

# Deira Private School

## School Action Plan 2023-24

### National Agenda Parameters

#### Performance Outcomes:

1. Exceed the 2023 TIMSS targets for the school
- 1.1. **To achieve**- Year 5: 603-613 in Math and 601-611 in Science
2. Improve outcomes in Progress Tests especially in – Primary Math and ensure that students exceed their CAT4 aspirational predictions.
3. Improve students' attainment in NGRT Form A to Good to V.Good
4. To ensure to perform similar or above as per the Dubai Private school following UK Curriculum in PIRLS 2026

Priority (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)	Lead (Who will do it?)
<p>To embed National Agenda expectations across whole school resulting in an excellent educational provision with outstanding outcomes and maximisation of student Potential.</p> <p>To ensure that National Agenda Parameters - TIMSS, PIRLS 2021, CAT4, NGRT, ABT and Progress Tests are well</p>	<ul style="list-style-type: none"> <li>• Department Action plans with NAP analysis</li> <li>• Personalised Lesson plans</li> <li>• Lesson Observations</li> <li>• Learning walks</li> <li>• PD/department support on analysis of data and personalization</li> <li>• Differentiated work samples</li> <li>• NAP flyer</li> <li>• Parent orientation presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous and comprehensive NAP data analysis by all leaders and teachers leading to impactful Interventions.</li> <li>• Highly effective and personalised training for staff on effective evaluation of NAP data and its implications to plan and deliver differentiated lessons to ensure maximisation of students' potential</li> </ul>	<p>Leaders at all levels demonstrate excellent understanding of NAP data analysis and are deeply involved in developing effective key strategies that enable the school to exceed the National agenda targets</p> <ul style="list-style-type: none"> <li>• Teachers are confident in effectively interpreting and using the NAP data analysis to plan and deliver personalised support in lessons and beyond to ensure each student maximises his/her potential.</li> </ul> <p>Effective and highly effective training for staff to ensure secure understanding of NAP expectations.</p> <ul style="list-style-type: none"> <li>• All students and a large majority of parents are aware of students' individual CAT4 and PTs scores and work on effective</li> </ul>	<p>Improved outcomes in internal assessments which focused on NAP assessment's style questioning.</p>	<p>SLT &amp; MLT (HOD and Literacy Coordinator)</p> <p>Teachers</p> <p>Students and Parents</p> <p>SAB members School Leaders, Students</p>

<p>understood and a key focus in the schools provision and evaluation Leaders, teachers, students and parents work collaboratively towards ensuring that the school's provision for achieving National Agenda targets meets or exceed expectations.</p> <p>Most teachers, students and parents are confident about the implications of the National Agenda Assessments and effectively use NAP data to personalise strategies and achieve better than expected attainment resulting in good standards of education as evidenced by improving outcomes in assessments.</p> <p>To ensure that school performs similar or above as the other UK schools in UAE in PIRLS benchmark assessments</p>	<ul style="list-style-type: none"> <li>• Students' IEP sheet</li> <li>• Department Action plans with NAP analysis</li> <li>• Data graphs</li> <li>• Personalised Lesson plans</li> <li>• Lesson Observations</li> <li>• Learning walks</li> <li>• PD/department support on analysis of data and personalization</li> <li>• Differentiated work samples</li> <li>• Students' ILP sheet</li> <li>• Annotated SOW</li> <li>• lesson plans</li> <li>• Lesson observations</li> <li>• work samples</li> <li>• lesson observations</li> <li>• Learning walks</li> <li>• SAB observations</li> <li>• Data sheets</li> <li>• Lesson plans</li> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Assessment samples</li> <li>• Peer observations</li> <li>• Team teaching evidences</li> </ul>	<ul style="list-style-type: none"> <li>• Share schools NAP reports and targets with all stakeholders and regular monitoring by all stakeholders to ensure the intended outcomes are achieved</li> <li>• Further embed rigorous evaluation of all NAP assessment data and its effective use in planning and delivery of personalised T &amp; L strategies to maximise students' potential</li> <li>• Ensure secure triangulation of the CAT4, PTs, and standardised curriculum assessments leading to appropriate intervention in identified gaps in curriculum or support</li> <li>• Use NAP data to identify different groups of students and enhance personalised support and challenge for maximum progress</li> <li>• Share analysis and reports with all stakeholders and teachers and ensure all students are supported and trained to develop personalised strategies</li> <li>• Curriculum is reviewed modified to fill in the gaps</li> </ul>	<p>strategies at school and home to enable improved outcomes.</p> <p>SAB members, students, parents and leaders are aware of the school's NAP reports and profiles and actively involved in rigorous monitoring and collectively hold the school accountable to ensure impact and meet/exceed NAP targets.</p> <ul style="list-style-type: none"> <li>• Triangulation between CAT4, standardised curriculum assessments and N.A.P benchmark test results clearly identify strengths and weaknesses.</li> <li>• Teachers are secure in their understanding of CAT4 data and rigorously evaluate and clearly plan personalised provision to meet any achievement gaps.</li> <li>• Wide range of teaching and learning strategies and resources are implemented in good or better lessons like learning menus, interactive ICT tools, role-plays, working with models, concept cartoons-catering to multiple intelligences and abilities to engage students better and enhance achievements.</li> <li>• All leaders analyse and triangulate all the assessment data and review the curriculum provision, and lead workshops for all teachers to use data analysis and individual report for their cohort and personalise provision leading to prompt and effective support in place for identified gaps and targeted groups of students.</li> <li>• Different groups of students more accurately identified like SEND, G&amp;T, using NAP data and effective personalised support in place to ensure maximum progress</li> <li>• CAT4 and progress tests reports shared with parents and students. All students are aware of their individual CAT4 profiles, their strengths and areas of development and</li> </ul>	<p>Data analysis and next steps are shared with teams by the Middle Leadership Team and as a result all teachers understand the data analysis and develop highly effective interventions within teaching and learning to achieve the mentioned performance outcomes.</p> <p>All stakeholders are fully aware of NAP assessments, Performance outcomes and students practising and achieving them.</p> <p>Students in English, Mathematics, and Science at least meet the Performance Targets. QA and Grade Book reflect this progress and attainment on a regular basis for all cohorts.</p> <p>Students and parents are aware of curriculum content. Curriculum coverage for TIMSS, GL PT series and PIRLS as continuous school webinar's were conducted. Therefore school and home both work in partnership in providing students with opportunities to achieve performance outcomes. Through parent awareness and professional discussion</p>	<p>All teachers/ HODS/ HOKS</p> <p>MLT's and teachers</p> <p>Students and parents All teachers/ HODS/ HOKS</p>
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in content and skills based on TIMSS (2019) and the latest TIMSS framework and PISA (2018) framework

Expectations as well as outcomes from Progress tests, PIRLS and across school.

- Rigorous analysis of all assessment data leads to effective personalised adaptations for specific students as well as modifications in curriculum provision to maximise students' potential

Ensure all teachers across phases have secure understanding of assessment data (Internal, external, Progress Test, TIMSS, PISA, CAT4, ABTS, PIRLS) and analyse it effectively to plan and deliver personalised T and L strategies to meet the needs of all students.

- Ensure consistency of best practices through team teaching modelling, peer observations and timely feedback and follow up - with the focus on effective Questioning, innovative, critical and independent thinking, enquiry and investigation in connection to real life.
- The individual CAT4 and Progress Tests reports shared with all students and parents through Ilmasoft.

work on effective strategies at school and home to enable improved outcomes. Large majority of parents are also aware of the reports and support to achieve the targets.

All SOW in English, Maths and Science have been thoroughly reviewed and aligned to meet the identified gaps in both content and skills from result data analysis as well as framework requirements ensuring continuity and progression in skills and knowledge.

- Critical thinking, independent learning, use of technology and high level of challenge with keen focus on developing inter- disciplinary skills with real life connections, have been integrated into the curriculum in all subjects across phases to help meet/exceed the NAP expectations.

Class activities include TIMSS and PISA style tasks in most subjects. Assessments include TIMSS and PISA style questioning measuring reasoning and critical thinking.

- Impact is ensured through rigorous monitoring by all stakeholders and is visible in improved student outcomes
- Large majority of teachers confidently and consistently deliver Very good or better lessons with enhanced personalisation and challenge based on effective use of all NAP data enabling excellent progress for all groups of students from their starting points.
- Wide variety of activities incorporated in lessons with very keen focus on effective questioning with thinking time, problem solving and critical thinking skills with real life investigations and enquiry-based tasks embedded in most lessons.
- All groups of students make outstanding progress due to personalised support and

parents have the knowledge and support the students to achieve Performance outcomes.

The curriculum ensures students appreciate the heritage of the UAE, appreciate the values in UAE society.

CAT4 shared with parents and students. All students are aware of their individual CAT4 profiles, their strengths and areas of development and work on effective strategies at school and home to enable improved outcomes. Large majority of parents are also aware of the reports and support to achieve the targets.

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**NGRT Report Analysis  
(Form C May 2023 and  
Form A October 2023)**

**Both NGRT C and A forms** show that the cohort in Different key stages have upward attainment trend- Comparing inline and above from May 2023- October 2023 form A and C  
For eg Form A >Form C  
Year 2- 79% >76%  
KS 2 – 77% > 75%  
KS 3-79%>78%

To address any gap identified the CGT (Curriculum Group Team) has ensured that effective interventions are in place like that reading across dedicated morning rituals where students read and comprehend texts. Literacy Genius Hour is done for all Year Groups.

Students on friday during the DePS Skill Set Lesson who have shown a dip from NGRT Form C to Form A due to any reason or low RAZ Plus reading score and students below stanine 4 in reading are provided with focused intervention and the group is called “Rising Readers” to provide focused support to

stretched challenge to maximise their potential across all phases.

- Most Students are aware of their CAT 4 and Progress test results, and devise specific strategies and follow up to achieve their targets.
- Most students demonstrate well developed inquiry, research and investigative skills with effective critical thinking, complex inferencing, and problem solving to exceed the TIMSS and PISA expectations.
- Most students skillfully and creatively use ICT and choose from a wide variety of resources to showcase strong 21<sup>st</sup> century learning skills in lessons and beyond supporting in meeting/exceeding NAP expectations.

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- Class activities include TIMSS and PISA style tasks in most subjects.

Assessments include TIMSS and PISA style questioning measuring reasoning and critical thinking.

- Impact is ensured through rigorous monitoring by all stakeholders and is visible in improved student outcomes

The majority of teachers confidently and consistently deliver Very good or better lessons with enhanced personalisation and challenge based on effective use of all NAP data enabling excellent progress for all groups of students from their starting points.

- Wide variety of activities incorporated in lessons with very keen focus on Effective questioning with thinking time, problem solving and critical thinking skills with real life investigations and enquiry-based tasks embedded in most lessons.
- All groups of students make good or better progress due to personalised support and stretched challenge to maximise their potential across all phases

target students based on NGRT data and reading levels. At each year level, Head of Years along with the year team have linked the internal RAZ Plus (Reading App) data with the NGRT Report and have planned and delivered personalised reading interventions for all students across school. There are innovative Monthly PBL's running to raise the attainment in reading for the students.

- In discussion with teachers, all students evaluate their reports, develop effective strategies for school and home and work

Towards achieving their targets diligently.

- TIMSS and PISA results and targets shared with all students through flyers and posters to help them understand the significance and contribute to achieve school and National agenda.

eachers personalise lessons meet their differentiated learning needs and provide numerous opportunities to help students develop

Most Students are aware of their CAT 4 and Progress test results, and devise specific strategies and follow up to achieve their targets.

- Most students demonstrate well developed inquiry, research and investigative skills with effective critical thinking, complex inferencing, and problem solving to exceed the TIMSS and PISA expectations.

- Most students skillfully and creatively use ICT and choose from a wide variety of resources to showcase strong 21st century learning skills in lessons and beyond supporting in meeting/exceeding NAP expectations

independent,  
effective and varied  
learning skills

- Ensure all teachers across phases have secure understanding of assessment data (internal, external, Progress Test, TIMSS, PISA, CAT4, PBTS, PIRLS analyse it effectively to plan and deliver personalised T and L strategies to meet the needs of all students.
- Ensure consistency of best practices through team teaching modelling, peer observations and timely feedback and follow up - with the focus on effective questioning, innovative, critical and independent thinking, enquiry and investigation in connection to real life.