



المعرفة
Knowledge



OAK TREE PRIMARY SCHOOL

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Quoz 4
	Opening year of school	2016
	Website	www.oaktreeprimary.com
	Telephone	97143333911
	Principal	Shirley Atkar
	Principal - date appointed	8/15/2022
	Language of instruction	English
	Inspection dates	15 to 19 January 2024



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	620
	Number of Emirati students	11
	Number of students of determination	53
	Largest nationality group of students	Arabic



TEACHERS

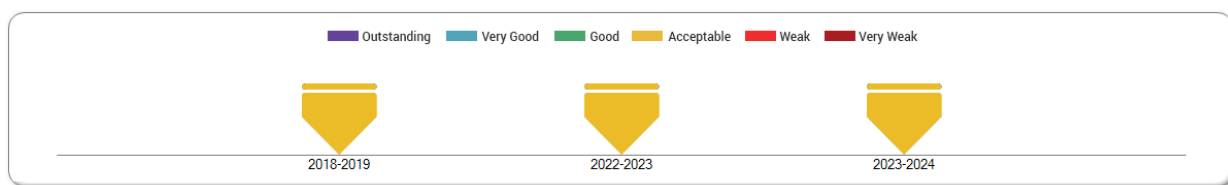
	Number of teachers	39
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Number of guidance counsellors	0



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	NA
	Accreditation	NA

School Journey for OAK TREE PRIMARY SCHOOL



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 is stronger in the core subjects in upper Primary and the Foundation Stage (FS) than it is in lower Primary. Students' attainment in Arabic, as a first language, in Primary remains weak. Learning skills have improved in FS as has progress in English and mathematics, which is now good.
- Students are generally responsible, self-reliant, courteous and considerate. However, there are too many incidents of low-level disruptive behaviour in some lessons which impacts negatively on learning. Too many students arrive late to school. Most students have an understanding and awareness of Islamic values and their influence on life in the UAE.

Provision For learners

- The quality of teaching for effective learning has improved a little in the Foundation Stage and as a result, children learn better. Teaching is less effective in lower Primary than it is in upper Primary. Internal assessment systems are in place and used to analyse data, but external data is not analysed as rigorously as it should be. The use of data information by leaders and teachers is underdeveloped.
- The FS curriculum has improved, especially in science and phonics. Transitions from FS to KS1 are planned but not always built on. Cross-curricular links are variable. The curriculum is regularly reviewed, and modifications exist but not in all subject areas. The extra-curricular programme is adequate, and awareness of Emirati culture and values have improved. Skills in innovation, enterprise and entrepreneurship are underdeveloped.
- Students are safe and cared for in school and on the school buses. Child protection procedures are known to all. Courteous and considerate relationships are evident, with teachers routinely ensuring the wellbeing of students. Students of determination and those with gifts and talents are identified but not all are yet effectively supported or challenged.

Leadership and management

- Since the previous inspection, the school has appointed middle leaders to support its work. This has had a positive effect in FS. Resources have been made available to recruit staff and to enhance provision in science and the library. The school's partnerships with parents are underdeveloped and the role of the governing board is unclear. Self-evaluation systems and planning for improvement are inadequate.

Highlights of the school:

- The safe, supportive and caring atmosphere, which welcomes students of all abilities
- The improving provision in FS which has had a positive impact on children's learning skills
- The improvements in middle leadership

Key recommendations:

- Ensure that governors provide robust support for the principal and other school leaders so that they:
 - manage safeguarding, behaviour, attendance and punctuality, and access to the school site more effectively, and
 - have a sharper focus on raising achievement.
- Improve the quality and effectiveness of leadership at all levels and ensure that:
 - teachers, especially those in Key Stage 1, make better use of assessment information to provide differentiated learning activities which meet the needs of all students,
 - analyses of assessment data produce accurate measures of attainment and progress, which can be used to adapt the curriculum and raise achievement,
 - self-evaluation is informed by reliable information from a wide range of sources and so forms a secure base for improvement planning.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 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	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
 Science	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable

	Foundation Stage	Primary
Learning skills	Good ↑	Acceptable

02 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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

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 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

- In June 2023, only 75% of students were entered into the reading assessment, which is below the 85% requirement. This was due to high student turnover. A further assessment in September 2023 demonstrates a small improvement in the standardised assessment scores (SAS). Information relating to the performance of students in the assessment administered in December 2023 is not yet available.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Very good

- There is only one set of outcomes for the Progress in International Reading Literacy Study (PIRLS). No Emirati students were entered into the assessment. The school is placed within the Intermediate International benchmark. National Agenda Parameter (NAP) data, analysed centrally and submitted by the school, show strong improvements. The school attributes this to the involvement of parents in preparing students for the assessments. However, errors in the analysis of the data mean that it is insecure. Data relating to the performance of Emirati students has not been analysed by the school but has been provided by DSIB.

C. Leadership: International and Emirati Achievement

Acceptable

- Senior leaders know how skills link to benchmark levels and acknowledge the identified gaps. They have not used this information to produce an action plan with appropriate, measurable actions to improve students' skills and their progress. The action plan makes no reference to improving reading literacy or to the performance of Emirati students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- Current reading skills are below chronological age, particularly in Years 4, 5 and 6, where they are two years below. Teachers in these year groups actively support the development of reading skills through questioning and comprehension exercises. Emirati students have personalised learning passports to support their progress. In lower Primary, teachers support the understanding of vocabulary but their use of assessment to inform teaching is less effective. The curriculum has been adapted, providing more opportunities to develop comprehension skills and some interventions have been put into place to address identified gaps. The impact of these steps is not yet evident.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure that data, including that gained from the monitoring of teaching, is accurate and used effectively to inform planning and guide improvements in students' reading skills.
- Ensure that the National Agenda action plan has input from all subject leaders, has measurable targets with clear references to Emirati students' needs, promotes the development of a culture of reading and is reviewed regularly.

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 school's comprehensive wellbeing policy sets out its commitment to promote wellbeing for students, members of staff, and families. School leaders currently employ mainly informal assessment methods when gathering information, with the result that there is a lack of robust evidence about the status of individual and group wellbeing. The wellbeing calendar sets out appropriate, cross-curricular themes but there are no consistent methods for measuring their impact.
- Staff and governors demonstrate a general awareness of the school's wellbeing vision. Parents, students, and staff are confident that they know how and to whom they should communicate any concerns. They provide illustrations of how issues have been addressed when wellbeing concerns have been raised. The school's basic and informal monitoring systems rely heavily on observation and stakeholders raising concerns, which result in satisfactory supportive interventions where necessary.
- Students and their parents are positive about the extra-curricular programme because they believe it enables them to pursue their interests and talents. Students do not yet enjoy sufficient support in suggesting their own ideas for clubs and societies. Students have a general understanding of their own wellbeing including an awareness of the common dangers, including online safety, and they understand the need to look after each other. They know how to forward their ideas and concerns to members of staff. There is a positive classroom climate in most areas, where students work amicably together and enjoy their lessons.

For Development:

- Devise and implement systems for gathering robust information from different stakeholders to provide accurate assessments of the wellbeing status of different groups in the school.
- Enhance monitoring by leaders so that wellbeing initiatives are routinely and clearly included when school performance is being measured and evaluated.

UAE social studies and Moral Education

- Moral, Social and Cultural Studies (MSCS) is taught for 45 minutes per week in Years 1 to 6, with an additional 30-minute lesson in FS. Class teachers use the MSCS Ministry of Education (MoE) textbooks and engage in project-based learning using interactive strategies, such as role plays.
- The school integrates the MSCS with the National Curriculum for England (NCfE). Assessment methods include end-of-term examinations, formative assessments, and project-based assessments. Interventions are implemented for students falling below expectations. Future improvements focus on increased parental involvement and cultural trips aligned with subjects. Leaders prioritise continuous professional development for teachers, including weekly sessions, to improve student outcomes.

Arabic in Early Years

- The school has recently introduced Arabic in FS. While children in FS2 learn Arabic for one lesson of 30 minutes per week, in Year 1 students are taught one lesson of 45 minutes. The school does not follow a specific curriculum. However, Teachers offer a modified curriculum to support children learning Arabic, as an additional language. Children are taught basic letters and sounds, and related vocabulary. Assessments are based on teachers' observations and students' participation. These assessments are not always recorded or shared with parents.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Students in Primary memorise a range of short surahs from the Holy Qur'an. They can recall historical facts about the life of the Prophet (PBUH) and demonstrate age-appropriate levels of knowledge and understanding of the Pillars of Islam.
- Students show a well-developed knowledge of Islamic manners and etiquette. Older students can read Hadiths and conclude key messages. Their recitation skills and knowledge and application of Tajweed are underdeveloped. However, students' knowledge of acts of worship and Seerah are slowly improving.
- The school has focused on developing students' Qur'anic recitation skills and understanding of the Prophet's biography (PBUH) by allocating time to learn at the start of each lesson. Improvements are not yet evident. Students' application of lessons learnt in their daily lives is not always evident.

For Development:

- Improve students' memorisation, recitation and application of the rules of Tajweed.
- Provide more opportunities for students to apply what they learn to the wider world and to their daily lives.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Students in upper Primary demonstrate marginally better achievement compared to those in lower Primary. While most students can express themselves in Arabic, with appropriate levels of language skill, the construction of their written work lacks structure and accuracy. Too often students use colloquial Arabic or English in group discussions.
- Students' listening skills are well-developed. They can understand and respond adequately to literal and direct comprehension questions. However, their inference and analytical skills are weak. Students' independent creative writing skills are also inadequate across the phase.
- The school has recently implemented a new online reading programme to support students' reading skills. It is too early for any impact to be seen on students' reading accuracy and fluency.

For Development:

- Improve students' language skills by providing regular opportunities for them to develop their speaking and independent writing skills.
- Improve students reading skills by providing level appropriate reading materials and developing their comprehension skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students attain levels that are in line with expectations, although students in Years 5 and 6 make better progress from their starting points. Lower Primary students develop Arabic language alphabets and build appropriate vocabulary. In upper Primary students are beginning to construct a limited number of sentences.
- Students' listening skills in upper primary are well-developed. Students can listen to audio recordings and respond using clues from the text. Listening skills in Years 1 and 2 are insecure. Across the phase students' reading comprehension skills are developing. Their independent writing and speaking skills are still insecure.
- Students are slowly developing the ability to recognise and say words, but their understanding of letters and sounds remains underdeveloped. While most students are beginning to build appropriate levels of language acquisition, their application of new language to everyday contexts, is limited.

For Development:

- Improve students' oral communication skills and application of new language to everyday situations.
- Provide more opportunities for students to develop their independent writing skills, especially in upper Primary.

ENGLISH

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good	Acceptable

- From low starting points, a majority of children in FS quickly acquire the ability to communicate in English. Most learn new vocabulary associated with themes they are learning, and some ask questions about the topic. Emergent reading skills are developing as children use picture clues to describe what is happening in a story.
- As students progress through Primary, they become more knowledgeable about grammar and punctuation. However, they are presented with few opportunities to develop the skills of extended writing to develop narratives, descriptions or imaginative writing pieces for different purposes.
- In Primary, insufficient use is made of external assessment information to inform lesson planning. As a result, learning activities are not always well matched to students' language proficiency.

For Development:

- Enhance opportunities for extended writing and writing for different purposes.
- Increase the use of external assessment information to match learning activities more carefully to students' language proficiency especially in Primary

MATHEMATICS

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Good	Acceptable

- Children in FS demonstrate a sound knowledge and understanding of number and shape. Internal assessments indicate that students in Primary are attaining above expectations, but this is not confirmed by inspection evidence. Progress for more able students is delayed because of insufficient differentiation.
- Students' knowledge and understanding of number and mental mathematics is strong. In FS, children effectively select a resource to support their calculations. By Year 6, most students successfully use their knowledge of number operations to help them to convert fractions and to calculate ratio and proportion.
- In lower Primary, the emphasis on teaching number limits opportunities for students to apply their skills to other strands of the subject, such as, area and measure.

For Development:

- Improve lower Primary students' understanding of how to apply their knowledge of number in different strands of learning.
- Ensure all groups of students, particularly those with higher abilities, are challenged by tasks which allow them to work at their own pace and levels.

SCIENCE

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Most students across the school are attaining in line with curriculum expectations and making expected levels of progress.
- Scientific vocabulary is effectively used across the school. In FS, children confidently name the scientific terms for the body parts of an insect. Students in Year 3 use the appropriate terms to describe magnetism. Primary students use the appropriate technical terms for the circulatory system.
- Although a greater focus on scientific enquiry and methodology has been recently promoted it is not consistently applied. In FS, children are successful in using magnifying glasses to hunt for insects. In Primary, students, with guidance, apply their understanding of variables to test the properties of materials.

For Development:

- Ensure that students in lower Primary systematically develop the skills needed to engage in scientific enquiry.
- Improve the skills of the scientific method from FS to Year 6, through regular, planned opportunities for independent investigation.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Good ↑	Acceptable

- Children in FS enjoy learning. They work comfortably alongside each other and collaborate at an age-appropriate level, when playing mathematical games. Students in lower Primary are more easily distracted and passive in their learning. In upper Primary, students participate productively in groups and have positive attitudes towards their work.
- Students take responsibility for completing tasks and are capable of independent thinking. However, they sometimes lack sufficient opportunities to exercise choice in lesson activities or to develop their independent inquiry and critical thinking skills.
- The school's focus on promoting learning skills has led to the increased use of digital technology. However, students do not always have consistent opportunities to apply these skills in lessons.

For Development:

- Ensure that students can practice research, critical thinking and problem-solving skills in all subjects.
- Encourage students to develop and apply independent learning through greater choice in lesson activities.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Most students demonstrate positive attitudes towards school and their relationships with other students and adults are generally courteous. They show sensitivity and care for others' needs, including those requiring additional support. Children in FS are increasingly self-reliant.
- Students enjoy coming to school and report that they feel safe and supported. They are generally well behaved, particularly in FS. However, a minority of students in Primary lack self-discipline and display undesirable behaviour in and outside the classroom.
- Students show an awareness of a safe and healthy lifestyle. They are conscious of making healthy food choice and participate in regular physical activity. They show an understanding of the importance of maintaining appropriate screen time and keeping safe online.

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

- Students show a clear understanding and awareness of Islamic values and their influence on life in the UAE. Most put into practice common values such as, empathy, care and collaboration. Children in FS show age-appropriate awareness of the role of the mosque for the local community.
- Students appreciate the UAE's culture and heritage. They involve themselves in cultural activities that promote the heritage of the UAE, such as, Flag Day and National Day. Students across both phases show respect when the national anthem is played.
- Most students exhibit a strong sense of pride in their own cultures and display a clear awareness and appreciation of the diverse cultures present within the school community. They are proactive in participating in events and projects, such as International Day, to display their knowledge and interest.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Acceptable

- In FS, children eagerly undertake responsibility as line leaders and 'Stars of the Week'. Students in Primary have several opportunities to show social responsibility for instance, by being student counsellors. Socially responsible roles are largely limited to within the school rather than the wider community.
- A positive work ethic is evident amongst the youngest children. Older students enjoy being innovative through the Science, Technology, Engineering and Mathematics (STEM) projects. They have fewer opportunities to initiate and develop their enterprise, innovation and entrepreneurial skills.
- Children and students have a mature understanding of global issues relating to sustainability. They understand the need to save water, to keep the oceans clean and even the youngest children can explain what it means to recycle.

For Development:

- Improve students' behaviour, attendance and punctuality, in lower Primary.
- Expand further activities and celebrations to raise student's awareness of Islamic values.
- Provide more opportunities for Primary students to engage in activities within the wider community and, to initiate innovative and enterprising projects.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- Across the school, most teachers demonstrate secure subject knowledge. Their knowledge of how students learn, and their class management skills are variable. Most teachers utilise an appropriate range of strategies and resources to provide successful learning environments.
- Teachers interact with students in a manner that is positive and encouraging. In the better lessons, teachers' questions are challenging and engage students in meaningful discussions, but this is not consistent across the school. Opportunities for problem-solving, critical thinking and research are not well-developed features.
- Lesson planning is generally detailed and takes account of the different abilities and needs of students. However, in practice these plans do not always provide appropriate levels of challenge and support for all students.

	Foundation Stage	Primary
Assessment	Acceptable	Acceptable

- Internal assessment procedures across both phases of the school are consistent and coherent. Leaders benchmark the school against national and international assessments. Gaps are identified and addressed. However, the analysis of external data is not always accurate, hence measures of progress are not valid.
- The use of questioning as a means of assessing what students know and can do is variable. It is better in FS and upper primary. Students are not always clear about how to improve their work because most teachers do not provide them with their next steps in learning, except in mathematics.
- Recent professional development training to support teachers in using assessment information to inform their teaching is beginning to show an impact. These improvements are more evident in FS and upper primary.

For Development:

- Improve the accuracy of external data analyses, and the use of assessment outcomes to inform lesson planning and apply the marking policy more consistently.
- Provide an appropriate level of challenge and support for all students.
- Provide greater opportunities for problem-solving, critical thinking and research.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable

- The FS Curriculum has improved in the provision of science, mathematics and phonics. Science now includes more problem-solving and hands-on activities, with increased use of the outdoor spaces. The FS curriculum is more engaging and enriching with good cross-curricular links, which are planned and well implemented.
- Transition from FS to Year 1 is well organised by FS leaders who ease the process by liaising with Year 1 teachers through the phonics curriculum. Transitions between the Primary years are less well coordinated by the school.
- In the Arabic-medium subjects there are more consistent cross-curricular links with other subjects. The MSCS curriculum also provides cross-curricular links that are meaningful and well-planned. In other areas these links are variable and teacher dependent.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Acceptable

- The curriculum has been modified to meet the needs of students for whom English is not their first language and most students of determination. However, in Arabic, as an additional language, it has not yet been modified based on the number of years that students have been studying Arabic.
- The FS curriculum is functional and generally engages children, although there are still not enough opportunities for child-initiated activities to promote creativity. Such opportunities are restricted further by the relatively few hours of teaching time each week.
- Despite the provision of STEM, the Primary curriculum offers only a few opportunities for students to engage in innovation and enterprise. Awareness of the Emirati culture and values has been raised through the introduction of MSCS.

For Development:

- Urgently review the KS1 curriculum to improve students' academic development, embed cross-curricular links and provide more opportunities for innovation.
- Modify the curriculum in Arabic, as an additional language, so that it is based on the number of years of students have been studying it.
- Review the amount of actual teaching time in the FS curriculum to ensure effective enrichment.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- There are comprehensive policies in place covering safeguarding and child protection, including protecting children from all forms of abuse. Links to policies are available to all stakeholders. All staff are trained in safeguarding matters, including very recent training for safeguarding leads.
- The school has very recently reinforced the procedure for parents and visitors accessing the site and is in the process of monitoring this initiative. The hygienic site is well-maintained with any issues dealt with promptly. Arrangements for students travelling by the school's transport are very well-organised.
- Clinic staff provide high quality medical care and promote healthy lifestyles through talks on hygiene and advice about healthy eating. Support for students' physical and mental wellbeing ensures that the promotion of safe and healthy living is woven throughout the school.

	Foundation Stage	Primary
Care and support	Acceptable	Acceptable

- Staff and students enjoy courteous relationships based on mutual trust and respect. There is mainly positive behaviour seen in lessons, although not always in corridors. Too many students do not arrive on time to attend morning assembly, although most are on time for lessons.
- Systems for identifying students of determination including those who have gifts and talents have improved and provide more accurate analyses of different needs. These result in appropriate individual education plans (IEPs). Parents play a full role in reviewing and planning provision.
- A minority of teachers in FS and Primary have not improved their planning to meet the needs of students of determination. As a result, students do not make better than expected levels of progress in lessons. Transition arrangements are place for students moving to their next school.

For Development:

- Ensure that the recent procedures for parents, carers and visitors accessing the school site are always rigorously applied and monitored.
- Strengthen procedures for ensuring students punctual arrival to school.
- Ensure that teachers' planning provides suitably supportive or challenging work for students of all abilities.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The school's inclusive ethos is evidenced by the recent strengthening of the inclusion team. Revised approaches to supporting students in class and in specialist areas are leading to improvements in planning to address students' needs. The impact of the inclusion team is starting to be monitored regularly.
- Appropriate systems are in place for identifying students of determination. Teachers are generally knowledgeable about their students and work with parents to construct suitable learning plans. There remains variation in the quality of these plans and the impact they are having on achievement.
- The school ensures that parents have useful information about their children's achievements in lessons. Parents communicate regularly with teachers and welcome the advice they receive. The school offers helpful workshops where parents and staff can work together to improve their skills and knowledge.
- There are no alternative curriculum pathways for students of determination. The quality of support offered to them in lessons is inconsistent.
- Assessment systems provide some information about students' progress, but this is not always reliable. Teachers are often too optimistic about students' progress. Inspection evidence indicates that most students make expected levels of progress, rather than the higher rates recorded by teachers.

For Development:

- Strengthen the IEPs so that they always contain precise targets for improvement.
- Ensure that teachers' plans indicate what students of determination are to achieve during each lesson.

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

- Leaders at all levels are committed to inclusion. Most leaders know what good assessment teaching and learning look like, and they have a sound understanding of the NCfE. Although recommendations from the previous report have been addressed, improvements are not sufficiently embedded or consistently producing improvements in student outcomes. The senior team, including the principal, are yet to take a proactive and strategic role in moving the school forward.
- The school has a process for self-evaluation, but it is not sufficiently systematic, nor does it involve all stakeholders. Information from a range of sources is used. As a result, the school's view of itself gives a workable basis on which to make plans to improve the school further. These plans are time referenced and monitored but not as specific or as measurable as they could be. Too many areas for improvement are yet to be addressed.
- Parents value the open, approachable nature of the school. They are active in supporting their children's learning when they feel that gaps in knowledge may exist. Communication is through a variety of channels and ensures that parents are always able to contact the school when necessary. However, reports to parents do not offer enough information regarding their children's progress. Parents are occasionally involved in the life of the school.
- Governors ensure that they hear the views of all stakeholders, including students and teachers. They support the school by, for example, providing resources and increasing staffing. However, they do not hold all leaders to account sufficiently. The governors do not yet relate the resources they provide to improvement in student outcomes. Roles are not sufficiently clear and too many simply act as parents rather than governors.
- The day-to-day movement around the school is smooth and qualified staff are deployed efficiently. Although resources have improved recently, they only support adequate learning, except in FS. Professional development training for teachers takes place, and this is informed by lesson observations. The school premises are clean and adequate and are accessible to all.

For Development:

- Improve the capacity of all senior leaders to evaluate accurately all aspects of the school's performance.
- Improve the skills of all middle leaders so that they can drive improvement in their areas of responsibility.
- Ensure that the roles of governance are more clearly defined to enable them to hold senior leaders to account more robustly.



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