



الامانة
Knowledge المعرفة



AL ITTIHAD PRIVATE SCHOOL (BR)

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Safa
	Opening year of school	1998
	Website	www.ipsjumeira.com
	Telephone	+97143945111
	Principal	Dr. James Robert Lothschutz
	Principal - date appointed	2/3/2023
	Language of instruction	English
	Inspection dates	22 to 26 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	Pre-K to Grade 12
	Number of students on roll	2580
	Number of Emirati students	2333
	Number of students of determination	100
	Largest nationality group of students	Emirati



TEACHERS

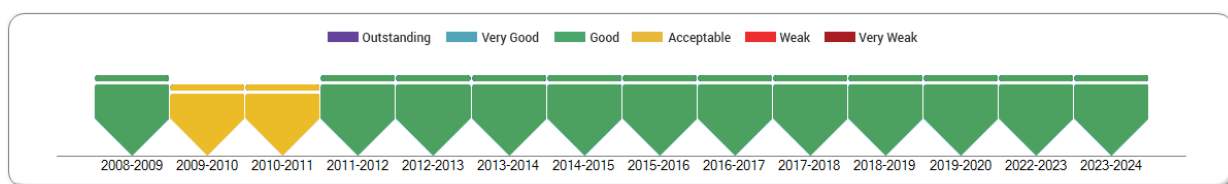
	Number of teachers	182
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	47
	Number of guidance counsellors	5



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	MAP, AP
	Accreditation	NEASC, CIS

School Journey for AL ITTIHAD PRIVATE SCHOOL (BR)



SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision, and leadership.

Students Outcomes

- Students' achievement ranges from acceptable to very good across the key subjects. Specific strengths in students' outcomes include their progress in science and mathematics in the high school. In most lessons, students are well engaged in learning and collaborate effectively in groups. They sometimes show considerable responsibility for learning through independent work. This is especially evident in the high school.
- Students show very positive attitudes towards learning and the school. Their behavior in lessons is good overall, but it is more variable in the boys' section in the middle school. Students demonstrate excellent understanding of Islamic values and the UAE culture. Their social contributions and environmental awareness are strengths of the school. They regularly initiate and lead projects that have a positive impact on the school and local community.

Provision For learners

- The quality of teaching is good across the phases. In most lessons, teachers provide sufficient opportunities for students to be actively engaged and use technology to support learning. The school has effective systems in place to collect and analyze different types of assessment information. In the best lessons, teachers make effective use of the available assessment data in planning and delivering lessons that meet the needs of most groups of students.
- The curriculum follows the California Common Core State Standards (CCSS) in the majority of subjects. It follows Ministry of Education (MoE) standards in the national subjects. The curriculum is reviewed regularly to ensure it provides continuity and progression. It features clear cross-curricular links and links to Emirati culture and society. The curriculum is adapted to meet students' different learning needs and is enhanced to make it more interesting.
- The school's procedures to ensure students' and staff's health and safety are very good. The buildings and equipment are well maintained. Comprehensive records are kept of fire drills, evacuation procedures and other incidents. The school has systems in place to manage students' attendance and behavior, but this remains a challenge for the school. The quality of care and support for students is very good overall.

Leadership and management

- School leaders have a clear vision and mission for the school that they share with all stakeholders. The school improvement plans respond to the recommendations of external inspection and accreditation bodies. The partnerships the school has built with parents, through the parents' council, are very strong. Governors know the school well and hold school leaders to account in a systematic way. The school has the staffing and resources needed to support good teaching and learning.

Highlights of the school:

- Students' strong understanding of Islamic values and the UAE culture and their sense of social responsibility
- The strong partnerships with parents and the role parents play in the life of the school
- The school's inclusive ethos and the high quality of care and support provided for all students, including students of determination

Key recommendations:

- Ensure that the governing board has a stronger impact on the recruitment and retention of highly qualified teachers.
- Ensure there are more effective systems in place to improve students' attendance and punctuality, especially at the beginning of the school day.
- Provide students, across all phases, with more opportunities to develop their critical thinking skills, and to learn through independent inquiry.
- Raise students' attainment and accelerate their progress in the key subjects, focusing, in particular, on developing their literacy skills.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable ↓	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Acceptable ↓	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Very good	Very good	Very good
Curriculum adaptation	Good	Very good 	Very good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Very 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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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Acceptable

- With an average score of 511, the school exceeded its target in the 2021 Progress in International Reading Literacy Study (PIRLS) by 26 points. On average, across English, mathematics and science, students sustained a weak judgement in benchmark assessment over two years. However, progress in English was notably higher, and above expectations, in Grade 8 and the high school.

C. Leadership: International and Emirati Achievement	Good
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- Most leaders understand the subject skills and content aligned to the international benchmark levels. Gaps in attainment are addressed and monitored through action plans and targets which ensure that appropriate adaptations are made to the curriculum and evident in lessons. They are aware of the many challenges faced by students in their reading skills and the impact they have on their learning and achievement. The international assessment action plan effectively highlights next steps for improvement. The reading literacy action plan broadly outlines general targets supported by various intervention strategies to promote reading literacy across the curriculum.

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

- The school's most recent reading literacy skills assessment reveals that a minority of students' reading literacy scores are at weak levels. However, high school students show notable progress where a large majority have reading literacy scores at very good levels. Teachers in English, mathematics, and science make use of data from reading assessments to inform their teaching practices, but this lacks consistency. The extent to which the follow-up interventions are successful is highly variable, particularly for elementary and middle school students and for students of determination.

Overall, school standards in the National Agenda Parameter are acceptable.

For Development:

- Review the impact of interventions to ensure strategies are effectively promoting students' reading skills adequately across all subjects and particularly in the elementary and middle schools.
- Foster positive habits for daily reading through consistent curriculum planning across all subjects.

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 wellbeing provision and outcomes is provided below:

Overall, the quality of well-being provision and outcome is at a very good level.

- School-wide wellbeing initiatives result in a positive school climate. Policies outline a clear vision for wellbeing and are effectively put into practice. Data from surveys have been collected and analyzed to gauge the wellbeing of staff. However, data collection is insufficient to provide a deep enough understanding for decision making. Action plans, based on current survey data, outline areas in need of further review and improvement.
- Stakeholders are purposely engaged, and students' views are helping to shape the provision of wellbeing. Some parents are more aware of wellbeing initiatives in the school. They are very supportive and recognize the importance of this in the UAE. Induction, guidance, and monitoring for teachers is provided, However, the system to support and guide new teachers is not yet well developed.
- Curriculum initiatives to support wellbeing are embedded in some lessons. However, this approach is not sufficiently individualized to suit all students. Most students demonstrate a secure understanding of their own wellbeing and exhibit a growing independence in its management. Online safety protocols are practiced and monitored to ensure the wellbeing of all students. Most students exhibit positive attitudes across the school, enjoy learning in a safe environment, and feel supported, engaged, and empowered.

For Development:

- Ensure that a wellbeing curriculum is consistent throughout the school to achieve more positive outcomes.
- Implement ongoing personalized guidance and support for new staff to ensure their wellbeing and enhance retention rates.

UAE social studies and Moral Education

- Both moral education and social studies courses follow the Ministry of Education (MoE) framework. Social studies is taught as an integrated subject in the Kindergarten (KG) and as a stand-alone subject from Grades 1 to 9. In Grades 2 to 6, moral education is taught in Arabic only. Social studies is taught from Grades 1 to 9 also in Arabic. Only a few students take social studies in English. This is only for a small percentage of students who are unable to access the subject in Arabic.
- In moral education, teachers are well qualified and committed to developing understanding in the most appropriate way for students in their classes. They use many practical activities to promote learning. Assessment procedures are thorough. In social studies, many activities are incorporated into lessons which encourage team building, sharing and tolerance. Adequate assessment procedures are in place.

Arabic in Early Years

- Arabic is taught to all children in KG for 450 minutes each week. The curriculum follows the MoE standards. It is integrated and linked with other MoE subjects. Arabic is taught by 11 teachers, with the support of an assistant in each lesson. Learning is mostly teacher led with a focus on the development of basic literacy skills. By the end of KG2 children can recognize and read all alphabetical letters, combined with short and long vowels. They are also able to read words, and some can read sentences. Teachers assess and track the progress of each child.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- The majority of students exceed expectations in grasping Islamic principles and crucial events in the Prophet's (PBUH) life. This is evident in lessons, in students' recent work and in the internal assessment data. Students' ability to base Islamic rulings upon Holy Qur'anic verses or Hadith is developing.
- Girls generally outperform boys. In Elementary, students engage in discussions about Islamic etiquette based on their personal experiences. Middle school students can comprehend the underlying wisdom of acts of worship and rulings. In High, students analyze Sharia and Fiqh rules, covering topics such as marriage.
- Students are encouraged by teachers to link their lessons to everyday life through case studies. However, the connection between topics covered in lessons and everyday contexts are often superficial.

For Development:

- Strengthen students' skills of basing rulings on references from the Holy Qur'an, Hadith or Seerah.
- Develop deeper connections between the subject matter of lessons and wider world applications.

ARABIC AS A FIRST LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable ↓	Good
Progress	Not applicable	Good	Good	Good

- There is a gap between internal and external attainment data. In lessons, high school girls make better progress than boys. Students' language skills in the middle school are less developed.
- Girls in Grade 12, write coherent short stories and present their work confidently. Students' writing skills in Middle are less developed. In Elementary, students can read and analyze short stories, and suggest different endings. Handwriting is mostly clear, but students' spelling and speaking skills are less consistent.
- The school implements a rigorous support program in Elementary and tracks students' progress in reading. In most lessons, teachers ask open-ended questions that develop critical thinking. However, teachers' expectations in some lessons are too low, especially in Middle.

For Development:

- Ensure consistency in teachers' expectations in all phases, especially in Middle.
- Improve students' ability to explain and support their responses using standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Although students have different starting points, they make good progress in all language skills due to personalized instruction. Students of determination make similar progress.
- Students in Grade 1 can read and copy words with clear handwriting. They can introduce themselves using a few formulaic expressions. In Grade 3, students write short sentences and respond well to personal questions. Middle school students engage in short conversations and write simple summaries of text.
- Teachers use only the Arabic language in lessons and prepare activities that meet the learning needs of each student. Effective support for students of determination ensures that they are engaged in meaningful work.

For Development:

- Provide students with more everyday life situations to interact with each other using Arabic.

ENGLISH

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Acceptable ↓	Good	Good	Good

- Students in all phases are performing above the curriculum standards and reading on a more regular basis with timetabled daily sessions. The teaching of phonics in KG lacks expertise, and this is reflected in children's slower progress, particularly in KG2.
- In KG, children have secure listening and comprehension skills. Younger primary students explore graphemes and compounds. By Grade 5, they can recognize a range of writing styles. Older students research and debate competently. These oral skills are not sufficiently applied to their writing.
- There is a concerted effort to enhance reading, particularly with the boys. A recently appointed librarian for the high school, a new range of gender-appropriate books, weekly library sessions and, parental involvement are now in place. The department offers weekly cross-curricular reading workshops.

For Development:

- Improve the teaching of phonics in KG.
- Create more opportunities for extended writing across the school.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Very good

- Lesson observations and internal assessments confirm that students' attainment and progress are above expectations in all phases. Varied and frequent mental calculations in Elementary increase students' conceptual understanding. High school students' progress is accelerated through the regular application of mathematical concepts.
- In KG, children use counting-on strategies to show groups of 5. In Grade 2, students are able to add and subtract using an open number line. In Grade 7, students solve multistep linear equations using one variable and justify their solutions. In High, students have secure problem-solving skills.
- A sharper focus on problem-solving and independent learning skills in the high school has accelerated students' progress. However, elementary and middle school students' ability to think critically and apply knowledge to everyday contexts is variable.

For Development:

- Improve students' ability to think critically and apply knowledge to everyday contexts across all grade levels.
- Ensure students regularly use physical resources to extend their mathematical thinking skills especially in the elementary and middle schools.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Very good ↑

- Across all phases students demonstrate a good understanding of the scientific method, effectively applying the steps in hands-on activities, laboratories, and experiments. The very good progress in the high school is enhanced by students' well-developed inquiry and research skills.
- Students demonstrate stronger critical thinking skills when learning activities provide high levels of challenge. In the better lessons, students effectively construct, utilize, and explain their reasoning using the 'Claim, Evidence, Reasoning' strategy and link learning to everyday contexts.
- The integration of reading and literacy skills and, the emphasis upon scientific vocabulary, have strengthened students' knowledge and understanding of concepts. In the middle and high schools, students are reading case studies that explore scientific topics in depth.

For Development:

- Provide more challenging learning activities to further develop students' critical thinking skills.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Across all phases, students engage in learning and are beginning to take responsibility for independent inquiry. Hands-on experiences and shared investigations work well, especially in science. Middle school boys are sometimes less focused. Students enjoy opportunities to discuss and debate, particularly in English and Arabic.
- Collaborative group work helps students to research and share their findings. In some classes, the more vocal students dominate discussions. Opportunities to engage in enquiry or innovation are a developing feature in mathematics. Everyday connections to learning are not always fully explored in lessons.
- Communication and interaction skills are strong. Students have a better understanding of learning objectives, success criteria, and their own achievement. Older students enjoy using digital resources for research and online platforms to work independently. Occasionally, learning in Middle is impacted by inappropriate classroom behavior.

For Development:

- Ensure students engage in enquiry and innovative learning both in and beyond the classroom.
- Provide students with more opportunities to engage in collaborative learning.
- Remind students in Middle of the need to manage their own behavior.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Very good

- Students throughout the school feel safe and valued, believing that their voices have an impact. The majority of students display positive and responsible attitudes and demonstrate self-discipline by adhering to school rules. However, there are a few exceptions among boys in the middle school.
- Relationships between students and staff are friendly and respectful. Students demonstrate sensitivity to the needs of others, particularly to students of determination.
- Students enjoy participating in physical activities both inside and outside of school. They make responsible choices concerning their health and safety. However, a few students are not punctual, especially at the beginning of the school day.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students show deep understanding of Islamic values and how those values shaped UAE society. Students put into practice what they learn about Islamic values and link them to the school's values. Students celebrate Islamic occasions, and usually have Iftar gatherings during Ramadan.
- Students deeply appreciate and respect the UAE heritage and culture, taking the initiative to plan, participate in, and enjoy occasions such as, National Day and Flag Day. The curriculum, along with numerous school events, develops extensive knowledge about UAE traditions.
- Students show respect for other cultures and value social diversity in the UAE. They gain knowledge about other cultures through various school events and subjects such as, their history, geography, and art.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students play a central role in the school and wider communities through their engagement in an extensive range of projects. Older students are keen to leave a strong, positive legacy, after they have graduated, for the benefit of current and future students.
- Most students are driven by a strong work ethic. They lead study groups, offer emotional support during examinations, and exhibit a sense of responsibility towards younger students. Active involvement in local and global charities reflects their empathy and desire to make a difference.
- Students take pride in their contributions to whole school events that have a positive impact on uniting everyone and developing a community spirit. They actively promote sustainability, such as, introducing a 'blessings box' to manage unwanted food.

For Development:

- Improve students' attendance and punctuality, especially at the beginning of the school day.
- Enhance students' understanding of a wider range of world cultures.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- Teachers across all phases demonstrate strong subject knowledge. They use a range of strategies to engage students with tiered success criteria. In KG, teachers promote active learning, particularly in mathematics and science. Lessons are well planned and appropriately paced although occasionally the plenaries are rushed.
- Teachers have good relationships with students and understand how they learn. There is some skillful questioning and 'think, pair share' activities. Critical thinking and independent enquiry are still developing features. Teachers encourage collaborative investigations, but the level of challenge is not always sufficient.
- Teaching is now more student-centered, particularly in the higher grade levels. Teachers receive guidance on how best to provide for those requiring additional support. The most effective teaching makes use of assessment information to inform lesson planning and differentiate learning activities to meet individual needs.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school effectively benchmarks students' outcomes against internal, national, and international expectations, and uses a range of measures to understand students' achievement and to identify and address gaps in students' learning.
- Leaders and teachers make use of assessment data to monitor learning and ensure that planning and teaching strategies are adapted to meet the needs of all groups of students. During lessons, teachers frequently assess students' learning through progress checkpoints.
- Teachers know students' strengths and what they need to do to improve. They mark students' work regularly and provide helpful verbal feedback during lessons. Self-assessment activities are regularly seen in lessons. However, opportunities for students to assess each other's work are inconsistent.

For Development:

- Strengthen students' critical thinking and independent enquiry skills through more innovative tasks that provide greater investigative challenge.
- Ensure teachers use assessment information to plan activities to meet the differing needs of students.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Very good	Very good	Very good

- The curriculum undergoes regular reviews to ensure effective provision and evaluate its impact upon learning. In Islamic Education, this review has led to the inclusion of additional topics and the integration of two more Islamic lessons per week in KG.
- The curriculum provides cross-curricular links that reinforce the transfer of learning to everyday contexts. Elementary students use the 'Design for Change' guidelines to find sustainability solutions, while older students design an artificial leaf.
- The curriculum is aligned to the California Common Core Standards, MoE and Next Generation Science Standards, making it a broad and well-balanced curriculum. In KG, the curriculum provision in English for higher and lower attaining children is inconsistent.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Very good ↑	Very good	Very good

- The curriculum is appropriately planned to meet the different needs and ability levels of most students. Challenging questions and extensions are sometimes evident in lessons for the more able students, but this is not a consistent feature.
- The curriculum offers an appropriate range of extra-curricular activities and community events. Students participate in the 'Junk Couture' competition to design fashion from recycled materials, and seniors complete 75 hours of community service as a graduation requirement.
- The school places a strong focus on the integration of Emirati culture and UAE society into lessons, school-wide events and assemblies. Girls assemble every morning for Holy Qur'an recitation, and Arabic students participate in reading challenges, and short story and film competitions.

For Development:

- Review the implementation of the English curriculum in KG, particularly for higher and lower achievers.
- Provide more personalized differentiation approaches to better align the curriculum with students' abilities, particularly for higher achievers.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Safety checks are frequent and thorough. Rigorous risk assessment is in place for hosting large events in the sports hall. However, leaders face challenges to ensure pedestrians cross in safe places at the times of arrival and departure.
- The school is very effective in preventing all forms of abuse including those linked to online risks. Leaders are proactive in liaising with parents about access to digital platforms at home that may have a negative impact on students.
- Children's health is a top priority for the school and is supported successfully by the medical staff. Teachers actively promote the importance of staying hydrated, eating healthily, and good oral hygiene. Children benefit from daily physical activity, especially in KG.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- Members of staff have a positive rapport with students and demonstrate concern for their wellbeing. While the behavior of most middle school boys is managed well, the behavior of a few remains a challenge. Systems to promote good attendance are more effective than those to improve punctuality.
- The school has effective procedures for identifying students of determination, and individual education plans (IEPs) target barriers to learning. While the school has identified a number of students with gifts and talents, the level of challenge in lessons across all grade levels is still inconsistent.
- All staff consistently support the wellbeing of students across the phases. The school provides comprehensive career guidance to assist students in planning university applications. A school priority is the personalization of counseling services for students with more complex learning needs.

For Development:

- Enhance procedures for ensuring that all students arrive on time at the start of the day.
- As a matter of priority, ensure that all pedestrians cross the road in safe places on arrival and departure.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The governing board demonstrates a commitment to an inclusive ethos, which is evident across the school and fosters a diverse learning community. A highly qualified team has provided clear strategic plans to improve the quality of provision and outcomes for students of determination.
- The broad range and the precise nature of entry assessment processes in use in the school ensures that the identification of the needs of the students is accurate and well-informed. This results in comprehensive IEPs and programs which are targeted at lowering barriers to learning.
- Parents are informed about their children's progress and accomplishments and are given guidance to effectively support their children at home. Parents of children with more complex learning needs are beginning to partner with the school to design and provide special curriculum pathways.
- Support in lessons promotes collaboration and engagement. Learning activities and delivery are differentiated in most lessons, but not all teachers take full responsibility for students of determination in their classes. Education pathways for students with more complex needs are developing.
- Regular and systematic monitoring of progress towards IEP targets provide data to assess the effectiveness of intervention strategies. These data show that students of determination acquire a range of knowledge and skills and generally make better than expected progress.

For Development:

- Hold teachers accountable for ensuring that students of determination make an appropriate level of progress towards their IEP targets.
- Ensure children in KG with potential learning needs receive the support needed to promote their progress in literacy and numeracy.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders understand the school's strengths and weaknesses very well and share a common vision and mission with the school community. They have appointed several new middle leaders and hold them accountable for ensuring good or better student outcomes. They show strong understating of best practices in teaching and learning. They have been able to maintain the school's overall good performance and to keep the school on track in its improvement journey.
- The school engages all members of staff in the self-evaluation process. The process uses internal and external data and produces a relatively realistic view of the school's performance. The school's improvement plans take into consideration the recommendations from the last inspection report and accreditation reports. As yet, these have had limited impact on the school's performance. The school has good systems in place to evaluate teaching and learning and their effect on the progress students make in lessons.
- The parents' council works with the school leaders to ensure parents' views are taken into consideration in any decision-making that affects the education of their children. Parents are very happy with the online information they receive about their children's academic, personal, and social development. They are very loyal to the school and feel they are the school's genuine partners. They believe that the school can do more to engage middle and high school students in enrichment activities.
- The governing board includes representation of most stakeholders and consistently collects the views of parents, students, and teachers to gain a clear review of the school's performance. Governors hold the senior leadership team to account for the school's performance following a formal and structured method. They work to ensure that the school has all the staffing and resources needed. Although they have a positive impact on the school, they do not do enough to help school leaders recruit and retain highly effective teachers.
- The school runs very smoothly on a day-to-day basis. Almost all teachers are appropriately qualified and benefit from professional training opportunities to develop their teaching skills. The premises allow access for all students and staff. The wide range of learning resources, including digital resources, are well matched to the curriculum and support good teaching and learning. The specialist facilities, including the libraries and the science laboratories, are used frequently to promote students' achievements.

For Development:

- Ensure the school's improvement plans are more effective in raising students' attainment and accelerating their progress.
- Enhance the impact of governors by ensuring that they do more to support senior staff in recruiting and retaining high quality teachers.



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