



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

WOODLEM PARK SCHOOL L.L.C

INDIAN

ACCEPTABLE

WOODLEM PARK SCHOOL L.L.C
INDIAN

Inspection Dates
25 - 29 September 2023

Principal
Mr Joseph Sebastian

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

2694 Students

0 Emirati Students

62 Students of Determination

208 Teachers

44 Teaching Assistants

2 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

- OUTSTANDING** | Quality of performance substantially exceeds the expectation of the UAE
- VERY GOOD** | Quality of performance exceeds the expectation of the UAE
- GOOD** | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
- ACCEPTABLE** | Quality of performance meets the minimum level of quality required in the UAE
- WEAK** | Quality of performance is below the expectation of the UAE
- VERY WEAK** | Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Students have good attitudes, they behave well and relationships across the school are a strength. Parents feel very welcome into the school
- Students achievement in Islamic Education, English in the upper phases and the emphasis on early learning skills, including phonics in the Kindergarten are all strong features of the school. Alongside many positive developments in the Kindergarten
- The embedded pride and representation of the Emirati culture, values and heritage around the school are very apparent

POINTS TO IMPROVE

- The Governing Council must appoint a substantive principal for the school
- The school should focus on providing high quality training for all teachers to improve consistency of assessment-informed teaching and their promotion of students' learning skills
- Leaders to make more effective use of the UAE Inspection Framework when monitoring and evaluating standards in the school
- Publish a development plan focused primarily on improving student outcomes, with measurable and realistic improvement targets; one which is reviewed regularly for its impact.

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **ACCEPTABLE**



The school understands the importance of promoting well-being but the active promotion of well-being across the school remains inconsistent. Staff are aware of the schools vision for well-being but possess limited ways to influence it. Students are eager to contribute to the active promotion of well-being and the school is in the early stages of developing this. Nevertheless, students report feeling safe and happy at school.

STUDENTS' ACHIEVEMENTS

In the Kindergarten, children develop skills in speaking, listening, reading and writing. Their knowledge of the sounds that letters make is relatively strong and this forms a good basis in particular for their speaking and listening skills plus reading. Further up the school, the school's assessment information and external tests, students workbooks and lesson observations show there are a number of subjects where students are not doing very well. This includes mathematics and Arabic.

| ENGLISH | MATHS | SCIENCE |
|---------------------------------|----------------------------|-----------------------------------|
| ATTAINMENT | ATTAINMENT | ATTAINMENT |
| PROGRESS | PROGRESS | PROGRESS |
| KG: ACCEPTABLE, ACCEPTABLE | KG: ACCEPTABLE, ACCEPTABLE | KG: ACCEPTABLE, ACCEPTABLE |
| PRIMARY: ACCEPTABLE, ACCEPTABLE | PRIMARY: ACCEPTABLE, WEAK | PRIMARY: ACCEPTABLE, ACCEPTABLE |
| MIDDLE: GOOD, GOOD | MIDDLE: WEAK, WEAK | MIDDLE: ACCEPTABLE, ACCEPTABLE |
| SECONDARY: GOOD, GOOD | SECONDARY: WEAK, WEAK | SECONDARY: ACCEPTABLE, ACCEPTABLE |

| ARABIC AS FIRST LANGUAGE | ARABIC AS SECOND LANGUAGE | ISLAMIC |
|---|------------------------------------|------------------------------------|
| ATTAINMENT | ATTAINMENT | ATTAINMENT |
| PROGRESS | PROGRESS | PROGRESS |
| KG: NOT APPLICABLE, NOT APPLICABLE | KG: NOT APPLICABLE, NOT APPLICABLE | KG: NOT APPLICABLE, NOT APPLICABLE |
| PRIMARY: NOT APPLICABLE, NOT APPLICABLE | PRIMARY: ACCEPTABLE, ACCEPTABLE | PRIMARY: GOOD, GOOD |
| MIDDLE: NOT APPLICABLE, NOT APPLICABLE | MIDDLE: ACCEPTABLE, ACCEPTABLE | MIDDLE: ACCEPTABLE, GOOD |
| SECONDARY: NOT APPLICABLE, NOT APPLICABLE | SECONDARY: WEAK, WEAK | SECONDARY: GOOD, GOOD |

| LEARNING SKILLS |
|-----------------------|
| KG: GOOD |
| PRIMARY: ACCEPTABLE |
| MIDDLE: ACCEPTABLE |
| SECONDARY: ACCEPTABLE |



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students enjoy coming to school; their attendance is very good overall and they generally arrive at school and to lessons on time. They show positive attitudes toward school and learning. Their behaviour is positive, especially in the upper phases. Students develop respectful and strong relationships with members of staff and with each other. They demonstrate a secure understanding of a safe and healthy lifestyle and are aware of the need to make healthy food choices.

| PERSONAL DEVELOPMENT | UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES | SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS |
|----------------------|---|---|
| KG: GOOD | KG: GOOD | KG: GOOD |
| PRIMARY: GOOD | PRIMARY: GOOD | PRIMARY: GOOD |
| MIDDLE: GOOD | MIDDLE: VERY GOOD | MIDDLE: GOOD |
| SECONDARY: VERY GOOD | SECONDARY: VERY GOOD | SECONDARY: GOOD |

PROVISION FOR LEARNERS

In the Kindergarten, children's learning skills are underpinned by their enjoyment of learning and increasing responsibility for their own learning. Children are developing their skills of problem solving and critical thinking, although this is inconsistent and is largely dependent on the quality of teaching in the different classes. Not all teachers plan challenging lessons using assessment information about students' prior learning. They miss opportunities to adapt their lessons to meet the needs of all groups of students.



| TEACHING | ASSESSMENT | CURRICULUM DESIGN |
|-----------------------|-----------------|-----------------------|
| KG: ACCEPTABLE | KG: ACCEPTABLE | KG: GOOD |
| PRIMARY: ACCEPTABLE | PRIMARY: WEAK | PRIMARY: ACCEPTABLE |
| MIDDLE: ACCEPTABLE | MIDDLE: WEAK | MIDDLE: ACCEPTABLE |
| SECONDARY: ACCEPTABLE | SECONDARY: WEAK | SECONDARY: ACCEPTABLE |

| CURRICULUM ADAPTATION | HEALTH & SAFETY | CARE & SUPPORT |
|-----------------------|-----------------------|-----------------------|
| KG: ACCEPTABLE | KG: ACCEPTABLE | KG: GOOD |
| PRIMARY: ACCEPTABLE | PRIMARY: ACCEPTABLE | PRIMARY: ACCEPTABLE |
| MIDDLE: ACCEPTABLE | MIDDLE: ACCEPTABLE | MIDDLE: ACCEPTABLE |
| SECONDARY: ACCEPTABLE | SECONDARY: ACCEPTABLE | SECONDARY: ACCEPTABLE |

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **WEAK**

The school has basic systems to identify and provide for students of determination and students who are gifted and talented. Support for the large majority of students in lessons is not effectively matched to their needs. Parents are informed about their child's educational programme, however a deeper involvement is not sought and their contribution to the development of education plans and targets is limited.



LEADERSHIP AND MANAGEMENT

Overall, school leadership is not strong. Although progress has been made since the previous inspection in a few areas, little has been accomplished in others where standards are often only acceptable at best. Monitoring of provision has not been sufficiently rigorous in evaluating quality and in identifying how it affects students' progress. Governors do not hold leaders to account. Development plans are fragmented and incomplete. A significant weakness is the school's inability to appoint a qualified and experienced principal.

| | |
|---|------|
| 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 |



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