INSPECTION REPORT 2023-2024

PACE MODERN BRITISH SCHOOL L.L.C

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 Rashidiya
Opening year of school	2021
Website	www.pacembs.com
Telephone	097142595411
Principal	Graham Andrew Beadman Howell
Principal - date appointed	7/1/2021
Language of instruction	English
Inspection dates	19 to 23 February 2024

STUDENTS

Gender of students	Boys and girls
Age range	3 to 15
Grades or year groups	FS1 to Year 8
Number of students on roll	955
Number of Emirati students	34
Number of students of determination	62
Largest nationality group of students	India

TEACHERS

Number of teachers	61
Largest nationality group of teachers	UK
Number of teaching assistants	31
Number of guidance counsellors	1

CURRICULU

Curriculum	UK
External Curriculum Examinations	NA
Accreditation	NA

School Journey for PACE MODERN BRITISH SCHOOL L.L.C

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' attainment and progress in almost all subjects across the school are acceptable. Students' progress in Arabic, as an additional language in Secondary is weak. Scrutiny of students' work in their books shows that some teachers' expectations of the progress that students can make is not consistently high enough. Students learning skills are acceptable across the school.
- Students behave well, feel safe and have confidence in the adults who work with them. Their good attendance is a testament to their positive attitudes. The school is a harmonious community in which bullying incidents are rare. Students show tolerance and respect for others and recognise and appreciate differences. Students know the benefits of regular exercise and take part in physical activities.

Provision For learners

- In the Foundation Stage (FS), teachers use play-based learning to engage children, and encourage independent exploration. In the most effective lessons, teachers use clear explanations and questions to check students understanding of new concepts. In less effective lessons, teachers assume students understand subject related vocabulary, and do not clarify this explicitly. Not all teachers make regular checks as students work, to see if it is correct.
- The curriculum is generally broad, balanced and age appropriate. It is revised regularly to promote aspects that have emerged after the analysis of assessment data, such as, extending reading more widely in the school. Adaptations to the curriculum include changes to accommodate more effectively the needs of most groups of learners, for instance, boys. However, the curriculum does not yet challenge higher achievers sufficiently.
- The relationships between members of staff and students are respectful and caring. Students speak highly of their teachers and value them. The school is inclusive and welcomes students of all abilities. Accurate identification of students of determination involves in-class observations, primary assessments and support from external agencies.

Leadership and management

- Senior leaders have a shared approach to raising students' performance levels. They are targeting key areas for improvement and are beginning to hold teachers more accountable for students' achievement. The governing board has only a general overview of improvements and the effectiveness of action, such as, how well students are achieving. Newly appointed middle leaders have limited or no allocated time to carry out their duties to improve their areas of responsibility.

Highlights of the school:

- The committed leadership of the principal and the senior leadership team
- Students' good behaviour, attitudes, relationships and their willingness to learn
- The successful partnerships leaders have developed with parents and the wider community
- The whole school reading literacy strategy which is beginning to have a positive impact on developing students reading

Key recommendations:

- Improve students' progress and raise attainment in all subjects and in all phases.
- Ensure that middle leaders have sufficient time to manage and drive improvement, in their areas of responsibility.
- Establish that self-evaluation is accurate and provides a reliable base for all improvement planning.
- Ensure that governors provide the necessary staffing and learning resources, and rigorously hold leaders to account for the school's performance.

OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

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

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak
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	**Met Fully**

	Whole school	Emirati cohort
B. International and Benchmark Achievement	**Weak**	**Weak**

- The school did not complete the Progress in International Reading Literacy Study (PIRLS) tests in 2021 and so does not have achievement targets based on this assessment. On average, across English, mathematics and science, students' progression is weak in benchmark assessments over two years. Emirati student achievement is in line with their classmates.

C. Leadership: International and Emirati Achievement	**Good**

- Senior leaders have a strong understanding of benchmark reports and are developing a greater understanding of how subject skills and content align. While action plans address key development points, curriculum adaptations to focus on the learning gaps identified in the benchmark reports, are inconsistent across all subjects. Plans identify the performance of Emirati students but curriculum adaptations for their particular needs are limited.

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

- The profile of reading literacy across the school has been raised with additional curriculum time, resources, withdrawal sessions, and a focus on vocabulary across all subjects. Teachers are given accurate reading assessment information, but this is not always used to inform their teaching. Lesson plans include key vocabulary and opportunities for in-class reading, but teachers' practice and understanding of students' English reading literacy is inconsistent.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that all leaders, and teachers, fully understand the implications of benchmark reports, and use this information to identify and address any learning gaps.
- Establish systems to monitor and measure the impact of curriculum adaptations on students' performance in benchmark assessments.

Wellbeing

KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an acceptable level

- The principal, senior leaders and members of the wellbeing team are dedicated and committed to a strong community vision. Information gathered from surveys informs action planning and is beginning to support decision making. Progress in wellbeing, while still in its early stages, is gathering a positive momentum. Daily school routines are adopting some purposeful ideas and initiatives, but these have yet to embed meaningfully among all stakeholders.
- The engagement and understanding of wellbeing concepts in the wider school community is developing. Strategies are referenced in lesson planning but are not always implemented. Students have access to support from a psychologist when needed. A student wellbeing committee has recently been established enabling some secondary girls to take on leadership roles. Staff report high levels of satisfaction with ongoing self-care initiatives, opportunities for professional development and a positive work life balance.
- The moral education and social studies curricula now includes some aspects of wellbeing concepts. A focused wellbeing programme that can support every member in the school is still emerging. Students are beginning to acquire the skills they need to understand and manage their own wellbeing. Digital safety is a growing priority for the school. Positive relationships between members of staff, students and parents is a strong contributory factor to the caring ethos and the sense of belonging experienced by all stakeholders.

For Development:

- Improve the understanding of wellbeing among all stakeholders and ensure that the strategies, listed in the lesson plans are implemented.

UAE social studies and Moral Education

- Moral education and social studies are delivered using the Ministry of Education (MoE) Moral, Social and Cultural Studies (MSCS) framework. The subjects are taught in English in standalone lessons from Year 2 to Year 8. The school uses a variety of resources to deliver lessons. For example, UAE textbooks, technology and teacher created artefacts. Moral and social themes are incorporated into the 'understanding of the world' topic in FS and Year 1.
- The MSCS curriculum is reviewed weekly. Leaders identify what needs to be a focus, for instance, inserting more cross-curricular activities, or a greater emphasis on science and healthy eating. Teachers assess students' progress in MSCS, through observations and create opportunities for students to self-assess. In lessons, students work together in small groups. They are keen to join in discussions and express interest in the topics being taught.

Arabic in Early Years

- In FS, children are taught Arabic by one teacher for 75 minutes a week. Lessons encompass listening, speaking, writing and phonics. Well-known and popular nursery rhymes are translated to learn them in parallel with the English versions. The assessment of children's progress is ongoing with the results presented to parents in line with the school reporting procedures.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most primary students memorise, recite and explain the general meaning of the prescribed Suras. They demonstrate a basic knowledge of the life of the Prophet (PBUH). Students in Years 7 and 8 have an emerging understanding of the acts of worship and Islamic law.
- Most students in Primary develop no more than a basic understanding of subject specific terms and concepts and, the ability to refer to the divine revelation to support their answers. In Secondary, students are able to discuss the Islamic methodology for addressing human and environmental issues.
- Teachers have a clear vision on what to do raise achievement, including modification of the curriculum to enhance Holy Qur'anic skills. However, there is as yet little impact on students' performance.

For Development:

- Improve primary students' ability to link their learning to the divine revelation in relation to human and environmental issues.
- Enhance students' understanding of the Holy Qur'anic vocabulary.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students in Secondary can read and write simple passages. Students in the lower year groups can express their views on a variety of topics. Students demonstrate less proficiency in using standard Arabic when speaking and writing about unfamiliar contexts.
- Most students can analyse elements of literary texts and connect various ideas. However, only a small percentage of students produce coherent written summaries with correct punctuation. Most students follow the basic grammar rules when writing but they lack confidence when writing and speaking extensively.
- Students supplement their learning with the available reading resources and a variety of online platforms. These resources are used well to improve their motivation and engagement in learning. Not all students follow the guidance given by teachers in the marking of their work.

For Development:

- Ensure that all students follow the guidance given by teachers in the marking of their work.
- Ensure students make full use of the available reading resources to extend their vocabularies.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Weak

- Students listen well and respond to simple and familiar questions. However, only a few students are able to write short sentences using a simple model. Only a small number speak with confidence and read, and write at the expected curriculum levels, particularly in Secondary.
- In Primary, beginners of Arabic can decode familiar words, but only a half show reasonable awareness of word intonation. Errors often occur in the correct use of demonstrative pronouns.
- Primary students' attainment and progress in reading and writing is improving because of the positive learning environments, effective teaching and ensuring standard Arabic is spoken during lessons.

For Development:

- Improve students' confidence in speaking, reading, and writing at the expected level in relation to their years of learning Arabic.
- Improve students' understanding of word intonation in sentences.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In FS, children's speaking and listening skills are developing steadily. In the other phases students develop the confidence to contribute their views in lessons, although a minority remain hesitant speakers. During lessons, students usually listen to the opinions of others and their teacher's instructions.
- The quality of writing is variable. A minority of students' books show well written, interesting work. However, most writing shows inappropriate levels of punctuation, grammar, content and presentation.
- Initiatives to increase and widen students' reading opportunities are developing well. As a result, students reading skills are improving. The newly refurbished school library is contributing well to this.

For Development:

- Improve progress and raise attainment in all phases.

MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- As evidenced in lessons and recent work, most students' attainment and progress are in line with the curriculum expectations. Progress is not above this because opportunities that arise in lessons to extend students' thinking are not always taken.
- In FS, children explore concepts as they compare height and length and learning to recognise numerical values. Students are increasingly confident in calculations and manipulating numbers. Secondary students can link their learning to drawing a range of graphs.
- Students become fluent in the fundamentals of mathematics. However, activities that support problem-solving and critical thinking are not routine features of lessons. Opportunities are missed for students to reason, investigate, discuss and apply mathematical concepts during lessons.

For Development:

- Ensure all students are given appropriate opportunities to apply their mathematical skills.
- Enrich the curriculum and challenge students with tasks that develop their mathematical investigative and reasoning skills.

SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In FS, children display interest in science through playful exploration. Most primary and secondary students attain knowledge that meets curriculum standards. Primary students perform less well in external assessments. Both primary and secondary students generally make expected progress, with boys often outperforming girls.
- In FS, children start making simple observations about plants. In Primary, they explore shadow formation, adaptation, and matter properties. In Secondary, students' scientific reasoning evolves with concepts of energy storage and transfer. They also demonstrate practical application, in understanding and reducing friction.
- Teachers are beginning to prioritise the development of students' practical skills. Opportunities for independent experimental design and hypothesis testing is at an initial stage. Students' scientific thinking, investigative skills, inquiry abilities, and research skills are developing across all phases.

For Development:

- Provide more opportunities for students to design experiments, test hypotheses, and develop their scientific thinking, investigative skills, enquiry, and research skills.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- Students show positive attitudes towards learning and demonstrate the ability to engage independently for short periods of time. They effectively interact with others and communicate their learning adequately, although their collaborative skills are not yet fully developed.
- Primary and secondary students' ability to make connections between different areas of learning and apply them to the wider world is at an early stage of development. Children in FS, often have more opportunities to make connections with everyday examples.
- Students' use of technology to support their learning is uneven. The development of critical thinking, problem-solving, and innovation skills is emerging, and students' ability to independently enquire and conduct research is not yet secure.

For Development:

- Provide more opportunities for students to take responsibility for their learning and to engage in collaborative work.
- Ensure that students apply their learning across subject areas and develop critical thinking, and problem-solving skills, in all subjects.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Students of all ages show positive and enthusiastic approaches to their work and life in school. In lessons, they are self-disciplined and show that they can take responsibility for their own learning. However, they are not always self-disciplined when moving between lessons.
- Students develop respectful relationships with members of staff and with each other. Although students' awareness of maintaining a healthy lifestyle is developing, they do know the benefits of regular exercise and take part in physical activities.
- The positive school atmosphere encourages students to support one another. However, a significant number of students routinely arrive to school late at the start of the day. This has an impact on their own and other's learning.

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

- Students' discussions in lessons and their displays around the school reflect a clear understanding of Islamic values. They celebrate Islamic events such as, the Prophet's (PBUH) Day and Ramadan. They are involved in various activities to promote Islamic values through assemblies.
- In FS, children demonstrate a basic knowledge and understanding of the UAE and word cultures. Students' clear appreciation and understanding of the UAE's heritage is evident in class discussions, displays, and celebrations. Most students demonstrate a sound knowledge of their own cultures.
- The school has taken some steps to improving students' awareness of world cultures through a number of planned cultural awareness programmes. The impact of these initiatives has yet to be seen.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Most students are aware of their responsibilities in school. Some students like to help their teachers in class by tidying the rooms and taking care of resources. Student councillors and the wellbeing committee act as positive role models for others.
- Students across the school enjoy their work, but many lack initiative. In FS, children have opportunities to lead their play-based learning. In other phases students enjoy taking part in their work, but do not have regular opportunities to make decisions and lead.
- Students take care of plants in the school garden. The eco-team make posters to remind others to care for the environment. Older students learn about the impact of human activity, such as, deforestation, on the Earth. Students recycle wastepaper and sometimes plastic.

For Development:

- Improve students' awareness about how to maintain a healthy lifestyle.
- Encourage students and parents to take responsibility for arriving to school on time.
- Expand students' awareness of UAE and world cultures, particularly in FS.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers possess secure subject knowledge. In FS, teachers encourage the children's independent exploration. However, in many primary and secondary lessons, work tends to be overly teacher-directed, thus limiting opportunities for independent learning. The promotion of critical thinking, problem-solving and innovation skills is variable.
- In FS, teachers use play-based learning to engage children. In Primary and Secondary, the level of challenge for students is often too low, and not enough use is made of questioning to assess understanding.
- Lesson plans are generally detailed, but not effectively implemented. Many lack personalisation for students of determination. Higher attaining students are not adequately challenged due to low teachers' expectations, thus restricting students' overall progress.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessments are linked to the curriculum standards. However, standardised external assessments provide more reliable information in Primary and Secondary. The moderation of assessment is developing in FS, ensuring teachers have more reliable information to guide lesson planning.
- The school analyses internal and external assessment data. However, this information is not consistently used to modify teaching strategies. Students are not always provided with the appropriate support or challenge that allows them to make more rapid progress.
- Written feedback to students is limited. It lacks detail and specific advice on the next steps that a student needs to take to improve. Peer-and-self-assessment are used to support learning in some lessons, but students are mostly unsure of their own strengths and weaknesses.

For Development:

- Raise teachers' expectations of what students can achieve and ensure that learning activities are appropriately challenging.
- Ensure that full use is made of assessment information in planning work to match the needs of all students.
- Improve the marking of students' written work so that they know what they are doing well and how to improve their work further.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum is generally broad and balanced across all phases. It meets the MoE requirements and reflects the components of the National Curriculum of England (NCfE) in Primary and Secondary.
- The curriculum provides progression in learning across phases. Although cross-curricular links are planned they are not consistently implemented in lessons. Curriculum choices are limited for older students, as the school does not yet offer Post-16 provision.
- The curriculum is revised regularly, with reviews taking place weekly and termly. Adjustments are made to promote aspects that have emerged after data analysis, such as, the positive move to extend reading opportunities more widely in the school.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum adaptation is limited in FS. Adaptations to the curriculum take place more frequently in Primary and Secondary. These include changes to accommodate more effectively the needs of most groups of learners, such as, boys or Emirati students. However, the curriculum does not generally offer higher achievers sufficient challenge.
- Extra-curricular opportunities are mainly to be found in Primary and Secondary and include entries to external competitions. Although limited in scope, they do contribute to students' academic and personal development.
- Although there are frequent references to Emirati culture in curriculum planning, these elements are not yet consistently integrated into students' learning experiences.

For Development:

- Review the curriculum so that it provides more rigour and challenge for higher achieving students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable

- The school has adequate procedures in place to safeguard students, including policies covering internet use. All staff have undertaken child protection training. Curriculum initiatives ensure that students are aware of the ways to stay safe. However, the policies are not shared widely with parents.
- Regular safety checks support the general health and safety of students and staff. The premises are clean and regularly maintained. Records are kept of school maintenance, any incidents and subsequent action. The supervision of students is mostly effective, including on school buses.
- Aspects of safe and healthy living are promoted through the curriculum, with contributions from the medical team and members of staff. These include healthy eating and the importance of being active. However, these are not yet fully built into most aspects of school life.

	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable	Acceptable

- Relationships between staff and students are positive resulting in a caring and supportive ethos. Students' behaviour is managed adequately. The systems to monitor and promote attendance and punctuality lack rigour and are unevenly implemented.
- The accurate identification of students of determination involves a range of internal and external assessments. Students' learning plans do not always include individualised and specific, measurable targets. This limits the rate of progress for students of determination and those with gifts and talents.
- The monitoring of students' personal development and their wellbeing is an emerging feature across all phases. Support for students with English, as an additional language needs, is not always appropriate.

For Development:

- Ensure all parents have access to policies and procedures relating to the welfare of students.
- Strengthen the systems to monitor and promote both attendance and punctuality.
- Ensure all student's individual learning plans (IEPs) are fully implemented in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable

- The principal, senior leaders and the newly appointed head of inclusion are committed to accelerating and improving provision for all groups of students. The detailed policies promote and enable a well-established inclusive ethos. Trained learning support assistants (LSAs) provide adequate support.
- A range of assessments accurately identify student's individual barriers to learning. However, student's IEPs focus on generic, rather than specific, learning targets. The procedures to identify and support students with gifts and talents is emerging.
- Parents have positive relationships with the school and value the communication and open-door policy. Participation in the reviews of their children's IEPs are limited. Parents stated they wished to make a more purposeful contribution to this process.
- Differentiated support is variable across all phases. Individualised teaching strategies to challenge and support students learning needs are inconsistent features of lessons. For all students, including those with gifts and talents and English, as an additional language, differentiated lesson planning is variable leading to uneven rates of progress.
- Overall, most students make acceptable progress and acquire a range of knowledge and personal development skills. Progress over time to narrow the learning gaps and align with year level expectations, is limited. The use of specific data to enhance targeted provision is not yet a consistent feature.

For Development:

- Improve the quality of differentiation to accelerate the progress in all groups of students.

06 LEADERSHIP AND MANAGEMENT

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

- The principal is targeting key areas for improvements. The leadership team has established strong relationships across the school and is beginning to hold teachers accountable for students' performance levels. Newly appointed middle leaders have varied understanding of how to improve their subjects. Although, leaders have targeted teachers' professional development training, students' outcomes, teaching and learning remain inconsistent.
- School self-evaluation lacks rigour and is overly optimistic, even though the school is making positive steps. Systems for monitoring the quality of teaching are improving teaching and identifying the areas for staff development. The school improvement plan is unnecessarily lengthy. It identifies the improvement priorities in key areas such as, the quality of teaching, learning and assessment. However, it lacks milestones and monitoring and evaluation procedures.
- Parents appreciate the caring ethos of the school and are pleased with the improved methods of communication. They say that the school deals with any concerns they may have promptly and effectively. Parents who spoke to inspectors say their children are settled, safe, happy and enjoy coming to school. Parents find school reports useful but say there is room for improvement especially in the reporting of their children's performance levels.
- Governing board members are supportive of school leaders. The board does not include representation from all stakeholders. Systems that are in place to collect the views of stakeholders are underdeveloped. Although governors have provided additional resources to ensure well-qualified staff are in place, there are still inadequacies in staffing and learning resources. Governors are not rigorously and systematically monitoring and evaluating how successfully the school meets the needs of all learners.
- The school is managed efficiently to ensure students and staff benefit from well organised routines. The vast majority of teachers are qualified with appropriate experience in their subject. Leaders manage the significant turnover of staff well, ensuring new staff are given appropriate induction to the school. The school is well-maintained, with limited specialist facilities. A well-designed library with a range of books is having a positive impact on students' development and enjoyment of reading.

For Development:

- Develop rigorous self-evaluation procedures that take full account of accurate internal and external measures of students' outcomes.
- Ensure governance includes representation from all stakeholders.

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