DUBAI Knowledge المعرفة

DUBAI CARMEL SCHOOL

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Nahda
Opening year of school	1990
Website	www.dubaicarmelschool.com
Telephone	97142675424
Principal	Alia Yahya Al Yahya
Principal - date appointed	1/9/1990
Language of instruction	English, Arabic
Inspection dates	27 to 01 December 2023

STUDENTS

Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	FS2 to Year 13
Number of students on roll	653
Number of Emirati students	16
Number of students of determination	62
Largest nationality group of students	Arabic

TEACHERS

Number of teachers	66
Largest nationality group of teachers	Egyptian
Number of teaching assistants	22
Number of guidance counsellors	1

CURRICULUM

Curriculum	UK
External Curriculum Examinations	IGCSE
Accreditation	NA

School Journey for DUBAI CARMEL SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023	2023-2024
Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
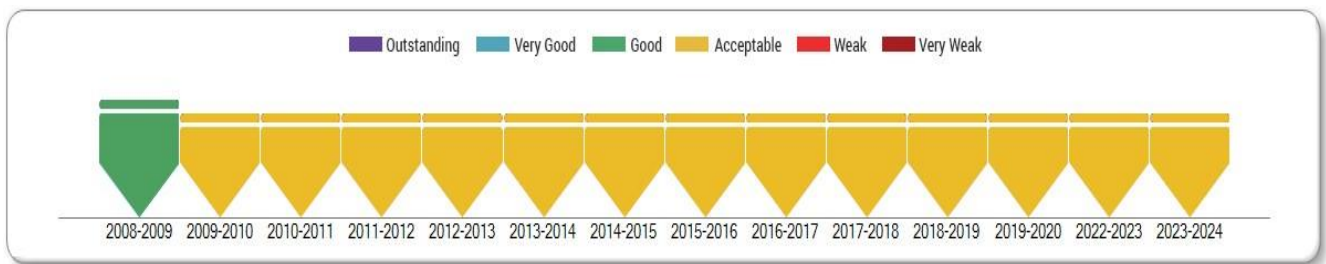
SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students' outcomes in Islamic Education and Arabic as a first language are better in Primary and Secondary than in Post-16. In English, most students' attainment is below curriculum standards in Primary, while it is within curriculum standards in the other phases. Students' outcomes in English, mathematics and science are similar across the school. Students in Post-16 perform better in science than they do in other phases.

- Students display respectful behaviour. They are sensitive to the needs of others. Generally, they adhere well to the school's rules, demonstrating appropriate behaviour while being supervised. Students make informed choices about diet and exercise. They show understanding of Islamic values and confidently reflect on their own cultures and heritage. Older students assume some leadership roles and engage in various community initiatives. Younger students have monitoring roles within their classes.

Provision For learners

- Most teachers have secure knowledge of their subjects and of how children learn best. Interactions between teachers and students are respectful and positive. In the better lessons, teachers' questioning ensures students' active involvement in their learning and provides them with opportunities to apply their knowledge, skills and understanding. Assessments, which are linked to the National Curriculum for England (NCfE), are carried out regularly. The results are compared with external tests.

- Curriculum design and implementation are more effective in the Foundation Stage (FS) than in other phases. Structured progression in learning is inconsistent. There is now a stronger focus on developing understanding rather than on the recall of factual information. Cross-curricular links and opportunities to make links to everyday life are not explicitly planned. Curriculum differentiation for the full range of abilities is not firmly embedded in all teachers' practice.

- Teachers know most of their students well. Supervision of students in school and between lessons is mostly effective. The school has minimal procedures in place for safeguarding and child protection. Buildings and equipment are old and not thoroughly maintained. The school promotes safe and healthy living. Provision meets the needs of most students but to a lesser extent the needs of those who are gifted and talented and students of determination. Advice and guidance about career choices are limited.

Leadership and management

- All leaders are fully committed to the UAE priorities of inclusion and wellbeing. Self-evaluation lacks rigour and reflects an unrealistic view of the school. Parents participate in their children's schooling and review their report cards regularly. Governors have not ensured that all recommendations from the previous report have been implemented. The school's operation is smooth for most of the time. Resources and technology are limited.

Highlights of the school:

- Students' personal development in FS and at Post-16.

- Students' understanding of Islamic values and UAE culture.

- Students' social responses and their innovation skills.

Key recommendations:

- As a matter of urgency, address health and safety issues by providing thorough training to all members of staff.

- Ensure a wider representation of governors with a range of expertise.

- Improve students' attainment in all subjects.

- Develop a rigorous process which will produce accurate school self-evaluation.

OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	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	Acceptable	Weak	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable ⬇	Acceptable	Acceptable	Acceptable ⬆
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable ⬇	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Acceptable	Acceptable	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Acceptable ↓	Acceptable	Acceptable	Acceptable

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
Curriculum adaptation	Acceptable ↓	Acceptable	Acceptable	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

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	Met Fully

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Weak

- Students attained a score of 482 in the 2021 Progress in International Reading Literacy Study (PIRLS). Emirati students scored 458. The target was 538. The score means that the school reaches the intermediate international benchmark. Attainment outcomes in external progress tests are acceptable in English and good in mathematics and science. Students' progress in English, mathematics and science is stronger. Outcomes for Emirati students are slightly lower.

C. Leadership: International and Emirati Achievement	Acceptable

- Senior leaders analyse information from assessments. They have a secure understanding of the reports and their implications in terms of gaps which may exist in students' learning. A majority of middle leaders require teachers to modify activities in lessons to meet the needs of all ability groups and to devise strategies to fill these gaps. Monitoring is inconsistent.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- Emirati students perform as well as other students. All teachers have access to reading literacy external benchmark assessment data but rarely use the information to identify weaker readers or to support them. Students' reading proficiency is improving. The school is beginning to build a culture of reading.

- **Overall school standards in the National Agenda Parameter are acceptable.**

For Development:
- Build a stronger reading culture by improving the online provision for students to access a range of texts.
- Require teachers to use data from assessments to provide targeted activities which meet the needs of all students.
- Improve the understanding of all middle leaders with regard to the outcomes of external tests.

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 an acceptable level.

- There is an increasing culture of wellbeing in the school. Awareness of wellbeing is improving, but remains inconsistent. Students' surveys provide sufficient information to understand their views. Surveys are not yet used to find out the opinions of members of staff or parents. There is still a need for all stakeholders to share the same vision to ensure further improvement.

- All members of staff feel supported to carry out their duties. Leaders are understanding of individual needs at difficult times. Students appreciate the nurturing environment. They know to whom they can speak should the need arise. Students have limited opportunities to support one another. However, a new system of placing notes of concern in the counsellor's box is proving successful.

- The curriculum gives opportunities for wellbeing themes through assemblies led by students. The innovation curriculum supports project-based learning and investigations. Mindful Monday is a regular event that is focused on self-reflection and opportunities for students to consider ethical dilemmas. It is not yet planned into the curriculum progression.

For Development:

- Develop the range and effectiveness of surveys.

- Embed the wellbeing culture deeper within the school and align it to students' outcomes.

UAE Social Studies and Moral Education

- The Ministry of Education (MoE) moral, social and cultural studies (MSCS) education framework is at the heart of the integrated programme of study taught from Year 2 to Year 10. Experienced teachers deliver the programme in both Primary and Secondary through separate lessons. The standards used are those of the MoE, supported by materials in the prescribed texts. Links are also made with other subjects such as Islamic Education and geography. Students learn about ancient civilisations and cultures and about contemporary social, moral and cultural issues.

- The prescribed textbooks are supplemented by practical resources that enhance students' knowledge and understanding. Students have opportunities to apply their learning in lessons. The use of videos and first-hand experiences such as visits are an important part of the programme. They develop the cultural understanding of students who might not otherwise have such experiences. Students are encouraged to think critically, to collaborate and to develop their presentational skills. Assessment is not well developed.

Arabic in Early Years

- Arabic as a first language is taught to all in FS 2 and Year 1 for 180 minutes per week by one qualified teacher. The modified curriculum follows the MoE standards using different textbooks. Children and students are taught to recognise Arabic letters and the short and long sounds. They can describe pictures, and read and write short sentences at the end of the phase. Assessment is based on the teacher's daily observations and is aligned with the school's assessment policy. Learning is based on creative, differentiated activities, and cross-curricular links. Lesson plans are designed to help the preparation for Primary.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- The majority of students make gains in knowledge and understanding of Islamic concepts that are above curriculum standards. They have a clear understanding of Islamic manners, faith and the Seerah. In Secondary, most have a firm understanding of Islamic law, but application is insecure.

- In lessons and workbooks, students in Post-16 grasp Islamic concepts, but struggle to apply them practically with evidence from the Holy Qur'an. In Primary and Secondary, students memorise short surahs. They have varied expertise in using the Holy Qur'an, Hadith, and Seerah to form opinions.

- Across all phases, students demonstrate enhanced recitation skills of the Holy Qur'an. They can connect Islamic knowledge with Emirati culture and developments. However, they lack confidence in reflecting on the relevance of Islamic legislation on their daily lives.

For Development:

- Ensure that all students make links between all aspects of the Islamic curriculum to the Holy Qur'an, Hadith and Seerah.

- Enable students in Post-16 to develop the links between Islamic concepts and contemporary issues.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- The majority of students understand the main idea and some supporting details when reading or listening to a text. They can extract information, analyse events and identify characters and themes. The ability to do so independently is underdeveloped in Primary.

- In their recent work, the majority of students make better than expected progress in their understanding of grammar, spelling and basic reading comprehension. However, their ability to apply grammar rules in speaking and writing is limited. The use of standard Arabic in speaking is not consistent enough.

- An improved focus on handwriting has been successful, particularly in Primary. The tracking and identification of next steps in students' learning is inconsistent in Secondary and Post-16.

For Development:

- Improve writing skills by providing rigorous guided writing assignments that are designed for various purposes.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students demonstrate language skills that are in line with curriculum expectations. Students' reading and listening skills are more secure in Primary. Students who have been studying Arabic for a longer time make less progress than beginners.

- In lessons, students can understand simple instructions and questions. Speaking is restricted by the current vocabulary, thus students' ability to have even simple conversations is underdeveloped. Reading comprehension is confined to familiar contexts. Even so, some students have difficulty in understanding fully what they read.

- The level of challenge in speaking and writing is low. Students do not apply their knowledge of Arabic to everyday situations. They do not always respond independently in speaking, nor can they write freely about familiar topics. Arabic is not often used in classrooms.

For Development:

- Ensure that teachers use Arabic in lessons and as the main language in developing learning materials.

- Ensure that all students develop all four language skills to a more workable level.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- External assessments, lesson observations and work scrutiny indicate that most students in FS, Secondary and Post-16 attain expected levels. In Primary, students do not make the appropriate progress in developing fluency in their writing. Children make better progress from their starting points in FS.

- In Post-16, most students express complex ideas clearly and write with accuracy. Note-taking skills are developing well. Students in Secondary can synthesise and compare information from different sources. A minority have difficulty in reading age-appropriate material confidently.

- Early literacy and reading comprehension skills are beginning to improve through targeted intervention programmes. In lower Primary, students' ability to speak in full sentences is developing too slowly. Regular drafting and the improvement of written work using exemplar advice are not established practices.

For Development:

- Improve writing fluency, particularly in Primary, through more regular opportunities.

- Ensure that students receive targeted intervention and personalised support for reading to develop their skills systematically.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable ↑
Progress	Good	Acceptable	Acceptable	Acceptable

- The use of everyday contexts supports students' attainment and progress across the phases. The majority of students make some progress in lessons, but insufficient challenge and lack of rigour limit their ability to do better.

- In FS, children explore geometric shapes and apply number skills to everyday life. The infrequent use of objects and materials, particularly in Primary, constrains numeracy skills. By the end of Secondary, students construct and compare linear, quadratic and exponential functions. In Post- 16, students determine continuity at a point on an open interval.

- Inquiry and critical thinking skills are underdeveloped in all phases. The use of technology is not embedded in lessons, constraining students' independent learning.

For Development:

- Ensure that students have regular access to learning technologies in lessons.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable ⬇	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good

- Most students attain in line with curriculum standards and make expected progress. In FS, progress is more rapid. Important skills, such as observing and manipulating, are developing well. In Post-16, a majority of students attain above curriculum standards and are making better than expected progress.

- Practical work and investigative skills are generally not well developed. Students in Primary learn about changes being reversible or irreversible with limited practical experience. In Secondary, students can identify the difference in structures of matter. They can explain pressure and diffusion theoretically.

- There has been little improvement since the previous inspection in the use of digital technology or students' ability to solve open-ended challenges.

For Development:

- Establish a programme of investigative science across all year groups.

- Ensure that the laboratories are used to expose more students, in more year groups, to practical science.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Acceptable	Acceptable	Good

- Across all phases, students are easily engaged, motivated and keen learners. Commencing in FS, they increasingly take responsibility for their own learning. Students in Post-16 are actively involved in their studies. They show diligence, commitment and resilience, which are developing features in other phases.

- Opportunities for effective group work, collaboration, enquiry and critical thinking skills are inconsistent and too dependent on teachers. When activities are planned, students can work well together. Generally, students find it difficult to apply and extend their learning to new contexts independently.

- Throughout the school, technology is not used effectively. Students' ability to conduct research, find answers, explore topics and draw conclusions independently are constrained.

For Development:

- Provide opportunities for students to use technology to support their learning.

- Encourage students to make connections, increasing their knowledge and understanding of the world around them.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Good	Good	Very good

- In Post-16, students show significant personal development. They demonstrate self-discipline and form very good relationships with their fellow students and adults. In Primary and Secondary, the majority of students are developing these skills. Although children in FS display similar characteristics, they still require guidance.

- Students display respectful behaviour and a keen sensitivity to the needs of others. Generally, they obey the school rules, demonstrating appropriate behaviour while being supervised.

- Students' attendance is consistently at least good across all phases. They are punctual to lessons, but to a lesser extent in arriving at school. Students are aware of healthy lifestyles, as they generally make informed choices about their diet and exercise.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students demonstrate an appropriate understanding of Islamic values. They consistently display care and tolerance towards others. Their celebration of significant religious holidays, such as the birth of the Prophet Mohammed (PBUH), underlines their deep respect for Islamic traditions.

- Students appreciate the UAE as a harmonious, multicultural and secure country. They participate in and organise various school events, for instance National Day and Cultural Day. Children in FS are becoming familiar with key aspects of Dubai and the identity of the UAE.

- Students confidently share their own cultural and heritage backgrounds. The depth of their understanding of the varied cultures within the school and of other world cultures is variable. Awareness is more pronounced in Post-16.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students are active, responsible members of the school. They willingly take part in activities. They initiate and lead events that promote innovation and social responsibility in the local and wider environment. Students show care and consideration for the needs of others.

- Students have a positive work ethic and are keen to learn. Older students assume some leadership roles and engage in various community initiatives, developing their entrepreneurial skills. This is less evident in Primary. Younger students have monitoring roles within their classes, for example, monitors of resources.

- Children in FS show pride in the school. They understand the importance of conservation and recycling. Older students initiate ways to participate in projects which deepen their understanding of environmental issues, including sustainability.

For Development:

- Improve students' understanding of world cultures, particularly in Primary and Secondary.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable

- Most teachers have secure knowledge of their subjects and of how children learn. Interactions between teachers and students are respectful and positive. In the better lessons, teachers' questioning ensures students' active involvement in their learning. Students are provided with opportunities to apply their knowledge, skills and understanding.

- Differentiated learning targets for all ability groups are variable. They depend on individual teachers and are not an embedded practice. In lessons, teachers' expectations do not generally challenge all learners, resulting in a lack of rigour for many students.

- In most lessons, learning objectives are insufficiently detailed. Students are not aware of success criteria to enable them to measure their own achievement.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable ⬇	Acceptable	Acceptable	Acceptable

- Teachers regularly carry out assessments, which are linked to the NCfE. The results are compared with external tests. These tests give measures of students' progress. Students' personal development is also noted and tracked.

- Leaders analyse the information and give the outcomes to teachers. The use of this information to adapt the curriculum and to modify students' experiences in lessons is inconsistent.

- Feedback to students, whether oral or written, remains underdeveloped and does not tell students what they need to do to improve. The use of data to identify and fill gaps in learning is still at a very early stage.

For Development:

- Enhance challenge to all students and ensure rigour in all differentiated tasks.

- Ensure that teachers use the information from assessments to advance learning.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇

- Curriculum design and implementation are more effective in FS than in other phases. Children benefit from exposure to meaningful learning experiences. In other phases, structured progression in curriculum plans is less reliable. Students are not always well prepared for the next stage of their schooling.

- There is now a stronger focus on developing understanding than on recall of factual information. Cross-curricular links and opportunities to make links to everyday life are not explicitly planned.

- The review of the curriculum has led to increased options for students in Secondary and interventions to improve students' reading skills in Primary. It has been less successful in increasing opportunities for research, critical thinking and the use of technology.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable ⬇	Acceptable	Acceptable	Acceptable

- Curriculum modification is not firmly embedded. Too little account is taken of students' starting points, particularly students of determination, those with gifts and talents and those studying Arabic as an additional language. Challenge and support for gifted and talented students are limited.

- A range of extra-curricular activities allows students to extend their learning. Not all students can access them. Special events such as science and business fairs, and mental health awareness activities, contribute to personal development and wellbeing. Opportunities for innovation, enterprise and creativity are increasing.

- Through a comprehensive MSCS programme and special events, students gain a secure understanding of the values, culture and society of the UAE.

For Development:

- Ensure that the curriculum is suitably differentiated to meet the needs of students of determination, those with girts and talents and those studying Arabic as an additional language.

- Provide more opportunities for students to think critically, to carry out research and to use technology.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇

- The school has minimal procedures in place for safeguarding and child protection. The policies are not detailed nor regularly applied. Only a few members of staff and others are aware of them.

- Supervision of students in school and between lessons is mostly effective. However, supervision on school transport is not robust. Buildings and equipment are old and not thoroughly maintained. The school site is mostly fit for purpose and provides a safe physical environment for most students.

- Safe and healthy living are promoted through health awareness initiatives. Leaders recognise this as an important part of its provision. Students have opportunities to take part in a number of sporting activities.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇

- Identification criteria for additional needs are effective. However, not all staff provide effective support in lessons. Recent improvements are dependent on teachers' variable skills and knowledge, which require updating.

- Students in all phases are supported by caring adults who listen, support and provide pastoral care. Positive relationships across all phases enable students to trust their teachers and to feel safe. The counsellor is active in advising students and their parents.

- Systems to promote attendance and punctuality are mostly effective. Adequate guidance for next steps in education are in place. Not enough is done to advise students on subject and career choices. For a minority of students, the curricular choices and accreditations offered are limited.

For Development:
- Develop an early careers programme for students and offer earlier guidance on careers.
- Meet the needs of all students of determination and of those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable

- Leaders are committed to inclusion and to the improvement of provision and resources. An experienced leader and her team provide continuous professional training and support for other members of staff. The principal is the governor for inclusion, meaning that scrutiny and challenge are compromised.

- The identification of students of determination is a collaborative effort. Formal and informal ongoing assessments identify specific levels of need and support. However, the identification of the main barriers to learning is not always clear.

- Parents are involved in the identification, planning and review processes. Relationships are very positive. They feel that communication with the school is strong. They are regularly informed of their children's progress and receive updates on individual targets and attainment.

- Students of determination are supported by learning support assistants (LSAs), some of whom are overprotective. Lesson plans identify students' needs. In many cases, modifications are not aligned to students' developmental stages. Specialist pathways are currently limited. Curricular options for students in Post-16 are developing.

- Most students make acceptable progress over time. The school tracks academic progress and knowledge. The tracking and monitoring of social and communication skills are not extensive.

For Development:

- Improve teachers' understanding of the main barriers to learning for students of determination.

- Reduce the prompting of LSAs in classes, enable students to access appropriate work for themselves and develop their independent learning skills.

06 LEADERSHIP AND MANAGEMENT

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

- All leaders are fully committed to the UAE priorities of inclusion and wellbeing. Senior leaders adopt the responsibility of building the capacity of middle leaders. However, varying levels of competence limit improvement across the whole school. Leaders' understanding of the NCfE and of best educational practices remains underdeveloped and inconsistent.

- Self-evaluation is regarded as the responsibility of senior leaders only. It lacks rigour and reflects an unrealistic view of the school. The monitoring of teaching and learning is frequent but with limited focus on students' progress and achievements. While teachers receive feedback, monitoring does not identify weaknesses in teaching or the impact on students' learning. Improvement plans are detailed. However, they lack analysis of the effects that intervention plans have in addressing learning gaps.

- Parents participate in their children's education by attending different relevant events. They can access teachers and other staff easily through digital platforms. Parents review their children's report cards using the school's portal. While there are strong relationships with the local environment, connections with national and international communities to enhance students' learning experiences are not extensive.

- The governing board meets at least once per year and does not sufficiently hold school leaders accountable for students' outcomes. They have minimal involvement in the self-evaluation process and do not sufficiently ensure that all members of staff are trained appropriately in safeguarding or that the NCfE curriculum requirements are met.

- The school operates efficiently most of the time. Timetabling does not allow all students to enjoy the school's morning assembly or reading time in FS. Teachers are supported through the induction week and department meetings only. There is no individual, personalised coaching. While the premises and specialist facilities are adequate, students' academic and physical needs are not well enough supported. Resources and technology are limited.

For Development:

- Develop the capacity of middle leaders and ensure that all have a clear understanding of the NCfE and the best practices in teaching and learning.

- Take effective action to ensure the implementation of the recommendations made in this and previous reports.

- Provide a targeted personalised professional training programme that meet the needs of all teachers.

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