



المعرفة
Knowledge



WOODLEM PARK SCHOOL L.L.C

INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



WEAK

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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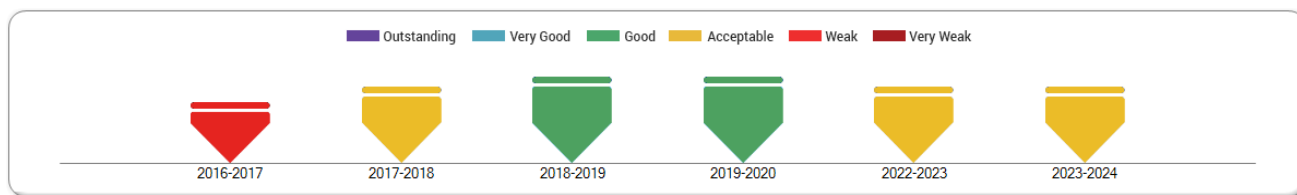
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Qusais
	 Opening year of school	2014
	 Website	www.bisedu.ae
	 Telephone	97142040900
	 Principal	Mr Joseph Sebastian – Acting principal
	 Principal - date appointed	1/1/2023
	 Language of instruction	English
	 Inspection dates	25 to 29 September 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4-16
	 Grades or year groups	KG 1-Grade 10
	 Number of students on roll	2694
	 Number of Emirati students	0
	 Number of students of determination	62
 TEACHERS	 Largest nationality group of students	Indian
	 Number of teachers	208
	 Largest nationality group of teachers	INDIAN
	 Number of teaching assistants	44
 CURRICULUM	 Number of guidance counsellors	2
	 curriculum	Indian
	 External Curriculum Examinations	ASSET
	 Accreditation	CBCS

School Journey for WOODLEM PARK 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

- In the Kindergarten (KG) the attainment and progress of children are acceptable. Elsewhere in the school, most students' achievement is at a good level in Islamic Education and English. It is weak in Arabic and mathematics in Middle and Secondary. Students learning skills are acceptable across the school. Not all groups of students, especially students of determination and lower attainers, make sufficient progress.
- The school's current strengths are in the calm and happy learning environment and the positive relationships between adults and students at all levels. Students' behaviour is generally good, and they respond well to their teachers in lessons and around the school. Very good levels of attendance reflect students' enjoyment of school.

Provision For learners

- There are strengths in teaching that are a key feature of KG, for example, in the teaching of phonics. Good relationships among teachers and students are evident in lessons across the school. However, lessons often lack pace, and expectations of students are too low. Teachers do not use information about individual students, to plan activities that really challenge and enthuse them.
- In KG, the curriculum is carefully planned, and children are well-prepared for the next phase. The planning in other phases does not provide sequential learning by considering the previous learning of students. Although the curriculum is sufficiently balanced, progression checks indicate significant content gaps in key subjects from Primary upwards.
- The procedures for the safeguarding of students are adequate. Staff are kept aware of them and are well trained. The promotion of safe and healthy lifestyles is effective. The premises and facilities provide a safe physical environment that is suitable for all students, regardless of their individual needs. The school provides limited support for students of determination and those who are gifted and talented.

Leadership and management

- The governing board has not been successful in appointing a substantive principal. The current senior team ensure that students feel safe and well cared for. However, the quality and impact of teaching are not checked rigorously enough. As a result, the work teachers set students are not matched properly to their abilities. Senior leaders' view of the school's performance is not accurate.

HIGHLIGHTS OF THE SCHOOL:

- Students' pride in the Emirati culture and their own heritages
- The good attitudes, behaviour and relationships across the school
- The positive partnership between the school, parents and the community
- Students' achievement in Islamic Education and English in the upper phases and the emphasis on early learning skills in KG

KEY RECOMMENDATIONS:

- Improve the effectiveness of teaching across all phases by:
 - providing high quality training for all teachers so they create opportunities for students to work collaboratively, and develop their critical thinking, skills of enquiry, independence and research,
 - ensuring teachers plan challenging lessons using assessment information about students' prior learning and adapt their lessons to meet the needs of all groups of students.
- Develop coherent and comprehensive assessment procedures that provide teachers with accurate information to inform student progress and the needs of different groups of students.
- Ensure that:
 - governors urgently appoint a substantive principal,
 - full use is made the School Inspection Framework to evaluate accurately the performance of the school,
 - all aspects of the work of the school are systematically and rigorously monitored and evaluated
 - the school improvement plan is focused sharply on raising students' achievement, has realistic and measurable targets, and is checked regularly for its impact.





OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Good ↑
	Progress	Not applicable	Good	Good	Good
 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	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓
 English	Attainment	Acceptable	Acceptable ↓	Good	Good
	Progress	Acceptable ↓	Acceptable ↓	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Weak ↓	Weak ↓
	Progress	Acceptable	Weak ↓	Weak ↓	Weak ↓
 Science	Attainment	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Care and support	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

06 Leadership and management

The effectiveness of leadership	Weak ↓
School self-evaluation and improvement planning	Weak ↓
Parents and the community	Good
Governance	Weak ↓
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
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Not Applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- With an average score of 549, the school exceeded its target in the 2021 PIRLS assessments by 5 points. On average, across English, mathematics and science, students improved to a good judgement in benchmark assessments over two years. Attainment overall in mathematics is acceptable, in comparison to English and science which is good. There are no Emirati students in the school.

C. Leadership: International and Emirati Achievement	Acceptable
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- Some senior and most middle leaders understand adequately the subject skills and content aligned to the proficiency levels (PISA) and international benchmark levels (TIMSS/PIRLS). They are able to identify some of the gaps in benchmark assessment reports, including reading, which they have addressed with some initiatives. However, the monitoring of these interventions is not consistent. As a result, well-intended initiatives have not resulted in improvement in students' progress. The schools National Agenda and reading literacy action plans are detailed and highlight targets that are linked to NAP data analyses.

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

- The school's most recent reading literacy skills profile reveals that a majority of students' reading literacy scores are at an acceptable level. The majority of teachers make some use of assessment information from benchmark reports and plan purposeful interventions. However, teachers understanding of students' needs in reading and intervention strategies, are variable and having only a shallow impact on their progress. In addition, struggling readers are not provided with enough support. As result they make insufficient progress.

Overall school standards in the National Agenda Parameter are: Acceptable

For Development:

- Ensure that in all subjects, full use is made of the outcomes of benchmark assessments to identify and tackle gaps in students' learning.
- Ensure the rigorous monitoring and review of the impact of planned interventions to improve the reading literacy skills of all students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

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

- School leaders understand the importance of wellbeing development and principles. However, the promotion of wellbeing across the school is inconsistent. The leadership of wellbeing is underdeveloped and has minimal impact on outcomes. Assessment data are not rigorously analysed to inform the development and improvement of provision. Assessment methods are simplistic and lack structure. Self-review does not consistently guide planning or improvement. As a result, wellbeing provision is not having a substantial impact on students' development.
- Staff are aware of the school's wellbeing vision but have limited ways to influence it. Students are eager to contribute, and the school is in the early stages of developing student voice. Students can approach named staff for support and guidance if they have any concerns. The school counsellor has an open-door policy, to support students' mental health and their wellbeing. Basic monitoring identifies common concerns. A general induction and guidance for new staff supports their initial wellbeing.
- Wellbeing initiatives are appropriate but are only focused on a limited number of students. The school does not consistently modify curricular programmes to promote wellbeing. Students have an awareness of their wellbeing needs. They have an understanding of the need for online safety but do not apply this knowledge consistently across subjects. They feel happy at school and are keen to be part of the wellbeing journey, wanting to take greater ownership and responsibility.

For Development:

- Improve the training and understanding of wellbeing of all staff
- Regularly collate information from students, staff and the wider community and use this to inform targeted wellbeing provision and programmes that are accessible to all.

UAE social studies and Moral Education

- The school makes effective provision for moral education and UAE social and cultural studies following the Ministry of Education (MoE) curricula. Teachers plan effectively for these two stand-alone subjects. Four lessons a week are provided in Grades 1 and 2, with two lessons a week in Grades 3 to 9 and one lesson a week in Grade 10. The subjects are taught in English.
- The curricula are based on MoE textbooks and a wide range of resources. Some activities are incorporated to encourage students to think critically and make everyday connections. Curricular adaptations are made as required. Classroom teaching is reinforced through thematic assemblies, and external visits. Progress is assessed and reported to parents regularly.

Arabic in Early Years

- The school teaches Arabic for 35 minutes weekly in KG2. The curriculum is based on developing children's listening, speaking, and reading skills. There is limited focus on developing children's writing skills. The school follows the MoE curriculum. Teachers assess children's listening, speaking and reading through observations and their enjoyment and involvement in the classroom activities.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In lessons and in students' recent work a majority of students in Primary and Secondary demonstrate knowledge, skills and understanding of Islamic concepts, and beliefs that are above curriculum expectations. Students in these phases make better progress than in the middle phase.
- Most students in the primary phase have good levels of understanding of Islamic concepts and of the principles of worship. Students in Secondary, can explain the concept of Waqf and the role of al-waqf in serving the community.
- Students have improved their skills in how to apply their knowledge of Islam to the wider world. Students' skills in Holy Qur'anic recitation and memorisation, have improved in the lower grades However, inconsistencies remain across other grades.

For Development:

- Provide more opportunities for students to improve their Holy Qur'anic memorisation and recitation skills.
- Ensure students link all areas of learning of the subject to the Holy Quran, the Noble Hadith and Seerah.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The school's internal assessment data indicate that students in all phases make good progress. Lessons observations and scrutiny of students' written work demonstrate that most students in Primary and Middle make expected progress. In Secondary, students' progress is below expectations.
- In the primary and middle phases, most students are beginning to decode written words and sentences. A minority can read and understand sentences and short paragraphs. Their listening and speaking skills are improving.
- Across the school students' writing skills are underdeveloped. This is mainly due to a lack of consistent practice and teachers' low expectations. In Secondary, the range of students' language skills and vocabularies remains limited. A significant number have difficulty in understanding and following their teacher's instructions.

For Development:

- Ensure that internal assessments are rigorous and in line with curriculum standards in relation to students' years of study.
- Raise teacher's expectations in order to improve students' Arabic language skills, particularly their speaking and writing.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable ↓	Good	Good
Progress	Acceptable ↓	Acceptable ↓	Good	Good

- The school's emphasis on early literacy skills, particularly the teaching of phonics in KG, ensures the ongoing development of children's language skills. These skills are developed progressively throughout the school. By Secondary, most students can articulate their ideas and opinions with confidence.
- Students' reading skills are well-developed across all phases enabling them to engage in reading for different purposes. Literacy resources include a range of hardcopy and online reading materials. However, the libraries and reading lounges do not encourage a greater love of reading.
- The improvement of students' writing skills remains a focus across all phases of the school. There are missed opportunities for the extension of vocabulary, grammar and punctuation by extending the range of writing styles.

For Development:

- Improve the reading environments, throughout the school, to encourage and develop enjoyment of reading for pleasure.
- Provide more opportunities for students to extend their writing skills by developing their vocabulary, grammar and punctuation in a wider range of writing styles.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable	Weak ↓	Weak ↓
Progress	Acceptable	Weak ↓	Weak ↓	Weak ↓

- The attainment of most students in KG and Primary is acceptable. This is not the case in Middle and Secondary where attainment is weak. Children in KG make acceptable progress. Other than KG, progress is below expectations in all phases.
- Across the school, most students have sufficient knowledge and understanding of number and geometry. In Primary, students show an understanding of basic operational skills. The problem-solving skills of most students in the upper phases are underdeveloped. Few use key mathematical vocabulary to communicate their reasoning.
- Only a few mathematics lessons include critical thinking or open-ended problem-solving activities. Most lessons focus on the application of calculation skills to arrive at a single correct solution. Increased levels of challenge in learning activities have had little impact on students' outcomes in the upper phases.

For Development:

- Make sure students use key mathematical vocabulary in all lessons.
- Improve the problem-solving skills of all students in all phases.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓
Progress	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓

- In KG, it is evident from children's work and in lessons that their knowledge of science and early enquiry skills are developing at a steady pace. In the other phases, students make the expected progress in the acquisition of new scientific knowledge.
- Across all phases, students develop a secure knowledge of scientific concepts and vocabulary. However, students have limited opportunities to develop their conceptual understanding. The quality of learning experiences is inconsistent across the school. Stronger practice is evident in Secondary, particularly through practical laboratory work.
- Opportunities for students to develop scientific enquiry skills are underdeveloped across the school. In KG and Secondary, some practice supports investigative learning and critical thinking. However, opportunities to develop students critical thinking and problem-solving skills are not always taken.

For Development:

- Improve students' ability to draw conclusions and apply science to technology across all phases.
- Provide students with a programme of regular scientific experimentations and investigations across the school.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Children in the KG, have positive attitudes towards learning and enjoy their lessons. They interact well with their teachers and one another and demonstrate an ability to collaborate in many learning tasks. Across the other phases, most lessons are overly teacher-led, and students have insufficient opportunities for enquiry-based learning.
- Students are beginning to demonstrate an ability to take responsibility for their own learning. When opportunities are provided, many students are able to learn independently. However, students have too few opportunities to learn collaboratively and communicate their thinking.
- The use of digital technology is an emerging feature in supporting students' learning. Students in the primary and secondary phases, have limited opportunities to use technology to develop more in-depth research skills or to promote innovation and enterprise.

For Development:

- Provide more opportunities for students to engage in enquiry-based learning to promote their independent learning skills.
- Strengthen students' use of digital technology to engage in more in-depth research and extend their subject-specific vocabularies.

2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Good	Good ↓	Good ↓	Very good

- Students across the school demonstrate positive attitudes towards learning. Behaviour is generally good. Students in the secondary phase demonstrate high levels of self-discipline and respond well to their teachers in lessons and around the school.
- Students develop respectful and strong relationships with members of staff and with one another. They demonstrate a strong awareness of safety and a secure understanding of a healthy lifestyle. They participate and enjoy activities that promote a safe and healthy lifestyle. They are aware of the need to make healthy food choices.
- Almost all students attend school regularly and their attendance is very good overall. Students enjoy coming to school and taking part in their lessons. They generally arrive at school and to lessons on time.

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

- Students across the school display a good understanding and appreciation of Islamic values, especially in the upper grades. They clearly understand how these values influence many aspects of life in the UAE and contemporary society.
- Students are knowledgeable about the UAE culture and show an understanding and appreciation of Emirati heritage and traditions. They participate in many cultural events that promote the heritage of the UAE. They can talk about some of the main sporting activities and traditional clothes.
- Students demonstrate a clear understanding and awareness of their own cultures and show appreciation for a range of other cultures. However, their awareness and understanding of the breadth of cultural diversity within the UAE and around the world are more limited.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Good

- Students in all phases are proud of their school and take their responsibilities seriously. They are keen to take on key roles, such as, school counsellors, ambassadors and prefects. The majority of students across the school have a positive work ethic.
- Students enjoy opportunities to display their talents. The school council spoke well about the student-led initiative to develop an irrigation system.
- Students are keen to improve the school environment. Across the school they have been involved in a drive to collect out-of-date electronic devices. Students are aware of many of the current environmental issues, such as, the polluting effects of waste on the environment

For Development:

- Ensure high levels of responsible behaviours are consistently promoted across the school.
- Provide more opportunities for students in the lower grades to develop their sense of personal responsibility and initiative and monitor the impact on students' personal development.

3. TEACHING AND ASSESSMENT

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

- Teachers' interactions with students are positive and, in the majority of lessons, students are fully engaged. Teachers use questioning effectively to check students' understanding. However, teachers do not provide sufficient opportunities for questioning to promote more in-depth dialogue and individual reflection.
- In the primary and secondary phases, teachers' lesson plans include learning activities that provide an appropriate level of challenge for all students. However, these plans are not always fully implemented, particularly plans for students of determination. As a result, students' differing learning needs are not always met.
- The teaching of mathematics is not always effective in the primary and secondary phases. In these sections, lesson plans do not always take account of students' prior learning. This has an adverse effect of students' progress and their attainment.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Weak ↓	Weak ↓	Weak ↓

- In KG, internal assessment processes are consistent and provide accurate measures of children's progress. In the other phases, internal assessments are not reliable. As a result, assessment information does not provide teachers with accurate measures of students' progress and information to support different groups of learners.
- In KG, assessment information is used adequately to plan teaching and curriculum modifications. However, in other phases weaknesses in assessment procedures, result in variable provision and the learning needs of students not being fully met.
- In Primary, Middle and Secondary, external data are analysed and sometimes used to plan learning interventions. However, the consistency and impact of this practice is not evident in classrooms or having a positive effect on students' achievement.

For Development:

- Ensure that in all lessons, lesson plans are translated into learning activities that provide an appropriate level of challenge for students of all abilities, including students of determination.
- Ensure that teachers make full use of assessment information lesson planning to improve the progress and attainment of all groups of students, particularly in mathematics.

4. CURRICULUM

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

- The curriculum framework in KG, is carefully mapped so that children are well prepared for the next phase in learning. Curriculum planning in other phases does not provide sequential learning because not enough account is taken of students' previous learning.
- A range of subjects and curricular choices meet the needs of most students across the school. However, the mathematics and science curricula place more emphasis on the acquisition of knowledge than the development of skills.
- In the upper phases, the curriculum includes extension topics in most core subjects. However, these activities are not related closely enough to students' particular learning needs to have a positive impact on their progress.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Curriculum adaptations are adequate to engage most students in their learning. The curriculum promotes creativity in KG and Primary, and enterprise activities in the higher phases. A few students in the upper phases participate in activities that promote innovation beyond the classroom.
- Diverse learning experiences are provided through, for example, the study of novels and reading lounge activities. Students are occasionally involved in service to the community and there are established links that involve older students in sustainability projects.
- Although students are able to incorporate the use of technology into their classwork and do basic research, this is not well-developed in most lessons. Curriculum modifications do not adequately meet the needs of most students, particularly students of determination.

For Development:

- Ensure that in curriculum planning, full account is taken of students previous learning to support continuity and progression in the development of their knowledge and skills.
- Make sure that curriculum adaptations successfully meet needs of students of all abilities, particularly students of determination.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school premises provide suitable and accessible accommodation for all students, including students of determination. The accommodation is well suited to the needs of teachers and students
- The promotion of safe and healthy lifestyles is effective across all phases. Students have ready access to support from the medical staff, who also contribute to the raising of students' awareness of healthy living.
- The care, welfare and safeguarding of students, throughout school, is underpinned by appropriate policies, procedures and training. The maintenance of students' records is systematic. However, systems and policies are not always implemented and monitored with sufficient rigour.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Relationships between staff and students are caring, particularly in KG. The school collaborates with parents to promote the importance of attendance and punctuality. Prompt action is taken when students are repeatedly late or absent.
- The school has basic systems to identify and provide for students of determination and those who are gifted and talented. The inclusion co-ordinator and wellbeing leader manage and support students' personal development. This aspect is strongest KG.
- The school provides limited support for students of determination and those who are gifted and talented. Support for the large majority of students in lessons is not effectively matched to their learning needs. The school counsellor provides students with a range of advice and information about pathways for their next steps in education.

For Development:

- Develop a comprehensive identification system for students with specific learning needs and those who are gifted and talented, and ensure clear, structured, procedures for assessment and support.
- Enhance in-school support for groups of students by providing regular training and development opportunities for teachers and support staff.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Weak ↓

- Leaders do not have a cohesive vision for inclusion. Systems of accountability and support are insufficient. Assessment data are not used effectively to monitor classroom practice and adapt the curriculum. There is insufficient investment in the recruitment of experienced staff.
- Learning is not adapted, particularly well for those students with more complex needs. Knowledge and understanding of students' need is unsatisfactory, and as a result, support and interventions are ineffective. Students are not given enough opportunity to develop independence and become more actively engaged in their learning.
- Parents have positive relationships with the school. They are happy with the communications from leaders and teachers. Parents are informed about their children's educational programmes. A deeper involvement of parents is not sought and their contributions to the development of Individual Education Plans (IEPs) is limited
- Classroom cultures are not always fully supportive. Students are rarely included in class discussions or collaborative learning. Learning pathways are not well-developed. Students with more complex needs do not have access to high quality teaching or differentiated programmes. This limits their curriculum access and progress.
- Assessment does not effectively evaluate students starting points and their next steps in learning. The school is at the emerging stage of tracking progress against targets. Information from students' work demonstrates that most students are not making the expected progress.

For Development:

- Develop an agreed whole-school vision for inclusion.
- Ensure that staff have the necessary experience and skills to develop inclusive provision in the school.
- Implement regular, robust and systematic methods for tracking and evaluating students' progress to ensure that their needs are being met.

6. LEADERSHIP AND MANAGEMENT

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

- Although, senior leaders ensure that students learn in a calm environment, they are less effective in moving the school forward. They have failed to bring about improvements since the previous inspection. Leaders with responsibility for subjects or areas within the school do not make regular checks on the progress of groups and classes to see where improvements are needed.
- Weaknesses in senior leadership are compounded by inaccurate self-evaluation. The outcomes of checks on teaching are not analysed thoroughly enough to identify how students' progress is affected. Additionally, the majority of lesson observations do not focus sharply enough on students' learning and do not comment sufficiently on the progress of students of differing ability. As a result, senior leaders' view of the school is too optimistic.
- There are productive links with parents. They are encouraged to be meaningful partners in their children's education. There are well-established and reliable systems in place to communicate with parents. Parents say they feel welcome at the school and that any concerns are promptly addressed. Reporting on student progress is regular, at least three times a year.
- The governing council is committed to the school's success, but members do not have a clear understanding of their roles in holding the school to account for its performance. Consequently, they are not well placed to challenge leaders for improvement. Governors have not ensured that there is a manageable strategic plan for improvement. Plans are fragmented. Development plans are not closely linked and do not set clear and high expectations of students' outcomes and a secure framework for improvement.
- The premises and facilities provide a clean and secure environment for learning. Most staff are committed, loyal and hardworking. A substantial proportion of the teaching staff are new to the school. The majority have appropriate subject qualifications but not all have teaching qualifications. A significant weakness is the school's inability to appoint a qualified and experienced principal. Limited science laboratory resources and insufficient reading materials in classrooms are some of the challenges the school faces to ensure that resources meet the learning needs of all students.

For Development:

- Ensure that leaders at all levels focus sharply on bringing about the rapid improvements in all aspects of the school's performance.
- Use the evidence gained from the monitoring of teaching to drive improvements in students' achievement.



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