

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

Dovecote Green Primary School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



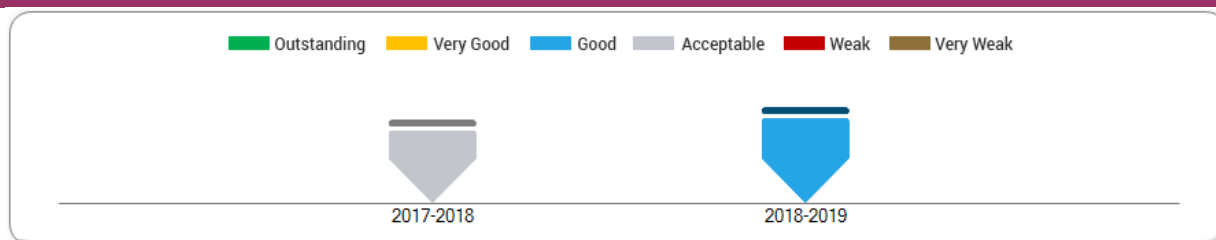
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School Information

General Information	 Location	Dubai Investment Park
	 Opening year of School	2015
	 Website	www.dovecoteschool.com
	 Telephone	048837474
	 Principal	Patrick Affley
	 Principal - Date appointed	4/1/2014
	 Language of Instruction	English
Students	 Inspection Dates:	21 to 23 January 2019
	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	319
	 Number of Emirati students	2
	 Number of students of determination	20
Teachers	 Largest nationality group of students	UK
	 Number of teachers	29
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	11
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	0
Curriculum	 Teacher turnover	30%
	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	English National Curriculum tests.
	 Accreditation	None
	 National Agenda Benchmark Tests	GL

School Journey for Dovecote Green Primary School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students continue to make a good start in the Foundation Stage, where they develop secure skills in literacy and numeracy and begin to understand fundamental ideas in science. Progress has accelerated in English, mathematics and science and is now good in the primary phase. Achievement in Islamic education and Arabic as a first language is acceptable. In Arabic as an additional language, it is weak. Learning skills are well-developed across the school.
- Children in the Foundation Stage bound into school because they enjoy learning so much. Primary students also have positive attitudes and behave well. They take on responsibilities willingly, and this contributes to the harmonious atmosphere. Students show empathy with other cultures and respect the Islamic values that underpin the UAE. They have a growing awareness of environmental issues and how they can contribute to addressing them.

Provision for learners

- The quality of teaching remains good in the Foundation Stage where children benefit from the many practical activities both indoors and in the outdoor learning area. Teaching in the primary phase is now good as teachers are using assessment more effectively to match work to students' starting points. Questioning is used effectively in most lessons to prompt deeper thinking, although there are inconsistencies across the year groups and subjects.
- Curriculum planning remains effective. There are increasing opportunities for students to choose from what and how they would like to learn within a structured programme. The effective liaison between the Foundation Stage and Year 1 contributes to the smooth transition between the phases. The primary curriculum is now more skilfully adapted to reflect the needs of different groups of students, and school leaders are fully aware that this needs to be more firmly embedded.
- Attention to health and safety is very good. Students are cared for and feel safe. A family atmosphere and a sense of community underpin school life. This contributes to students' enjoyment of school and to their regular attendance. Students are well aware of how to avoid potential hazards when using modern communication technology. On the rare occasions when bullying occurs, it is dealt with effectively.

Leadership and management

- Leaders are successful in ensuring that students enjoy learning in a purposeful, friendly and inclusive environment. They have also been successful in improving the quality of teaching and accelerating progress. Using insights gained from analysis of assessment and curriculum provision, leaders and the governing board have implemented action plans effectively. The school has the confidence of parents and ensures that a good range of resources for learning is available and used productively.

What the School does Best:

- The principal and senior leaders have established an inclusive culture within a warm, harmonious and purposeful environment.
- Children make a good start in the Foundation Stage and progress well through the school in the key subjects of English, mathematics and science, due to effective teaching, improved use of assessment and an engaging curriculum.
- Students behave very well and try hard. They enjoy learning and have good relationships with their classmates, teachers and other staff in the school.
- Students of determination benefit from good support. Their parents appreciate the school's inclusive approach and the regular updates on their children's progress.
- The school's attention to the safety and well-being of students is strong. Healthy life styles are successfully encouraged as evident in students' well-balanced choices during lunch and their keen participation in physical activities.

Key Recommendations:

- Improve achievement in Arabic as an additional language by:
 - ensuring that assessment is accurate and used to adapt the curriculum according to students' starting points and their years of study
 - raising expectations to ensure students of all abilities are suitably challenged
 - tracking students' progress during lessons and over time to measure their achievement in all aspects of the language.
- Increase consistency in the use of assessment information in lesson planning to ensure:
 - a closer match between students' previous learning and the tasks they are given
 - the more able students are suitably challenged
 - activities that promote critical thinking and research skills are routinely included across the curriculum.

Overall School Performance

Good ↑

1. Students' Achievement

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

2. Students' personal and social development, and their innovation skills

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good ↑
Assessment	Good	Good ↑

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good ↑

5. The protection, care, guidance and support of students

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- There is no comparative international assessment data for PISA or TIMSS. There has been outstanding progress overall in the N.A.P testing over the last year, and very good progression has been made in science. When comparing N.A.P student outcomes against measured academic potential, there is an overall positive gap in English, mathematics and science, suggesting that students are exceeding their potential.

Impact of Leadership

is above expectations

- The school's action plan includes all N.A. imperatives and the recommendations from the benchmark reports. Monitoring of student outcomes and regular review ensure that the N.A.P. data validate internal data and inform modifications to teaching, learning and curriculum. Teachers use data in their planning to meet students' individual learning needs.

Impact of Learning

is approaching expectations

- Research skills are not being fully developed to assist students to distinguish between relevant and irrelevant information. The use of the scientific method to support investigative practical work is developing. Problem solving and critical thinking are becoming integrated into student learning, but critical thinking does not yet include flexibility, open mindedness or inquisitiveness.

Overall, the school's progression to achieve its UAE National Agenda targets is above expectations.

For Development:

- Compare individual students' results on internal and external assessments with measures of cognitive ability to closely monitor the progress they are making.
- Monitor more rigorously the effectiveness of differentiation in lessons to ensure greater consistency in meeting the learning needs of all students.

Reading Across the Curriculum

- The promotion of a love of reading as a lifelong skill is not always explicit in the school. In Arabic, some students read for pleasure, and vocabulary development is the primary focus in key subjects.
- Students across the school use their developing reading skills for learning. However, students in the upper primary phase still have limited skills in deciphering unfamiliar words.
- An accelerated reading programme, which involves reviewing books and discussing students' preferences, complements the work of the library. However, the purpose of the library and the role of its staff in promoting students' reading lack clarity.
- The school has appointed a coordinator whose role is to promote reading across the curriculum. Teachers have benefited from training on how to assess reading skills, and parents are now better informed about supporting their children's reading at home.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Encourage students across the school to read for pleasure and clarify the important role that the library has in this initiative.

UAE Social Studies

- The UAE social studies curriculum has been adapted and supports the understanding of the UAE and its culture. It promotes students' knowledge and understanding through its integration with history and geography.
- Students' contributions in class are relevant and useful, and they use their literacy skills well to record what they discuss and observe.
- Students' knowledge and understanding are developing well as they find things out for themselves, research topics and offer suggestions.
- Work scrutiny and lesson observations indicate that most students are making expected progress in relation to their individual starting points and the curriculum standards.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- Students occasionally demonstrate innovation skills, such as when they apply critical thinking in tackling problems in mathematics or in devising scientific investigations.
- Students have limited opportunities to initiate projects that develop their skills of innovation and entrepreneurship.
- Teachers are encouraged and are increasingly willing to try new strategies and innovative techniques, such as the 'Flipped' classroom activities.
- Students can often choose their own line of enquiry and identify what they like to find out in a particular aspect of the curriculum.
- Innovation is included in the six key areas of the school's vision. Leaders promote, welcome and support innovative approaches, but they are aware that there is more to be done to establish a thoroughly innovative environment.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students know the five pillars of Islam, and this is reflected in their understanding of Islamic values and principles. Students' knowledge of Seerah is less secure in the lower primary phase. Older students are developing a stronger understanding of how to link their learning to real life situations.
- Students' memorisation skills of the Holy Qur'an are improving albeit at a slower pace. Students' recitation skills and reference to Hadeeth are not well-established. However, students make better progress in learning about Islamic concepts, especially in the lower years.
- In their recent work, students demonstrate improving achievement. They are reflecting on their learning and inferring the reasons behind prescribed Islamic laws and acts of worship, such as prayer.

For Development:

- Improve students' knowledge and understanding of Seerah and Hadeeth.

Arabic as a First Language

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

- The levels of students' achievement vary in the primary phase, where they achieve the minimum expected standards. The lack of skilful assessment of students' starting points is limiting their progress, especially in speaking and writing.
- Students' use of classical Arabic in multiple contexts is still developing. The vocabulary of few students exceeds the curriculum and age-related expectations. Their knowledge of syntax is within expectations, but their extended writing skills are variable in quality.
- Although students are encouraged to think more critically in lessons, and teachers are setting tasks at different levels, there has been limited improvement in students' language skills.

For Development:

- Improve students' language skills by applying an accurate analysis of assessment information in a more structured and systematic approach in lessons.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- The achievement of students in Years 1 and 2 is increasing at a quicker rate than that of students in the other primary years. The wide range of starting points and students' varying years of study constrain progress in the upper primary phase.
- Although students listen with understanding in the lower primary classes, speaking, reading and writing skills are not strong enough across the phase. Students apply basic conversational skills, using limited sentences, and lack confidence in speaking Arabic in different contexts.
- Expectations have been raised in the lower primary classes, and this is having a positive impact on students' progress. However, the identification of students' different needs, based on the number of years studying Arabic, is underdeveloped in the upper primary classes.

For Development:

- Improve students' language skills across the school, especially in the upper primary classes.

English

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable ↑
Progress	Good	Good ↑

- Children in the Foundation Stage make a positive start, particularly in oral communication. Most primary students, despite many being relatively new to the school, are building well on their starting points in reading, writing, speaking and listening.
- The well-conceived initiatives to raise attainment above the current acceptable level are beginning to have an impact. These include strategies for reading and writing and for focusing on meeting the needs of students of differing abilities.
- While the more able students reach higher than expected achievement levels across the year groups, some students show basic weaknesses in fundamental skills. These include handwriting, punctuation, the use of letter sounds for spelling and writing and deciphering unfamiliar words when reading.

For Development:

- Provide effective measures to target the gaps in basic language skills of the identified students and continue with the focused support for students of differing abilities in reading and writing groups.

Mathematics

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

- Children in the Foundation Stage acquire basic number facts early. From recognising numbers, they learn to count and perform early mathematical operations, including simple addition and subtraction. Although this is built on well at the start of the primary phase, gaps still remain in students' knowledge and understanding.
- External and internal assessment data indicate that students have numeracy and mathematical reasoning skills that are above the expected standards. Most students use mathematical vocabulary correctly and make links with the real world during problem-solving activities.
- Strategies to develop students' confidence in mathematics are having a positive impact on both their attainment and progress. The process where teachers are increasingly encouraging students to seek alternative solutions to problems, such as finding multiple ways of calculating the area and volume of a given shape, is starting to have an impact on their outcomes.

For Development:

- Improve students' fluency in basic calculations and analytical skills to provide a secure base for their conceptual understanding of mathematics.

Science

	Foundation Stage	Primary
Attainment	Acceptable	Good ↑
Progress	Good	Good

- Teaching science through real world contexts in both phases supports good progress. Stronger attainment in Primary is built upon students' development of scientific language, enquiry skills and critical thinking. In the Foundation Stage, the limited opportunities for individual writing and recording of observations constrains children's attainment.
- Foundation Stage children observe their world through enquiry-based tasks of a scientific nature. Primary students study interesting areas of science, such as living and non-living things in Year 1, states of matter in Year 4 and evolution and inheritance in Year 6.
- A greater focus on reading comprehension and investigative skills is supporting students' achievements. This is enhanced further by the emphasis on developing key vocabulary and students' use of appropriate scientific language to explain their work.

For Development:

- Increase opportunities for individual writing and recording of observations in the Foundation Stage.
- Develop the practical investigative programme that is underpinned by the scientific method.

Learning Skills

	Foundation Stage	Primary
Learning skills	Good	Good

- Students have well-developed, effective and age-appropriate learning skills across all phases. In most subjects, they display enthusiasm towards their learning and take responsibility for their own achievements.
- Students collaborate purposefully in a variety of activities to achieve common goals. They are consistently engaged and eager to learn and often use modern technology to support their learning.
- The increasingly-effective use of assessment information to plan and track students' learning is having a positive impact on the development of their learning skills and achievements.

For Development:

- Develop students' independence and confidence in applying their critical thinking skills in different contexts to broaden and deepen their conceptual understanding.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary
Personal development	Very good	Very good

- Students' behaviour, attitudes and relationships are very positive. Students like to share their ideas with adults and have the confidence to do so. They are proud ambassadors of their school and take their roles and responsibilities seriously.
- Students work and play together very well. They share learning materials, take turns and collaborate very well. For example, in the Foundation Stage, they can develop a storyline and adapt it to create different scenarios. They are inquisitive, curious and very active participants in their learning.
- Students know the difference between healthy and unhealthy choices for their snacks and lunches. They are aware of how to keep safe and make the appropriate choices to do so. Attendance and punctuality are aspects for development that the school is aware of and intends to improve further.

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

- Students know about Islamic practices in the UAE, such as fasting in the month of Ramadan, and they appreciate the values of Islam, especially supporting charities and helping others. They know that this year is the year of tolerance and that last year was the year of Zayed.
- Older Students speak about the importance of the UAE National Day. Younger students can name the seven emirates and appreciate the heritage of the UAE, such as diving for pearls. Children in the Foundation Stage can identify the important buildings in Dubai and can name some of the languages spoken in the city.

- Students have a deep appreciation of their own and world cultures. They recognise the importance of learning different languages, especially in a multi-cultural city like Dubai. They have a strong commitment to artistic and other cultural activities.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students contribute actively to the life of the school, volunteering in activities and celebrating national and international events. They show care and consideration for others, have a strong sense of civic responsibility and appreciate that their opinions are valued by the school.
- Students display a positive work ethic. They are active participants in school competitions and clubs, such as the Eco club and the reading competitions. They share positive statements, for instance, when talking about 'What I bring to school every day' and 'The best part of me'.
- Students take part in recycling and planting projects. They adopt environmentally friendly practices with respect to 'Reduce, Reuse and Recycle'. Older students are aware of many environmental issues in the world, and some can suggest solutions to them.

For Development:

- Provide more opportunities for students to initiate projects to improve their knowledge of the local culture and to enhance their innovation skills.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good ↑

- Teachers have a secure knowledge of their subjects. In the Foundation Stage, teachers are aware of how young children learn through play and practical experiences. Primary teachers use their subject expertise effectively to move learning forward and respond well to any misconceptions.
- Group work is used effectively by primary teachers to stimulate discussion and collaboration. During most lessons, teachers use questioning effectively to draw out what students already know and to promote further understanding.
- Lesson planning has improved as teachers are taking more account of students' starting points and their potential, as indicated by tests of cognitive development. This has led to better provision for the different groups, but some inconsistencies remain in the level of challenge for the more able students.

	Foundation Stage	Primary
Assessment	Good	Good ↑

- The analysis of internal and external assessment data, in most subjects, informs the accurate identification of gaps in the curriculum and provides a clear understanding of students' strengths and weaknesses. The assessment processes and data in Islamic education and Arabic are less reliable.
- The tracking of attainment and progress of individuals and cohorts is extensive. Target-setting, which is based on external and cognitive assessments, is effective and encourages students to take greater responsibility for their own learning.
- The quality of teachers' written feedback is strong in most subjects. In Arabic, it does not provide the next steps in learning. High quality training has helped teachers understand how to interpret and use assessment data. However, lessons do not routinely provide sufficient challenge for the high achievers in mathematics and science.

For Development:

- Use the assessment data to provide sufficient challenge for the high achievers in mathematics and science.
- Improve the quality of assessment in Islamic education and Arabic.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The curriculum has a clear rationale, and its activities promote interest and enjoyment. A broad range of opportunities supports the learning of skills in literacy, numeracy and, to a lesser extent, technology. Research skills and creativity are evident but have yet to be fully embedded in lessons.
- Primary students benefit from opportunities to choose how to organise their thinking by selecting from a range of 'mind maps' and by wearing coloured hats for creativity, feelings and facts. Children in the Foundation Stage initiate some of their own learning, but this is still developing.
- Regular reviews of the curriculum, together with information from assessments, have led to improvements, such as arrangements for Foundation Stage children and lower primary students to benefit from a cohesive programme of reading and writing.
- Moral education is taught in all the required year groups and meets all the statutory requirements.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good ↑

- Most subjects are well adapted to meet students' needs, but the curriculum for Arabic as an additional language has not been fully adapted to do so. The level of challenge for the more able students is becoming more evident but is inconsistent in science.

- The curriculum is interesting and effectively motivates students by providing opportunities to engage in activities that promote enterprise and creativity. Activities are mainly imaginative. Opportunities for students to be innovative include choosing what they like to learn in a topic.
- The social studies curriculum develops students' knowledge, understanding and appreciation of the heritage of the UAE and links well with the other subjects to make learning meaningful. An example is when students compare buildings in the UAE with those of ancient Egypt.
- Arabic is taught in the Foundation Stage for 30 minutes each week.

For Development:

- Use assessment information more accurately to adapt the curriculum in Arabic as an additional language to ensure that it meets the needs and learning abilities of all students.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- The school has rigorous safety and child protection procedures during school time and on buses. All staff are aware of the child protection policy. The school has implemented effective measures to protect students from any form of bullying.
- The school's environment is mainly safe, secure and hygienic; several issues raised during the inspection were promptly addressed by senior leaders. All incidents and accidents are recorded and responded to swiftly. The school premises enable accessibility to all teaching and learning areas.
- A safe and healthy lifestyle is actively promoted by the school. Healthy hot lunches are provided in the canteen, and the content of students' lunch boxes are monitored on a regular basis. The school is successful in raising students' awareness of the importance of taking responsibility for their own health and fitness.

	Foundation Stage	Primary
Care and support	Good	Good

- Staff are aware of the needs of the students in their care. The respectful relationships among staff and students contribute to the welcoming learning environment. Punctuality and attendance are monitored, and students are recognised for their efforts and improvements through the school's house scheme.
- The school is inclusive. Students of determination are identified on entry, and appropriate interventions are provided by the inclusion department. The identification of students with gifts and talents continues to grow and develop through planned enrichment activities in all classes.
- Student's well-being and personal development are routinely monitored. However, students do not have access to a qualified school counsellor to support them in developing their resilience and well-being.

For Development:

- Consider the appointment of a qualified school counsellor and additional teachers for students of determination to ensure that the individual needs of all students continue to be met.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- The appointment of a head of inclusion has greatly enhanced the inclusive provision and direction of the school. Inclusion is now a core feature that is evident in policy and practice and results in improved provision for students.
- The school uses a range of checklists, teacher-designed tests, indicators, formative assessments and summative tests to form a baseline for identifying students' needs more accurately. In turn, this information facilitates the provision of planned interventions that are appropriate for each student.
- The highly effective home-school communication is a priority in the school. Parents are very well-informed of their children's progress through the IEP process, the daily communication and the school's open-door policy. Parents are very appreciative of the quality of provision for their children and the good progress they make.
- Classroom teachers and the specialist team modify their work skilfully, enabling students to benefit from appropriate learning opportunities at their own level. In a minority of classes, teachers do not differentiate their planning or teaching approaches, resulting in less rapid progress and lack of student engagement.
- Care and support for students of determination are strong as the school ensures that they develop independence, confidence and self-esteem, enabling them to make good progress in learning. Effectively planned, whole-school approaches to differentiation are implemented by most teachers and contribute to the good progress students of determination make.

For Development:

- Enhance teachers' knowledge, understanding and skills with regards to the teaching and learning of students of determination.

6. Leadership and management

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

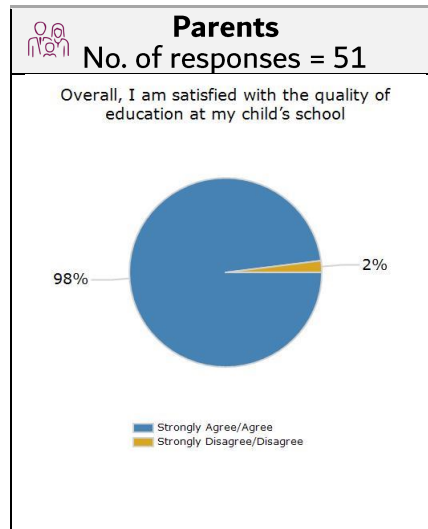
- The senior leadership team constitutes a strong, cohesive unit. Under the direction and guidance of the principal, senior and middle leaders have developed a vision that all teachers uphold. The school's motto, 'Learning Together, Growing Together', exemplifies the caring, nurturing and inclusive ethos that is underpinned by a commitment to ensuring all students do as well as they can. Collectively, leaders are providing effective direction that is improving teaching, learning and achievement levels.
- The comprehensive evaluation of the school's effectiveness enables leaders to build on successful strategies and to prioritise areas for improvement. The meticulous analysis of assessment information and the regular checks on the quality of teaching lead to sharply-focused plans for improvement. These strategies are not as well established in Arabic. Ongoing initiatives are reviewed regularly to evaluate their impact on student outcomes. Leaders have addressed the recommendations from the previous inspection report successfully.
- Parents influence the direction of the school through the parent council, which includes representatives of every class. They value the welcoming atmosphere of the school and appreciate being partners in their children's education. Parents are kept well informed of their children's academic and personal development through comprehensive annual reports, informative mid-year reports and consultation evenings. Strong links with the local community, businesses, charities and other schools contribute significantly to students' learning and personal development.
- The governing board includes representation from the school community, including parents and school staff. Governors have a broad range of expertise and include members with considerable insights into education. They are aware of performance data and how cognitive ability tests are used to compare students' potential with their actual attainment. They ask insightful questions in holding leaders to account for students' achievement and the quality of provision. Governors keep parents well-informed via the school's website and electronic means of communication.
- Daily routines run smoothly. The board and principal manage staffing levels effectively. Their approach to succession planning ensures staff develop leadership skills within the school. Facilities for physical education, music and ICT enhance learning. Investment in resources for the Foundation Stage supports good learning opportunities. Adding new books underline the importance given to both reading in Arabic and English.

For Development:

- Train and involve the Arabic staff more fully in evaluating the provision in their department.

The Views of Parents

Before the inspection, the views of parents were surveyed. Key messages from them were considered during the inspection and these helped to form inspection judgements.



Parents

- Parents who responded to the survey are overwhelmingly positive. They are extremely confident that their children are kept safe. They feel that they are well informed about their children's academic progress and personal development. Typical examples of their comments include 'Dovecote has pushed my son to be the best version of himself' and 'The school has a very warm, inviting atmosphere'.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 inspection@khda.gov.ae