



المعرفة
Knowledge



EMIRATES NATIONAL SCHOOLS - DUBAI BRANCH

IB CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



WEAK

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER



WEAK

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Khawaneej 1
	Opening year of school	2021
	Website	www.ens.sch.ae
	Telephone	04-562-8888
	Principal	Michael Mohamad Deeb
	Principal - date appointed	8/1/2022
	Language of instruction	English
	Inspection dates	27 to 31 May 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 13
	Grades or year groups	KG1 to Grade 7
	Number of students on roll	477
	Number of Emirati students	442
	Number of students of determination	17
	Largest nationality group of students	Emirati



TEACHERS

	Number of teachers	32
	Largest nationality group of teachers	Irish
	Number of teaching assistants	15
	Number of guidance counsellors	1



CURRICULUM

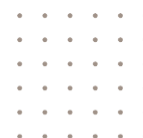
	Curriculum	IB
	External Curriculum Examinations	None
	Accreditation	IB

School Journey for EMIRATES NATIONAL SCHOOLS - DUBAI BRANCH



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 subjects delivered using Arabic as the language of instruction, is better than in subjects using English, as the language of instruction. Students are making acceptable progress in all subjects with the exception of science. There have been recent improvements in all subject areas. The achievement of children in the Kindergarten (KG) is stronger than in the other phases.
- Students are polite and respectful in almost all areas of the school. Student-staff relationships are positive and support students' learning in almost all lessons. Their understanding of Islamic values and appreciation of Emirati culture is evident. Older students avail themselves of opportunities for involvement in the community, such as, supporting local groups and environmental action where these are offered. Not all students are punctual to school and attend regularly.

Provision For learners

- In KG, teachers often use active learning strategies that match the needs of young learners. In other phases, the best teaching strategies involve promoting dialogue, exploration and problem-solving. Too many lessons are overly teacher-led and fail to fully address individual student's needs. Internal assessments are increasingly valid, but less so in English and science. Personalized learning using assessment data is under-developed. The quality of teachers' feedback to students varies, and opportunities for student self-assessment and reflection are limited. Benchmarking against national standards occurs, but the full impact of subsequent action planning has yet to be realized.
- The school is authorized for the delivery of the International Baccalaureate Primary Years Program (PYP). Content is based on the US Common Core and the Next Generation Science Standards (NGSS). It meets the requirements for the Ministry of Education (MoE) curriculum subjects. The delivered curriculum focuses too much on knowledge acquisition. Curriculum choice for older students is limited. The curriculum is not effectively adapted to meet the needs of individuals or indeed most groups of students.
- The health, safety and security of students is a priority for school leaders. Procedures and training for the care, welfare and safeguarding of students are effective. Teachers have positive relationships with most students. There are a few behavior issues, primarily in MYP. Overall attendance figures are too low and are not monitored closely enough. Systems for the identification and support of students of determination, and those with gifts and talents are underdeveloped.

Leadership and management

- The school has strengthened its leadership team through interim appointments. Relationships, communication, and morale within the school community are positive. However, there are limitations in addressing potential barriers to students' learning. Accountability measures are not fully effective and evaluations of the effectiveness of teaching do not focus enough on students' outcomes. The school engages most, but not all, parents effectively. The reporting of assessment information and community links are underdeveloped. The governing board does not yet have sufficient impact on the school's strategic direction. While the day-to-day management of the school is effective, the facilities and resources are not fully utilized.

Highlights of the school:

- The students' understanding of Islamic values and their appreciation Emirati culture and heritage.
- The provision and outcomes in MoE curriculum subjects.
- The academic progress and personal development of children in KG. The recent improvements in many areas of the school.

Key recommendations:

- Accelerate progress and raise attainment in all subjects and phases.
- Improve the quality and consistency of teaching and learning and ensure that full use is made of assessment data to match work in lessons to students' needs.
- Ensure that all students are in regular attendance and punctual at the start of the day and to lessons.
- Strengthen the impact of governance and ensure that senior leaders are held fully accountable for the school's performance and students' outcomes.
- Improve the rigor of self-evaluation and ensure that a wider range of stakeholders are engaged in the process.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	PYP	MYP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Weak	Weak
	Progress	Acceptable	Weak	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Weak	Weak
	Progress	Acceptable	Weak	Weak
		KG	PYP	MYP
Learning skills		Acceptable	Acceptable	Acceptable

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

	KG	PYP	MYP
Personal development	Good	Good	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

04 CURRICULUM

	KG	PYP	MYP
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Weak	Weak

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
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 as 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	Partially Met	
Although both cognitive and subject-based standardized assessments are conducted, the school has only recently, formally registered for students to take a reading literacy assessment that fulfils all requirements.	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Weak
The school has not been operational long enough to have taken part in the Progress in International Reading Literacy Study (PIRLS) assessment. The school sustained a weak overall judgement across two academic years in its standardized benchmark assessments across all phases in English, mathematics, and science		
C. Leadership: International and Emirati Achievement	Weak	
Although outcomes are weak, school leaders are beginning to recognize the importance of improving standards in the key subjects and not least, in standardized benchmark assessments. Planning is in place to address weaknesses, and to improve students' performance in these assessments. The school's approach to improving reading literacy is not yet sufficiently strategic. The impact of actions to improve reading literacy has yet to be evaluated.	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Weak
Assessments of students' verbal skill levels and the outcomes of standardized reading assessments indicate that English reading literacy skills are low, most notably for Emirati boys. This has a significant impact across the curriculum. There is some indication of improvement over time in some grades, but the rate of improvement is too slow. Not all leaders and teachers sufficiently prioritize the improvement of English reading literacy skills in planning or teaching.		

Overall school standards in the National Agenda Parameter are weak

For Development:

- Raise attainment in standardized subject-based assessments.
- Urgently conduct a reading literacy skills assessment that fully meets KHDA requirements and make use of this information to improve these critical skills.
- Improve teachers' skills in developing students' English reading literacy in their respective subjects.

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

- The governors, acting principal and senior staff are committed to wellbeing. There is no formally appointed wellbeing leader. The counsellor takes on the role in addition to her other duties. As a result, the school does not have an accurate oversight of provision and outcomes for students. Data are not scrutinized which means the school is not well placed to ensure quality wellbeing provision for everyone in the school community. The development of wellbeing for all staff is weak.
- The counsellor listens to, and is available to assist, anyone in the community needing academic and emotional support. There are no mentoring arrangements where, for example, older students support younger ones. New teachers do not have an adequate induction process to learn about the school's procedures and systems. There are some initiatives to support wellbeing. Staff prioritize students' happiness. Students have access to some additional curricular activities, as well as the lively physical education curriculum, which support their wellbeing.
- While there is a pastoral program it is not aligned with the UAE social and moral curriculum. Student council leaders report the importance of happiness and safety for all in the school. There are not enough opportunities for students to contribute to the wellbeing provision. Students feel safe and valued at school and they understand the link between a sensible diet, exercise, and good health. Positive relationships between staff and students permeate all parts of the school.

For Development:

- Build leadership capacity and set a clear vision, agreed by all, which promotes wellbeing for the whole school community.
- Enhance the role of the school council in developing wellbeing initiatives throughout the school.

UAE social studies and Moral Education

- The school teaches social studies following the UAE Moral, Social and Cultural Studies (MSCS) framework. It is taught in Arabic across all grades. The school's mission and vision of promoting Emirati identity and culture is integrated within the subject. With enhancements to the curriculum students are engaged across the grades and phases.
- Moral education is taught in English in discrete lessons from Grades 1 to 5, and in Arabic for Grades 6 and 7. The moral education curriculum includes links to both Islamic Education and social studies and involves students relating their own life experiences to the curriculum themes.

Arabic in Early Years

- Arabic is taught in both KG1 and KG2 for four 45 minute lessons per week, by one teacher. The curriculum follows the MoE guidelines and is integrated with the philosophy of the Early Years PYP. Both formative and summative assessments are conducted to accurately track children's progress. Particularly effective strategies for the teaching of Arabic are observed at this phase.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	PYP	MYP
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students in PYP and MYP make gains in their knowledge and understanding of Islamic concepts that are in line with the curriculum standards. They demonstrate a secure understanding of concepts such as, Faith and the biography of the Prophet (PBUH) and his companions. They can recite and memorize short Surahs from the Holy Qur'an.
- Students in both phases discuss Islamic concepts, such as, generosity and Jummah and Eid prayers, and relate them to everyday situations. However, there are not enough opportunities for research and the expansion of learning through discussions and debates.
- Although the application of the rules of recitation are underdeveloped, students' recitation and memorization skills are improving. However, there are few opportunities for students to engage in independent learning and reflection.

For Development:

- Improve the application of the Holy Qur'an rules of recitation.
- Provide more opportunities for students to develop their research and independent learning skills.

ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Upper PYP students are making faster progress in language fluency compared to lower PYP students. In MYP, girls achieve slightly better language proficiency scores than boys. In all grade levels, students develop the ability to decode texts and read with understanding in line with the curriculum standards.
- Upper PYP and MYP students develop a knowledge of punctuation and the rules of grammar that enables them to read aloud with appropriate emphasis. However, students' writing skills are less well developed as is students' use of standard Arabic, especially among lower PYP students.
- Limited opportunities for independent learning and lesson learning activities that are not always closely matched to students' needs are slowing progress.

For Development:

- Improve all students' language skills using standard Arabic.
- Ensure that lesson learning activities are more closely matched to students' abilities and needs.

ENGLISH

	KG	PYP	MYP
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Weak	Acceptable

- Student attainment and progress in each of the four language skills are significantly below the expected grade levels in PYP. In KG, children are developing these skills at the expected rates. Although the attainment of MYP students is below the expected grade levels their rates of progress are improving, particularly that of girls.
- Younger students' speaking skills are stronger than their reading and writing, particularly in lessons where teachers have high expectations and model appropriate responses. Students slowly build the ability to articulate their own ideas. Nevertheless, a number of older students lack confidence in expressing their thinking aloud.
- Underdeveloped reading skills are having an adverse impact on students' writing and speaking skills. Students enjoy doing research, but their weaker comprehension skills are limiting their understanding of what they read online. However, students do enjoy creating presentations, displaying their research topics in writing, and presenting orally to their classmates.

For Development:

- Improve students' reading, writing, speaking and listening skills in all grades and phases.
- Develop students' confidence in expressing their ideas aloud to others.

MATHEMATICS

	KG	PYP	MYP
Attainment	Acceptable	Acceptable	Weak
Progress	Acceptable	Acceptable	Acceptable

- Across all phases, in lessons and in their notebooks, students make progress in line with curriculum expectations across the full range of subject content and skills. While attainment is in line with expectations in KG and PYP, it is below in MYP.
- Weaknesses in English literacy skills frequently hinder students' access to the mathematics curriculum and their understanding of mathematical problems expressed in words. This impacts detrimentally on their progress and is most apparent when teachers strive to improve students' problem-solving and critical thinking skills.
- The attainment of students in benchmark assessments is below curriculum expectations. This is also true in some MYP lessons and students' notebooks. Internal assessment data reflect the progress observed in lessons and students' recent written work. More rapid progress is made when students use technology to support their learning.

For Development:3

- Ensure that there is a focus on English literacy in mathematics lessons and that students fully understand the content of mathematical problems expressed in words.
- Extend the use of learning technology to support students' learning.

SCIENCE

	KG	PYP	MYP
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Weak	Weak

- In KG, children develop an understanding of the world around them and basic scientific concepts. Only a majority of PYP and MYP students meet curriculum standards and apply scientific skills to everyday issues. Internal assessment data do not reflect the weaknesses shown in external assessments, lessons and students' workbooks.
- In KG, children predict outcomes during investigations, such as, how a ramp's height affects a car's speed. In PYP, students explore forces but struggle with everyday applications. In MYP, students identify human factors impacting the environment but lack the ability to make links with climate change.
- Students' use of scientific language to articulate their understanding is underdeveloped. In PYP and MYP there are weaknesses in students' scientific thinking, investigative skills and ability to draw conclusions. Laboratory facilities and resources to support practical investigations are limited.

For Development:

- Develop students' use of scientific language and skills in the practical application of the scientific method.
- Improve the laboratory facilities and resources to support practical investigations.
- Enhance students' ability to apply what they have learnt to the wider world.

LEARNING SKILLS

	KG	PYP	MYP
Learning skills	Acceptable	Acceptable	Acceptable

- In KG, children have positive attitudes towards school and are keen to learn. They are fully engaged in learning activities. Older students are improving their independent learning skills and developing greater responsibility for their work. They are now able to link learning to the IB learner profile.
- Communication skills are challenging for many students, as they try to express their thoughts aloud or in writing. Collaboration skills are more evident in smaller than in larger groups. Students successfully collaborate in moral education lessons and when creating projects.
- The application of learning to the wider world, and in making connections between different areas of learning are underdeveloped in most subjects. However, an evident strength is students' skill and engagement with when given opportunities to use technologies to support learning.

For Development:

- Provide more planned opportunities for students to be creative and innovative.
- Support students in making connections between different areas of learning and the wider world.
- Improve students' ability to express their thoughts aloud and in writing.

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

	KG	PYP	MYP
Personal development	Good	Good	Acceptable

- Students are happy, settled, and friendly, and they express enjoyment about being at school. They maintain good relationships with their teachers but sometimes do not realize the importance of listening when other students are speaking.
- Students' behavior in classrooms varies. A stronger, more positive, behavior pattern is observed in KG. Students do not always take enough responsibility for managing their own behavior, particularly in MYP. Consistently, good behavior is too dependent on the effectiveness of the teachers' classroom management skills.
- Student attendance is just acceptable. Some students arrive late to lessons, and many arrive late to school in the morning. Students understand the importance of healthy eating and exercise and are encouraged to take care of their wellbeing.

	KG	PYP	MYP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students demonstrate a clear awareness and understanding of Islamic values and how these influence lives in the UAE. They provide examples of how generosity, kindness, and respect impact on people's lives. They can also explain how these values are being applied in their own daily lives.
- Students are knowledgeable of the heritage and culture of the UAE. They talk about Emirati history and how the country has developed. They celebrate national events such as, the UAE's National Day and Flag Day with enthusiasm.
- Although students are aware of the diversity of world cultures, they have limited knowledge about the similarities and differences in them.

	KG	PYP	MYP
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students enjoy the roles and responsibilities they have in school, such as members of the school council or as class leaders. They support students in different grades and take part in local initiatives, for example, to help clean the park and the beach.
- Although children in KG are enthusiastic and have a positive work ethic, this is not a consistent feature throughout school. Opportunities for all students to show initiative and develop their entrepreneurial skills are not provided regularly.
- Students are enthusiastic about projects they have been involved with, for example, in their work on environmental issues for instance, ocean pollution and climate change. They have a clear understanding of the need for conservation in order to protect the planet.

For Development:

- Improve students' punctuality and attendance, and their ability to manage their own behavior, particularly in MYP.
- Improve students' knowledge and awareness of a wider range of world cultures.
- Provide more opportunities for students to develop their entrepreneurial skills.

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- In KG, teachers often use active learning strategies which match the needs of young learners. They support language development and provide opportunities for practical activities. In other phases, the best teaching promotes dialogue, exploration and problem-solving. However, too many lessons are focused primarily on knowledge acquisition.
- Most teachers create a cheerful learning environment including positive interactions with students. Yet far too many lessons, are overly teacher-led, and the needs of individual students are not met. An appropriate level of challenge or targeted support is not always provided for those who most need it.
- Where teachers make the purpose of the new learning clear, students are able to connect the new information to previous learning or experiences. Nevertheless, in many lessons, these connections are unclear, and therefore, students are not able to build knowledge and skills sequentially.

	KG	PYP	MYP
Assessment	Acceptable	Acceptable	Acceptable

- Internal baseline, formative and summative assessments are increasingly valid and useful, particularly in Islamic Education, Arabic and mathematics. Assessments are linked to the curriculum standards, although they do not always produce valid achievement data, particularly in English and science. Few teachers use assessment data well to personalize learning.
- Teachers generally have a good understanding of students' strengths and learning needs, but the quality and usefulness of feedback, particularly in their notebooks, varies considerably. In some subjects, students benefit from assessing and reflecting on their own learning.
- The school rigorously benchmarks students' achievement in both external and internal assessments against national standards and measures of cognitive ability. Tracking is detailed and results in leaders setting realistic, but not always aspirational targets. The full impact of improvement planning is yet to be realized.

For Development:

- Provide more opportunities for students to be self-reliant and engage in independent learning activities.
- Ensure that teachers make full use of assessment information to match work in lessons to students' learning needs.
- Ensure consistency in the quality and effectiveness of teachers' marking of students' work.

04 CURRICULUM

	KG	PYP	MYP
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school is authorized to deliver the IB PYP and uses the US Common Core Standards and NGSS to support its content. It follows the MoE curriculum for Islamic Education, Arabic and social studies. The curriculum has a clear rationale, however, while it develops knowledge and skills, the emphasis leans far too much towards knowledge acquisition.
- The curriculum lacks structured progression. As a result, students are not always well prepared for the next phase. It offers a minimal range of courses, particularly in MYP. Curriculum reviews take place periodically but are not yet aligned to meet the academic and personal development needs of all students.
- Some cross-curricular links, particularly in the MoE subjects, are planned but they do not fully facilitate students' transfer of learning between subjects. Opportunities for independent learning, research, and critical thinking are inconsistent.

	KG	PYP	MYP
Curriculum adaptation	Acceptable	Weak	Weak

- In KG, teachers use their knowledge of the children to tailor lessons to meet the needs of most. However, in the other phases, although teachers aim to personalize learning, adjustments do not always cater for individual needs. The school's curriculum modifications fail to address the learning needs of most groups of students.
- The school provides a variety of extra-curricular activities that support students' personal and academic growth. However, opportunities for innovation, enterprise and social contribution are still limited.
- The curriculum includes experiences to enhance students' understanding of Emirati culture, traditions, and values. In the MoE subjects, the curriculum promotes a sense of Emirati national identity and pride in the heritage of the country. However, these experiences, although a strong feature in MoE subjects, are not yet fully integrated across the curriculum.

For Development:

- Ensure that curriculum planning and implementation provide a balance of skill development and the acquisition of knowledge.
- Ensure curriculum modifications match the learning needs of all groups of students.
- Provide more planned opportunities for students to develop their innovation, enterprise skills, and their social contribution.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable

- Procedures and training for the care, welfare and safeguarding of students are appropriate. Risk assessments and safety checks are carefully recorded, and the maintenance of record keeping is rigorous. Similar robust procedures are in place for the supervision of school transport.
- The health, safety and security of students is a priority for school leaders. However, systems used to monitor students' arrival and lateness, which are issues throughout school, are not sufficiently robust nor have a positive impact.
- The well-maintained premises are spacious and meet the needs of all students, including students of determination. Students benefit from the promotion of safe and healthy lifestyles and are well supported by the school's medical staff.

	KG	PYP	MYP
Care and support	Acceptable	Acceptable	Acceptable

- Staff have positive relationships with all students. However, student behavior is not always managed as well in MYP as in the other phases. Overall, attendance figures are too low and are not monitored closely enough. There is too much lateness to lessons, particularly in MYP.
- The school does not yet have accurate systems to identify students of determination. Processes have yet to result in the creation of accurate individual education plans (IEPs) with short term academic and personal development targets. As a result, any modifications and adaptations are not always suited to each student
- Assessment procedures to identify and develop provision for students with gifts and talents are at an early stage of implementation. The wellbeing and personal development of all students are not yet monitored closely enough. There is, however, a committed counsellor who offers appropriate guidance for the pastoral support of students.

For Development:

- Develop more accurate procedures for identifying and supporting students of determination.
- Implement more rigorous systems for supporting improvements in students' daily attendance and their punctuality to school and to lessons.
- Improve the systems for managing students' behavior in MYP.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Weak

- There is no inclusion leader. As a result, provision lacks a strategic direction, monitoring, challenge, and e leadership support for staff. The inclusion governor is committed to the development of an inclusive ethos. The admission procedures welcome students with more complex learning needs
- The school's identification processes are underdeveloped and there are too many students whose learning needs are not being met. Although the school uses some assessment procedures on entry, programs of work are not developed effectively enough, and IEPs lack clear targets for improvement.
- The school does have positive partnerships with parents. They appreciate the regular communication and the support for their children at school, but they do not receive enough guidance on how they can support their children further at home
- There are few modifications to support students in lessons and some students receive additional support out of class. Overall provision for students of determination is too variable. Not all teachers and learning support assistants (LSAs) have the skills needed to support students of determination in lessons.
- The school is at an early stage in developing assessment processes to track students' progress. The lack of specific academic targets means that the school's data does not provide a reliable measure of student's' individual progress.

For Development:

- Establish an appropriately qualified inclusion leader and members of staff, to improve provision for students of determination.
- Construct accurate identification processes so that meaningful and effective interventions are in place.
- Ensure that the implementation and impact of modifications and support for students are informed by accurate IEPs.

06 LEADERSHIP AND MANAGEMENT

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

- Leadership has been strengthened with new appointments, albeit interim, in key senior leadership positions. Relationships, communication, and morale within the school community are positive. Leaders are aware of the improvements that can be made but a number of limiting factors, for example non-teaching time, mean that not all are effective in addressing the potential barriers to student learning. Processes for the accountability of all leaders are yet to be fully developed.
- The school has a process for self-evaluation using both internal and external data, but the data are not always accurate and so do not provide a reliable base for improvement planning. The monitoring and evaluation of teaching are not always focused enough on students' learning. The school's action and development plans do not place enough emphasis on improving student outcomes. Improvement targets are not yet measurable, and plans do not clearly identify who is responsible for their implementation.
- The school is generally successful in engaging parents as partners in their children's education, although not all parents are as fully engaged as they could be. However, communication between the school and parents is open and respectful. Parents feel comfortable in approaching the school to discuss concerns or make suggestions for improvements. The school reports student achievement regularly. Together with opportunities to talk to teachers, parents are informed about the achievement of their children. However, the effectiveness of school's reports is limited because the assessment data are not always accurate. Links with the local and wider community are underdeveloped.
- The governing board is predominantly members of the corporate body with limited parent involvement. Through corporate and other external reviews, governors understand the school processes and student outcomes. The board has recently implemented actions to improve the school. The impact of these actions is not fully evident. The governing board does not yet fulfil its role of holding senior leaders accountable for the school's performance.
- The day-to-day management of the school is effective and there are sufficient members of staff. However, Islamic Education teachers' qualifications do not currently meet statutory requirements. Professional training is provided for staff. The facilities and resources are not always well suited to the needs of the curriculum and the learning needs of students, particularly in science. The best use is not always made of the facilities and resources that are available.

For Development:

- Ensure that governors hold all leaders fully to account for performance in their areas of responsibility.
- Improve the reliability of the self-evaluation process and ensure that all improvement plans have measurable targets and specify who is responsible for their implementation.
- Ensure that the facilities and resources meet the needs of the curriculum and the learning needs of students.



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