



**المعرفة**  
Knowledge



## ENGLISH LANGUAGE PRIVATE SCHOOL

UK CURRICULUM

**ACCEPTABLE**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER





























**GOOD**

# CONTENTS

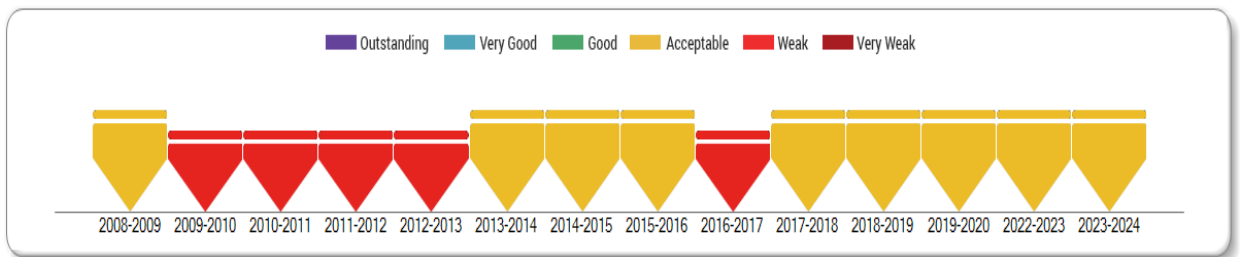
|  |    |
|--|----|
| SCHOOL INFORMATION                       | 3  |
| SUMMARY OF INSPECTION FINDINGS 2023-2024 | 4  |
| OVERALL SCHOOL PERFORMANCE               | 6  |
| FOCUS AREAS                              | 8  |
| MAIN INSPECTION REPORT                   | 11 |
| WHAT HAPPENS NEXT?                       | 21 |



## SCHOOL INFORMATION

|  |   |                          |
|--|---|--------------------------|
|  <p>GENERAL INFORMATION</p> |  Location                                | Umm Hurair               |
|  |  Opening year of school                  | 1978                     |
|  |  Website                                 | www.elspvtDubai.com      |
|  |  Telephone                               | 043377503                |
|  |  Principal                               | Muhammad Afzal           |
|  |  Principal - date appointed              | 7/25/2023                |
|  |  Language of instruction                 | English                  |
|  |  Inspection dates                        | 22 to 26 January 2024    |
|  <p>STUDENTS</p>           |  Gender of students                      | Boys and girls           |
|  |  Age range                               | 4 to 18                  |
|  |  Grades or year groups                   | FS2 to Year 13           |
|  |  Number of students on roll              | 1969                     |
|  |  Number of Emirati students              | 3                        |
|  |  Number of students of determination     | 92                       |
|  |  Largest nationality group of students  | Pakistani                |
|  <p>TEACHERS</p>          |  Number of teachers                    | 131                      |
|  |  Largest nationality group of teachers | Pakistani                |
|  |  Number of teaching assistants         | 22                       |
|  |  Number of guidance counsellors        | 1                        |
|  <p>CURRICULUM</p>        |  Curriculum                            | UK                       |
|  |  External Curriculum Examinations      | IGCSE, AS Level, A Level |
|  |  Accreditation                         | UK                       |

## School Journey for ENGLISH LANGUAGE PRIVATE SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024



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

### Students Outcomes

- In the Foundation Stage (FS), children's achievement in English, mathematics and science is mostly acceptable. In Primary, attainment in science is now good. Progress in Arabic as an additional language, English, and science has also improved and is good. Students make good progress in secondary and post-16 mathematics. Attainment in the latter is also good. Learning skills have improved in Primary and are now good in all phases.
- From very good beginnings in FS, students almost always behave very well, especially where teachers set high expectations. They conscientiously take opportunities for additional responsibilities. In Primary, Secondary and Post-16, students demonstrate very good understanding of Islamic values. Very good innovative learning across Primary, Secondary and Post-16 features novel applications of new technology, including drones in health and safety contexts.

### Provision For learners

- Teaching more effectively promotes active learning in FS and Primary. Although teachers plan lessons systematically, they have yet to use assessment information to ensure that learning activities consistently meet the needs of all groups of students, particularly in Primary and Secondary. In Post-16, good teaching, with the effective use of assessment data, features probing questioning which challenges and extends students' thinking.
- The school's improved curriculum provision better aligns with the National Curriculum for England (NCfE) standards. The primary science curriculum now includes regular laboratory-based experimental learning. In Primary and Secondary, students engage well with new integrated activities that support technological learning. A newly introduced design and technology programme extends vocational learning in Secondary. Curriculum adaptations meet the needs of groups most effectively in FS and Primary.
- The school's comprehensive arrangements for health and safety are based on accurate record-keeping and frequent reviews and refinements. These result in a safe and secure environment for students and members of staff. Child protection measures are communicated to all staff, alongside the systematic promotion of safe and healthy lifestyles. As a result of improved provision in Primary, the care and support of students are now good in all phases.

### Leadership and management

- The principal provides clear direction to the work of the school, ably supported by senior leaders and governors. School self-evaluation overestimates the level of students' outcomes in key subjects in some phases. Parent partnerships include improved communication and parental engagement with school improvement. Governors continue to exercise a caring influence and hold leaders well to account. The school is well-resourced.

### Highlights of the school:

- Students' very good knowledge and understanding of Islamic values and UAE culture, and their social responsibility and innovation skills.
- The curriculum design that has widened choice and improved opportunities for students' achievements.
- The good provision for the care and support of students, including their wellbeing, and the very good arrangements for health and safety.
- The clear leadership and direction of the principal and senior leaders, and the supportive influence of the governors, that are improving the work of the school

### Key recommendations:








- Raise students' achievement in all subjects and phases.
- Improve the quality of teaching and teachers' use of assessment information to plan learning activities that meet the needs of all groups of students.
- Improve the accuracy of school self-evaluation and the effectiveness of improvement planning.



# OVERALL SCHOOL PERFORMANCE

Acceptable

## 01 STUDENTS' ACHIEVEMENT

|   |                   | Foundation Stage | Primary        | Secondary      | Post-16        |
|---|-------------------|------------------|----------------|----------------|----------------|
| <br>Islamic Education                  | <b>Attainment</b> | Not applicable   | Acceptable     | Good           | Acceptable     |
|   | <b>Progress</b>   | Not applicable   | Good           | Good           | Good ↑         |
| <br>Arabic as a First Language        | <b>Attainment</b> | Not applicable   | Acceptable     | Acceptable     | Acceptable     |
|   | <b>Progress</b>   | Not applicable   | Good           | Acceptable     | Acceptable     |
| <br>Arabic as an Additional Language | <b>Attainment</b> | Not applicable   | Acceptable     | Acceptable     | Not applicable |
|   | <b>Progress</b>   | Not applicable   | Good ↑         | Acceptable     | Not applicable |
| <br>Language of instruction          | <b>Attainment</b> | Not applicable   | Not applicable | Not applicable | Not applicable |
|   | <b>Progress</b>   | Not applicable   | Not applicable | Not applicable | Not applicable |
| <br>English                          | <b>Attainment</b> | Acceptable       | Acceptable     | Good           | Good           |
|   | <b>Progress</b>   | Acceptable       | Good ↑         | Good           | Good           |
| <br>Mathematics                      | <b>Attainment</b> | Acceptable       | Acceptable     | Acceptable     | Good ↑         |
|   | <b>Progress</b>   | Good             | Acceptable     | Good ↑         | Good ↑         |
| <br>Science                          | <b>Attainment</b> | Acceptable       | Good ↑         | Acceptable     | Acceptable     |
|   | <b>Progress</b>   | Acceptable       | Good ↑         | Acceptable ↓   | Good           |
|   |                   | Foundation Stage | Primary        | Secondary      | Post-16        |
| Learning skills   |                   | Good             | Good ↑         | Good           | Good           |



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

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

|                                      | Foundation Stage | Primary | Secondary  | Post-16    |
|--------------------------------------|------------------|---------|------------|------------|
| Curriculum design and implementation | Good ↑           | Good ↑  | Good ↑     | Good ↑     |
| Curriculum adaptation                | Good ↑           | Good ↑  | 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 | Very good ↑      | Very good ↑ | Very good ↑ | Very good ↑ |
| Care and support   | Good             | Good ↑      | Good        | Good        |

## 06 LEADERSHIP AND MANAGEMENT

|   |            |
|---|------------|
| The effectiveness of leadership                 | Acceptable |
| School self-evaluation and improvement planning | Acceptable |
| Parents and the community                       | Good ↑     |
| Governance                                      | Good       |
| Management, staffing, facilities and resources  | 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>    |                       |
|   | <b>Whole school</b> | <b>Emirati cohort</b> |
| <b>B. International and Benchmark Achievement</b>   | <b>Very good</b>    | <b>Good</b>           |
| <ul style="list-style-type: none"> <li>With an average score of 561, the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 17 points. Over two years in benchmark assessments, in science students improved to an outstanding judgement, and in English and mathematics students improved to very good. Emirati students, on average, attained a good judgement in all three subjects.</li> </ul>  |                     |                       |
| <b>C. Leadership: International and Emirati Achievement</b>   | <b>Acceptable</b>   |                       |
| <ul style="list-style-type: none"> <li>Some senior and most middle leaders possess a reasonable understanding of the subject skills aligned with proficiency levels and international benchmarks. Their efforts to address identified gaps have not consistently translated into significant improvements in students' progress. The National Agenda action plans are coherent and include improvement targets and processes. However, they lack sufficient alignment with specific National Agenda Parameter (NAP) data analyses and targets. Action plans do not focus sufficiently on the closure of skills gaps.</li> </ul> |                     |                       |
|   | <b>Whole school</b> | <b>Emirati cohort</b> |
| <b>D. Teaching and Learning: Improving reading literacy</b>   | <b>Acceptable</b>   | <b>Acceptable</b>     |

- The school's recent reading literacy skills profile indicates that most students have achieved an adequate level of reading literacy scores, with improving reading outcomes in the upper phases. While a majority of teachers use assessment information from reading benchmark reports to plan interventions, their understanding of students' reading needs is still developing. This has resulted in inconsistent intervention practices, although there is improvement driven by purposeful initiatives led by senior leaders.

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

#### For Development:

- Ensure that all teachers have a proficient understanding of the use of NAP data to plan and implement purposeful interventions.
- Ensure that leaders make greater reference to the skills gaps identified from benchmark tests in National Agenda action plans and, when implemented, that they are rigorously monitored for impact.



## 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 outcome is at a good level.**

- School leaders and governors demonstrate a commitment to wellbeing. Whole school activity themes are promoted by the wellbeing team and student leaders. Students experience a positive, supportive, community environment and have access to a number of responsible adults, including the counsellor and wellbeing leaders. Many receive support from those older students who have clear responsibilities for welfare across the school. Data collection is regular and informs decisions regarding personal and emotional needs.
- Students exercise influence through their leadership roles and an active school council. Members of staff receive regular training to perform their duties. Morale is high, and staff are well supported by senior leaders and governors. Relationships between staff and students are respectful. Most classrooms are well managed, resulting in good levels of behaviour. Parents are close partners with the school. They report strong levels of satisfaction with school communications, wellbeing guidance and the support for their children's welfare.
- Weekly curricular opportunities to develop aspects of wellbeing increasingly feature in most aspects of school life. Despite the overall positive classroom climates, in a minority of lessons teaching fails to inspire, and tasks do not sufficiently match students' needs. Students support one another well. They know how to keep safe online. They feel well known and valued as individuals. Whole-school themed events promote healthy lifestyles. Medical staff regularly monitor students' physical health and wellbeing.

#### **For Development:**

- Ensure that all classrooms have a consistently positive climate so that all students are fully engaged in learning.
- Ensure that more students follow school advice by adopting a healthy lifestyle.

## UAE Social Studies and Moral Education

- The school teaches moral, social and cultural studies (MSCS) as a stand-alone subject. It is taught in English from Year 2 to Year 13 and also in Arabic from Year 2 to Year 5. The subject is taught by six specialist teachers. Homeroom teachers deliver MSCS in Year 2. The curriculum is mapped against the UAE framework, with detailed schemes of work for each year group.
- Teaching develops knowledge, skills and understanding through project-based learning linked to the domains of the MSCS framework. There are strong cross-curricular links. Students develop strong personal and moral values through their studies. Assessment is based on a range of in-class observations, both oral and written. Teachers track students' progress through individual portfolios. Self-evaluation surveys enable students to set their own targets.

## Arabic in Early Years

- Arabic is taught in FS2 and Year 1 by four qualified teachers. Children with Arabic as a first language are taught for 80 minutes per week in FS2 and 200 minutes in Year 1. Those learning Arabic as an additional language are taught for 200 minutes per week. The curriculum is based on the Ministry of Education (MoE) standards for this age group. Children are taught the alphabetical sounds and shapes, along with simple vocabulary. The focus is on developing listening and speaking skills by providing opportunities for children to use the language. On-going assessments are mainly used, with the outcomes reported to parents.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

| ISLAMIC EDUCATION |                  |            |           |            |
|-------------------|------------------|------------|-----------|------------|
|                   | Foundation Stage | Primary    | Secondary | Post-16    |
| <b>Attainment</b> | Not applicable   | Acceptable | Good      | Acceptable |
| <b>Progress</b>   | Not applicable   | Good       | Good      | Good ↑     |

- In Primary, students are aware of Islamic etiquette, while in Secondary, students can recite the Holy Qur'an using Tajweed rules. In Post-16, students develop their research skills using technology efficiently to explore everyday issues.
- In all phases, students link their understanding of Islamic rules to their daily lives in the UAE and to Emirati culture. This integration helps students to practise the teachings of Islam.
- Emphasis is given to Holy Qur'an and Hadith recitation skills, especially in primary classes for speakers of Arabic. Students have too little time for independent learning or to develop higher order thinking skills.

### For Development:

- Develop students' Holy Qur'an and Hadith memorisation skills in all phases.
- Allow more time for students to engage in independent learning and develop their higher order thinking skills.

**ARABIC AS A FIRST LANGUAGE**

|                   | Foundation Stage | Primary    | Secondary  | Post-16    |
|-------------------|------------------|------------|------------|------------|
| <b>Attainment</b> | Not applicable   | Acceptable | Acceptable | Acceptable |
| <b>Progress</b>   | Not applicable   | Good       | Acceptable | Acceptable |

- Primary students' listening and reading comprehension skills are improving faster than those of students in Secondary and Post-16. Post-16 students' progress in reading and writing is better than in speaking. Girls make better progress than boys.
- Primary students can read and analyse texts at various levels. Creative writing skills are more evident in Post - 16. Students listen well and demonstrate understanding of challenging learning tasks, particularly in Post-16.
- Across the phases, students are less skilled in speaking standard Arabic with the use of accurate grammar. However, their writing skills are improving. The use of online Arabic reading applications and participation in Arabic competitions enhance students' language acquisition, particularly in Primary.

**For Development:**

- Improve students' speaking skills by providing them with more opportunities to express their opinions and discuss issues

**ARABIC AS AN ADDITIONAL LANGUAGE**

|                   | Foundation Stage | Primary    | Secondary  | Post-16        |
|-------------------|------------------|------------|------------|----------------|
| <b>Attainment</b> | Not applicable   | Acceptable | Acceptable | Not applicable |
| <b>Progress</b>   | Not applicable   | Good ↑     | Acceptable | Not applicable |

- The majority of primary students make clear progress in listening, speaking, grammar use and reading comprehension. The majority of secondary students can understand information contained in short texts on familiar issues. However, they do not always build quickly enough on prior learning.
- Primary students understand high frequency words and phrases. They can create short sentences. Secondary students' reading and comprehension skills are inconsistently developed. Structured writing improves in both phases through creative tasks. The use of free dialogue is improving, during the more successful lessons.
- Grouping learners by attainment levels enables targeted interventions. Students supplement their learning with a variety of reading resources, including Arabic books and a digital reading platform. These resources help students to improve their reading and speaking skills as a result.

**For Development:**

- Improve students' fluency in the use of spoken Arabic.

**ENGLISH**

|                   | Foundation Stage | Primary    | Secondary | Post-16 |
|-------------------|------------------|------------|-----------|---------|
| <b>Attainment</b> | Acceptable       | Acceptable | Good      | Good    |
| <b>Progress</b>   | Acceptable       | Good ↑     | Good      | Good    |

- Across the school, students make rapid progress in listening, speaking and reading. In FS, children make better progress in listening and speaking. Across the phases, boys and girls make similar progress. Most have a suitably wide vocabulary for their ages.
- Students progressively understand narrative structures, from pictorial sequencing in FS to textual in Primary. In Secondary, students explore different writing styles, while post-16 students insightfully analyse more complex texts. Secondary and post-16 students generally write well for different audiences and purposes.
- The strong focus on reading and literacy positively impacts students' progress, particularly in Primary. Where progress is constrained, students lack sufficient guidance, or activities are too rushed. The redrafting of writing is underused in Primary, particularly in relation to accuracy in spelling, punctuation and grammar.

**For Development:**

- Improve writing skills in Primary by building on students' increasingly wide vocabulary and ensuring they use accurate punctuation, grammar and spelling.

**MATHEMATICS**

|                   | Foundation Stage | Primary    | Secondary  | Post-16 |
|-------------------|------------------|------------|------------|---------|
| <b>Attainment</b> | Acceptable       | Acceptable | Acceptable | Good ↑  |
| <b>Progress</b>   | Good             | Acceptable | Good ↑     | Good ↑  |

- School assessment data indicate that students' achievement is strong, but lower in upper Primary and lower Secondary. Achievement in lessons and students' work is inconsistent, but broadly matches school data. However, in Primary it is constrained by the inconsistent quality of teaching.
- In FS, structured play helps to establish number concept. Across the upper phases, there is a focus on mathematical thinking and applying formulae accurately. Problem-solving and critical thinking and the use of practical materials are too often missing in Primary and, occasionally, in lower Secondary.
- The school prioritises fluency in mental mathematics, using dedicated time and online resources. This insufficiently challenges more able students. External examination outcomes are now improving in the upper phases, but mathematical investigations in Primary are underemphasised.

**For Development:**

- Ensure that mental mathematics activities are appropriately challenging for higher attaining students.
- Ensure that in Primary, problem-solving, critical thinking and the use of practical materials are core parts of lessons.

**SCIENCE**

|                   | Foundation Stage | Primary | Secondary    | Post-16    |
|-------------------|------------------|---------|--------------|------------|
| <b>Attainment</b> | Acceptable       | Good ↑  | Acceptable   | Acceptable |
| <b>Progress</b>   | Acceptable       | Good ↑  | Acceptable ↓ | Good       |

- In FS, children`s scientific knowledge is evolving alongside their other skills. In Secondary, students make expected progress and acquire knowledge at a steady rate. In Primary and Post-16, students make better than expected progress and deepen their understanding through more inquiry-based learning.
- In most phases, students gain satisfactory knowledge and understanding of science concepts, but their accurate recall of specific terminology is inconsistent, especially in FS and lower Primary. Primary students` skills of observation, hypothesising and recording develop well in laboratory lessons.
- Improvements have been made to ensure that opportunities for inquiry are included in the primary programme of study. However, in FS and Secondary, opportunities to include scientific inquiry in lessons are often missed.

**For Development:**

- Implement a programme of regular inquiry and practical learning from FS to Post-16.
- Strengthen students` understanding of the scientific method, particularly in FS and Secondary.
- Ensure that scientific terminology is systematically rehearsed in all science lessons, particularly in FS and lower Primary.

**LEARNING SKILLS**

|                        | Foundation Stage | Primary | Secondary | Post-16 |
|------------------------|------------------|---------|-----------|---------|
| <b>Learning skills</b> | Good             | Good ↑  | Good      | Good    |

- In all phases, most students are well motivated, enjoy learning and participate actively in lessons. Upper secondary and post-16 students take greater responsibility for learning, when given opportunities. Students work well in groups, sharing ideas and collaborating effectively.
- Students are able to connect different areas of learning in relation to the wider world. This is seen, for example, in Islamic Education, Arabic, English and science. Critical thinking is less strong, especially in Primary and lower Secondary.
- Students use technology to search for information but are less confident in carrying out extended research. Teachers` skills in enabling students to develop as independent learners are inconsistent.

**For Development:**

- Ensure that students develop research skills and are able to work independently throughout the school.
- Provide more opportunities for students to carry out meaningful research, take the initiative and think for themselves.



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

|                             | Foundation Stage | Primary | Secondary | Post-16   |
|-----------------------------|------------------|---------|-----------|-----------|
| <b>Personal development</b> | Very good ↑      | Good    | Very good | Very good |

- Most students show positive and responsible attitudes towards learning. Students in Secondary and Post-16 are self-disciplined, leading to positive behaviour which contributes significantly to the harmonious learning community. Some students in lower Primary are not quite so self-disciplined.
- In all phases, students show respect for one another and for all staff. They are considerate and feel a sense of community within the school. Students are aware of the different needs of those around them, and consistently help one another.
- Students, in all phases, demonstrate a sound understanding of healthy living. It is evident from lesson observations that the concept of a healthy diet is addressed across subjects. The impact of this is yet to be seen.

|  | Foundation Stage | Primary     | Secondary | Post-16   |
|--|------------------|-------------|-----------|-----------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Good             | Very good ↑ | Very good | Very good |

- In all phases, students express clearly how studying Islamic etiquette and rules helps them to appreciate the central role of Islamic values in the UAE. This helps them to integrate smoothly into daily life.
- In all phases, students respect the heritage and culture of the UAE. They respect the National Anthem and participate enthusiastically in celebrations such as National Day. They talk knowledgeably about traditional Emirati food and travel within the UAE.
- In Primary, Secondary and Post-16, students demonstrate a deep awareness and appreciation of their own cultures and those of others. They say that this broadens their perspectives and helps them to live in harmony and peace with others.

|  | Foundation Stage | Primary     | Secondary | Post-16   |
|--|------------------|-------------|-----------|-----------|
| <b>Social responsibility and innovation skills</b> | Good             | Very good ↑ | Very good | Very good |

- Students are proud of their school and enjoy roles such as prefects and councillors. In FS, children help to tidy up their classrooms and act as classroom leaders. They say that they are able to take on more responsibilities than they currently have.
- All students have a strong work ethic and welcome opportunities to be innovative. The primary team won the Mubarmij 50 robotics competition. Older students operate drones with confidence. Age-related opportunities such as these are not as well developed in FS.
- Students understand the importance of sustainability and other global issues. They created an eco-dome in the school grounds. Senior council members have given lessons to younger students on how to create a greener and more sustainable future.

### For Development:

- Encourage students in lower Primary to develop more self-disciplined behaviour.
- Develop a deeper understanding of cultural diversity in FS to stimulate curiosity and exploration.
- Enable children in FS to take on more roles of responsibility and opportunities to develop their own projects.

## 03 TEACHING AND ASSESSMENT

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

- Most teachers know their subjects well. Some are less knowledgeable about how students learn, especially younger students. Teachers' lesson planning ensures a consistent approach. They mostly manage time well but, in Primary, activities are sometimes rushed, and students cannot consolidate learning.
- The language-rich learning environment in FS enhances children's experiences. Questioning effectively checks students' learning. Teachers, especially in Post-16, often ask probing questions to encourage extended responses, but this is inconsistent in the other phases. Consequent superficial dialogue limits students' opportunities to develop their ideas.
- Teaching generally meets the needs of different ability groups and supports students of determination well, but more able students are not always challenged sufficiently. Initiatives to develop independent learning and innovation skills are positive but have had limited impact.

|            | Foundation Stage | Primary    | Secondary  | Post-16 |
|------------|------------------|------------|------------|---------|
| Assessment | Acceptable       | Acceptable | Acceptable | Good    |

- In all phases, internal assessment procedures provide consistency and coherence, offering reliable measures of students' progress. Collected data are systematically tracked in all phases. Classroom assessment practices to match tasks and activities to students' attainment levels are underdeveloped in FS, Primary and Secondary.
- In Post-16, assessment information is used well to plan learning activities. The information informs the provision of effective short-term interventions. However, in other phases, classroom practice is variable, resulting in students' needs not always being fully met.
- Leaders have improved the quality of data analysis and its use in informing teaching and curriculum planning. However, the impact of this practice is not yet fully evident in classrooms or impacting positively enough on students' outcomes, particularly in FS, Primary and Secondary.

### For Development:

- Encourage teachers to use the full range of questioning techniques to maximise students' learning and progress.
- Ensure the full use of assessment information in FS, Primary and Secondary, to plan learning activities that match the needs of individuals and groups.

**04 CURRICULUM**

|   | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|---------|-----------|---------|
| <b>Curriculum design and implementation</b> | Good ↑           | Good ↑  | Good ↑    | Good ↑  |

- The requirements of the NCfE and the MoE are now met. In Secondary, the extension of the curriculum to include design and technology gives older students further academic options. In FS, curriculum redesign has been successful in improving children’s learning activities.
- The curriculum has now been fully aligned to match content with intended outcomes. Reviews ensure continuity and progression. Account is taken of learning gaps from data analysis to ensure that students are ready for the next phase of their education.
- The formation of the curriculum review leadership team has enabled a sharper and more sustained focus on the effectiveness of the curriculum. Improved provision includes revised cross-curricular links in lesson plans, and better integration of technology to improve provision.

|                              | Foundation Stage | Primary | Secondary  | Post-16    |
|------------------------------|------------------|---------|------------|------------|
| <b>Curriculum adaptation</b> | Good ↑           | Good ↑  | Acceptable | Acceptable |

- School assessment data and feedback are used to make curriculum modifications if required. Examples include the improved provision for students of determination, and interventions in FS. Reviews lead to curriculum modifications, but do not take enough account of students’ and parents’ experiences.
- Students have several opportunities to take part in extra-curricular activities. However, meaningful and challenging opportunities for social contributions and enterprise are underdeveloped in the upper phases.
- Science, technology, engineering and mathematics (STEM) lessons are a key curriculum initiative across the school. The programme is well resourced with designated rooms and up-to-date equipment. Appropriate learning experiences help students to develop a broad understanding of the culture and society of the UAE. This is well embedded in all phases.

**For Development:**

- Expand social contribution and enterprise opportunities for older students to ensure that they are challenged and motivated.
- Ensure that more account is taken of the experiences of students and parents in the curriculum review process.

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

|  | Foundation Stage | Primary     | Secondary   | Post-16     |
|--|------------------|-------------|-------------|-------------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Very good ↑      | Very good ↑ | Very good ↑ | Very good ↑ |

- Procedures and staff training for the care, welfare and safeguarding of students are highly effective. All safety checks meet requirements. Records are thorough and maintained systematically. Security of access to the school is rigorous. Transport arrangements for students are carefully monitored.
- Safe and healthy lifestyles are promoted very well through the curriculum and the care provided by the school's medical team. Of equal importance is the school's work to promote mental health awareness and the care given to students' wellbeing.
- The school premises meet the needs of all, including students of determination, and are maintained very well. Improvements since the previous inspection have been well focused and include additional exit and entrance points which aid the safety of movement around the school.

|                         | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------------|------------------|---------|-----------|---------|
| <b>Care and support</b> | Good             | Good ↑  | Good      | Good    |

- Shared respect and trusting relationships ensure that the school has a welcoming and positive community atmosphere. The high expectations of behaviour are met consistently by most students. Effective systems for monitoring attendance and punctuality support high levels of attendance.
- Students of determination and those with a range of differing needs are accurately identified. Overall, they receive good support. In a minority of lessons, planning does not take sufficient account of assessment information to plan tasks that match students' needs, particularly those of higher attaining students.
- Personal care and wellbeing are school priorities. Students have ready access to individual advice and regular guidance for academic development. Older students receive good quality personalised support for course and career options.

### For Development:

- Ensure that, in all lessons, tasks are consistently matched to individual needs

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- This is a caring and inclusive school. Governors and school leaders have a clear commitment to providing well-resourced provision for students of determination. This is evidenced by the expansion of the support team, ably led by the inclusion leader.
- There are good procedures to identify the needs of students of determination. A range of assessment strategies, and the use of outside specialists, ensure that individual barriers to learning are accurately identified. Students who are gifted and talented are recognised, but in some lessons, tasks do not sufficiently challenge them.
- Partnerships with parents are positive. Parents appreciate the advice that they receive and the quality of support for their children. Regular meetings involve parents in reviewing and forming the agreed plans for support.
- Individual education plans (IEPs) focus clearly on students' prime needs. They include clear measurable goals and updates on progress. These are not always referred to by teachers when planning lessons or the modifications necessary to meet specific requirements.
- Most students make good progress towards achieving their individual goals. Whole school systems for monitoring progress accurately identify the achievement of students of determination against academic and personal targets. Students make consistent gains in their learning when they receive individual and group support from the inclusion team.

#### For Development:

- Ensure that all teachers take account of individual needs when planning and delivering lessons, particularly for students of determination and those who are gifted and talented.
- Ensure that all lesson plans contain goals for students of determination, clear expectations and measurable outcomes.

## 06 LEADERSHIP AND MANAGEMENT

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

- The principal’s clear vision and strategic direction supports other leaders in establishing a positive learning culture throughout the school. Middle leaders are held accountable for achievement, but improvement in students’ outcomes remains inconsistent across subjects and phases. The curriculum development team has affected improvement across all phases. Leaders at all levels have the capacity to drive further improvements. Morale across the school is very positive.
- Comprehensive data analyses increasingly inform school self-evaluation and improvement planning. Subject leaders’ classroom observations evaluate the quality of students’ outcomes in lessons. This complements senior leaders’ learning walks, but moderation arrangements result in some overoptimistic evaluations of the level of attainment. Not all goals in the school improvement plan are yet linked to sufficiently detailed, measurable, criteria. Action in response to the previous report results in more systematic teaching and more active learning.
- Leaders have extended the range and frequency of communication with parents. The new parents’ council supports more effective communication between parents and school staff. As a result, parents feel better informed and more encouraged to contribute views and ideas on school improvement. Parents find reports informative. They value the parent-teacher meetings that are now arranged at more accessible times. Effective partnerships with community organisations, and especially with local and international universities, benefit senior students in particular.
- Governance prominently values stakeholders’ views. Governors inform themselves in detail about the quality of the work of the school, including students’ outcomes. Judicious partnership provides external expertise to help governors hold school leaders accountable for the school’s performance. Governors exercise caring influence in support of the school’s inclusive ethos and improving provision for learners. Governors willingly fund facilities and resources to support students’ active learning, and their academic and wider achievement.
- Well-managed daily routines create and maintain an orderly learning environment across the school. The school is appropriately staffed to fulfil its mission and vision. Consistently effective application of relevant professional training in classroom management, systematic lesson planning and teachers’ use of assessment remain in the process of development. Since the previous inspection report, leaders have partially alleviated crowded classrooms in primary. New facilities promote students’ engagement with technological education.

### For Development:

- Ensure that middle leaders improve students’ outcomes to at least a good level in all subjects and phases
- Ensure that all improvement plans are based on accurate information and specify success criteria and measurable targets.





## 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)