



المعرفة
Knowledge



IGNITE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqa'a 3
	Opening year of school	2018
	Website	www.igniteschool.ae
	Telephone	97142110777
	Principal	Wedad S Saada
	Principal - date appointed	4/1/2021
	Language of instruction	English
	Inspection dates	15 to 19 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 14
	Grades or year groups	KG 1 to Grade 9
	Number of students on roll	1247
	Number of Emirati students	227
	Number of students of determination	102
	Largest nationality group of students	Arabic



TEACHERS

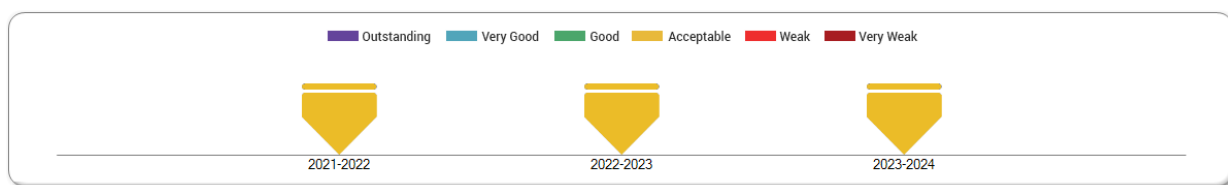
	Number of teachers	78
	Largest nationality group of teachers	American
	Number of teaching assistants	32
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	MAP PSAT WIDA IBT
	Accreditation	Candidate for NEASC

School Journey for IGNITE SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students have very good awareness of Islamic values and Emirati culture and have improved outcomes in Islamic Education and Arabic. Attainment is acceptable in all phases in English, mathematics and science. Progress is good in science across the school. In other subjects, it is at least acceptable in all phases. Overall, achievement is stronger in KG than elsewhere in the school. Students' learning skills are at least acceptable.
- Students' have positive attitudes towards taking exercise, getting enough sleep and maintaining healthy lifestyles. They have good environmental awareness and can speak knowledgeably about the need to reuse and recycle materials and, the importance of considering newer ways of generating and saving energy. Students are generally well behaved, although a few of the older students display unsettled behavior in some classes.

Provision For learners

- The quality of teaching is not as consistently high in the other three phases as it is in the Kindergarten (KG). In the best lessons and especially in KG, teachers use assessment information to provide different levels of challenge which ensure all students achieve the best that they can. The quality of the written feedback which teachers provide to their students is still variable.
- The school curriculum follows the New York Common Core State Standards (CCSS) and the Ministry of Education (MoE) requirements. The curriculum develops knowledge, skills and understanding. Planning allows students to learn systematically and ensures continuity and progression in learning. Lessons are not always matched appropriately to the students' different learning needs. There is not yet sufficient rigor and challenge for high achievers.
- The school implements rigorous health and safety procedures. Ongoing child protection training is provided to all staff. Measures are in place to protect students from bullying. Well-planned interventions enable most students of determination to make personal and academic progress. A whole-school pastoral care program ensures that teachers monitor students' wellbeing and support their personal and social development.

Leadership and management

- The senior leadership team works steadily to bring about improvements in this inclusive school. They have been enthusiastic and energetic in tackling the issues identified in the previous inspection report. Most leaders know the strengths and weaknesses of the school and what needs to be done to improve. However, the impact of his is inconsistent. Relationships are professional and morale in the school is positive.

Highlights of the school:

- Improvement in Islamic Education and Arabic provision and students' very good awareness of Islamic values and Emirati culture.
- Improvement in students' progress in science in all phases.
- Effective procedures for health and safety, including child protection, across all phases, and the strong focus on inclusion, wellbeing, care and support for students.

Key recommendations:

- Improve the quality of teaching and learning to at least good in all subjects and in all phases.
- Share the best practice of provision in KG across the school.
- Ensure that assessment information is used more effectively in meeting students' different learning needs and to plan for next steps in learning.
- Improve the effectiveness of leaders at all levels to bring about the necessary improvement in the school's performance and ensure that they are properly held to account by the governing board.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑	Weak
	Progress	Not applicable	Good	Acceptable ↑	Acceptable ↑
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	↑ Good	Good ↑	Good ↑	Good ↑

	KG	Elementary	Middle	High
Learning skills	Good	Good	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good↑	Acceptable	Acceptable	Acceptable

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



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

- On the Progress in International Reading Literacy Study (PIRLS) 2021, students including Emirati students did not achieve the set target for the school. On the Measures of Attainment and Progress (MAP) tests the school's scores have improved over the past year in English language, reading, science and mathematics. However, they are still below the curriculum expectations. for all groups of students.

C. Leadership: International and Emirati Achievement	Good	
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- The school's National Agenda action plan has appropriate success criteria and time frames. The success criteria are based on provision more than on student outcomes. In most lessons, teachers use the assessment information to provide activities that offer four different levels of challenge. The effectiveness of this approach is variable across the subjects.

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

- Assessment data show that students' reading literacy skills are in line with curriculum and age-related expectations across the school. Several intervention programs are in place to develop students' reading skills. These include the newly introduced library lessons and 'reading buddies' program. Available information shows that students are making progress in reading across the curriculum.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure that the school's interventions to improve students' reading levels are more closely monitored for their impact.
- Improve even further students' attainment levels on the MAP tests for reading, language usage, mathematics and science.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being 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 a good level

- The school's vision and wellbeing policy demonstrate a commitment to positive mental health for all students, their families and teachers. Wellbeing is promoted in the social and emotional learning curriculum, school assemblies and through the work of the student council and the wellbeing ambassadors. Formal and informal methods, including classroom observations, discussions with students and surveys, yield data which ensure that the development plan impacts positively on the provision and outcomes for students.
- Students have a secure understanding of their own wellbeing and needs and those of others. They can speak intelligently about their mental and physical health and are aware of bullying and know how they can report it. They understand and adhere to online protocols for safety. Students can access support by using a school QR-code or by talking to the counselor. Students trust the adults in the school and feel comfortable expressing their concerns and in confiding in them.
- Teachers are responsible for safe-guarding and monitoring student wellbeing. They demonstrate a caring approach. Most create a positive classroom environment. New teachers attend supportive induction programs and receive guidance from senior leaders and their colleagues. Staff are generally satisfied and contribute much to the positive work environment. The students feel that their wellbeing is enhanced through the after-school clubs and relationships with their teachers. The school has yet to promote even more initiatives to support the wellbeing of parents and teachers.

For Development:

- Consider expanding and enhancing the wellbeing committee with representatives of all stakeholders.
- Ensure that the wellbeing action plan's targets are specific and support the measurement of its impact on students' outcomes.

UAE social studies and Moral Education

- The school closely follows the UAE's Moral, Social and Cultural Studies (MSCS) framework. The subject is taught in English as stand-alone lessons from Grades 1 to 9. Every grade has two lessons of forty-five minutes each week.
- The curriculum is delivered appropriately with increasing cross-curriculum links. Students develop their learning skills and steadily build their knowledge and understanding. The quality of teaching is variable. Students are assessed regularly across the year through quizzes, end of unit tests and formal assessments.

Arabic in Early Years

- The school teaches Arabic in KG1 and KG2 for 90 minutes each week. They teach the sounds of the letters and then the shapes of letters and how to start writing from right to left. They include songs linked to UAE's culture in their lessons. Children are taught the vowels and some drills, for example, linking words to pictures.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- In lessons and students' recent work, a majority of students in all phases attain levels which are in line with the curriculum standards. Students make the expected progress in Middle and High, but students' progress is more rapid in Elementary where they are consolidating their learning.
- In Elementary, students demonstrate secure knowledge of the Pillars of Islam and Faith. In Middle, students know about the key principles and worship of Islam and apply them to everyday life situations. In High, most students are becoming familiar with the Seerah of the Prophet (PBUH).
- The Islamic department is seeking to improve students' memorization and recitation skills by providing students with lessons in the elementary phase. However, the impact of this is still not evident

For Development:

- Improve students' Holy Qur'an memorization and recitation skills by providing them with more time to practice them.
- Ensure that all teachers improve students' understanding by making links in their teaching to the relevant verses in the Holy Qur'an, Hadith and Seerah.

ARABIC AS A FIRST LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- Students' reading and listening skills are more developed across the school than their skills of writing and speaking. Most students are able to comprehend a given text and answer questions on it. Speaking skills develop more rapidly in the high school as students gain fluency and confidence.
- A majority of students' listening skills enables them to follow their teacher's instructions well. While their reading skills are generally in line with expectations, students do not always read competently. A number of students struggle in using the rules of grammar when speaking and in their written work.
- Since the last inspection, the school has implemented several initiatives to improve students' achievement. These include the use of online materials such as, 'I read Arabic,'. These are beginning to have an impact on attainment, particularly in Elementary.

For Development:

- Provide students with even more opportunities to engage in extended conversations and independent creative writing to improve their skills further.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable ↑	Weak
Progress	Not applicable	Good	Acceptable ↑	Acceptable ↑

- In the elementary and middle schools, most students are attaining in line with the curriculum expectations. In the high school, students' attainment is still weak. Elementary students are making more rapid progress in improving their linguistic skills than elsewhere in the school.
- Most students are able to comprehend simple texts. Their ability to speak and write with confidence, using standard Arabic and correct grammar, is less secure. Students in the lower grades can write simple sentences but with limited vocabulary.
- The increased use of Arabic in everyday situations is beginning to have a positive impact on students' attitudes towards the learning of the language. However, the progress that most students are making, does not yet correspond to their years of studying Arabic.

For Development:

- Improve students' ability to use a broader range of vocabulary in speaking, reading, and writing that is in line with their number of years of studying Arabic.

ENGLISH

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Good	Acceptable

- In KG, children's expressive language skills develop well. In the middle school, students are making better progress in developing their reading and writing skills. In all phases, attainment is in line with expectations. Internal assessment results are higher than those in external examinations.
- Most students are effective communicators. Vocabulary is gradually expanding and confidence in spoken language is increasing. Reading skills are a current focus. Across the school, reading for pleasure is strongly promoted. However, students' reading scores in external benchmark tests are still below the expected levels.
- Students write in a range of genre, but newly introduced techniques are not sufficiently embedded before moving on to new learning. Drafting and editing skills are not used consistently to ensure the correct use of spelling, punctuation and grammar.

For Development:

- Accelerate reading progress in Elementary, and the middle and high schools.
- Encourage students to draft and edit their own writing, particularly with regards to spelling, punctuation, and grammar.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- Mathematics, taught through real world contexts, underpins students' learning across the phases. In almost all phases, most students achieve in line with expectations. In KG, a majority of children are making better than expected progress.
- Children in KG use their graphing skills to determine which color is the most popular in their class. Grade 5 students correctly apply the formula to find the volume of a rectangular prism. By Grade 9, students can prove the converse of the Pythagoras theorem.
- When explaining their work, students effectively use mathematical language, showing an understanding of the processes and fostering the development of key vocabulary. Problem-solving relating to everyday contexts, are key features of lessons. Inquiry and critical thinking skills are not yet fully developed.

For Development:

- Utilize the school's rich assessment data to better design lessons, establish differentiated targets, that meet all students' learning needs.
- Provide more opportunities for students to develop their problem solving and critical thinking skills.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Good ↑	Good ↑	Good ↑

- Students' attainment levels are higher on the internal assessments than they are on the external tests. Both internal and external assessments show that students are making improved progress. Students often acquire their understanding of new concepts and improve their scientific skills through investigations and hands-on work.
- In the lower elementary school, students' progress is sometimes delayed by teachers' excessive intervention in the learning process. In the higher grade levels, students benefit from opportunities to carry out experiments and write reports on their findings.
- This year, the department is providing more time for hands-on work in the elementary school and experimentation in the science laboratories in the upper grade levels. There is also a drive to promote innovation and enterprise through many initiatives.

For Development:

- Improve students' attainment levels across all phases.
- Provide students with more independence in learning, especially in the lower elementary school.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Acceptable	Acceptable

- Students' attitudes to learning are positive, especially in KG and Elementary. Active learning and hands-on experiences are strong features in science lessons. Students regularly work in groups, but their levels of participation can be uneven.
- Connections to earlier work and between different subjects, help to strengthen students' learning. In most subjects, students know how to apply their learning to their daily lives. Regular reflection on their work is helping students to understand their strengths and areas needing improvement.
- Students have inconsistent opportunities across all subjects to develop their critical thinking, enquiry and problem-solving skills. The use of technologies to support learning is increasing. Opportunities to develop research and critical thinking skills are limited. Some of the older students need constant reminding to stay on task.

For Development:

- Increase opportunities for students to develop their critical thinking, enquiry, and problem-solving skills in lessons.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Students demonstrate strong attitudes toward learning and enjoy coming to school. They are mostly self-disciplined and respectful towards adults and other students. Children in KG in particular have very positive and responsible attitudes towards their learning.
- Most students' relationships with one another and their teachers are strong and built on mutual trust and respect. They are sensitive to the needs and differences of others and often help in lessons and during breaktimes. Any instances of bullying are dealt with effectively.
- Students are aware of how to promote good health, physically and mentally. They take part in a variety of physical exercises, healthy eating, and wellness activities across all phases. Students are generally punctual to lessons, and their attendance rates are good.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Across the school, students are strongly aware of Islamic values. They understand how these values positively impact on the lives of people living the UAE. Students can provide examples of how they appreciate the friendship, fairness, and respect promoted by Islam.
- Students exhibit a positive attitude towards the heritage and local traditions of the UAE, and they can describe sporting activities which are traditionally enjoyed in Dubai. They can talk about the future of the UAE and explain how the country has changed.
- Most students demonstrate a secure understanding and awareness of their own cultures and an appreciation of other world cultures. Although they have some knowledge of other countries, this is still a developing feature in the lower grades.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Good

- Wellbeing ambassadors support fellow students emotionally throughout the school's community. Students organize funding drives to support local and overseas charities. 'Green ambassadors' volunteer to maintain the school garden and help with planting around the school.
- Students demonstrate their positive work ethic, and innovation through participation in initiatives such as, bake-day sales. Many are involved in coding activities in the 'Ignite Makers Lab' and engage in activities to design and provide solutions to problems using programmable bricks.
- Students have a broad awareness of environmental issues and appreciate the importance of caring for the environment. They promote sustainability and grow vegetables in their 'sustainable garden' which they sell to the school community.

For Development:

- Improve students' behavior and attitudes towards learning in lessons in the upper grade levels.
- Ensure that students in Elementary have more opportunities to be involved in innovative projects.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable

- Most teachers have secure subject knowledge, enabling them to teach with confidence and accuracy. In KG, all teachers exhibit effective classroom management skills. Established routines and high expectations for academic outcomes and behavior are variable in other phases.
- Most teachers plan appropriate lessons for learning; however, the implementation of the lessons is inconsistent. Their questioning and use of dialogue engage students in meaningful discussions varies. They make some use of assessment information to plan learning activities but their success in providing suitable support and challenge in class, is variable.
- Many lessons are teacher led, and there are insufficient opportunities for students to take an active role. Most teachers attempt to develop students' collaboration skills. The facilitation and the development of students' critical thinking, research and problem-solving skills is inconsistent and not well planned for.

	KG	Elementary	Middle	High
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- The school collects and analyzes different types of achievement and cognitive ability data. School leaders attempt to use the data analyses to inform short-term and long-term planning, however this is not done consistently and effectively. Although this information is shared with teachers, it is not used effectively in planning for next steps of learning.
- A gap still exists between internal and external data information, especially with regards to attainment in the core subjects. In the better lessons, teachers use assessment information to provide different levels of challenge. This is especially evident in the KG.
- Teachers know their students well and provide appropriate support in lessons. The quality of the written feedback they give to students is still variable. Some, but not all, of the written comments help students to improve their work further.

For Development:

- Increase opportunities for students to develop their critical thinking, enquiry and problem-solving skills.
- Ensure that the use of assessment data is more effective in meeting students' different learning needs.
- Reduce the gap between internal assessment and external assessment information.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable

- The curriculum is broad, balanced and age appropriate. Opportunities to develop knowledge is well embedded, however the curriculum planning, scope and modification to develop skills, understanding, application, critical thinking, innovation and problem-solving remains underdeveloped and are not a focus across the three upper phases.
- Although there are some cross-curricula links in lessons, these are not consistently planned for in a meaningful way, as they are mostly superficial and do not yet add value to students learning.
- The range of activities and subject choices in the school are mostly functional, they do not consistently and effectively address the interests of most students and opportunities for enterprise, innovation and creativity remain inconsistent and underdeveloped.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Effective differentiation in lessons remains inconsistent within and across subjects, throughout the school. There is insufficient modification of the curriculum to meet all students' needs. Provision for high achievers does not yet provide sufficient rigor and challenge.
- The sensory and adaptive room helps to support students with more complex needs. Its effective utilization contributes to increased independence and progress of students of determination. Across the phases, creativity, innovation and enterprise are not yet embedded features in the day-to-day classroom activities.
- The school provides opportunities for students to learn about the UAE's history, society and traditions. Aspects of these are frequently used to provide contexts in learning activities. Students enjoy learning about the past, present and possibilities for the future of the UAE.

For Development:

- Provide more suitable curriculum modifications across phases and subjects to ensure the consistent provision of appropriately challenging work for students of all abilities.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school implements rigorous health and safety procedures. Ongoing child protection training is provided to all staff in the school. The school has taken appropriate steps to protect students from bullying. The school counselor provides support for all students.
- Leaders have established effective systems to ensure that the school's premises are safe, secure and maintained to the highest of standards. The transportation system is mostly well managed. The school is compliant with all relevant regulatory requirements.
- The school's medical team actively supports safe and healthy living in collaboration with teachers. They provide a program of activities to address areas such as, personal hygiene and nutrition. The school canteen provides healthy food options.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Students enjoy beneficial relationships with their teachers and a positive learning environment in most lessons. The school's policies stress the important link between good behavior and attendance and success. A renewed focus on good attendance and consistent punctuality has resulted in improvements.
- The inclusion policy and practice enable the early and accurate identification of students of determination. Well-planned interventions enable most students to make personal and academic progress. The process of identifying those who are gifted, and talented students is now established but support is variable in lessons.
- A whole-school pastoral care program ensures that teachers monitor student wellbeing and support their personal and social development. Grade 9 students are provided with valued advice and support in considering their future careers.

For Development:

- Improve the support and challenge for high achievers and those who are gifted and talented in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- This inclusive school enrolls students with a diverse range of learning needs. The head of the provision and the specialist teachers are experienced and well-qualified. The school is well resourced to support inclusion. Provision includes a new sensory room.
- An established assessment process supports the early and accurate identification of barriers to learning. Some specialist teachers and learning support assistants (LSAs) provide individualized support although these are not yet sufficient for the size of the student population.
- Parents report being very satisfied with the quality of support provided for their children and agree that their children are making progress in their social and personal skills. There are good levels of communication between parents and the inclusion department.
- Classroom teachers provide the accommodations for students' IEPs in conjunction with the inclusion team. However, efforts to modify tasks for students are not always successful and not all teachers fully include students of determination in their lessons.
- The tracking of assessment data, structured observations and IEP achievement together show that most students of determination make good progress in their academic, social, communication and their personal skills.

For Development:

- Improve the quality of modified tasks for students and ensure that all teachers include students of determination in their lessons.

06 LEADERSHIP AND MANAGEMENT

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

- The school has expanded the middle leadership team since the last inspection and have been very enthusiastic and energetic in seeking to bring about the necessary improvements identified in the report. Most leaders demonstrate that they know what needs to be done to improve the school, however the planning and implementation of this is variable.
- The school gathers evidence for its self-evaluation from a range of sources. However, the self-evaluation is not consistently accurate and leaders at all levels do not consistently have an accurate and realistic picture of the school's strengths and areas for development. Senior leaders evaluate the school's work, including the quality of student outcomes, but this is not used effectively to inform next steps. The school has made some progress in addressing the recommendations of the previous inspection report.
- Parents are very supportive of the school and appreciate the many opportunities to be involved in its life and work. They contribute to school development and improvement planning through surveys and questionnaires. The school reports regularly to parents on their children's attainment and progress. It has developed some useful links with the local community. Some parents consider that these could usefully be extended to promote the profile of the school within the local area.
- The governing board includes representation from almost all groups of stakeholders. Students have the opportunity to address the board for the first ten minutes of each of their meetings. The board responds constructively to stakeholders concerns and suggestions. The school's director is a member of the board which is charged with holding her to account. Governors exert a direct and positive impact on the overall performance of the school.
- Staff are appropriately qualified and have regular access to appropriate training to keep them abreast of developments in education. The premises are of high quality and very well maintained. They have a range of specialist facilities that are designed to allow access for all. Staff ensure that the learning environment is attractive, positive and supportive of the students' learning. The classrooms are equipped with modern resources, including technology and resources for practical learning and extra-curricular activities.

For Development:

- Improve the effectiveness of leaders, at all levels, to bring about the necessary improvements in learning outcomes.
- Ensure a more rigorous focus on improving the quality of teaching and learning in all subjects and phases.
- Ensure that the governing board continues to hold leaders, at all levels, to account for the quality of the school's performance.



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