



المعرفة
Knowledge



AMERICAN SCHOOL OF CREATIVE SCIENCE L.L.C

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



GOOD

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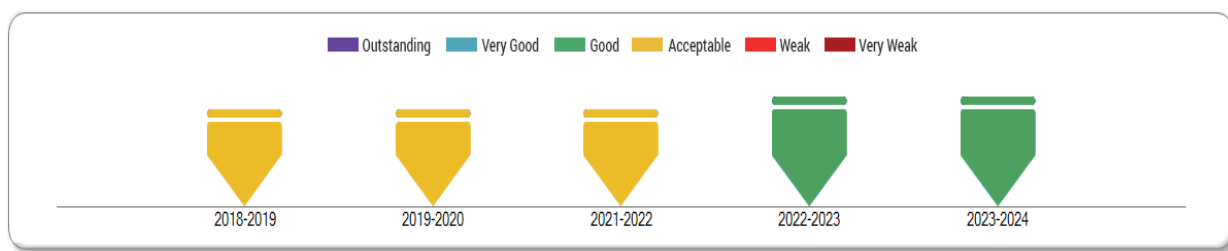
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Nad Al Sheba
	 Opening year of school	2016
	 Website	https://asc.sch.ae/nad-al-sheba/
	 Telephone	97145107000
	 Principal	Sara Hollis
	 Principal - date appointed	3/15/2020
	 Language of instruction	English, Arabic
	 Inspection dates	29 to 02 February 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 14
	 Grades or year groups	Pre-K to Grade 10
	 Number of students on roll	728
	 Number of Emirati students	419
	 Number of students of determination	66
	 Largest nationality group of students	Emirati
 TEACHERS	 Number of teachers	77
	 Largest nationality group of teachers	Egypt
	 Number of teaching assistants	33
	 Number of guidance counsellors	1
 CURRICULUM	 Curriculum	US
	 External Curriculum Examinations	NA
	 Accreditation	NEASC

School Journey for AMERICAN SCHOOL OF CREATIVE SCIENCE L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Across all phases, students achieve well in almost all core subjects. Although attainment in Arabic in Middle and High, and in English and mathematics in High is acceptable, progress is good. Only in mathematics in Middle are both attainment and progress acceptable, in all other subjects and phases both are at least good. Students' learning skills are good across the school.
- Students have a commitment to following safe and healthy lifestyles and making sensible food choices. Rates of attendance are very good. Students are punctual in arriving at school in the morning and to lessons. An Islamic atmosphere permeates school life from early morning prayers to admirable recitation of the Holy Qur'an. Students are committed to being good citizens. They contribute regularly to the betterment of the school and wider community.

Provision For learners

- Teachers' subject knowledge is secure. In the Kindergarten (KG), teachers demonstrate a good understanding of how young children learn, which they apply when developing literacy and numeracy skills. In the upper phases, teachers creatively plan a range of activities and resources to engage and motivate students. Assessment processes are clear and consistent across the school. They provide detailed measures of students' academic, personal and social development.
- California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Ministry of Education (MoE) requirements, are the foundations of the curriculum. The curriculum offers suitable choices and electives for students in Grades 9 and 10. The curriculum is deeply rooted in Emirati culture and UAE society. It embodies the school's character, values and philosophy. The Virtues in Practice program emphasizes core tenets of Emirati culture.
- Child protection and safeguarding procedures are fully understood by the whole school community. Arrangements to keep students safe from abuse and bullying are a high priority. Students and staff enjoy very positive and purposeful working relationships. The approach to promoting good attendance and punctuality is effective across the school. Leaders have prioritized behavior management.

Leadership and management

- The highly effective principal and senior leaders oversee ongoing school improvement. They receive excellent levels of support from governors, staff and parents. Self-evaluation is a key strength. Leaders have a realistic view of the quality of provision and students' outcomes. Leaders and teachers have high expectations of all students in the school. The owner has provided a new, attractive and modern school facility.

Highlights of the school:

- The positive classroom climate in KG where personalized teaching enables children to be confident and articulate learners.
- Students' good progress in almost all core subjects and phases and their positive attitudes to Islamic values.
- Students' attendance and punctuality.
- The personal support that students receive in a safe and secure environment.
- The commitment of leaders and governors to inclusive practices and to highly effective wellbeing principles.

Key recommendations:

- In the upper phases, ensure that teachers make more effective use of assessment data to improve literacy and raise attainment in Arabic, English and mathematics.
- Improve the quality of teaching by raising expectations of what students can achieve and by strengthening students' learning 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	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 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	Acceptable	Good ↑
	Progress	Very good ↑	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Good ↑	Acceptable
	Progress	Good	Acceptable	Good ↑	Good ↑
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	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	Good	Very good 
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good 	Very good 	Good	Very good 

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	Very good 	Very good 	Good	Good
Curriculum adaptation	Very good 	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
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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- The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- With an average score of 552, the school exceeded its target in the 2021 Progress in International Reading Literacy Study (PIRLS) by a few points. Whole school progression in standardized benchmark assessments saw English and science decline to good and very good, mathematics sustained very good progression. Emirati students almost matched the whole school progression, except in science and mathematics, where they reached a good standard.

C. Leadership: International and Emirati Achievement	Good
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- Leaders understand the subject skills and content aligned to PIRLS proficiency levels and the gaps identified in the Measures of Academic Progress (MAP) assessment report. They effectively plan and monitor the curriculum and teaching to close learning gaps. They are aware of the gaps in the attainment of Emirati students and highlight next steps to improve reading literacy skills in their action plans.

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

- The school's most recent profile of reading literacy skills reveals that a large majority of students' reading literacy scores are very good. Although Emirati students show some similar achievement within grade levels, their reading literacy scores are only acceptable in Grades 2 and 5. Teachers of English, mathematics and science make use of assessment data and reports from benchmark assessments to inform their planning and teaching practices. Follow-up interventions to support Emirati students are a priority for the school.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Implement intervention strategies that are tailored specifically for Emirati students to close gaps in attainment in both benchmark assessments and reading literacy tests.
- Encourage students to engage in reading as a daily habit across the curriculum.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a very good level.

- Wellbeing initiatives are a school priority and implemented by a suitably qualified team. Policies outlining a vision for wellbeing foster a supportive school environment. Survey data are collected and analyzed to assess the wellbeing of students, staff and parents. Clearly written and detailed action plans, based on survey outcomes, outline areas for further review and improvement.
- All stakeholders are purposefully engaged. Effective communication enhances provision. Parents are represented on the governing board, and actively promote and support wellbeing initiatives. Members of staff receive dedicated support, both personally and professionally, and appreciate working in a supportive and caring environment. Attention is being given to continuity of provision as the school expands.
- Curriculum initiatives are strategically designed to advance students' wellbeing, with particular emphasis on social and emotional learning. Most students demonstrate a secure understanding of their wellbeing and show growing independence in its management. Online protocols and digital safety are practiced and are a priority for all students' wellbeing. Students exhibit positive attitudes within the school environment, as evident in their behavior and when discussing their experiences.

For Development:

- Ensure that staff and students feel supported and adequately prepared for the upcoming expansion into the new school.

UAE Social Studies and Moral Education

- Both social studies and moral education follow the UAE Moral, Social and Cultural Studies (MSCS) framework. Students benefit from a rich curriculum that provides opportunities for them to put learning into practice. They enthusiastically participate in a variety of voluntary activities to improve the local community.
- Across the school, students have two lessons per week in which moral education and social studies are taught separately. Lessons are taught in Arabic for Arabic speaking students and in English for others. Students' progress is assessed through internal tests and projects. The subject leader regularly checks that the quality of teaching is consistent across the school.

Arabic in Early Years

- Arabic is taught to all children in KG by five teachers for 90 minutes daily. Play-based activities are features of teaching and learning, creating an engaging atmosphere in which children begin to learn Arabic through practical endeavors. Lessons focus on the sounds and shape of letters. Children learn vowels and can link words to pictures. They then learn to start writing from right to left. Arabic topics are taught in parallel with English topics. A range of methods is used to assess children's progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Lesson observations, work scrutiny and data analysis confirm that the achievement of the majority of students is strengthening in all phases, especially in High. Students' memorization of the Surahs of the Holy Qur'an and application of the rules of recitation are well developed.
- Students demonstrate understanding of worship and Islamic manners in Grade 4. Older students can distinguish between obligatory prayers and voluntary prayers. In general, students in all phases support their opinions by confidently using quotations.
- In parallel with the MoE curriculum, an integrated enrichment program to support memorization and recitation of the Holy Qur'an in Grades 1 to 9 is enhancing progress by the time students reach the high school.

For Development:

- Ensure that strategies to support the development of memorization and recitation skills are maintained.

ARABIC AS A FIRST LANGUAGE

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

- Attainment has improved in Elementary, where students are more confident in using standard Arabic in their conversations. Students' knowledge and use of standard Arabic in the upper grades are improving and leading to more secure progress.
- Students' knowledge of grammar and sentence structures varies across phases. Their writing shows a more consistent use of appropriate vocabulary, structures and rhetorical images to convey the intended messages. Speaking and oral communication skills less well developed.
- Plans to raise achievement are more closely based on the identification of students' abilities and needs. New reading and writing initiatives are at an early stage. More varied teaching and learning strategies are helping to improve students' key language skills.

For Development:

- Provide students with more opportunities to initiate and engage in discussions using standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' progress is strong in all phases because they can use clear language to express themselves in a variety of contexts. In addition, grouping according to students' number of years of learning Arabic, helps progress.
- Students can engage in various types of conversation in all phases, using appropriate vocabulary to express their thoughts. Writing abilities are at the expected level in Middle and High. In these phases, students' ability to read aloud confidently is an emerging and positive feature.
- Effective differentiation accelerates students' progress, particularly in Elementary. Inconsistencies in teaching limit students' attainment in Middle and High. Students' progress is supported by their use of technology and through engagement in Arabic morning assemblies and competitions.

For Development:

- Improve students' speaking and independent writing skills.

ENGLISH

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

- In KG, children make rapid progress in the acquisition of literacy skills. Assessment information shows that attainment is better in Elementary and High because of the targeted support that students receive. Attainment in Middle is lower because of greater variation in the outcomes of different groups.
- In High, students have sophisticated reading and speaking skills which they demonstrate when participating in debates. Students' writing is improving, across the school, because they are paying more attention to the drafting and editing of their work.
- The progress made by Emirati students is similar to that of other students because of provision focused on their needs. Nevertheless, internal and external assessment information shows that the attainment of Emirati students remains lower than of others.

For Development:

- Raise attainment in the middle school
- Reduce the attainment gap between Emirati students and the others.

MATHEMATICS

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

- Children's ability to understand quantity develops rapidly in KG. In Middle and High, students make better than expected progress because they regularly engage in learning activities that require them to apply their mathematical skills.
- Children in KG solve problems with numbers up to ten. In Elementary, students apply their mental mathematical skills to add and subtract successfully. In Middle, students have secure understanding of problem-solving. In High, students use reasoning and critical thinking skills to solve equations.
- An increased emphasis on problem-solving and critical thinking skills in Middle and High has helped to improve progress. However, opportunities for elementary students to practice mathematical skills and apply conceptual understanding are inconsistent.

For Development:

- In Elementary, provide more consistent opportunities for students to practice their mathematical skills, to think critically and to apply conceptual knowledge.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- The majority of students across all phases make better than expected progress in lessons and in their independent design of experiments. The integration of inquiry-based approaches and science, technology, engineering and mathematics (STEM) activities consolidate learning, thus enabling students to exceed curriculum expectations.
- Students demonstrate enhanced scientific literacy skills and proficient use of scientific vocabulary through reading activities and evaluating case studies such as, 'What does an engineer do?' in Grade 1. Students in Grade 10 can extract caffeine from coffee using different solvents.
- Laboratory work and experiments are firmly embedded in the curriculum and an integral part of daily lessons. They provide students with numerous opportunities to apply their knowledge and skills. Learning outcomes and levels of challenge vary, particularly for higher achievers.

For Development:

- Ensure that learning activities are aligned to students' abilities, especially for higher achievers.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Across all phases, students are actively engaged in learning. They enjoy making presentations of their work. In KG, children eagerly learn together. Effective collaborative learning is a feature in Elementary. However, this is less consistent in the upper phases.
- Students use technology well for research and inquiry. A few students are disadvantaged as they do not have access to technology. Students across phases can apply their knowledge and make connections between subjects. This is evident when they complete thematic studies in the upper phases.
- Independence, enterprise and innovation are strengthening because of the opportunities provided in lessons. Sustainability and research projects across the school are a positive development.

For Development:

- Strengthen collaborative learning in the upper phases by providing more opportunities for group work and by raising the expectations of how students manage their learning.
- Ensure that all students have access to technology when this is required in lessons.

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

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

- Throughout the school, especially in KG, Elementary and High, students embody and demonstrate a strong sense of positivity and belonging. They respect one another and adults. They are supportive of students of determination.
- Older students show initiative and willingly lead school activities, including membership of the Red Crescent, and by organizing various celebrations. Almost all students are equally involved in demonstrating their innovative skills.
- Students have a clear commitment to following safe and healthy lifestyles. They generally make sensible food choices in the school cafeteria. Rates of attendance are very good. Students are punctual to school in the morning and to lessons.

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

- Across all phases, students display a deep awareness of Islamic values and recognize their significance in daily life in the UAE. An Islamic atmosphere permeates school life from early morning prayers to admirable recitations of the Holy Qur'an from KG2 onwards.
- Values of tolerance, respect and care prevail within the school environment. Students feel safe, are treated fairly and nurtured. Older students organize celebrations of National and Islamic occasions. In KG, the teaching of Arabic has strengthened children's understanding of Islam.
- Students believe in coexistence, respect and equality between nationalities. This is seen in many programs, such as 'We are different but one', and in International Day.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good ↑	Very good ↑	Good	Very good ↑

- Students are dedicated to their civic responsibilities. They contribute regularly to the betterment of the school and the wider community. They willingly volunteer to lead activities that raise money for charities. In KG, children received a Red Crescent award for their work with the elderly in the local community. Middle school students are not yet as active in supporting local charities.
- Children and students show a very positive work ethic in lessons, especially in KG, Elementary and High. They often lead projects using their innovative and creative skills. They are skilled in implementing ideas that have significant social impact.
- Students have a strong understanding of environmental issues and regularly seek ways for the school to embrace sustainability. They track the school's carbon footprint, distribute newsletters and recycle daily. Such actions demonstrate their commitment.

For Development:

- Encourage middle school students to be more actively engaged in supporting charitable events and sustainability projects.

03 TEACHING AND ASSESSMENT

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

- Across all phases, teachers' subject knowledge is secure. In KG, teachers make good use of their understanding of how young children learn. In most subjects in the upper phases, teachers creatively plan a range of activities and resources that engage and motivate students. This is a particular strength in the non-core subjects.
- A positive feature in all phases is the use of questioning to foster critical thinking and to facilitate discussions and debates. Occasionally, activities in lessons are too rushed, and teachers' expectations of some groups of students are not high enough.
- In most subjects, opportunities to develop innovation, enterprise and problem-solving have increased. Throughout, teachers competently devise activities that facilitate students' independence and leadership skills.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment processes are clear and consistent. They provide detailed measures of students' academic, personal and social development. They promote learning activities that match the needs and abilities of most groups of students.
- Action plans include detailed information on students' progress against internal and external benchmark assessments. Assessment information is integrated into lesson plans to outline areas where improvement is needed. However, there is inconsistency in the use of this information, particularly in relation to reading assessments.
- Teachers have comprehensive knowledge of their students' strengths and where improvement is needed. Oral feedback, marking and written comments to students on their work, although regular, do not always indicate how to improve. Students use simple success criteria to evaluate their own learning.

For Development:

- Ensure that, in all lessons, teachers have equally high expectations of what all groups of students can achieve.
- Increase opportunities for students to engage in the assessment of their own work and that of their classmates.

04 CURRICULUM

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

- California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Ministry of Education (MoE) requirements, are the foundations of the curriculum. The curriculum maximizes continuity and progression of skills across grades and phases. Children in KG are well prepared for Grade1.
- The end of year curriculum reviews make full use of assessment information to evaluate the effectiveness of the curriculum and its impact on students' learning outcomes. The most recent review, for example, resulted in the restructuring of mathematics lessons in Grades 1 to 5.
- The curriculum offers suitable choices and electives for students in Grades 9 and 10. The high school program of study is thoughtfully developed to ensure a well-rounded selection of core courses, electives and Advanced Placement (AP) courses.

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

- Progress and attainment data consistently guide curriculum adjustments and modifications to meet the needs of the majority of students in the upper phases. Adaptations in KG are varied and creative. They stimulate and enthuse children.
- In the upper phases, the curriculum actively integrates a variety of curricular and extra-curricular activities, both within and outside the school. Students develop entrepreneurial skills by, for example, presenting business plans for the 'ASCS Souk'. These activities provide students with practical experience in business and innovation.
- Across all phases, the curriculum is deeply rooted in Emirati culture and UAE society, embodied in the school's character, values, and philosophy. The Virtues in Practice program emphasizes the core tenets of Emirati culture, ensuring the integration of cultural elements into students' educational experiences.

For Development:

- Ensure that curriculum modifications personalize learning to meet the needs and abilities of all groups of students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Child protection and safeguarding procedures are clearly defined and fully understood by the whole school community. Arrangements to keep students safe from abuse and bullying are high priorities. Members of staff are trained regularly to deal with students' needs and concerns.
- The buildings, classrooms and outdoor areas are very well maintained. Risk analysis procedures are rigorously followed. Detailed records of all incidents are kept. The medical personnel are proactive in supporting students' wellbeing through vigilant care and informational workshops.
- The promotion of healthy living is a strong feature of the school. Students understand the importance of sensible food choices and exercise to maintain their health. The physical education curriculum also supports components of healthy living and enhances students' wellbeing.

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

- Students and staff enjoy very positive and purposeful working relationships. The approach to promoting good attendance and punctuality is effective across the school. Behavior management is generally effective. Support in the middle school is more variable.
- Screening assessments are used effectively to guide teachers in developing strategies and interventions that meet the individual learning needs of each student. Students with gifts and talents are identified and enrolled in online enrichment programs to extend their learning.
- Students receive personalized guidance and support from a highly qualified team. Beginning in middle school, individual career counseling ensures that students are guided through the university application process. Planned programs and pathways for students with complex needs are developing.

For Development:

- Ensure that more consistent support is provided for students in the middle school.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
- The leaders and governing body ensure an inclusive ethos throughout the school. This results in very good provision for students of determination. The admissions policy welcomes students of determination, contributing to a diverse learning community. - Teachers make effective use of a variety of assessment procedures to identify students' learning needs. This information is used to plan personalized intervention programs to reduce barriers to learning. Collaboration with external providers, working within the school setting, enhances provision. - Communication with parents is a school priority. Parents provide valuable feedback related to their children's education and support. They collaborate closely with the inclusion team and appreciate the quality of support and training offered within the school. - Personalized curriculum programs and differentiation in lessons effectively align with students' needs. Learning support staff collaborate and plan effectively with classroom teachers. Provision of flexible pathways for students with more complex needs is developing. - Progress is carefully monitored, and data are analyzed to set appropriate targets in individual education plans (IEPs). Data show that students of determination are making good progress in relation to their individual starting points. They make good progress in personal development, gaining confidence and valuable social skills.	
For Development: Develop pathways for those students with more complex needs with a focus on communication, social and daily living skills.	

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders are dedicated and effective. They work collaboratively to drive the school's strategic direction. All action plans are focused on the school's priorities as well as the UAE National Agenda requirements. Raising the attainment of Emirati students is a key priority. Other priorities are precisely defined and have evolved into clear outcomes for students, which are accurately tracked by subject leaders. Senior leaders share a clear sense of purpose as a team. They successfully communicate the school aims to all stakeholders.
- Leaders undertake self-evaluation collaboratively, analyzing information from a range of sources. These include external and internal assessments, students' views, lesson observations and work scrutiny. Self-evaluation arrangements are comprehensive. Embedded in the process are regular departmental reviews where subject leaders present comprehensive evaluations of their own areas. Developments within the school have appropriate, measurable actions. They are managed carefully with timely monitoring of school priorities.
- Parents have regular opportunities to be involved in the life and work of the school. They feel that their views are welcomed and that leaders respond to any concerns. Parents' representatives serve on the governing body. Leaders are successful in using a variety of methods to communicate with parents so that they are well informed about their children's education and school events. Parents access the school website for timetables, school activities and their children's reports.
- The school is managed by Bukhatir Education Advancement and Management International (BEAM). The governing board includes most stakeholders and members who have the academic expertise that enables them to review all aspects of the school's performance. Induction for board members includes an overview of effective governance and training on their roles and how they can hold the school to account. The positive influence of governors is seen in their support of the school's expansion plans and the supply of resources.
- The daily operations of the school are carefully planned and implemented efficiently. Effective timetabling and staff deployment ensures that students' learning experiences are maximized. Members of staff benefit from regular professional training that is linked to individual needs and the school's improvement priorities. The premises and facilities provide a safe, pleasant and stimulating environment, well suited to the needs of the curriculum. The school's new campus expansion plans are under way to accommodate the school's continued growth.

For Development:

- Leaders should ensure that provision matches the needs and improves the outcomes, of Emirati students.



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