

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

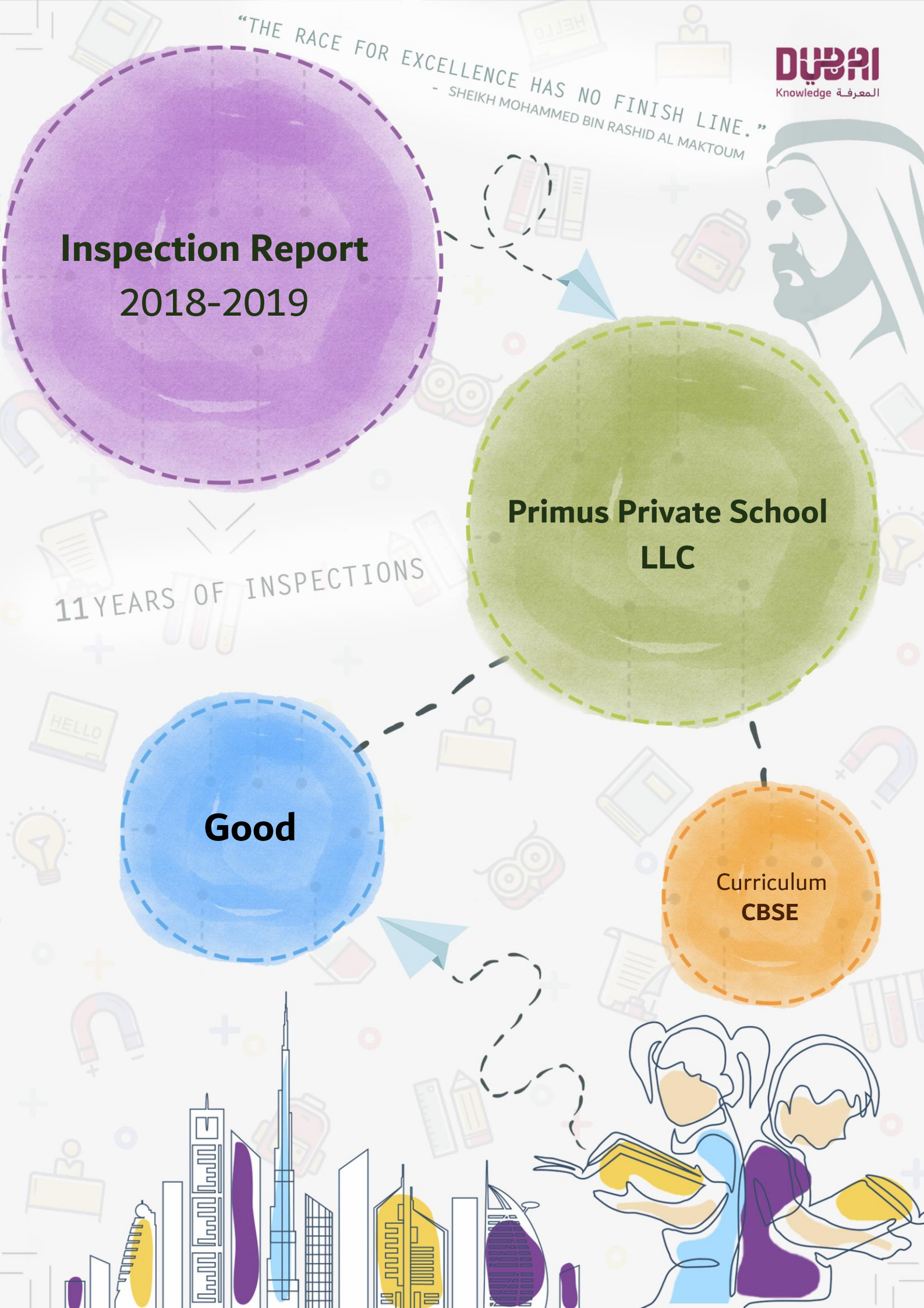
Inspection Report 2018-2019

**Primus Private School
LLC**

11 YEARS OF INSPECTIONS

Good

Curriculum
CBSE



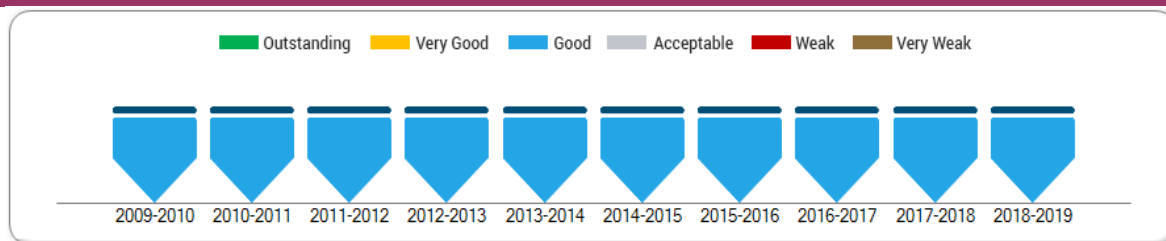
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School Information

General Information	 Location	Al Warqaa
	 Opening year of School	2008
	 Website	www.risdubai.org
	 Telephone	0097142800691
	 Principal	ARUNDHATI RAWAT
	 Principal - Date appointed	10/1/2014
	 Language of Instruction	English
	 Inspection Dates:	08 to 11 October 2018
Students	 Gender of students	Boys and girls
	 Age range	3-16
	 Grades or year groups	Kindergarten 1 - Grade 11
	 Number of students on roll	1482
	 Number of Emirati students	0
	 Number of students of determination	77
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	112
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	26
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	0
	 Teacher turnover	27%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, CAT4

School Journey for Primus Private School LLC



Summary of Inspection Findings 2018-2019

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

- Attainment in the Kindergarten (KG) is variable. In the other phases of the school, it is mostly good. Although still acceptable in Islamic education in Secondary and in Arabic in the middle and secondary phases. Students are making better progress in English in the KG, Arabic in the primary phase, and in Arabic, mathematics and science in the middle phase. Students' learning skills have improved in the Secondary but not elsewhere in the school.
- Students are enthusiastic, respectful, highly motivated and self-disciplined. Older students enjoy leadership opportunities. Attendance is very good. Students have considerable respect for Islam and appreciation of the UAE culture. Their understanding of world cultures, however, is limited. Students participate in charity and community projects, showing a sincere sense of civic responsibility, perseverance and commitment. A few initiate projects, but their innovation and entrepreneurial skills are still developing.

Provision for learners

- Teachers' subject knowledge is good but teaching in the KG does not encourage discovery learning. Group work is effective in the school but rarely increases the depth of learning. Assessment in the KG is not based on curriculum standards. In the other phases, internal and external tests are aligned well. Most teachers know their students well but do not always apply assessment data to differentiate teaching and learning.
- The curriculum is reviewed regularly, but the school remains focused on excellence that is measured by examination results than the acquisition of skills, which impedes progression between phases. In Secondary, choices and additional languages are in place to enhance the curriculum, but opportunities for innovation and entrepreneurship are limited. Curriculum adaptation, restricted to differentiated worksheets, often fails to meet the specific needs of all students in class.
- The school is safe and caring. Child protection is secure and supported by training. Healthy living is promoted effectively. Strong support and guidance are provided by staff, but the school has not appointed a dedicated guidance counsellor. There is no careers guidance in place. Positive behaviour management ensures students' very good self-discipline, attendance and punctuality. Although some students of determination are identified, their needs are not always met.

Leadership and management

- Leaders understand the school's journey but focus on examinations rather than developing learning skills. Resources are ample, and monitoring of lessons ensures some understanding of how to improve. Action plans lack time-specific targets. Parents are proactive partners, but students' entrepreneurial and innovation skills are not supported by local partnerships. The governing body are fully committed to support the major changes required to accommodate students of determination in the school.

What the School does Best:

- Students achieve outstanding external examination results.
- The very caring ethos, positive relationships and well-developed support and care for students create a strong sense of community.
- The school provides an outstandingly safe and healthy environment and benefits from regular input from students.
- Students are proud of their school, take responsibility for their environment and maintain a focus on sustainability.

Key Recommendations:

- Ensure that leaders are equipped with the skills and expertise to improve the quality of provision to meet the individual needs of students of determination and to optimise their outcomes.
- Ensure individual teachers consistently use cognitive ability test and other benchmark test data in planning lessons that meet the learning needs of all students.
- Develop students' learning skills by:
 - providing opportunities for them to explore the relevance of the learning to their lives
 - ensuring that group work has purposeful, measured outcomes
 - extending critical thinking opportunities to all of them.
- Improve the quality of teaching in the KG by:
 - establishing ways to implement a child-centered curriculum that reflects how young children learn
 - ensuring that all assessments are coherent and benchmarked against curriculum standards
 - supporting teachers to use questioning techniques to promote higher-order thinking skills.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 English	Attainment	Very good ↑	Good	Good	Very good
	Progress	Very good ↑	Very good ↑	Good	Very good
 Mathematics	Attainment	Good	Very good	Good	Good
	Progress	Good	Very good	Good ↑	Good
 Science	Attainment	Acceptable ↓	Very good	Good	Very good
	Progress	Acceptable ↓	Very good	Very good ↑	Very good
		KG	Primary	Middle	Secondary
Learning skills		Good	Good	Good	Very good ↑

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Very good
Social responsibility and innovation skills	Good ↓	Very good	Very good	Very good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Good	Good	Good
Assessment	Acceptable ↓	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↓	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**.

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

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

Schools Progression In International Assessments

is above expectations.

- The school's participation in TIMSS and PISA is developing. To date the school participated in TIMSS 2011 and 2015 in mathematics and science for Grade 4 only. In this context the school's outcomes declined in mathematics between 2011 and 2015 and did not meet its 2015 targets. In science the school improved between 2011 and 2015 but did not meet its 2015 targets. The school has not yet participated in PISA. When comparing NAP outcomes against CAT4 measured potential, most students overachieve.

Impact Of Leadership

meets expectations.

- The National Agenda action plan comprehensively reflects the National Agenda goals. The plan sets out a variety of goals and these are supplemented by action plans for subjects. Data are well analysed and presented. These data are shared with teachers and used to encourage changes in teaching and learning. Curriculum adjustments that reflect the needs of TIMSS and PISA are developing. The use of data to improve the quality of student learning is not well developed. There is an over emphasis on teaching for outcomes as opposed to learning skills.

Impact Of Learning

is approaching expectations.

- The use of critical thinking and enquiry skills is planned for in most lessons. This is better in English than mathematics and science. It is not embedded in many lessons and sometimes is directed towards better students, whereas it should be directed towards all students. These skills are best used in better lessons across all phases and in the secondary phase because of the maturity of students. The use of technology for research is developing.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Ensure that achievement on benchmark tests is sustained by setting more specific targets for groups and individuals, and by encouraging more independent learning.
- Encourage and support teachers to use assessment for learning to differentiate lessons and to ensure that individual students develop cognitive skills and acquire curriculum content.
- With the use of information technology, encourage student-led investigative approaches to learning that enable students to apply critical thinking and research into real life issues.

Reading Across the Curriculum

- The application of reading across the curriculum is developing well in most phases. Throughout the school, there is a strong focus on reading skills.
- KG children rapidly develop an understanding of letters and their sounds. Lower primary students read for understanding on a daily basis, and older students are developing confident reading skills.
- The use of the library is limited. The librarian liaises with English teachers, but the library is not fully utilised as a part of the whole-school reading programme. This programme is not sufficiently collaborative or proactive.
- Leaders in each phase have begun to develop reading across the curriculum. There is a school reading policy, but it is not applied widely outside the English department.

The school's provision, leading to raised outcomes in reading across the curriculum, is Emerging.

For Development:

- Engage all subject leaders in creating and applying a whole-school reading policy that has agreed reading strategies.

UAE Social Studies

- The school's UAE social studies curriculum is fully aligned with the CBSE life skills curriculum. It is broad and balanced, and it contains meaningful and appropriate curricular links.
- Teachers have good subject knowledge, but not all provide an environment that engages, challenges or develops students' higher-order thinking skills.
- When given the opportunity, students interact and collaborate well, exploring and researching different aspects of the UAE social studies programme. They use technologies in innovative ways to support their learning.
- The majority of students achieve well and make better than expected progress from their starting points in lessons.
- **The school's implementation of the UAE Social Studies Programme is Above Expectations.**

Innovation

- Students' independent learning skills are not promoted sufficiently because research is largely directed by teachers. Students are rarely given time for independent reflection or discovery learning.
- Students show perseverance and commitment to tasks. A few, particularly in the secondary phase, generate ideas and initiate projects, but their innovation and entrepreneurial skills are underdeveloped.
- Teachers modify their lesson plans by introducing group work. However, learning is often restricted by timed activities and the lack of open-ended research.
- Makers Space, Green Gang and special days promote students' creativity. However, critical thinking is not embedded in the taught curriculum.
- Senior leaders are committed to innovation but have not grasped inventive approaches to the concept. Activities are still standalone and not integral to students' learning or teachers' professional development.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good	Good	Acceptable ↓

- There is a strong emphasis on acquiring knowledge of Islamic principles, laws and concepts. Internal assessment results are inflated and do not reflect students' actual abilities. Achievement in the secondary phase is weaker than in the other phases because of lower expectations.
- The majority of students are developing knowledge and basic understanding of a range of Islamic manners and values, such as honouring parents and belief in angels. Deeper understanding and skills related to the Holy Qur'an, such as Tafseer, are less developed, especially in the secondary phase.
- Students' recitation skills have improved as a result of providing additional recitation and Tajweed sessions across the school. Poorer grasp of Arabic in the secondary phase is limiting students' access to the Holy Qur'an and Hadeeth.

For Development:

- Raise expectations to enable students to reach better outcomes in the secondary phase and develop skills related to the Holy Qur'an and Hadeeth.
- Use more accurate internal assessments to reflect students' actual achievements and to inform their next steps in learning.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Good ↑

- The majority of students, across the phases, achieve improved outcomes as a result of more effective teaching strategies this year. A strong focus on acquiring a range of vocabulary through a variety of topics relevant to students' lives, is leading to better sentence building, particularly in the primary phase.
- The majority of students in primary read well and copy texts with good handwriting. Their comprehension and writing skills are underdeveloped, particularly in the middle and secondary phases. Their speaking and listening skills are improving, and they engage in brief conversations.

- The department is successful in extending vocabulary to improve students' structured writing, particularly in the lower grades. However, neither creative writing nor spoken communication is as well developed, especially in the higher grades.

For Development:

- Provide more opportunities for students to use interactive dialogue in a range of real-life situations, particularly in the middle and secondary phases.
- Develop opportunities for creative writing, in a range of genres, across all phases.

English

	KG	Primary	Middle	Secondary
Attainment	Very good ↑	Good	Good	Very good
Progress	Very good ↑	Very good ↑	Good	Very good

- Students reach very high levels of attainment when measured against national and international benchmarks. Although the same high standards are not always evident in students' notebooks, their sentence construction and understanding of vocabulary are above curriculum expectations throughout the school.
- Most students are regularly involved in reading and analysing texts through comprehension. They extract information proficiently from a range of genres, and their writing is fluent and accurate. KG and lower primary students make particularly strong progress in reading and writing.
- Students of determination make slower progress than others as a direct consequence of teaching that lacks differentiation. More able students are not challenged consistently to achieve their potential through extended writing tasks, particularly in the upper primary and middle phases.

For Development:

- Ensure that all students engage in extended writing tasks at appropriate levels, which are carefully matched to their specific abilities.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Good	Good
Progress	Good	Very good	Good ↑	Good

- Students in the primary phase continue to perform very well, but middle school students are making greater progress since the previous inspection. Outcomes in the KG and secondary phases continue to be good.
- Examination results show strong attainment levels that are not always evident in lessons, particularly in the middle and secondary phases. Familiarity with examination questioning is important, especially for secondary students, but too many students are not developing the range of mathematical skills to apply to real life.

- Outcomes for students of determination and those with particular gifts and talents, are not optimised due to the lack of skillful differentiation in class, especially in the middle and secondary phases.

For Development:

- Ensure that application of mathematical skills to real-life problem solving is intrinsic to every lesson, in all phases.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable ↓	Very good	Good	Very good
Progress	Acceptable ↓	Very good	Very good ↑	Very good

- Although children in the KG are learning more actively this year, their learning still lacks a scientific investigative approach. They focus more on the acquisition of vocabulary than thinking and discovering for themselves.
- Attainment is higher in the secondary phase, because students readily apply critical reasoning skills and make more effective use of prior knowledge during investigative work in lessons.
- Stronger progress in the last three phases of the school is attributed to student enthusiasm and the research approach to learning in lessons. However, plenaries are not structured enough to ensure that students know what they have learned and can then plan their next steps.

For Development:

- Challenge all students to achieve their potential by providing them with more open-ended investigations and less teacher-directed activities.
- Ensure that the scientific enquiry method of exploration, prediction, observation, recording and concluding is intrinsic in all science lessons in the school.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Very good ↑

- Across all phases, students are motivated and engaged. They welcome opportunities to take responsibility and to be involved actively in their own learning. On occasions, the development of their learning skills is restricted by the focus on preparation for examinations.
- Critical thinking is more developed in the secondary phase, where students enjoy a greater variety of opportunities for research-based group work. In this phase, they are beginning to develop their investigation and collaboration skills.

- Makers Space, STEM activities and special focus days, have helped students improve their learning skills, particularly in the secondary phase and where progress is more rapid in most subjects. However, this is not integral to the taught curriculum across all phases of the school.

For Development:

- Plan lessons and adapt teaching strategies to integrate critical thinking and engage all groups of students more actively.
- Ensure that meaningful connections are made between the different parts of the curriculum and increase links to real-life situations.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Students are enthusiastic and have very positive attitudes to learning. They are respectful, highly motivated, self-disciplined and sensitive to the needs of others. KG children have a clear awareness of acceptable behaviour and follow classroom rules diligently.
- Respectful and considerate relationships between students and teachers pervade the school. Students feel well-supported and guided in their learning. Older students particularly enjoy the leadership opportunities provided. Attendance is at least very good in each phase.
- Many students choose to participate in a wide range of activities. They have initiated a number of activities that include a mentoring system in which older students support younger students in their learning.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Very good

- Students have considerable respect for Islam and show a firm appreciation of UAE culture. However, their understanding of other world cultures is noticeably more limited, particularly in the primary and middle phases.
- Although senior students' awareness of their own culture is stronger than in the other phases of the school, they demonstrate less understanding of Islam and UAE culture. Few can give clear details about UAE cultural or historical traditions.
- Although the school is offering more opportunities to expose all students to UAE celebrations and other world cultures, their knowledge and understanding are still developing.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good ↓	Very good	Very good	Very good

- Students participate in a wide range of charity and community projects. They show a well-developed sense of civic responsibility and empathy for those in the school and the wider community who are less fortunate than themselves.
- Students have positive attitudes to their work. Most display perseverance and commitment to achieving well and show resilience in completing tasks. A few students generate good ideas and initiate projects, but their innovation and entrepreneurial skills are underdeveloped.
- Environmental awareness is less developed in the KG. In the other phases, students are much more aware of environmental issues and sustainability. They are active in school-wide recycling projects, showing care for their school and the community.

For Development:

- Develop students' innovation and entrepreneurial skills by providing them with more opportunities to generate their own ideas and carry them to real world applications.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Good	Good	Good

- Teachers' subject knowledge is good overall. KG teachers know their children well but do not create enough opportunities to allow them to learn by discovery. Elsewhere in the school, teachers use group work to create stimulating learning environments, but this is not always effective as all students work at the same pace.
- Most teachers make effective use of resources. However, lesson planning is not consistently informed by students' assessment data. There is often a lack of support for the more able students and those who find learning more challenging.
- Most middle and secondary school teachers use higher order questions to develop students' critical thinking, but the discussion is often teacher directed. Students are rarely encouraged to explore their learning in depth or allowed enough time to think and reflect.

	KG	Primary	Middle	Secondary
Assessment	Acceptable ↓	Good	Good	Good

- Assessment in the KG is not based on a clear understanding of the curriculum standards for this age group. In the other phases, a range of externally benchmarked tests effectively complement internal tests. This ensures consistency of challenge and improved outcomes for students.
- Assessment data are analysed by school leaders and shared with middle leaders and teachers to assist them in developing targeted strategies for individual students. The use of data to inform curriculum adaptation and teaching strategies remains a developing feature in most subjects.

- Most teachers know their students well, but this is often not formalised into clear differentiated lesson planning. Therefore, lesson planning is not always effective in sustaining improvement over time.

For Development:

- Ensure all assessment data is used systematically and consistently by every teacher, to inform teaching, curriculum planning and curriculum adaptation more effectively.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↓	Good	Good	Good

- In the KG, curriculum design and implementation do not lead to active, integrated learning for children. Elsewhere in the school, the curriculum is reviewed regularly to ensure smooth transition and enhance student outcomes. Overall, students are well prepared for future learning.
- Mapping of concepts and skills across the whole school remains limited and sometimes impedes the smooth progression between phases, resulting in a lack of consistency in teaching and learning. The focus of curricular changes on excellence in examinations hinders students' acquisition of transferable learning skills.
- A number of curricular choices and a range of additional languages enhance the curriculum in the secondary phase. A good range of formal and informal activities provide students with more opportunities to develop 21st century skills. However, opportunities for innovation and entrepreneurship are limited.
- Moral Education is planned and integrated within the curriculum and school life. The time allocation is sufficient to deliver the programme effectively.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- Teachers' ability to modify lessons appropriately to meet the needs of students continues to improve but is inconsistent across the school. Lessons are generally adapted to identify some teaching strategies, but the use of worksheets and monitoring of their effectiveness lack rigour.
- Some enrichment activities are provided to develop enterprise, innovation and creativity. However, many take the form of special days throughout the year and remain separate from the taught curriculum and daily learning.
- A strong sense of the UAE culture is embedded in the ethos of the school. The increased use of ICT during lessons and some inclusion of critical thinking opportunities, are beginning to develop students' learning skills and enhance their outcomes.
- Arabic as an additional language is taught for one lesson a week in the KG.

For Development:

- Review the vertical and horizontal mapping of the school curriculum to ensure cohesion, progression, and the development of transferable skills.
- Ensure the curriculum is fully adapted and leads to lesson planning that meets the needs of all students.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- As a result of very effective day-to-day management, the school continues to provide a highly safe and caring environment.
- Pre-emptive health and safety policy development and implementation are a strength and ensure that all aspects of the school day operate securely. Transport services are safe and carefully supervised. Child protection, health and safety are high priorities for the school. Staff receive high quality internal training on all of these priorities.
- Risk is minimised. A particular strength of the school is the promotion of healthy lifestyles. This is led by the school clinic that works closely with staff to provide a valuable and holistic service, focusing on students' physical fitness and healthy diet at school and at home.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- A very caring ethos and respectful relationships are evident in all phases. Students' well-being and personal development are high priorities for all staff. The positive approach to behaviour management ensures that students are courteous and self-disciplined at all times.
- Positive relationships ensure very good attendance and punctuality. Care and support are managed through a strong programme delivered by teachers and supervisors. Specific guidance counselling and provision for careers guidance have not been developed.
- The school identifies students of determination and those with gifts and talents using a variety of assessment tools. The quality of support for these groups, during lessons and in withdrawal classes, is variable. There are opportunities for students with gifts and talents to excel in a range of extra-curricular activities, but these remain separate from their academic classes.

For Development:

- Provide students with good quality academic advice and careers guidance to enable them fulfil their potential.
- Consider more ways to support the emotional well-being of all students, especially the older ones.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion team, including the governor and the champion, promote an inclusive ethos, ensuring that the school welcomes students of determination. The school leadership, however, acknowledges that further professional development is required to equip all staff with the necessary skills and expertise to carry out their responsibilities.
- A range of assessment tools is used to identify students of determination, including baseline assessments. External agencies are used for the more complex cases. Individualised plans vary in quality, and not all of them identify appropriate targets or strategies that reflect specific needs. Criteria for measuring success are not always clear or measurable.
- Parents value the inclusive ethos of the school and are fully supportive of their children's learning. In particular, they value the school's responsiveness to concerns and appreciate the regular updates on their children's progress.
- Curriculum modification and support vary in lessons. Tasks are not always aligned closely to students' specific needs. The focus on task completion, at the expense of deepening understanding and developing skills, often hinders progress.
- Students, supported by learning support assistants, consistently make acceptable or better progress. Although individualised tutorial sessions boost students' confidence, the overly-didactic strategies for learning in class often restrict opportunities for them to think for themselves and to self-correct.

For Development:

- Provide high-quality professional development that equips all staff with the necessary skills and expertise to support students of determination.
- Formulate personalised education plans that identify suitably-challenging and measurable targets and strategies that align with students' specific needs and remove barriers to learning.

6. Leadership and management

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

- The leadership team has good understanding of the school's journey and has set clear direction and vision. They lead a highly-caring and inclusive school. Academic goals are shared through middle leaders but do not always translate into action in the classroom. School leaders have focused on improving examination results but have not ensured that teachers understand the importance of developing students' learning skills, particularly those of younger children and students of determination.

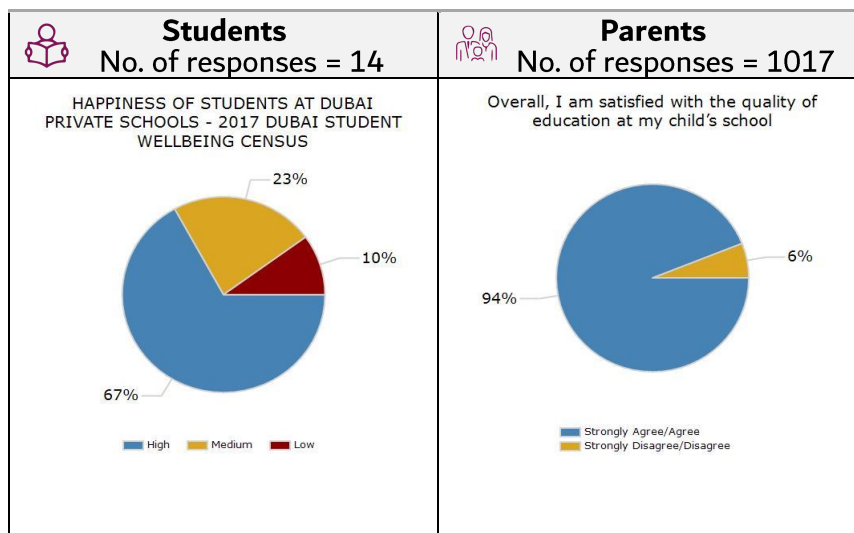
- The school's evaluation of its own performance uses internal and external data and remains accurate and insightful. However, the information available for self-evaluation does not always inform classroom practice. Monitoring is leading to some understanding of how to improve individual and group outcomes. The lack of clear lines of accountability and of effective support for teachers is leading to inconsistent self-evaluation and is limiting school improvement. Action plans addressing areas for development are not time specific.
- The school engages very well with parents, who see themselves as partners in their children's learning. They feel well informed about the outcomes of internal and external testing that is related to their children's potential. However, the regular, formal reports lack targets or guidance on how to improve. Parents are active participants in school activities. Partnerships with the local communities and businesses are not sufficiently exploited to contribute to the development of students' entrepreneurial and innovation skills.
- A strength of the governing board is the range of professional expertise represented. Governors listen to staff and parents about school development. They recognise that, for several years, there has been a lack of focus in supporting the integration and needs of students of determination. They are now committed to major improvements in this area and to improving the performance of all students by driving better understanding and use of data to guide teaching and learning.
- The school is well organised and efficiently managed. Staff are suitably qualified, and the school's regular professional development programme supports whole school and personal development. However, this programme has not enabled teachers to develop children's learning skills or foster their development of high-quality 21st century learning skills. Ample resources are available at school for these skills to be developed, but teaching does not always make the best use of them.

For Development:

- Support academic middle leaders to ensure they understand the application of data to lesson planning and hold teachers accountable for the implementation of differing strategies to meet the identified individual needs during lessons.
- Engage with local businesses and organisations to enable older students to extend their learning to embrace entrepreneurship and innovation.

The Views of parents and students

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



 Students	The students who responded to the survey are very supportive of their school. They are proud of the school and appreciate the care and support with which they are provided. They feel safe and protected. They feel that bullying is not common, and very few feel they have suffered any intimidation on-line. They are satisfied with the range of extra-curricular activities available to them.
 Parents	Almost all parents who responded are extremely happy with the school. They feel that their children are well supported, safe and cared for. They are positive about the quality of teaching, but they have a more mixed view of the school's capacity to develop students' learning skills. This is in line with the inspection findings.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 inspection@khda.gov.ae