resources developed by teachers. Use is made of the IB Learner Profile and values to deepen students' understanding of connections between subjects. The curriculum is enhanced by a wide range of cultural visits, readings by Emirati writers and charitable activities.
- UAE social studies is taught as two integrated lessons for students in Grades 1 to 12. Almost all students are taught in Arabic with a few non-Arab students taught in English. The social studies curriculum ensures that students gain both local and global perspectives of the historical, geographical and economic development of the UAE. Both programmes develop students' awareness of Emirati ethics in line with IB values. Assessments of students' portfolios and project-based learning are regular. Results are shared with parents.

## Arabic in Early Years

- All children in KG are enrolled in Arabic as a first language. In KG1, students have 390 minutes of Arabic per week and in KG2 they have 300 minutes per week. Curriculum planning is based on the Ministry of Education (MoE) standards. There is close integration of English and Arabic to create a bilingual learning environment. The teaching of Arabic is linked to the all-round development of the child. Teachers use a variety of play-based activities, classification tasks and technology to help children to make connections between symbols and meaning. Teachers use ongoing assessments to determine next steps and to ensure smooth transition to PYP.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Very good	Good	Good

- Throughout the phases, students demonstrate good outcomes in almost all strands of the subject. The different procedures used to assess students' attainment show that the majority in all phases slightly exceed curriculum standards.
- Students in all phases have good understanding of general Islamic values such as the Pillars of Islam and Fiqh. They have adequate recitation skills of the Holy Qur'an. Students' knowledge and understanding of other strands are higher.
- To address the recommendations of the previous inspection report, the curriculum has been adapted to make it more accessible. Teachers have introduced morning sessions to enhance students' recitation skills. The impact of these initiatives has yet to be seen.

#### For Development:

- Improve students' Holy Qur'an recitation skills.

**ARABIC AS A FIRST LANGUAGE**

	KG	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Good	Good	Very good ↑

- Internal assessment data show higher levels of attainment than external data and attainment levels in lessons and students' work. Students in DP make rapid progress in their ability to analyse literary works because of the fast pace of learning in lessons.
- In PYP, students competently read and understand short stories. Students in the upper MYP grades are able to compare texts of different styles and authors. In DP, students read and discuss literary works and explain the intended impact of the writer's language and style.
- Students' speaking and writing skills in PYP and MYP are developing well. Their oral responses are usually short and have dialect features. In DP, second draft essays improve because of the teachers' constructive feedback. Nevertheless, writing remains the weakest of the language skills.

**For Development:**

- Improve students' writing for different audiences and different purposes.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good	Good	Not applicable
<b>Progress</b>	Not applicable	Good	Good	Not applicable

- Students in PYP read words and short sentences and use correct adjectives to describe familiar items. Most writing is at sentence level or copying. In the upper PYP grades, students read and understand short texts and answer questions with the help of the teacher.
- Students in MYP have a large vocabulary. They can write short dialogues and describe visits using appropriate verbs. However, spelling is not always correct. Students understand and respond to personal questions but rarely ask questions themselves.
- Increased attention is being given to the development of students' speaking and reading comprehension skills. Progress is enhanced by teachers' ability to provide personalised support because of the small number of students in classes.

**For Development:**

- Improve students' writing skills in PYP and their spelling accuracy in MYP.

## ENGLISH

	KG	PYP	MYP	DP
<b>Attainment</b>	Good	Good	Good ↑	Very good
<b>Progress</b>	Good	Good	Good	Outstanding ↑

- The most rapid progress and highest attainments are in Grades 11 and 12, where students' extended writing and responses to reading are very good. In the other phases, internal assessment results are significantly higher than external data.
- Children in KG develop secure early literacy skills. Regular access to structured schemes has improved PYP students' reading skills. However, there are significant gaps between students' spoken language and their writing skills, including punctuation, across PYP and MYP.
- From Grade 9 onwards there is rapid improvement in extended writing, particularly in DP classes. A focus on students' vocabulary is developing all literacy skills, including spoken language. New, engaging texts are successfully encouraging students to read more regularly.

**For Development:**

- Improve students' writing, including the use of punctuation, in PYP and MYP.

## MATHEMATICS

	KG	PYP	MYP	DP
<b>Attainment</b>	Very good	Good	Acceptable	Good
<b>Progress</b>	Very good	Good	Good	Very good ↑

- Internal assessment data show higher rates of progress in PYP and MYP than observed in lessons and in students' work. Children in KG make rapid progress in the development of basic number skills. Students in DP develop a secure understanding of graphs of polynomial functions
- In KG, children have secure understanding of number bonds, can write simple number sentences and recognise two-dimensional shapes. In PYP, students can add and simplify fractions. Older students in MYP can interpret probability charts. In DP students use technology effectively to describe the graphs of functions.
- In MYP and DP lessons, more able students are often reluctant to take on more challenging tasks, without first completing tasks that offer limited challenge. This slows progress. Unfamiliarity with mathematical terminology remains a barrier to learning in PYP and MYP.

**For Development:**

- Encourage students in DP to take on more challenging learning activities.
- Improve students' familiarity with mathematical vocabulary to enhance their capacity to solve word problems, particularly in PYP and MYP.

SCIENCE

	KG	PYP	MYP	DP
<b>Attainment</b>	Good	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Very good ↑

- Good achievement across all phases reflects teachers’ focus on improving language and scientific vocabulary skills, which provide students with better access to the science curriculum. Improved progress in DP is confirmed by the very good progress seen in lessons and students’ work.
- Children in KG engage in experiential science to develop their natural curiosity. In PYP, the Units of Inquiry have helped to develop students’ research, problem-solving and inquiry skills. They do not always contain the range and depth of scientific knowledge required to commence to MYP.
- In some grades in both PYP and MYP, the lack of regular, challenging practical activities results in a lack of confidence when students engage in laboratory work. This hinders the development of the strong scientific thinking and independent investigative skills required for IB success.

**For Development:**

- Ensure that all students engage in regular practical laboratory work.

LEARNING SKILLS

	KG	PYP	MYP	DP
<b>Learning skills</b>	Good	Good	Good	Very good ↑

- Most students are enthusiastic learners. This is evident from the start of KG where children are inquisitive and resourceful. Students collaborate well. Most accept responsibility for their own learning, but this can be affected at transition stages, especially in MYP.
- Students are competent in the use of technology for research and to support their independent learning. Discussion underpins learning in all phases but is particularly impressive in DP, where students demonstrate creative and innovative thinking. Most students are effective communicators.
- Children in KG are increasing their self-reliance and confidence. Their spoken language develops quickly and supports early reading and emergent writing skills. Across all phases, students apply self-reflection and decision-making skills effectively when setting their own learning targets.

**For Development:**

- Ensure that students’ independent learning skills and activity levels are maintained at points of transition.

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

	KG	PYP	MYP	DP
<b>Personal development</b>	Very good	Very good	Very good	Very good

- Students in all phases show positive attitudes to learning. They enjoy learning, especially in DP. Most behave well during lessons and throughout the school. However, respect for teachers is not always evident in the behaviour of a few boys in lessons in MYP.
- Students feel safe and well-supported, which makes a significant contribution to the school's positive learning atmosphere. Most are self-disciplined and work well together to resolve differences. Although students are generally punctual to school, regular attendance is a challenge for a few.
- The development of healthy living is part of the school's vision and policy. Students understand the importance of healthy eating. An active lifestyle is supported by the medical personnel and physical education teachers. The school cafeteria provides a variety of healthy foods.

	KG	PYP	MYP	DP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good	Very good	Outstanding ↑

- Students in all phases show appreciation of the role and values of Islam in the society of the UAE. They consider that the harmony that exists between different cultures plays a major role in the enjoyment of life in Dubai.
- Students and members of staff respect the heritage and culture of the UAE. The variety of events organised throughout the year helps to deepen students' understanding of the diverse nature of the population of the UAE.
- Students demonstrate a strong awareness and appreciation of Emirati culture, which they demonstrate in a variety of school celebrations. Although events such as international days are organised, students' knowledge of a broader range of world cultures is more limited.

	KG	PYP	MYP	DP
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Outstanding ↑

- Students have a strong sense of community. They are able to use their own initiative and manage their own projects. This is particularly so in DP, where students take their leadership roles very seriously and raise funds for global disasters and charitable organisations.
- Students are responsible. They participate willingly in activities that have a positive effect on the school and the wider community. Most students, particularly the girls, have a strong empathy for others, are keen to offer help and have a positive work ethic.
- Students care for the school and seek ways to improve its environment. They support schemes that contribute to sustainability and conservation, particularly through different creativity, activity and service projects.

### For Development:

- Improve attendance in all phases.
- Encourage boys in MYP to develop a stronger sense of personal responsibility.
- Extend students' knowledge and understanding of a broader range of world cultures.

## 03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
<b>Teaching for effective learning</b>	Good	Good	Good	Very good ↑

- Students across all phases benefit from mostly well-planned teaching and learning experiences. Teachers make effective use of their subject knowledge to ensure that lessons are interesting. Students are responsive to teachers' questioning, which is often aptly designed to check understanding.
- Many lesson activities provide students with opportunities to work independently or in small groups. Teachers' planning is not always well matched to students' needs, leading in some instances to a lack of engagement. Effective use is made of technology to support learning.
- The impact of training to develop teachers' skills is most clearly demonstrated in DP classes. Inconsistencies remain in KG, PYP and MYP. Where teaching is less effective, expectations are often too low, and the best use is not made of students' independent learning skills.

	KG	PYP	MYP	DP
<b>Assessment</b>	Good	Good	Good	Very good ↑

- Leaders' analysis of information from internal and external assessments provides an overview of students' achievement levels. However, internal assessments are not always reliable and so do not provide an accurate picture of progress.
- Students are increasingly reflective of their own progress and review their own learning. A majority of teachers provide more detailed feedback to help to develop students' understanding of how to improve their work, but this is not embedded practice in all subjects.
- The improved use of students' performance data in KG and DP enables teachers to link activities to students' needs more accurately. Although teachers make more use of data in lesson planning, plans are not always translated into practice in PYP and MYP.

### For Development:

- Ensure that learning activities are more closely matched to students' needs and abilities, and that students are fully engaged in all lessons.
- Raise teachers' expectations of what students can achieve.
- Ensure that all assessments provide accurate and reliable measures of students' attainment and progress.



## 04 CURRICULUM

	KG	PYP	MYP	DP
<b>Curriculum design and implementation</b>	Very good	Very good	Very good	Very good

- The curriculum has a clear rationale and is aligned to the school, Emirate and national visions. It is broad, balanced and effectively develops students' knowledge, skills and understanding. The range of curriculum choices provides ample opportunities for students to develop their talents and interests.
- Students learn systematically, building on their previous knowledge and skills. Transitions between phases are well managed, with cross-curricular links made in all phases. Students are well prepared for the next stage, whether in school or beyond. Leaders conduct regular curriculum reviews at every level.
- Students follow the full diploma programme or IB courses. There is no alternative curriculum pathway, with a valid external qualification, for students who may be less suited to a fully academic programme. Very good career support assists students in making option choices.

	KG	PYP	MYP	DP
<b>Curriculum adaptation</b>	Very good	Very good	Very good ↑	Very good

- Curriculum adaptations to meet the differing needs of students are not yet fully in place. Higher achievers are not always sufficiently challenged. Students of determination are not always well supported by class teachers, even though they may be included in lesson planning.
- The extra-curricular programme offers a widened range of very interesting after-school activities. An academic extra-curricular extension programme is also available. Through varied community activities, students make a valuable social contribution. Creativity, innovation and enterprise are not yet fully embedded.
- The curriculum effectively covers Emirati history, society and traditions. Aspects of the UAE context are frequently used as a context for learning in the core subjects. Students are proud of their country and keen to learn more about its past, present and future.

### For Development:

- Ensure that curriculum adaptations are applied more consistently across the phases to provide appropriately challenging work for students of all abilities.
- Develop an alternative curriculum pathway to meet students' needs better, particularly the needs of students of determination.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good	Very good	Very good	Very good

- Effective safeguarding and child protection policies and procedures are in place to ensure students' safety. The school meets all statutory requirements, including prompt evacuation procedures. A few minor issues were noted and addressed during the inspection.
- All staff are trained in child protection and safeguarding. They know the procedures to follow should issues arise. Students feel safe and are confident to report any concerns to an adult in school. They know how to keep themselves safe when using the internet.
- The promotion of safe and healthy living is very effective. The provision is supported by contributions from the physical education and medical staff. Checks and risk assessments ensure that the premises are hygienic and well maintained. Any issues are dealt with promptly.

	KG	PYP	MYP	DP
<b>Care and support</b>	Very good	Very good	Very good ↑	Very good

- A caring and respectful ethos permeates the school. Members of staff have positive relationships with students. Behavioural expectations are clear and followed by most students. Although still an ongoing issue, the school's monitoring systems are improving attendance.
- Robust systems identify students of determination and those with gifts and talents. Well-tailored, personalised plans guide curriculum adaptations, strategies and support. However, the plans are not always fully understood and implemented by class teachers.
- The care and wellbeing of all students are carefully monitored by a well-resourced and qualified team. Personalised support is highly effective in guiding students towards making well-informed career choices.

### For Development:

- Ensure that all health and safety procedures are reviewed and updated as necessary.
- Emphasise to parents the importance of their children's regular attendance.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- The inclusion leader and the well-qualified teaching team are committed to providing the best support for students of determination. The admission procedures have been strengthened and reflect the increasing range of students' needs. The identification of improvement priorities is becoming more precise.
- The identification and assessment procedures are strong. Individual education plans (IEPs) are detailed. Some students receive support from the inclusion teachers in lessons and others through differentiated learning activities. Additional concerns about students are identified.
- Partnerships with parents are strong. They feel well supported and their views are considered. They participate in the reviews of their children's academic and social progress. Regular communication with the school is appreciated, as well as the joint strategies that enable parents to provide better support at home
- IEPs are well constructed and contain specific goals and strategies. Not all teachers or support staff have the necessary skills or understanding of students' needs to adapt work for students of determination effectively. Alternative pathways are not available for students for whom academic programmes are not appropriate.
- The inclusion department has improved the identification, assessment and monitoring systems for checking students' progress. The data show that students make more than the expected levels of progress in relation to their learning targets.

#### For Development:

- Ensure consistency in the support provided by class teachers for students of determination.

## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Good
<b>School self-evaluation and improvement planning</b>	Good
<b>Parents and the community</b>	Very good
<b>Governance</b>	Good
<b>Management, staffing, facilities and resources</b>	Very good

- The principal and school leaders share a commitment to the priorities of the UAE and to the development of all students as well-rounded, successful citizens. Together with staff, they have established a positive learning culture. In response to the previous inspection report, they have taken action to improve the quality of teaching and students' outcomes. However, improvements in teaching have not yet been sufficient to raise the overall quality and effectiveness in all phases.
- Self-evaluation procedures provide leaders with an accurate picture of some, but not all, areas of the school's performance. Information gathered from a wide range of sources is used to identify improvement priorities. However, the school's self-evaluation is overgenerous. Too much weight is placed on unreliable internal assessment data, and the time needed for changes to become embedded has been underestimated. As a consequence, inconsistencies in provision have not been identified or fully addressed.
- Supportive parents appreciate the visibility and accessibility of senior leaders and staff. They value the ease of communication and are very well informed about the academic progress and personal development of their children. Parents appreciate the values and supportive nature of the school. They feel that their children are safe and appreciated as individuals. They say that any concerns are dealt with promptly. Some would welcome the establishment of a parents' association to strengthen support for the school.
- Governors have improved procedures for holding senior leaders to account for the school's performance. They provide the school with a high level of support and have a deep knowledge of the community that the school serves. Through increased visits, governors are gaining more first-hand knowledge of the school's performance. However, the information which they receive is not always entirely accurate. Governors fully support leaders in pursuing the National Agenda targets. They ensure that the school is well resourced.
- The day-to-day management of the school is efficient and contributes to the positive learning atmosphere. Members of staff are appropriately qualified and are generally deployed effectively to match the needs of the curriculum. They benefit from ongoing training opportunities, which are focused on individual and whole-school development needs. The school premises are well maintained. They include a well-stocked library and very good facilities for the performing arts and sport. Children in KG benefit from an environment that is conducive to active learning, both indoors and outdoors.

### For Development:

- Ensure that inconsistencies in provision are identified and addressed.
- Ensure that the information provided to governors on the school's performance is accurate.



## 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](mailto:QA.Schools@khda.gov.ae)