

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

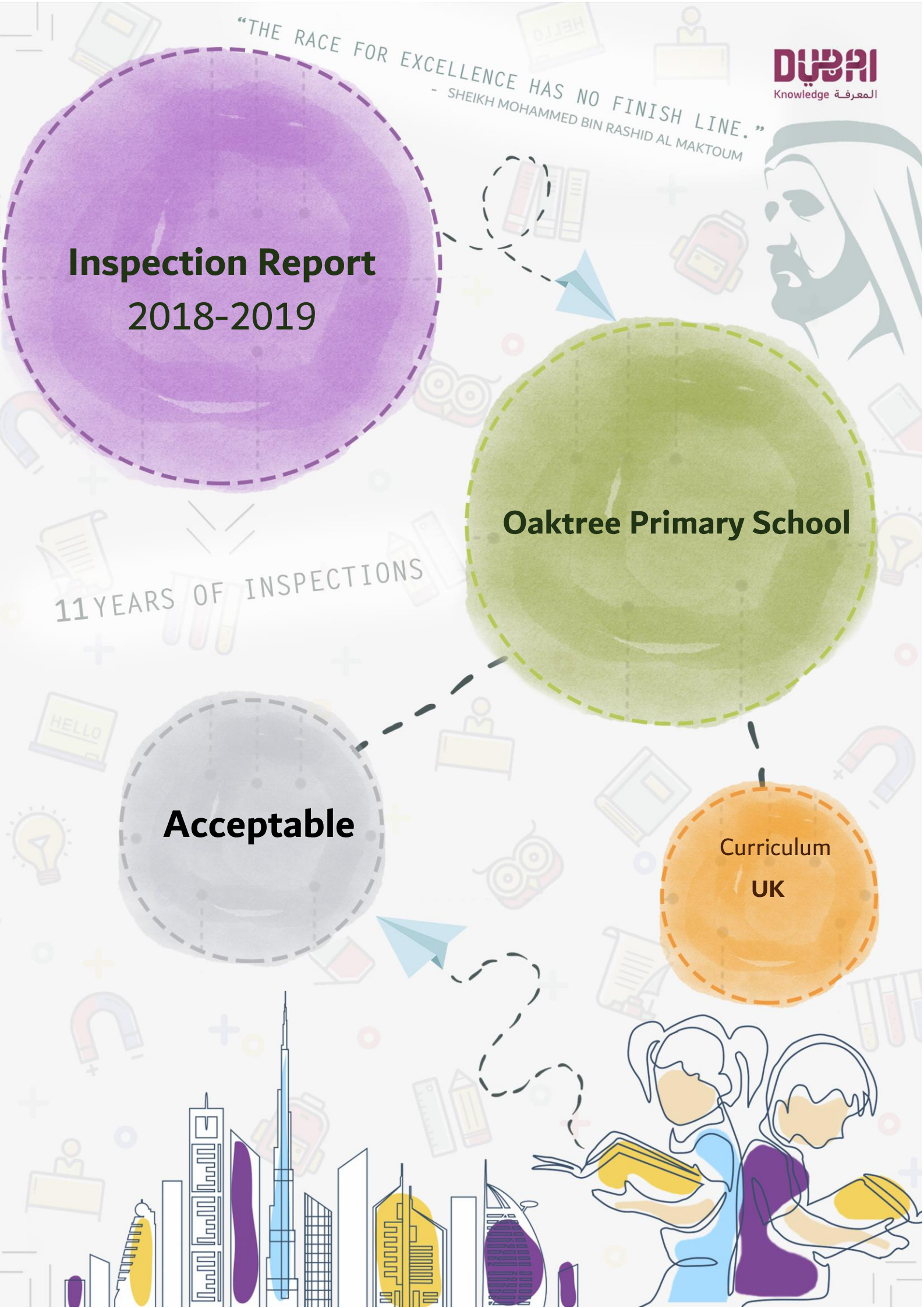
Inspection Report 2018-2019

Oaktree Primary School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



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School Information

General Information	 Location	Al Quoz 4
	 Opening year of School	2016
	 Website	www.oaktreeprimary.com
	 Telephone	4333-3911
	 Principal	Catherine O'Farrell (acting)
	 Principal - Date appointed	11/25/2018
	 Language of Instruction	English
	 Inspection Dates:	18 to 20 March 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	214
	 Number of Emirati students	7
	 Number of students of determination	28
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	23
	 Largest nationality group of teachers	British
	 Number of teaching assistants	15
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	0
	 Teacher turnover	29
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL, CAT4
	 Accreditation	none
	 National Agenda Benchmark Tests	GL, TIMSS

School Journey for Oaktree Primary School

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



2018-2019

Summary of Inspection Findings 2018-2019

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

- The achievements of children in the Foundation Stage (FS) are acceptable. Students' performance in Islamic education and Arabic as an additional language are in line with expectations. Their attainment in Arabic as a first language, English, mathematics and science is weak in the primary phase. Students' progress is mostly acceptable, but is sometimes slower by boys and students of determination. The learning skills of most students are acceptable, but their independence, creativity, innovativeness and critical thinking are underdeveloped.
- The quality of students' personal and social development is good. Students have positive attitudes and get along with each other well. Many, especially in the primary phase, lack independence and self-reliance when learning. Their rates of attendance are good. Students demonstrate strong awareness of environmental issues, Emirati culture and the UAE's heritage. Students' skills for enterprise are underdeveloped.

Provision for learners

- Although acceptable overall, the quality of teaching is inconsistent, between subjects and year groups. Teachers' and students' relationships are strong. Assessment processes are weak and this weakness generates inconsistent and often inaccurate data. Despite some improvements to the assessment systems in the FS, the data remain inaccurate in some respects. Teachers' use of assessment information is not consistently effective in planning lessons that meet students' needs.
- An engaging curriculum supports children in the FS in developing the personal skills needed to begin their learning journeys. In the primary phase the curriculum is aligned adequately to the National Curriculum for England and the UAE's Ministry of Education (MoE) expectations. Choices for students to follow their interests and aspirations are limited. In the primary phase the adaptation of the curriculum to meet the personal needs of some students is weak.
- Very good and consistently implemented procedures provide students with a safe, hygienic and well maintained environment in which to learn. Teachers care about their students and develop strong relationships with them. However, formal systems to provide personal and academic guidance to students are not well established. Support for students of determination, especially those with the most complex needs, is weak, as is the support provided for those students with gifts and talents.

Leadership and management

- Governors have been slow to hold leaders to account and to provide the school with a stable educational direction. The school's self-evaluation document is inaccurate. Links with parents and the community are appropriate; however, a number of parents express a lack of confidence in the school's leaders. Management, staffing, facilities and resources are of adequate quality.

What the School does Best:

- The curriculum in the Foundation Stag provides children with a secure start to their education.
- Students demonstrate positive attitudes and behaviour.
- Students show appreciation of the UAE's heritage and culture, and understanding of Islamic values.
- There are positive relationships between teachers and students, which contribute to a calm learning environment.
- There are very good procedures for the health, safety and protection of students.

Key Recommendations:

- Governors should urgently address the significant weaknesses in leadership and self-evaluation by ensuring that:
 - action is taken to provide the staff with clear direction which improves morale and rebuilds the parents' confidence in the school
 - leaders at all levels have the skills to accurately measure the quality of teaching upon students' learning outcomes
 - a rigorous system for assessing learning leads to accurate analysis of the students' attainment and progress
 - improvement plans are based upon accurate evaluations, have prioritised targets, realistic time frames and measurable success criteria
 - they fully hold leaders to account for the schools' effectiveness.
- Raise students' attainment by:
 - identifying and addressing the gaps in their literacy skills, particularly their spelling, punctuation and grammar
 - extending teachers' curriculum knowledge to ensure that their expectations of students are appropriately challenging
 - implementing clear learning objectives that are matched to appropriate programmes of study, which can then be assessed.
- Improve students' learning skills by providing regular opportunities for independent learning, real life applications and the use of learning technologies.
- Improve the provision and outcomes for students of determination, particularly those with the most complex needs, by:
 - implementing rigorous identification and assessment procedures;
 - providing effective in and out-of-class support based upon students' individual needs.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable
Curriculum adaptation	Acceptable	Weak

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	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership	Weak
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](#)

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 N. A. P. targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

The School's Progress on International Assessments

is below expectations.

- Students in this school first took the Trends in International Mathematics and Science Study (TIMSS) tests in March 2019 and the results are not yet available. Progression in the National Agenda Parameter (N.A.P) assessments is weak for English, mathematics and science. Students' achievements in relation to their cognitive abilities is acceptable in English, science and mathematics.

The Impact of Leadership

is below expectations.

- The school's leaders are committed to the vision and goals of the National Agenda (NA). The NA action plan clearly describes the actions to be taken to achieve the objectives, but it is not monitored closely enough. Governors are not sufficiently challenging the senior leaders to ensure that there is clarity in the assessment processes. Thus the use of assessment information to improve the quality of teaching, learning and achievement is also insufficient.

The Impact on Learning

is below expectations.

- The development of enquiry and higher order thinking skills by students has been slow, as not all teachers fully appreciate the needs of different groups of students. Critical thinking is strongest in the first three years of the primary phase, but is still underdeveloped. The opportunities for students to use learning technologies for enquiry and research purposes in lessons are extremely limited.

Overall, the schools' progress toward achieving the UAE National Agenda targets is below expectations.

For development:

- Take appropriate actions to improve students' English and Arabic language, reading and comprehension skills.
- Implement strategies to narrow the gaps in attainment between boys and girls and any other groups of students.
- Increase students' access to appropriate technology to support the development of their research and other learning skills.

Reading Across the Curriculum

- Recent initiatives are beginning to show some improvements in reading in English. Similar improvement is not seen in reading in Arabic.
- A more systematic approach for teaching reading is helping children in the FS to recognise letters and the sounds they make. In later years, weaknesses in comprehension impede students' ability to infer meanings from texts.
- There is currently no librarian and no strategy for the development of the library as a centre for stimulating students' interest and developing a life-long love of reading.
- Although leaders profess a commitment to the whole-school development of reading, there is at present no system for ensuring a coherent approach to the development of reading across the curriculum.

The school's implementation of reading across the curriculum is underdeveloped.

For development:

- Implement a whole-school approach for the improvement of students' reading skills that includes developing the library as a centre for promoting a love of reading.

UAE Social Studies

- The students' sense of belonging within the UAE emphasises meaningful and relevant experiences. There is integration of the social studies curriculum across other subjects.
- Students enjoy discussions, as they make links to their daily lives and observations of Dubai. They enjoy learning, but do not have enough opportunities for independent research.
- Students have secure knowledge of the landmarks and buildings in Dubai. Older students can empathise in writing persuasive texts, depicting date pickers' and retired pearl divers' lives.
- Students make acceptable progress when learning about the background of the UAE, how to be responsible citizens and gain awareness of their roles in the UAE.

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

Innovation

- Students are rarely provided with opportunities or encouragement to be innovative, inside or outside their classrooms. Access to technology to support learning is limited to one period per week in the computer lab.
- Students make a few attempts to suggest innovative solutions to problems, but the school does not routinely enable such ideas to be developed further.
- Innovation is an under-developed aspect of teaching in the school. Most students are highly dependent upon their teachers and are not encouraged to take initiative.
- Opportunities for innovation are dependent upon individual class teachers. There is no whole school curriculum plan to ensure innovation is promoted in all subjects.
- Currently there is no member of the leadership team with delegated responsibility to ensure this national priority is fulfilled.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- In lessons and their recent work, students demonstrate the expected levels of knowledge and understanding of the subject. Students' achievements are currently stronger in the lower years. Muslim students learning about their religion in English make better progress than those learning in Arabic.
- Students make the strongest progress when developing their understanding of Islamic values. The school has improved students' understanding and memorization of the Holy Qur'an and Hadith by organizing a number of competitions.
- Despite recent improvements, many students are not retaining what they learn or are able to use their knowledge of Islamic values or rulings as evidence when tackling more complex work.

For development:

- Improve students' memorization and recitation skills and practice these in lessons.
- Make sure that all areas of learning in Islamic education, such as the Holy Qur'an, Hadith and Seerah are closely linked to enhance students' understanding.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Weak

- Students' language skills are significantly below the standards expected for their ages in most year groups. There is evidence of improving attainment in Years 1 and 2, but the development of students' speaking and writing skills remain low in all years.
- Students' abilities to use classical Arabic are weak. They lack the range of vocabulary needed to express themselves at length, either orally or in writing. Their knowledge of syntax and rhetoric is not well developed.
- Improved strategies for teaching reading in the lower primary years has had little impact upon their skills. Lessons are not well enough adjusted to take account of students' varying starting points and this is having negative effects upon their rates of progress.

For development:

- Students should speak and write at length using classical Arabic.
- Students should read more extensively to understand new words and further extend their vocabularies.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Lower primary years students are making better progress, particularly in their listening skills, than those in the higher year groups. A lack of consideration in lessons of students' differing abilities is preventing more rapid development of all four language skills, especially in the higher year groups.
- Students' speaking skills are mostly at acceptable levels. Their writing skills vary and are below the levels expected for their years of study. Students can use their limited vocabularies in context, for example, when expressing personal information, but their abilities do not develop beyond this.
- Older students continue to speak and write using only simple sentences. Their ability to think critically and be analytical, and evaluative when reading is insufficiently developed.

For development:

- Ensure that students' years of study are fully considered when planning lessons, so as to set high expectations for them.

English

	Foundation Stage	Primary
Attainment	Acceptable	Weak
Progress	Acceptable	Acceptable

- External test information shows students' attainment to be below that indicated by the school's internal assessments. The attainment by children in the FS is better than that by students in Years 1 to 6, because the curriculum is more suited to their learning needs.
- From the FS onwards, students' speaking and listening skills develop most quickly. In the FS2 year, almost all children are able to explain what they are learning. Writing is the weakest of the language skills, with frequent errors in spelling, punctuation and grammar across all year groups.
- A new programme for teaching phonics, in all year groups, shows promise for improving students' reading and writing. However, this is a very recent development and it is too early to evaluate the impact on students' attainment and progress.

For development:

- Provide students with more opportunities to write for different purposes and increase the emphasis on accuracy in spelling, punctuation and grammar.

Mathematics

	Foundation Stage	Primary
Attainment	Acceptable	Weak
Progress	Acceptable	Acceptable

- In the FS, children are working at or near the expected levels of attainment. Their performance levels decrease significantly in the upper years, when most students have significant gaps in their knowledge, mathematical understanding and skills.
- Most students can calculate year level arithmetical questions when they are presented in a standard format. A majority of students can solve simple word problems. Their abilities to solve multi-step problems, tackle open-ended questions and work independently on mathematical investigations are significantly under-developed.
- Subject leaders have highlighted the importance of following the UK curriculum closely. They articulate the intent to develop a 'mastery' approach with deep thinking across the year groups, but there is little evidence of this in classrooms.

For development:

- Students should be presented with open-ended questions, solve problems and conduct investigations to become successful mathematical thinkers.

Science

	Foundation Stage	Primary
Attainment	Acceptable	Weak
Progress	Acceptable	Acceptable

- Foundation Stage children have an age-appropriate understanding of time. Topics such as dinosaurs, engage and motivate them. They are starting to develop the key scientific skills of prediction, observation, analysis and conclusion. This level of attainment is not continued by students in the primary phase.
- Students' scientific knowledge and skills are strongest in the early primary years. The youngest primary students have adequate knowledge of habitats, plants and life cycles. Learning activities in the upper primary classes is often at the same level of difficulty as those seen in Year 2.
- Students are enthusiastic learners and in the best lessons they respond well to stimulating initiatives such as science, technology, engineering and mathematics (STEM). However, they do not have sufficient opportunities to use technology to support learning or to recognise the importance of science in the wider world.

For development:

- Ensure that there is progressive development of students' scientific knowledge and skills.
- Students should use technology in lessons to support the development of their research and other learning skills.

Learning Skills

	Foundation Stage	Primary
Learning skills	Acceptable	Acceptable

- In the FS, most children's learning skills develop through free-flow sessions. Primary students' learning skills are mostly age appropriate in Years 1 and 2, but do not develop fully in Years 3 to 6, because students are too dependent upon their teachers.
- Students throughout the school have positive attitudes and almost all are fully engaged in learning. They collaborate well with 'talk partners' for short periods of time. Students' research skills and their abilities to think critically and to manage learning are underdeveloped in all years.
- The school has encouraged positive attitudes toward learning. However there are no effective strategies to systematically develop students' abilities to innovate, organise themselves, or learn how to tackle open-ended tasks.

For development:

- Develop students' independence so that they take increasing responsibility for learning.
- Provide students with regular opportunities, in all subjects, to think critically, innovate and carry out research.
- Ensure that all students have sufficient access to learning technologies to develop research, enquiry and communication skills.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Good behaviour, reinforced by positive attitudes and relationships contribute to a strong sense of belonging and the creation of a family atmosphere. Students are confident, cooperative, polite, friendly and willing to share their ideas.
- Students willingly take turns, for example, when involved in physical education sessions. Mostly they stay on task, but can become distracted and are not always able to learn independently. By contrast, in the FS the children are inquisitive, curious and able to initiate learning.
- Students understand what constitutes healthy and unhealthy eating. They self-regulate their behaviour, indicating their mindfulness and keeping safe through the choices they make. Their rates of attendance and punctuality are under review.

Foundation Stage

Primary

Understanding of Islamic values and awareness of Emirati and world cultures

Good

Good

- Students across the school are aware of Emirati heritage and culture. Older students can give details of the country's history and tourist attractions. In the FS, children know that to stand to attention for the national anthem is to show respect.
- Students' awareness of Islamic values and their relevance to the UAE's modern society is a strength of the school. Students demonstrate their understanding in the relationships they develop with others, contributing to the harmonious ethos in lessons.
- There is much evidence of students' awareness of their own cultures, which they proudly showcase in the school corridors. Students share information about their own cultures, such as the dress, food and music. Their understanding of other world cultures is still developing.

Foundation Stage

Primary

Social responsibility and innovation skills

Good

Acceptable

- In the FS, children readily take on roles and responsibilities in their classrooms, for example, helping to tidy up. They work hard and apply themselves to the tasks they are given. In the primary phase students are more inclined to wait for their teachers' direction.
- Students participate in a number of charity campaigns organised by the teaching staff. For example, collecting money for people with diabetes, autism, or breast cancer. They are aware of the impact of global environmental changes but rarely take the initiative with innovative solutions to local or wider community and environmental problems.
- Students' collective ability to lead and influence the work of the school has improved through the work of a formal student council. They contribute to the care of the school environment by, for example, contributing to recycling projects.

For development:

- Develop greater self-reliance, task completion and independence.
- Become more aware of international cultures.
- Be more innovative and make more contributions to the wider community.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- The quality of teaching is most consistent in the FS, especially in FS2, where teachers help children to explore ideas. Teachers ask appropriate questions to find out what children know, can do and understand. The quality of teaching varies in the primary phase, where activities sometimes fail to address the students' learning needs.
- Throughout the school, teachers generally set tasks that students engage with and enjoy. Most teachers' questioning of students is mainly factual, gathering only short responses that do not require critical thinking. Tasks are often not designed to address the identified needs of different students.
- Teachers usually set learning objectives and provide their students with next steps when marking their work. However, there is little systematic development of the most effective approaches for teaching young children.

	Foundation Stage	Primary
Assessment	Weak	Weak

- The school has not developed effective or consistent assessment procedures. Consequently, there is no baseline to give clear information to teachers, set learning goals for students, or provide accurate measures of students' academic progress.
- Teachers are not making effective use of external test information, such as the CAT4 cognitive aptitude test results, to adapt their lesson plans. Consequently, some teachers deliver lessons which are poorly matched to the learning needs of all groups of students.
- In the FS, assessments of learning are starting to provide accurate information about children's knowledge and skills. However, the use of this information is inconsistent. Some areas of learning are not assessed and there is insufficient information about some aspects of the children's progress.

For development:

- Provide more open-ended tasks that develop students' problem-solving, critical thinking and independent learning skills.
- Provide students with different tasks, so that there is less 'time-filling' work and more tasks directed to the specific learning needs of different students.
- Introduce a rigorous system of assessments leading to accurate analyses of the students' attainment and progress.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable

- The FS curriculum provides appropriate levels of choice in children's learning activities. Review takes place regularly to ensure there is continuity and progression in the planned learning activities.
- In the primary phase, the curriculum is planned to provide a balance of knowledge and skills. However, in lessons the emphasis is often on the acquisition of knowledge, with not enough attention to the development of investigative skills. Opportunities to link learning with everyday life are sometimes missed.
- Although the primary curriculum is reviewed by class teachers, full curriculum reviews do not take enough account of the assessment information. Consequently, the curriculum has gaps in students' learning. A recently introduced phonics programme provides a more systematic approach to the development of reading and writing.
- Curriculum provision for moral education meets the government's requirements.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Weak

- Displays and celebrations encourage an understanding of other cultures and particularly the heritage and values of the UAE. The FS curriculum includes examples across the different subjects, but these are not as obvious in the primary phase. There is only superficial knowledge and appreciation of the UAE in the primary curriculum.
- Curriculum modifications are in place in some lessons to meet the needs of students of determination, but these seldom help them overcome barriers to learning. The most able students receive very few adaptations to maximise their progress and engagement.
- The students have access to a limited range of extra-curricular activities. There are some opportunities to contribute to their community and develop enterprise and innovation skills, these are not well developed and are seldom student led.
- In the FS, Arabic is taught for 40 minutes each week.

For development:

- Ensure that curriculum adaptations for students with additional needs are of sufficient quality to enhance their progress.
- Use assessment information more skilfully to identify and address gaps in the curriculum.

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

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

- The provision for the health and safety of students, including arrangements for child protection is well-established and is of a very high standard. A safe learning environment has been very effectively created.
- Strengths of the school's policies and practices include excellent medical services, thorough risk assessments for student activities, systematic safety checks on equipment and resources and well conducted procedures for the transport of students.
- The school has rigorously reviewed its policies and practices to ensure consistency of implementation. A significant investment has been made to enhance security and provide training for teachers in order to promote awareness of child protection procedures.

	Foundation Stage	Primary
Care and support	Acceptable	Acceptable

- Systems for promoting students' punctuality and attendance have recently been reviewed to achieve more positive outcomes. Students and teachers have very positive relationships. However, the school tends to rely on these relationships rather than ensuring that formal procedures are in place to support students' well being.
- Students of determination are identified, but information to support these students often lacks precision and proper advice. The personalisation of learning experiences is very inconsistent. Students with gifts and talents rarely have opportunities to fully use their abilities.
- There is limited capacity in the school to provide formal counselling, but teachers give mature advice and guidance to their students. Assessment information is not always accurate and therefore the teachers' abilities to help students improve their progress are limited.

For development:

- Give all students formal opportunities to voice their concerns to teachers and leaders.
- Improve the identification of the most able students, so that they can deepen their learning in lessons and through extra-curricular activities.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- The school has a large proportion of students who have additional needs and they enjoy an inclusive ethos. The admission and inclusion policies are congruent and the school has a formal Inclusion Improvement Plan. However, monitoring the success of these plans is irregular.
- The identification of some students' special needs is under-developed. The identification of students is broadly accurate, but diagnosis is sometimes imprecise. Interventions are reasonably well done, but are at times unambitious for producing measurable progress by students.
- Parents are delighted that the school has a very inclusive ethos and are generally supportive of the ways that the school responds to their children's needs. They receive regular updates about learning programmes, but because of unreliable assessments, the school's progress judgements may be inaccurate.
- Curriculum adaptations, classroom support, assessments of learning and teaching are all insufficient for students with the most complex needs. In the most effective lessons, students with milder needs learn through simple curriculum adaptations. In other lessons they are held back by their teachers' low expectations.
- The majority of students of determination make acceptable progress. However, a large minority make only weak progress. Students with very complex needs make the least progress, because their barriers to learning are poorly understood by the staff.

For development:

- Improve the systems which inform teachers, students of determination and their parents of the next learning steps and how to achieve them.

6. Leadership and management

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

- The school lacks educational direction and consequently staff morale is low. The acting principal and other leaders are maintaining acceptable overall provision, but not meeting the needs of the most vulnerable students. A number of middle leaders are recent appointees, or their areas of responsibility have changed. As a result, they have had limited effect upon the quality of provision in their areas of responsibility.
- Many of the school's internal evaluations are unrealistic due to weak systems for assessments and monitoring. Insufficient account is taken of students' mobility when analysing external data. The students' outcomes are not considered when evaluating the quality of teaching. The school's development plans are vast but lack focus on key priorities. Actions have recently been taken to bring about improvements, but the outcomes for students are not sufficiently prioritised.

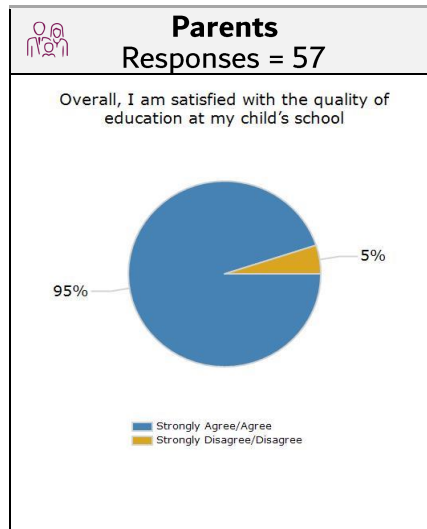
- Parents are encouraged to be active partners, following an 'open door' policy. Parents appreciate the communication they have with class teachers, but express concern at the lack of information about leadership changes. Reporting on students' progress is regular but does not help parents understand the next steps for their children to improve their rates of progress. Links with the wider community are limited.
- Governors have not fully held leaders to account or acted quickly enough to influence the work of the school. This has contributed to the current weaknesses, low staff morale and a lack of parental confidence. The restructured governing board includes wider representation. This is helping to identify improvement priorities. Governors are aware that improvements in leadership are required. A permanent principal has been appointed.
- There are effective procedures in place for managing a school of this size. The low staffing ratio provides small classes and individual attention for students. High staff turnover has impeded the development of the school. There is an ongoing programme of teacher development, but it has not led to consistently good teaching. The library is underdeveloped. The quality of learning is impeded by a lack of learning technologies for students' use.

For development:

- Improve the ability of leaders at all levels to lead improvement in their areas of responsibility.
- Improve the accuracy of self-evaluation through accurate assessments of learning.
- Governors should urgently address the issues leading to low staff morale and parental concerns.
- Develop the library and broaden students' access to learning technologies to fully support research and other skills across the curriculum.

The views of parents

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



Parents

- Most parents have positive views of the school, particularly the relationships built by teachers with them and their children. Parents are confident that their children are kept safe. Parents appreciate the small number of students in each class. They express concern, however, regarding the number of teacher changes which have taken place and the lack of information they have received regarding the frequent changes of Principal.

What happens next?

The school has been asked to prepare and submit an action plan to the DSIB within two months of receiving this inspection report. This should address:

- recommendations from the 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