



المعرفة
Knowledge



CEDAR SCHOOL L.L.C

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqa'a 1
	Opening year of school	2021
	Website	www.cedarschool.ae
	Telephone	043803902
	Principal	Satya Klever
	Principal - date appointed	1/11/2024
	Language of instruction	English
	Inspection dates	26 to 01 March 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 12
	Grades or year groups	FS1 to Year 8
	Number of students on roll	359
	Number of Emirati students	29
	Number of students of determination	40
	Largest nationality group of students	Arab



TEACHERS

	Number of teachers	32
	Largest nationality group of teachers	South African
	Number of teaching assistants	13
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	None
	Accreditation	None

School Journey for CEDAR SCHOOL L.L.C

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2023-2024

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' achievement in Islamic Education, English, mathematics and science is mostly acceptable in all phases. Good progress is made in English and mathematics in Primary. Achievement in Arabic as a first language, is weak. Although students' attainment in Arabic as an additional language, is weak, their progress is acceptable. Students' learning skills are acceptable across the school.
- Students' behaviour and relationships are generally positive. Most students understand and respect the school rules. They understand the benefits of a healthy lifestyle. Students have a basic understanding of Islamic values and their influence on daily life in the UAE. They willingly take on roles of responsibility.

Provision For learners

- Most teachers plan to provide lessons that engage and motivate students. However, inconsistency in teachers' classroom management skills leads to the disengagement of some students. Teaching strategies to develop students' independent learning skills are most successful in Primary. Assessment processes are not always aligned to the curriculum.
- The school curriculum is appropriately aligned to the National Curriculum for England (NCfE) and the Early Years Foundation Stage (EYFS) framework and meets the requirements of the Ministry of Education (MoE), The curriculum is reviewed termly to refine provision and inform curriculum planning. Curriculum adaptations do not always meet the different needs of students. Students benefit from a range of extra-curricular activities.
- The school has strong safeguarding policies in place. Students generally feel safe and are aware of whom they should approach if they need support. Most relationships between staff and students are positive and courteous. Strategies to support regular attendance and punctuality are not fully effective. Systems for identifying students of determination are effective and there are developing procedures for identifying those who are gifted and talented.

Leadership and management

- The newly appointed leader has a clear vision for the school. Improvement plans have yet to be embedded and impact on the school's performance. Parents are generally supportive. Governors have supported the school in the absence of a principal and a high rate of teacher turnover. Not all teachers have experience of the NCfE. The daily management of the school is effective.

Highlights of the school:

- The progress of primary students in English and mathematics
- The health and safety arrangements, including child protection and safeguarding

Key recommendations:

- Improve progress and raise attainment in all subjects, especially in Arabic,
- Stabilise staffing and ensure that leaders and teachers have experience of the NCfE.
- Improve the quality and consistency of teaching in all phases.
- Ensure that all assessments are accurately aligned to the curriculum standards.



OVERALL SCHOOL PERFORMANCE

Acceptable

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	Weak	Weak
	Progress	Not applicable	Weak	Weak
 Arabic as an Additional Language	Attainment	Not applicable	Weak	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	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Weak

- In the National Agenda Parameter (NAP) benchmark tests, progression in English, mathematics and science was acceptable. The progression of the Emirati cohort was weak. The school did not take part in the 2021 Progress in International Reading Literacy Study (PIRLS) test.

C. Leadership: International and Emirati Achievement	Acceptable	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- A majority of leaders understand how subject knowledge and skills align with the international benchmark levels and the NAP tests. They are aware of the gaps identified in the benchmark reports, particularly in reading and the performance of Emirati students.
- The school has a reading development plan which is designed to promote a culture of reading and support improvement. Current assessments indicate that a majority of students, including Emirati students, are reading in line with their age-related expectations.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Raise students' attainment and progression in NAP benchmark tests,
- Raise the attainment of Emirati students so that they are at least consistent with their fellow students.
- Improve students' reading literacy skills.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

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

- School leaders promote and understand wellbeing principles and foster a sense of a supportive school community. Although leaders assess the wellbeing climate through regular surveys, they have not yet investigated the reason why a relatively high proportion of parents and students say they are unclear about the school's wellbeing provision. There is a suitably planned staff professional development programme and curriculum enrichment for students, such as, the 'Meet a Mentor' scheme.
- Wellbeing ambassadors convey students' opinions to school leaders. Students and parents point to improvements which have occurred as a result of their feedback. They are confident that staff listen to their views and provide helpful guidance when needed. Improving monitoring systems identify students who might benefit from support. Referral systems are effective and lead to general wellbeing improvements. Staff say that considerate induction and mentoring arrangements help them to settle and support a positive work-life balance.
- The curriculum has been partially modified to include wellbeing themes. In a few subjects, and particularly in the Arabic medium subjects, wellbeing planning links have not been successfully established. Students enjoy participating in academic, sporting and cultural extra-curricular activities. They demonstrate a developing awareness of their own wellbeing and most respect the needs of others. Students say that they receive helpful guidance about staying safe, including when online.

For Development:

- Investigate and address the reasons why parents and students are unclear about the school's wellbeing provision.
- Strengthen curriculum modifications so that wellbeing links are made in every subject.

UAE social studies and Moral Education

- The school teaches social studies using moral education and the Moral, Social and Cultural Studies (MSCS) framework. In Years 1 to 8 social studies and moral education are integrated and taught in 60-minute lessons. The topics are mapped to the NCfE humanities curriculum.
- In addition to lessons, social and moral values are covered in assemblies and by visiting speakers. Curriculum enhancements include the celebration of cultural events such as, National Day and Flag Day. Visits are also made to places of interest as the Louvre and Sharjah Wildlife Centre. Teachers record students' progress through formative tasks, summative tests, projects and end-of-term assessments.

Arabic in Early Years

- Arabic and non-Arabic children are taught together in FS and in Year 1. Children in FS have one 40 minute lesson a week, while in Year 1, students have two 50 minute lessons a week. Lessons are taught by two teachers. The school uses the MoE modified Arabic curriculum, with an emphasis on developing basic language skills. Learning is heavily teacher directed. Children are assessed in relation to the MoE standards. These assessments do not align with the Early Years' language learning goals.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- The school's internal assessments indicate higher levels of progress and attainment than observed in lessons and in students' recent work. Most students in both phases, have a basic understanding of Islamic concepts and principles.
- Students in both phases are making steady progress in their ability to memorise and recite the Holy Qur'an while applying the rules of Tajweed. Their knowledge of the Prophet's (PBUH) biography and companions is only at a fundamental stage of development.
- Students can discuss basic Islamic morals and ethics and give examples how to apply Islam etiquettes in everyday life. A minority of students, particularly in Secondary, can connect learned concepts to the relevant Hadiths and Surahs.

For Development:

- Enhance students' ability to provide evidence from Hadith and the Holy Qur'an.
- Ensure students have a deeper understanding of the Prophet's (PBUH) life and companions.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Weak	Weak

- Students' language skills are below the MoE required standards in both phases. Students use dialects and colloquial Arabic when speaking. The development of language skills and grammatical knowledge is insecure across the school. Students' knowledge and use of phonics is variable.
- Teachers' low expectations of what students can achieve are not high enough, and learning activities are often below the curriculum standards. This is limiting students' progress, particularly their reading comprehension and writing skills.
- Work in lessons is not well-matched to students' abilities and their needs. Not enough account is taken of students' starting points. In general, students perform better when engaged in learning activities that have relevance to their daily lives.

For Development:

- Raise progress and attainment in both phases.
- Improve students' fluency and use of standard Arabic in both phases.
- Enhance students' ability to read and write with the accurate use of grammar and spelling.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable

- Across both phases, internal data does not align with the curriculum standards. In lower Primary, students make more progress from their initial starting points than those in upper Primary.
- In both phases, students have weak speaking and writing skills. Overall, students lack confidence in using Arabic to start conversations. Writing skills are generally limited to copying texts. Limited vocabulary has an adverse impact on students' reading comprehension skills.
- Students' learning needs and abilities are not accurately identified, and students are not grouped according to their years of learning Arabic. As a result, work planned in lessons is not always well matched to their abilities.

For Development:

- Raise progress and attainment in both phases.
- Enhance students' vocabulary and provide more opportunities for them to talk about familiar topics in lessons.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- Most primary students make fast progress in speaking and listening. In FS children's progress in understanding letters and sounds is not fast enough and they are not able to decode simple words.
- Most students develop language and grammar skills steadily and assessments show attainment is in line with curriculum expectations. However, there are insufficient opportunities for more able students, particularly in Year 6 and Secondary, to writing extensively or to read texts in greater depth.
- By Years 4 and 5, students make good progress in understanding vocabulary, they read stories and reflect on them in simple, grammatically correct sentences. However, reading skills are not well-monitored and students' individual progress is not closely tracked.

For Development:

- Improve children's phonic skills in FS.
- Raise reading standards across the school.
- Ensure that higher attaining students are provided with appropriately challenging reading and writing activities, particularly in Year 6 and Secondary.

MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- Across all phases, the achievement of most students is in line with curriculum expectations. However, the progress of students in Primary is above expectations because learning activities are more closely matched to their needs and abilities.
- A strength of mathematics is the embedding and development of number as students' progress through the school. In Year 2, they partition numbers to help them identify place value. By Year 5 students are using a variety of strategies to solve problems.
- The introduction of mental arithmetic starter activities, at the beginning of each lesson, is slowly improving students' familiarity with number and the speed at which they can compute. However, this is not a consistent feature of lessons across the phases.

For Development:

- Raise students' progress and attainment in all phases.
- Provide mental arithmetic exercises as starter activities in all lessons.

SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- External tests, lesson observations and students' work show attainment and progress to be in line with curriculum expectations in all phases. Internal assessments, however, show students' performance to be above. Most students demonstrate appropriate knowledge and understanding of physical and life sciences.
- Practical work is developing, but activities do not extend students' scientific skills as fully as they should. In FS, children use their senses to explore the world around them and older students classify, ask questions and make observations. Opportunities to investigate their own ideas, hypothesise and conclude are limited.
- In the stronger lessons, planning and effective questioning enhance the development of critical thinking. Students are introduced to key scientific vocabulary in lessons, but students' use of appropriate vocabulary is still a developing feature of learning in science.

For Development:

- Improve progress and raise attainment in all phases.
- Provide more opportunities for students to plan and execute investigations independently.
- Improve students' ability to observe, measure, record and analyse as essential components of scientific experimentation.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- Most students enjoy learning and demonstrate positive attitudes to school. They have a reasonable understanding of what they need to do to improve their work. Primary students take increased responsibility for their own learning, particularly in English and mathematics. Children in FS are overly reliant on their teachers.
- As students' progress through the school, their collaboration skills develop and most work well in small groups. Their interactions are positive and enquiry skills improve over time. However, in some lessons, students are only passively engaged, particularly in upper Primary and Secondary.
- Students make connections between their learning with everyday life. Students' critical thinking and problem-solving skills are limited. They rarely use learning technology for independent research and investigation.

For Development:

- Encourage children in FS to be more self-reliant by providing them with more choices in their learning activities.
- Ensure all students are actively engaged in all lessons.
- Where appropriate, provide opportunities for students to use technology to support their learning.

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

	Foundation Stage	Primary	Secondary
Personal development	Acceptable	Acceptable	Acceptable

- Most students have responsible attitudes. However, their behaviour in lessons is inconsistent. Although most students manage their own behaviour and respect the school rules a few, need to be reminded. Incidents of bullying, although uncommon, are well managed by the school.
- Most relationships between students and members of staff are based upon mutual respect. Students are aware of the inclusive nature of the school. They support students of determination and value their relationships with them. During break and around the school, most students cooperate well together.
- Students are aware of the importance of healthy eating, but not all make healthy food choices. Older students' opportunities for recreational activity during break times are limited. Students do not take enough responsibility for attendance and punctuality.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable

- Students exhibit a basic understanding of Islamic values such as, tolerance and respect. Their understanding of the significance and influence of Islamic values on daily life in the UAE is more secure. They participate willingly in the few Islamic events the school initiates.
- Students acknowledge and appreciate Emirati heritage and culture. They demonstrate an awareness and understanding of their significance in the UAE. They celebrate Haq Al Laila, an Emirati tradition in the build-up to Ramadan, and the Flag Day national event.
- Students possess knowledge about their own cultures, which they occasionally celebrate. While they are aware of cultural diversity worldwide, their knowledge is superficial. They seldom celebrate the different cultural backgrounds represented in the school.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students willingly take on several leadership roles. The student council represents students' views and contributes to the development of the school. Class representatives support teachers in lessons. Leadership opportunities beyond the school are limited.
- Students enjoy their work. They are happily involved in projects but rarely initiate them. Students in the uppers years are engaged in curriculum related projects, particularly science technology, engineering and mathematics (STEM) projects. Students show pride in their work which is displayed around the school.
- Students' understanding of environmental issues and sustainability is developing. A few students take care of their school environment. Students understand the need for, but do not participate in, activities that promote it.

For Development:

- Ensure that all students take full responsibility for their behaviour, attendance and punctuality.
- Enhance students' knowledge and understanding of the similarities and differences of a broader range of world cultures.
- Provide students with more leadership and volunteering opportunities, to initiate projects related to environmental sustainability.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers provide positive lesson environments in relationships that are supportive and motivate students to learn. Teaching to develop students' independent learning skills is more successful in Primary. Teachers' classroom management skills are not always effective, particularly in Year 6 and Secondary, which leads to student disengagement.
- Teachers have secure subject knowledge. Almost all teachers plan activities to meet the learning needs of students of different abilities, although this is not effective in the Arabic medium subjects, where all students work at the same tasks and at the same time.
- In Primary, teachers of English, mathematics and science use stimulating resources to deliver practical and active learning tasks that engage students. However, in some secondary lessons, progress is limited because the pace is either too fast or too slow, meaning that students, particularly the more able, are not appropriately challenged.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Across all of the phases, assessment processes are generally aligned to the curriculum standards. Measurements of attainment are more accurate than progress due to the insecure nature of some of the historical data.
- Progress data on individuals and groups is analysed but the depth of this analysis is insufficiently detailed. As a result, anomalies in the data are often missed.
- The school is now working on developing the use of assessment to improve teaching and learning. All teachers are supplied with the data, and some are now beginning to use it to inform their planning, so that learning activities are more closely matched to students' needs and abilities.

For Development:

- Improve the effectiveness of teachers' classroom management skills, particularly in Year 6 and Secondary.
- Ensure that the management of time in lessons allows students to complete their work particularly in Arabic medium subjects.
- Ensure that all assessments are aligned closely to the curriculum standards so that information on students' attainment and progress is accurate.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is aligned with the NCfE and the EYFS framework and meets the requirements of the MoE.
- The primary and secondary curricula are reviewed termly to refine provision and inform curriculum plans and students' learning journeys. Continuity and progression are planned to ensure learning is sequenced and knowledge builds within units and across years.
- The curriculum is not yet effectively mapped to ensure cross-curricular themes are systematically planned. While teachers identify cross-curricular links in their lesson plans, they do not always focus on them sufficiently in lessons. As a result, opportunities to transfer learning across subjects are not always taken.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Teachers use assessment information to identify students' strengths and weaknesses. Teachers plan lessons to implement curriculum adaptations to meet students' needs, but implementation in lessons is not effective. The curriculum does not yet provide sufficient challenge to meet the needs of all students.
- Students benefit from a range of extra-curricular activities to enhance their experiences and personal development. Termly STEM projects are starting to enhance the curriculum and support creativity, but students have limited opportunities to develop their enterprise and innovation skills.
- Students' understanding and appreciation of Emirati culture and Islamic values are explored through whole school events. Learning experiences to develop greater awareness of UAE values and traditions are planned in most lessons but are not consistently used to promote students' understanding.

For Development:

- Modify the curriculum more skilfully to meet the needs of different groups of students.
- Plan more systematic cross-curricular links and provide more opportunities for students to be innovative and enterprising.

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

- The school has strong safeguarding policies in place. These are known to all members of staff, students and parents. Students generally feel safe and are aware of who to talk to if they have any concerns. The school keeps a record of all issues and addresses them promptly in line with the policy.
- The school is well maintained, clean and secure. The premises are accessible to all. Potential risks are recorded, and staff take steps to ensure students' safety at all times. Students are well supervised around the school, at dismissal, and when on school transport.
- The clinic is well equipped. The medical staff cater for the daily needs of the students. Injuries and medication are well documented and stored. The school's promotion of a safe and healthy lifestyle is limited.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable	Acceptable

- Most of the time there are positive relationships between staff and students. In a few lessons, the disruptive behaviour of a few slows students' progress. School leaders are revising plans to improve students' attendance and punctuality from their current levels.
- There are reliable systems for identifying students of determination but a less well-developed systems for the identification of the gifted and talented. The implementation of students' individual education plans (IEPs) by classroom teachers is inconsistent, particularly in the Arabic medium subjects.
- The school provides appropriate guidance for students, their wellbeing is regularly monitored. Students and their parents know who can help them if they have concerns.

For Development:

- Enhance the promotion of healthy and safe lifestyles in all aspects of school life.
- Strengthen behaviour management systems and ensure that they are applied consistently in all lessons.
- Strengthen systems for improving attendance and punctuality.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- School leaders demonstrate a positive commitment to promoting an inclusive learning environment. An appropriately qualified and experienced head of inclusion has been appointed and resources are matched to students' needs. They ensure that students of determination are fully included in all activities.
- There are effective systems for identifying students of determination but less clarity about identifying those who are gifted and talented. Student's IEPs provide focused attention on students' learning or behavioural needs and helpful guidance on teaching strategies.
- Partnerships with parents are strong. Communication is regular and the programme of coffee mornings and workshops helps parents to improve their awareness of their children's learning needs and the sharing of ideas on how barriers can be addressed.
- Curriculum modification to meet the needs of students of determination across different subjects is inconsistent. Teachers do not always follow the guidance in IEPs. In lessons in the inclusion room, IEPs are closely followed with the result that students progress steadily towards their objectives.
- The assessment and tracking systems provide relevant information on students' achievement and demonstrate that most students make the expected levels of progress over time. Teachers' marking of work indicates that they do not always understand the specific learning needs that affect students' achievements.

For Development:

- Ensure that Student's IEPs are understood and followed by all teachers in all lessons.
- Strengthen systems for identifying gifted and talented students.

06 LEADERSHIP AND MANAGEMENT

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

- The recently appointed principal has a clear vision for the school. Action plans have now been put in place to improve the school's performance. These have yet to be embedded and impact on students' outcomes. Leaders are committed to inclusion, wellbeing and the National Agenda. School leaders, particularly middle leaders, have variable levels of knowledge of the NCfE and MoE curricula, and effective teaching practices. The morale of staff is generally positive.
- The school has developed self-evaluation processes which take account of internal and external assessment data. Use has been made of external support to develop the school's improvement plans. The plans do not place enough emphasis on students' outcomes. Recent changes in leadership have delayed the development of these plans. Leaders' monitoring of the effectiveness of teaching is inconsistent and does not focus enough on the progress students make in lessons.
- The school continuously updates parents with all relevant information. Recently, the school has adopted an open-door policy to improve communication. Parents receive weekly newsletter and online platforms are being introduced to enhance communication. Parents of students of determination are well informed about their children's progress and have direct contact with the inclusion department. Local and national partnerships to enhance students' learning experiences are limited.
- The school's governing structure includes the owners, parents, educational experts and students. The board seeks parents' view through surveys. Governors have supported the school in the absence of a principal. They are keen on ensuring stability to improve students' outcomes. They are committed to the improvement plans being introduced by the new school leadership. The monthly meetings with the principal and the external reviews inform governors of the performance of the school.
- The day-to-day management of the school is effective. Most students are familiar with the school routines. The timetable maximises learning time in most subjects. Although teachers are mostly qualified as Primary or subject specialists, most have limited experience of the NCfE, and the rate of teacher-turnover is high. Professional development training for teachers is mainly general and does not focus enough on individual teacher's needs. The school facilities are adequate. The best use is not always made of the available resources to support students' learning.

For Development:

- Ensure all leaders and teachers are familiar with the NCfE, the best teaching practices and are able to improve their effectiveness.
- Ensure that improvement plans are clearly directed on improving students' outcomes and that the monitoring of teaching is focused on the impact on students' progress.
- Improve the stability of teachers and ensure that professional training is more clearly focused on their individual professional development needs.



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