



المعرفة
Knowledge



OXFORD SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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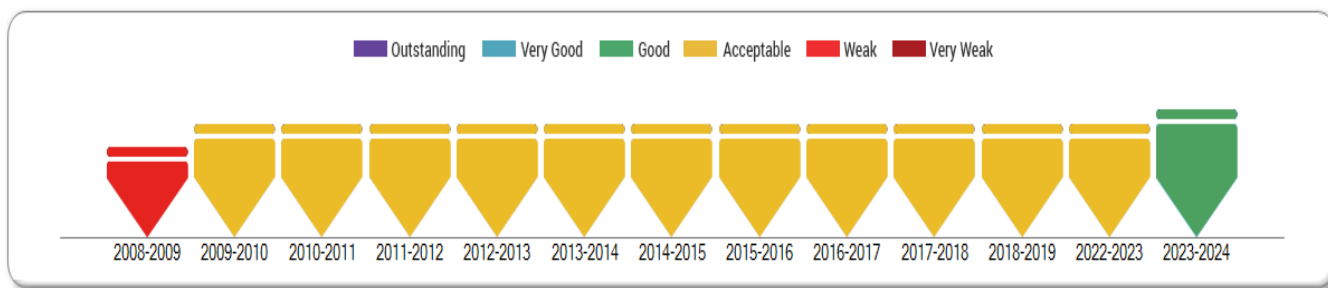
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Muhaisnah
	 Opening year of school	1988
	 Website	www.oxford.sch.ae
	 Telephone	042543666
	 Principal	Daspo Yiappos
	 Principal - date appointed	30/06/2021
	 Language of instruction	English
	 Inspection dates	08 to 12 January 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	2217
	 Number of Emirati students	20
	 Number of students of determination	147
 TEACHERS	 Largest nationality group of students	Pakistani
	 Number of teachers	150
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	20
	 Number of guidance counsellors	2
 CURRICULUM	 Curriculum	UK
	 External Curriculum Examinations	IGCSE/A level/AS level
	 Accreditation	Cambridge International/Pearson Edexcel

School Journey for OXFORD SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students' Outcomes

- In the last year, there have been significant improvements in important areas across the school. In Foundation Stage (FS), improvements in English, mathematics, science and assessment ensure that a very secure foundation for future learning is laid. In Primary, improvements in teaching, learning and curriculum adaptation have raised standards in key subjects. Leaders' focus on Arabic has resulted in significant improvements in students' achievement. Students' learning skills are also now good across the school.
- Students' behaviour is generally good. Their relationships are friendly and respectful with one another and with their teachers. They have positive attitudes towards healthy eating and maintaining healthy lifestyles. They offer constructive ideas, but often need help to bring them to completion. They show consideration and empathy to other students, including students of determination. Students are aware of environmental issues, including sustainability.

Provision For learners

- Teachers have secure knowledge of their subject and a clear understanding of how students learn best. They plan lessons carefully and develop students' skills, as well as knowledge. Recently, there has been increased use of technology to support learning in lessons. Internal and external assessment outcomes are used to inform planning for future teaching and learning. Overall, most teachers use ongoing assessment well in lessons.
- The curriculum is broad and balanced and offers continuity and progression in learning in each of the subjects. The school offers a suitable range of extra-curricular activities. It also provides opportunities for students to engage with projects within the school and to help local charities. The curriculum includes opportunities for students to develop their knowledge, understanding and appreciation of the heritage of the UAE.
- The school has appropriate policies and procedures for health education and child protection and communicates these effectively to its stakeholders. All staff receive training related to child protection. The school is inclusive and provides a welcoming and nurturing environment for students of determination. It undertakes risk assessments, as appropriate, when planning for students to take part in activities.

Leadership and management

- Leaders have addressed most of the issues raised in the previous inspection report. Through developing the middle management team, enlisting parents as partners in their children's education, and drawing on the support of governors, significant improvements have been made in important areas. Improved self-evaluation and school improvement planning have created a more strategic approach to the work of the school.

Highlights of the school

- Improvements in English, mathematics, science and assessment in FS.
- Improvements in students' achievement in Islamic Education and Arabic.
- Improvements in teaching, learning, curriculum adaptation, English and mathematics in Primary.
- Very high-quality arrangements for health and safety, and for child protection, across all phases, with an appropriately strong focus on the care and support for students.
- The success of school leaders, supported by governors and parents, in promoting improvements in self-evaluation, and in students' achievements.

Key recommendations:

- Improve attainment in mathematics in Primary to at least good.
- Improve transition arrangements between FS and Primary to build more effectively on the strong quality of provision in FS.
- Ensure that teachers' expectations are consistently high in relation to students' punctuality, behaviour and adherence to classroom routines.
- Establish greater coherence between the school's self-evaluation and the school improvement planning process, with improvement plans dated, review dates stated, and more measurable targets created.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Good	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good	Good	Very good	Good
 Mathematics	Attainment	Good ↑	Acceptable	Good	Good
	Progress	Good	Good ↑	Good	Good
 Science	Attainment	Good ↑	Good	Very good	Good
	Progress	Good	Good	Very good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good ↑	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Very good	Very good

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good 	Good	Good
Assessment	Good 	Good	Good	Good

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good 	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/safeguarding	Very good 	Very good 	Very good 	Very good 
Care and support	Very good 	Very good 	Very good 	Very good 

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good 
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Very good

- With an average score of 565, the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) in 2021, by 24 points. On average, across English, mathematics and science, students improved by two grades in benchmark assessments since 2022. Emirati students generally improved in line with their peers, although they still attain at one level below in the subject benchmark assessments.

C. Leadership: International and Emirati Achievement	Good	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- Leaders are clear about what National Agenda Parameter (NAP) data tell them. Following analysis, robust action plans and strategies have been designed and implemented, and which focus on problem-solving and critical thinking. This is reflected in an improvement in students' outcomes. Although Emirati data are tracked, there is not yet an overall strategic approach with specific targeted interventions to close the gap for this group of students.
 - Recent PIRLS results and reading assessments show that strategies for further improvement of reading are successful. Leaders have clear action plans to improve further. These strategies are applied throughout each subject area in the school. For example, in science, each lesson starts with a scientific story which the students must read and explain. The weaker readers are identified for separate interventions led by a trained specialist.
- Overall school standards in the National Agenda Parameter are good.**

For Development:

- Improve the progress which Emirati students make in their reading and benchmark assessments in order to close the attainment gap with non-Emirati students.
- Monitor and review the impact of the action plans to improve reading literacy skills across the school, and for Emirati students in particular.

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 students' 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 governors have a strong commitment to the promotion of positive wellbeing. The student-centred approach of leaders ensures that students feel valued as members of the school community. Analysed data, collected from well-developed methods such as surveys, feedback and classroom discussions, ensure that leaders are informed about the position of wellbeing in the school. An action plan for improvement is developing. The school consistently promotes wellbeing and provides multiple ways for students to access support, in confidence.
- The school provides professional development for staff and ably supports new staff through a structured induction programme. School leaders show a high degree of care and concern for the wellbeing of their staff and show their appreciation with a variety of gestures, including fun days, yoga, Zumba and smile cards. The governors and senior management review the wellbeing practices and data annually and listen to the opinions of most of the school's community.
- The school's wellbeing curriculum programme is delivered three times weekly with a specified theme. Trained staff deliver the curriculum after adapting it to meet students' needs. Weekly assemblies and club sessions promote wellbeing through discussion and active learning. Students are aware of their own wellbeing and that of others. They feel safe and are comfortable about speaking to trusted adults if they have issues in their lives. They express high levels of positivity and a real connection to the school community.

For Development:

- Expand the wellbeing team to include representatives of students, teachers and parents.
- Ensure that the targets in the wellbeing action plan are specific and measurable.

UAE Social Studies and Moral Education

- The school follows the UAE moral, social and cultural studies (MSCS) framework. The subject is taught as a discrete subject and supported by specialist teachers. They use a series of resources, including MoE textbooks and resources such as videos, artefacts and immersive experiences. In addition, students celebrate festivals, including Flag Day and National Day.
- The school provides engaging MSCS lessons that challenge students to think deeply about social issues and moral questions. Lessons are imaginative and engaging. Most students across phases are actively engaged and enjoy learning. Assessment is rigorous with accurate tracking and reporting of achievement.

Arabic in Early Years

- The school teaches Arabic in FS1 and FS2 for 50 minutes each week and for 100 minutes in Year 1. Teachers teach the sounds of the letters and then their shapes. Children learn how to start writing from right to left. Teachers teach songs which relate to the culture of the UAE. In Year 1, they teach students vowels and various drills, linking words to pictures.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good ↑	Good	Good

- A majority of students demonstrate above the expected levels of knowledge and understanding in Islamic Education. The school's internal data are consistent with standards observed in lessons and students' work. Girls generally achieve better than boys. Students in Secondary and Post-16 make slightly better progress than those in Primary.
- Primary students show a good understanding of the values of cleanliness and honesty, and rulings of congressional prayer. The older students demonstrate a deep understanding of the significance of Hadith, but students' knowledge of Aqedah and Fiqh are less secure across the phases.
- The school is improving students' memorisation and recitation skills of the Holy Quran. Knowledge of Tajweed rules is still limited.

For Development:

- Improve even further students' recitation skills by providing them with more opportunities to recite verses following the appropriate rules.
- Ensure that all areas of the subject are linked to the Holy Qur'an, the Noble Hadith and Seerah.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good ↑	Good ↓	Good ↑
Progress	Not applicable	Good ↓	Good ↓	Good ↓

- Students' achievement in each phase is now above the curriculum standards. Secondary students have deeper knowledge and skills. The progress of different student groups of students is still variable, although students in Secondary progress more rapidly than others.
- A majority of students have reading abilities which are above expectations. In the upper years, students' comprehension skills are more developed. Students' writing skills are improving. Most students are better at extracting information than at writing about it.
- Students' speaking and listening skills, in various scenarios, is also improving. This is assisted by the use of online reading applications such as, 'Asafeer', which are having a positive impact on students' progress. Some groups of students are now offered opportunities to develop their research and speaking skills, using the 'Solo' application.

For Development:

- Encourage students to expand their vocabulary further and then apply it to their written work and speaking.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good ↑	Good ↑	Not applicable
Progress	Not applicable	Good ↓	Good ↓	Not applicable

- A majority of students achieve above the expected curriculum levels in Primary and Secondary. Internal assessment information confirms students' levels of achievement. Developments in teaching and learning are contributing to students' improvement.
- In both phases, students are now able to speak about their past experiences and familiar situations. Reading comprehension and listening skills are stronger in Primary. Students' ability to express themselves independently in writing is not yet as well-developed.
- Students respond positively to guided writing, but their ability to produce more creative and independent pieces of writing is more limited. Their engagement with the Arabic language is promoted through the effective use of reading applications and its inclusion in Arabic morning assemblies and competitions.

For Development:

- Give students more opportunities to practice all language skills in everyday situations.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ↑	Good ↑	Good	Good
Progress	Good	Good	Very good	Good

- Across the school, students are achieving above curriculum expectations. Their speaking skills and their increasing vocabulary are key strengths. The FS is a communication-rich environment. Students become increasingly more articulate as they move through the school. Older students participate in debates and can their views with increasing fluency.
- Although students' written work is a developing feature of the department, most students can write successfully in different forms. In Primary, they begin to develop a wider-ranging vocabulary. By Secondary and into Post-16, students' written work is more sophisticated.
- A positive reading culture is established with the school and encouraged at home. Support and challenge for different groups of students, in Primary and Secondary, is improving but is still variable across year groups.

For Development:

- Support and challenge all groups of students in Primary and Secondary.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ↑	Acceptable	Good	Good
Progress	Good	Good ↑	Good	Good

- Attainment in Primary is not as strong as in the other phases. This is because, in some classes, students are not adequately challenged with work which is above expected levels.
- Children in FS demonstrate proficiency in concepts, such as number recognition, addition and the use of mathematical language. The older children receive and apply an increasingly broad range of mathematics and skills, in line with the expectations of their age and curriculum.
- There is an appropriate focus on problem-solving and critical thinking skills. Older students apply themselves to the tasks without the need for much teacher support. As students are grouped based on their levels of knowledge and skills, this ensures that most are suitably challenged in dealing with different mathematical concepts.

For Development:

- In Primary, provide more opportunities for students to extend their learning above the expected curriculum levels.
- Continue to ensure appropriate differentiation in lessons, to challenge and support individual students.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ↑	Good	Very good	Good
Progress	Good	Good	Very good	Very good

- Students' achievement is at least above the curriculum standards across the phases. In FS, children understand how to observe and make sense of their world. In other phases, students develop a secure understanding and knowledge of scientific vocabulary, ideas and enquiry.
- From FS onwards, students develop their understanding of how to plan and conduct simple science experiments and investigations, using the correct scientific equipment. Students' skills continue to progress across the phases, with increasing use of scientific vocabulary to explain their findings.
- An integrated approach to the science curriculum in FS has resulted in more focused learning and assessment. Children are now more engaged with their science studies, which has led to improvements in their attainment.

For Development:

- Encourage a deeper understanding of scientific concepts, critical thinking and independent research skills among students, particularly in Post-16.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good ↑	Good	Good

- Most students, across the phases, actively engage in lessons, while clearly enjoying learning and taking responsibility for aspects of it. Students often work independently and can collaborate effectively in lessons, while supporting one another to finish tasks.
- Speaking skills are a strong feature of the school. Students can present findings and discuss ideas fluently. In Secondary and Post-16, students can justify their opinions when challenged. Students are adept at making connections between their learning and the outside world
- Students' critical thinking and problem-solving skills are developing well. Learning technology is used in many lessons but not often to conduct research. Not all students have access to learning technologies, which limits their ability to work independently at times.

For Development:

- Ensure that students have even more opportunities for research across all subjects and phases in order to develop their higher-order thinking skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good

- Most students demonstrate very positive attitudes to learning and to the school. They are respectful to one another and to their teachers. Although most are self-disciplined, the behaviour of a minority of students in Primary and Secondary is less positive than in other phases. Bullying is very rare.
- Students have a clear understanding of what constitutes a healthy lifestyle. Most students eat healthy food, participate in school sports and keep mentally and physically alert.
- The school uses effective procedures to improve attendance and punctuality. As a result, attendance rates are very high this year. However, a few students still arrive late for classes and at the start of school day.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good

- Most students in Secondary and Post-16 demonstrate a deep understanding and appreciation of Islamic values. They recognise their positive impact on all aspects of life in the UAE. Most understand how all people living in the UAE are respected, regardless of their nationality or religion.
- Students in all phases are proud of their own culture and speak fondly about their traditions, cuisine and languages. Older students compare aspects of their own culture with other world cultures in aspects such as literature and tourism.
- Students' understanding of Emirati heritage and culture has been enhanced further this year by a wide range of school initiatives, including cultural celebrations, assemblies and curriculum integration within most subjects.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Very good	Very good

- Students have many opportunities to take on roles of leadership within the school. They are represented on the school's governing board. They organise charity initiatives and engage in themed events, demonstrating strong social and health awareness.
- Students have a positive work ethic. Younger students have some good ideas but rely on help from others to act on them. Older students initiate ideas for school events, including exchange programmes and celebration days, to promote the wellbeing of their peers and teachers.
- Younger students prioritise environmental concerns through the 'Go Green' club. All students appreciate the importance of caring for the environment. They promote sustainability and extend their knowledge of conservation issues, including through assemblies.

For Development:

- Improve students' awareness of world cultures in the lower phases by providing more intercultural activities.
- Engage even further with the school's local community to form closer ties and networks.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good ↑	Good	Good

- Teachers' planning is informed by assessment outcomes, matching learning activities to the different ability groups. This works particularly well in some subjects, such as science. In other subjects, it is more variable. In some lessons, activities are differentiated, but do not offer sufficient challenge.
- Most teachers have secure subject knowledge. Their lesson objectives are clear, and the majority of students gain a clear sense of achievement from their learning. Time and resources are used effectively. Most teachers create a positive learning environment, based on mutual respect.
- Teachers' use of questioning is generally effective in encouraging students to reflect on their learning. Most expect students to take responsibility and promote collaboration and independence. Most ensure that there are some opportunities in lessons for critical thinking and the development of students' problem-solving skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good ↑	Good	Good	Good

- Assessment procedures are consistent across all phases. Internal and external assessment outcomes are used to inform future provision. National and international benchmarking data are tracked and analysed to give teachers a thorough understanding of students' abilities.
- The quality of teachers' feedback to students' written work is still variable across the school. There are areas of strength, but, too often, written feedback is either missing or lacks the quality and direction to provide constructive guidance towards improvement.
- As a result of recent improvements in assessment practices in FS, teachers now have a better understanding of the strengths and weaknesses of individual children. This has been a key factor in bringing about improvements in attainment and progress in this phase.

For Development:

- Ensure that all teachers provide consistent levels of challenge and support across all subjects and phases.
- Provide students with written feedback which offers constructive guidance for improvement.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum has a clear rationale, is broadly balanced and is relevant to students' needs across all subjects. There is a lack of vocational provision in the upper school, which limits the choices of some older groups of students.
- The curriculum provides appropriate challenge for most students. Continuity and progression in learning are planned systematically. Curricular choices ensure that students are generally well prepared for their next phase of education. Senior students are supported in choosing course options and future pathways.
- Students have many opportunities to engage in meaningful and interesting learning experiences. Cross-curricular links are used to develop an understanding of the UAE culture and society. Regular reviews ensure that the design of the curriculum meets the needs of most learners.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good ↑	Good	Good

- The school successfully modifies the curriculum to match the needs of almost all groups of students. It provides stimulating and meaningful learning activities for students to gain a well-rounded education. Students have many opportunities to participate in a range of activities.
- A large majority of teachers use assessment data effectively to identify gaps in learning and then to modify the curriculum appropriately to meet the needs of most student groups.
- Students have a wide range of extra-curricular and co-curricular activities through planned interventions. They include the 'ECA' Primary Programme, internships, science fairs, international partnerships and Podcasts. The curriculum is also successful in developing students' knowledge, understanding and appreciation of the heritage of the UAE.

For Development:

- Ensure that the curriculum, particularly in Post-16, has the breadth to meet the needs of all students.
- Involve more students, across all phases, in enhancement, innovation and entrepreneurial activities.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The school has rigorous procedures in place for the safeguarding of students, including child protection, and which are shared with all stakeholders. Teachers and other members of staff understand their duty to keep young people safe and how to report any concerns that they may have.
- The premises and facilities provide a safe and secure physical environment. Due vigilance is given to their security. Teachers train students to be alert to any hazards, including movement around the school, and how to report them. Students who are health and safety 'leads' show high levels of responsibility.
- Students' health is very effectively looked after by the medical personnel, who play a key role in health and safety at the school. Appropriate messages are shared frequently with teachers, staff, students and parents to promote students' good health.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Relationships between staff and students are kind, caring and mutually respectful. They enhance the learning environment. The school advocates positive behaviour for learning but not all teachers are successful in managing students' behaviour. A successful process tracks student who are absent or late for school.
- Rigorous systems assist the early and accurate identification of students of determination and includes those who are gifted and talented. Additional support enables most of these students to make better than expected personal and academic progress.
- A whole-school approach to pastoral care, overseen by the inclusion team, ensures collaboration with teachers in monitoring and supporting students' wellbeing. The career guidance counsellor provides essential advice to help students to identify career goals, choose courses of study and to apply to universities.

For Development:

- Provide additional support and professional training for specific teachers to improve their behaviour management skills.
- Monitor the effectiveness of the one-way system on the stairs and in corridors to identify how students' movement around the school can be made safer and even more efficient.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The governors and senior leaders have made inclusive education a priority. The provision is overseen by an experienced leader with the assistance of the inclusion governor. A capable team of support teachers provides targeted interventions in the inclusion centre.
- The school's effective admissions process and screening ensure the early and accurate identification of students' needs and their abilities. The inclusion team uses assessment data and knowledge of students to develop individualised education plans (IEPs) which guide their interventions and advise teachers on the required classroom support.
- Frequent communication exists between the inclusion team and parents, who also attend IEP meetings and events held by the team. Parents state that their children make effective progress in their learning, resulting in improvements in self-esteem and confidence.
- Teachers provide appropriate accommodations and personalised support for students. However, there is variability in the quality and appropriateness of the modified worksheets and the set tasks. A few teachers do not always include students of determination in their whole class instructions.
- The inclusion department tracks all formal and informal assessment data, and the achievement of IEP goals, to measure progress. With support, most students are enabled to make better than expected personal and academic progress.

For Development:

- Ensure that learning support teachers serve as role models, coaches and professional mentors for classroom teachers.
- Consider the use of learning support assistants (LSAs) to support classroom teachers and to promote the independence of students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders have worked diligently since the previous inspection to address the key messages from the inspection report and to make the necessary improvements to provision. In doing so, they have expanded the middle leadership team and increased parental involvement. Developments are carefully overseen with close attention to the impact made on students' achievements and their personal and social development. Relationships are professional. Morale in the school is positive.
- The school's self-evaluation arrangements draw on the outcomes of internal and external assessment. The quality assurance process, involving the governors and school staff, places an appropriate focus on the quality of teaching in the school. The school's improvement planning has set out targets and allocated responsibilities to named personnel. Some links are identified with the school's self-evaluation and the previous inspection report. However, many of the targets in the current improvement plans are neither specific nor measurable.
- Leaders give parents regular opportunities to be partners in their children's education. They inform parents well about their children's attainment and progress and provide relevant information for them about key developments that affect their children's education. Parents' views are sought frequently through surveys and face-to-face meetings. Leaders act promptly on parental concerns. The school has some useful links with the community and with other schools, but they are not extensive.
- The governing board includes representation from a wide range of stakeholders. It consistently seeks stakeholders' views and has a very good knowledge of the school. Members hold senior leaders to account for the quality of the school's provision. Governors exert a positive influence on the school's direction and performance. They actively support the principal and senior leaders in their efforts to improve provision. They also ensure that statutory requirements are met.
- The school runs very smoothly. Teachers ensure that students have positive and beneficial learning experiences. Staff are appropriately qualified and have regular access to appropriate training to keep them abreast of developments in education. The premises provide a clean and safe environment for learning, teaching and extra-curricular activities. They are equipped with modern resources, including technology and resources for practical learning activities. Not all areas for learning are fully accessible to students who may have mobility difficulties.

For Development:

- Increase the consistency of teachers' expectations, in terms of punctuality to class, adherence to class routines and the focus on their learning.
- Ensure that the school's improvement planning has specific, measurable targets with a responsible person for each of them and a timescale in which each target should be reached.
- Review the arrangements for the movement of students around the school to ensure safety for all.



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