



**المعرفة**  
Knowledge



## DOVE GREEN PRIVATE SCHOOL L.L.C

### UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER





























**GOOD**

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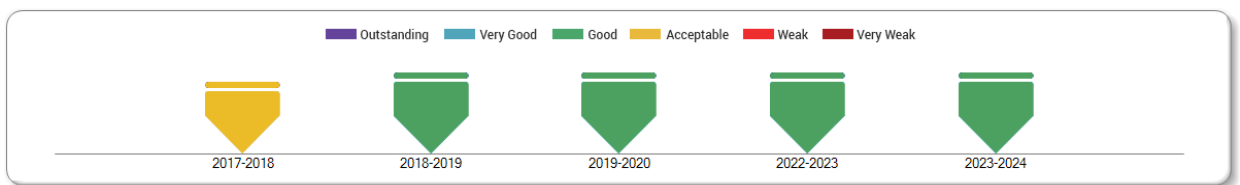
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## SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Dubai Investment Park
	 Opening year of school	2014
	 Website	www.dovegreenschool.com
	 Telephone	97148837474
	 Principal	Christopher Seeley
	 Principal - date appointed	21/08/2023
	 Language of instruction	English
	 Inspection dates	27 to 01 December 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 15
	 Grades or year groups	FS1 to Year 10
	 Number of students on roll	657
	 Number of Emirati students	5
	 Number of students of determination	55
	 Largest nationality group of students	UK
 <p>TEACHERS</p>	 Number of teachers	67
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	21
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	n/a
	 Accreditation	BSO

## School Journey for DOVE GREEN PRIVATE SCHOOL L.L.C



## 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

- Children's achievements in the Foundation Stage (FS) are consistently strong. In the primary phase, students' attainment in Islamic Education and Arabic is in line with expectations. In all other subjects it is higher. Students' learning skills are strong in FS and Primary, but less so in Secondary. In the secondary phase, almost all attainment is in line with expectations, but in Arabic as an additional language attainment is weak.
- Students have positive and responsible attitudes to their work and to others. They show secure understanding of Islamic values. They have a clear appreciation of the importance of Emirati culture and heritage, and reasonable knowledge of other world cultures. They show initiative and are involved in charitable work. They also have a good awareness of environmental issues.

### Provision for learners

- Teaching and assessment are stronger in FS and Primary than in Secondary . When teaching is effective, lessons are planned with clear learning outcomes and take account of the range of students' needs and abilities. In these classes, assessments for learning are effective, and comments on students' written work give constructive guidance on improvement.
- The curriculum in FS and Primary is broad and balanced, with clearly identified cross-curricular links. Lessons are often related to everyday situations. In the secondary phase, the curriculum lacks the same clarity of continuity and progression. Extra-curricular activities provide students with a good range of options. The curriculum develops students' appreciation of the culture and heritage of the UAE.
- The school is inclusive and provides a caring, supportive environment. Safety checks are regular and thorough. Safety issues related to the ongoing building works are carefully managed. Effective procedures are in place to protect students from bullying and online abuse. Students of determination and those with differing abilities are accurately identified. Overall, the support that they receive is effective.

### Leadership and management

- The school has had significant changes in leadership since the previous inspection. In August 2023, a new principal and 21 new teachers were appointed. Since then, a new governing board has been constituted and several new middle leaders have been appointed. A key challenge for governors is to ensure swift completion of the unfinished secondary school building.

### Highlights of the school:

- Very good attainment in science in Primary.
- Provision in FS, which is consistently good or better.
- Students with high levels of personal and social responsibility, and a keen appreciation of the culture and heritage of the UAE.
- The inclusive school community, where students and adults work respectfully together.
- High quality links which leaders have maintained with parents.

### Key recommendations








- Improve attainment to good in all subjects where it is less than good.
- Ensure that the analysis of assessment information is used to full effect in the secondary phase.
- Improve the quality of teaching in Secondary.
- Ensure that governors hold leaders at all levels to account for the quality of students' outcomes.
- Complete the building project as swiftly as possible.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Good	Acceptable
	Progress	Good	Good	Acceptable
 Mathematics	Attainment	Good ↑	Good	Acceptable
	Progress	Good	Good	Acceptable
 Science	Attainment	Good	Very good ↑	Acceptable
	Progress	Good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Acceptable

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

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

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

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

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

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	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.



<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>Very good</b>	<b>Not applicable</b>

- In the recent Progress in International Reading Literacy Study (PIRLS) test, the school exceeded its target. However, the overall score is still relatively low. On the National Agenda Parameter tests, students made good improvements in English, mathematics and science.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Acceptable</b>
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- Quality assurance and action planning are stronger in the primary phase than in Secondary. Adequate provision is not yet in place for recently enrolled Emirati students in the secondary phase. Leaders have become more knowledgeable about how they can adapt the curriculum to match the requirements of international assessments. The adaptations are stronger in the primary phase.

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

- The most recent reading literacy skills profile, as measured by standardised scores, indicates that more than half of students' reading literacy scores are at or above the age-related expectations. Strategies to improve reading are in place to help students identified as needing support. These strategies are more strongly embedded in Primary than in Secondary. Students' reading is improving in the primary phase. Interventions in the secondary phase are new. Their effects are unclear.

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

#### For Development:

- Ensure that effective reading strategies are established across all phases.
- Monitor the impact of these strategies and make appropriate adjustments.



## 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 good.**

- Senior leaders demonstrate clear commitments to wellbeing, which underpins most aspects of school life. The value and respect given to all members of the school community reflect this commitment. A qualified team with a clear vision leads wellbeing. Students experience a positive and supportive environment. Most lessons take account of students' differing needs. Surveys of wellbeing are analysed and actions are taken. However, with the recent growth of the school, the current programme for collecting wellbeing data is inadequate.
- The school council and wellbeing ambassadors ensure that students' opinions are heard. All members of staff receive continuous professional training. The increased regard for personal welfare ensures that staff morale is generally high. Teachers' induction arrangements are under review. The potentially negative effects of restricted space are mitigated by positive relationships, efficient classroom management and often exemplary behaviour. Parents are regular partners with the school, supporting their children's education.
- The range of extra-curricular sporting and cultural activities is expanding. Students support one another very well. New students receive a positive welcome from their classmates. Students generally know how to keep safe when using the internet. Teachers and medical personnel promote healthy lifestyles and regularly monitor students' physical health and wellbeing.

### **For Development:**

- Introduce a system of data collection to ensure rapid responses to personal and emotional needs.
- Enact the proposals for improved induction arrangements for new teachers.

## UAE social studies and Moral Education

- Moral, social and cultural studies (MSCS) is provided from Years 1 to 9. The course is based on the four pillars of character and morality, the individual and the community, cultural studies and civic studies. The Ministry of Education (MoE) guidance is used in the planning of provision, with the exception of Year 1, which uses the English personal, social and health education (PSHE) guidance.
- In lessons, MSCS is linked with other subjects. Opportunities are also taken to link the topics being studied to everyday situations within the students' experiences. The coordinator develops effective, age-related learning programmes. In FS, the PSHE guidance supports separate sessions. Classroom learning is reinforced by specialist textbooks, together with teacher-created and online resources.

## Arabic in the Early Years

- The school provides one combined Arabic lesson of 40 minutes per week. The curriculum focuses on the recognition of letters and sounds. Teachers use appropriate resources. They monitor children's progress through regular assessments. Each lesson starts with whole-class teaching, followed by group work. Teaching methods are appropriate for the children's ages, with a suitable focus on wellbeing. Learning through play is facilitated by the outdoor learning spaces. Explorations of Arabic culture are included in lessons.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable

- Most students' attainment, in both phases, is in line with curriculum standards. Students understand Islamic beliefs, creed and the rulings on worship. Their memorisation and recitation skills are less strong. A lack of Arabic language skills inhibits some students' access to the curriculum.
- In Primary, students can discuss Islamic morals and congregational and Eid prayers. In Secondary, students adequately interpret verses from the Holy Qur'an and the Noble Hadith. They discuss contemporary Islamic issues. However, many students are unable to connect these issues to their own lives.
- Teachers have introduced morning Qur'anic recitation classes. They also recite verses from the Holy Qur'an at the beginning of every lesson. This initiative is insufficiently structured to have positive effects on students' recitation skills.

#### For Development:

- Improve students' memorisation and recitation of the Holy Qur'an.
- Strengthen students' ability to link Islamic lessons meaningfully with everyday situations.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable

- Assessment data show that most students attain in line with curriculum standards. Their levels of attainment are confirmed by lessons and workbooks. Most students make expected progress. Emirati students achieve lower outcomes than do their classmates.
- Students' listening skills are developing. Many lack fluency when speaking standard Arabic. Their ability to read aloud correctly, to infer meanings and to extract the main ideas from unfamiliar texts is insecure. Accuracy and structure in writing are underdeveloped. Teachers' expectations of students' achievements are low.
- Leaders have introduced timetabled support hours to improve students' language skills. The effect of this initiative on students' achievements is yet to be evident.

**For Development:**

- Improve students' language skills to increase their access to other subjects taught in Arabic.
- Ensure that learning tasks appropriately challenge students in all four language skills.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Weak
<b>Progress</b>	Not applicable	Acceptable	Acceptable

- Most students in Primary attain in line with curriculum standards. In Secondary, students' outcomes are below curriculum expectations. In both phases, students make expected progress. There is no difference between the attainment of boys and that of girls.
- Students have appropriate listening skills. In Primary, students' reading comprehension is secure. Students can speak Arabic with support. Their writing skills are underdeveloped and their interpretation of meanings is often inaccurate. In Secondary, students' language skills are not well developed. Opportunities to speak and write are limited.
- New teachers who specialise in Arabic as an additional language have been appointed. Leaders have allocated extra time to improve students' linguistic skills. As yet, the effects on students' achievements are unclear.

**For Development:**

- Provide interesting activities to encourage students to speak and write.
- Provide opportunities for students to use all four language skills in lessons.

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Good ↑	Good	Acceptable
<b>Progress</b>	Good	Good	Acceptable

- Students' achievements in English are stronger in the primary phase than in the secondary. Successful lessons provide opportunities for listening to others' contributions, speaking confidently and reading carefully. Students' grasp of grammar and of writing techniques is well developed in upper Primary.
- The quality of writing and the presentation of students' work vary. The best work shows effective letter and word formation, sound sentence structure and informative, creative writing.
- Students have insufficient opportunities to engage in supported writing. In Secondary, students rarely participate in debate or extended writing.

#### For Development:

- Provide more opportunities for extended discussions in Secondary.
- Improve the quality of students' writing, particularly in presentation, style and content.

## MATHEMATICS

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Good ↑	Good	Acceptable
<b>Progress</b>	Good	Good	Acceptable

- Attainment and progress are stronger in FS and Primary than in Secondary. A majority of teachers in these phases plan and deliver lessons that offer challenge and support to match the needs and abilities of individual students.
- Students are becoming more able to think critically and to apply their mathematical knowledge to solve abstract problems. These skills are strongest in FS and Primary, where critical thinking and problem-solving tasks are embedded in lessons.
- Since the previous inspection, there has been a focus on developing students' knowledge of key mathematical vocabulary. As a result, students are making greater progress in their acquisition of mathematical knowledge and skills.

#### For Development:

- Ensure that critical thinking and problem-solving skills are features of lessons in all stages.

## SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Good	Very good ↑	Acceptable
Progress	Good	Good	Good

- In Primary, students' strong learning skills result in very good attainment as measured by external assessments. Students in Secondary demonstrate knowledge, skills and understanding in line with curriculum standards. A majority of students make good progress against learning objectives and their individual starting points.
- Students confidently use the scientific method to find solutions to everyday problems. Children in FS explore and observe using objects and materials. Students in Primary can identify independent and dependent variables. In Secondary, students conduct investigations using virtual laboratories and have other learning experiences at home.
- Students' independent thinking skills are improving in Primary. They have regular opportunities to solve problems. They consolidate their knowledge and build on prior learning. In Secondary, students have fewer opportunities for problem-solving. They occasionally make scientific connections with the world beyond school.

### For Development:

- Provide learning opportunities of greater quality to students in Secondary.

## LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Acceptable

- Children in FS and students in Primary are actively engaged and are enthusiastic learners. They are keen to please their teachers. In the better lessons in Secondary, students have opportunities to work independently with limited supervision and can conduct basic research.
- In FS and Primary, children and students are frequently given opportunities to take responsibility for some aspects of learning. They collaborate in discussions about the tasks. They work together to complete them. In Secondary, students are often too passive.
- When given opportunities, a majority of students can communicate their learning clearly. For example, in Primary, students used a pollution study as the context for letter writing in English, advocating a sustainable initiative. Students use technology to access different tasks in lessons.

### For Development

- Provide more opportunities for students in Secondary to work independently.
- Encourage students to make practical connections to their academic learning.

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

	Foundation Stage	Primary	Secondary
<b>Personal development</b>	Very good	Very good	Very good

- Students have positive, responsible attitudes. They demonstrate good self-reliance. They feel safe within the school environment. They are confident to approach adults with any concerns that they may have.
- Students understand which foods are healthy. Most make healthy choices in the food they bring to school. They participate in various physical activities, including physical education sessions and after-school sports clubs.
- Students show respect and very positive behaviour in and out of classrooms. Older students set very positive examples in the ways in which they move about the school and care for one another. Attendance rates are high. Students arrive punctually for their lessons.

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good

- In Primary and Secondary, students demonstrate strong appreciation of Islamic values. They understand the special atmosphere during Ramadan and have taken part in Iftar gatherings. They are involved in charitable work, for example by contributing to the Turkish earthquake relief efforts.
- Students show deep understanding and appreciation of the history and culture of the UAE. They participate enthusiastically in national celebrations and Flag Day events. They can talk in detail about Emirati traditions, clothing, food and the country's growth story.
- Students are proud of their cultural history. They are open to different traditions and accept and respect other cultures. They actively participate in International Day, as well as other cultural activities organised at the school, such as Diwali and the Chinese New Year.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Good	Good	Good

- Most students take their responsibilities as members of the school community seriously. They propose constructive ideas to help to improve the school. They can work independently to plan and bring their ideas to fruition.
- Students understand environmental issues and the needs of others. They are keen to develop sustainability projects, such as using solar power, wind power and composters. Students show skills for innovation by designing golf courses and participating in enterprise projects.
- Students have opportunities to express their views through the student council. Older students support younger children in whole school events such as sports days. Most show consideration and empathy to others.

### For Development:

- Increase students' awareness of the importance of eating healthy food.
- In FS, strengthen children's understanding of Islamic principles.
- Increase support for students in developing projects that are important to them.

### 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
<b>Teaching for effective learning</b>	Good	Good	Acceptable

- Teachers demonstrate consistently strong knowledge across the different subjects. However, there is considerable variation in the quality of their teaching skills. Teaching is stronger in FS and Primary than in Secondary.
- When teaching is most successful, learning objectives are shared with students and referred to again at the end of lessons. High-quality questioning, testing students' knowledge of prior learning and promoting higher-order thinking, is a key characteristic of the more effective lessons.
- Teachers in FS and Primary analyse information from assessment outcomes. They adjust the curriculum and plan lessons which meet the range of students' needs and abilities. These procedures are much less evident in Secondary.

	Foundation Stage	Primary	Secondary
<b>Assessment</b>	Good	Good	Acceptable

- Assessment information provides valid measures of students' academic achievements and social development. The gathering, analysis and use of assessment data are much more rigorous in FS and Primary than in Secondary.
- The school has effective procedures for comparing students' performances with international standards. Data from assessments are analysed to indicate where changes to the curriculum and adjustments to teaching strategies need to be made.
- Since the previous inspection, leaders in the primary phase use assessment data to focus on groups of students and to give them individualised support and challenges. This approach is effectively addressing some areas of underachievement.

#### For Development:

- Ensure that there is rigorous analysis of assessment data in the secondary phase.



## 04 CURRICULUM

	Foundation Stage	Primary	Secondary
<b>Curriculum design and implementation</b>	Good	Good	Acceptable

- The curriculum meets the requirements of the National Curriculum for England and the MoE. In Secondary, the curriculum has yet to match the breadth, balance and quality of those in FS and Primary.
- Physical constraints limit the desired range of curricular options in the secondary phase. The focus in Islamic Education is on the acquisition of knowledge rather than skills. Arabic language skills are developed through an increase in provision and time.
- Cross-curricular links are most evident in FS and Primary. They supplement subject knowledge with other aspects, such as the promotion of sustainable development goals.

	Foundation Stage	Primary	Secondary
<b>Curriculum adaptation</b>	Good	Good	Acceptable

- Curriculum adaptations are most apparent in FS and Primary. Programmes have been planned to meet the needs of most, including students of determination. In Secondary, the same curriculum is often provided too rigorously to almost all students.
- In Primary, students enjoy a range of extra-curricular activities, with academic, physical and creative options. Some students from Secondary join those from Primary for these. A school project on the creation of a sustainable theme park highlighted the enterprise, creativity and collaboration skills of the participants.
- Links with Emirati culture and society are identified in science lessons in FS, and in Islamic Education and English lessons in Primary. There is little evidence of links with the UAE in other areas of the curriculum.

### For Development:

- Adopt best practices in shaping the curriculum to meet the needs of all students.
- Develop more extensive links with Emirati culture and society in Secondary.

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

	Foundation Stage	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good	Good	Good

- The premises and facilities provide a safe and inclusive environment. Leaders and teachers manage risks associated with ongoing building works effectively. The buildings which are in use are well maintained. Safety checks are regular and thorough. Supervision of students is comprehensive, including when they are on school transport.
- Leaders and teachers follow appropriate procedures to protect students from all forms of abuse, including bullying. They ensure awareness of the dangers and risks associated with the internet and social media. Teachers swiftly follow up any concerns that they may have about children.
- Leaders and teachers promote healthy living, including the importance of staying properly hydrated. They encourage physically active lifestyles. Students have many opportunities for physical activities within the school day.

	Foundation Stage	Primary	Secondary
<b>Care and support</b>	Good	Good	Good

- Teachers are well aware of the different needs of students in their care. Respectful and trusting relationships result in a very positive atmosphere. Almost all students successfully meet expectations of behaviour. Appropriate systems support good rates of attendance and successfully promote punctuality.
- Students of determination and those with a range of differing abilities are accurately identified. Overall, they receive good support. In most lessons, students' individual needs are fully met. Learning tasks are usually matched well to students' needs.
- Wellbeing and care for students are high priorities. They are well supported by a counsellor, inclusion team, medical personnel and teachers. Transition arrangements are carefully organised. The integration of new students is generally successful. With the school's recent growth, the programme of course and career pathways is inadequate.

**For Development:**

- Ensure that tasks are consistently matched to individual needs in all lessons.
- Extend the current programme of course and career pathways.

**INCLUSION OF STUDENTS OF DETERMINATION**

<b>Provision and outcomes for students of determination</b>	<b>Good</b>
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- Senior leaders and governors are committed to offering access and high-quality provision for students of determination. They provide an inclusive ethos. The inclusion leader is well qualified and supports a team of experienced specialists. There are monitoring and focused reviews of students’ progress.
- A range of assessment procedures enables the accurate identification of individual barriers to learning. These judgements are verified by external specialists. The school’s capacity to cater for all categories of need is stretched. Students with gifts and talents do not always receive sufficient levels of challenge in lessons.
- Parents are very positive about the help that their children receive. They appreciate the ease of access to teachers and regular communications. They lack opportunities to meet to discuss mutual concerns. Parents help to form and regularly review the individual education plans (IEPs).
- The IEPs give clear directions for individual support and measures of progress. In most lessons, the modifications to tasks match what students need to do. Members of the inclusion team regularly engage in professional training, which enhances their skills and understanding.
- Tracking data and scrutiny of work indicate that students of determination make good progress. Nearly all meet and most exceed their personal goals. When students are taught by an inclusion team specialist, or by a personal learning support assistant, progress is consistently high.

**For Development:**

- Provide the necessary support and training for subject teachers in addressing students’ specific learning needs.
- Ensure that the admission procedures for students of determination recognise the capacity of the school to support their needs.

## 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>	Acceptable

- The recently appointed principal has a clear vision for the school, which he has shared with members of staff, parents and governors. He has delegated tasks effectively to middle leaders and has indicated roles and responsibilities for them. Leaders demonstrate commitment to inclusion and to making effective provision for students of determination. A member of the senior leadership team has overall responsibility for inclusion. Arrangements for compliance with regulations are managed well. Relationships are professional. Staff morale is positive.
- Self-evaluation is based on the analysis of internal and external assessment data, combined with leaders' monitoring throughout the school. There is currently insufficient rigour in the monitoring of teaching and learning and the analysis of assessment data in the secondary phase. Self-evaluation informs the school development plan, which has been recently updated. The plan contains important themes and actions. It lacks measurable goals, an indication of responsible staff members and defined timescales.
- Parents are very supportive of the school and its leaders. They value leaders' approachability and the various initiatives undertaken recently to involve them in the life and work of the school. Parents of students of determination are well aware of and grateful for the commitment, expertise and support shown to their children. The school benefits from links with the local community. National and international links are less extensive.
- The governing board includes representatives from the school community, including teachers and parents. Members of the governing board bring a range of relevant expertise to help it to fulfil its duties. They ensure that statutory requirements, including local and national regulations, are met. They are aware of the urgent need to ensure that the building project is brought to a swift conclusion, so that its benefits are available to all.
- Timetabling makes use of all available areas to ensure that the school runs smoothly most of the time. Teachers are suitably qualified and are deployed appropriately across the school. They are effectively assisted by effective, committed support staff. The overdue building project is causing space in the school to be very limited. The former primary school building has been adapted to provide space for students in the secondary phase. The current arrangements limit students' learning.

### For Development:

- Increase the rigour with which senior leaders are held to account for the school's performance.
- Ensure that the school development plan includes measurable goals, identified personnel and defined timescales.
- Ensure the completion of the overdue building project.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from the 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)