



المعرفة
Knowledge



DUBAI INTERNATIONAL PRIVATE SCHOOL - BR US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



	Location	Al Quoz
	Opening year of school	1999
	Website	www.dips-alquoz.ae
	Telephone	97143385530
	Principal	Dr. Akram Zayour
	Principal - date appointed	2/10/2000
	Language of instruction	English
	Inspection dates	12 to 16 February 2024



	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1830
	Number of Emirati students	978
	Number of students of determination	61
	Largest nationality group of students	Emirati

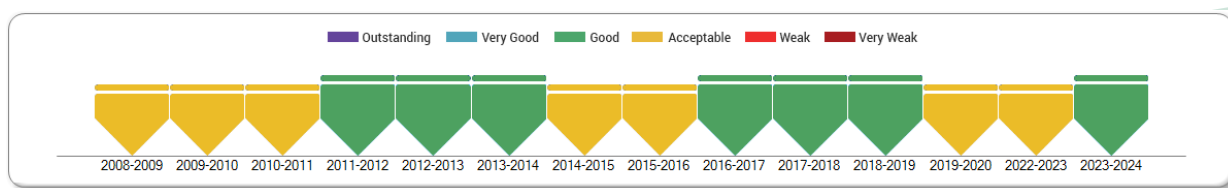


	Number of teachers	126
	Largest nationality group of teachers	Syrian
	Number of teaching assistants	17
	Number of guidance counsellors	2



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

School Journey for DUBAI INTERNATIONAL 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

- Following significant improvements over the last year, students' attainment and progress in the key subjects are now mostly good. Only in Islamic Education in Middle, and in Arabic as a first language in Elementary and Middle, are they acceptable. Learning skills are good in all phases. Students willingly engage in new tasks and collaborate effectively when learning in groups.
- In all phases, students show responsibility for themselves and others. They know how to relate to one another and to adults. In the Kindergarten (KG), children demonstrate a strong understanding of Islamic values and Emirati culture. Although older students have more understanding of world cultures, this is not yet a strength. Students enjoy opportunities to represent the school in sports and other competitions.

Provision For learners

- The quality of teaching is improving, although it is still inconsistent across grades and subjects. Teachers of mathematics and science provide opportunities for active learning. Lessons in English are designed creatively. These features are less evident in Arabic. Most teachers use assessment data to plan lessons to meet the needs of different groups of students. Assessment processes, including feedback on students' work, are contributing to improved performance.
- The curriculum is aligned to the California State Standards (CSS) and Next Generation Science Standards (NGSS). It is modified after the review of external assessment results to address any learning gaps. The curriculum standards are applied in internal assessments to check students' learning. A comprehensive phonics program supplements the curriculum in KG and the lower grades, to address gaps in early reading. An online reading comprehension program supports older students.
- The school's safeguarding procedures are sound and ensure that students learn in a safe environment. Teachers promote healthy lifestyles. Medical personnel monitor students' health. Students of determination are supported by new leadership, with guidance provided on how these students' needs are best met. The school has a caring environment, and good support for wellbeing.

Leadership and management

- Leaders work well together to improve the school's performance and to strengthen wellbeing. The self-evaluation process is much improved, with links to accurate assessment data. Teachers are supported with targeted professional development training. Partnerships with parents are strong, with some community links. Governance now includes educators, and benefits from their experience. Governors have increased learning resources, but there are deficiencies in staffing.

Highlights of the school:

- The good progress and attainment in most key subjects.
- The social responsibility, Islamic awareness and personal development of children in KG.
- The positive impact of leadership on many aspects of the school's performance.
- The enhanced self-evaluation and improvement planning procedures.
- The school's inclusive ethos and improved provision for students of determination.

Key recommendations:

- Ensure that progress and attainment are at least good in all key subjects, particularly in Islamic Education and Arabic as a first language.
- Improve the quality and consistency of teaching, particularly in Middle.
- Building on the momentum of recent improvements, raise even further all aspects of the school's performance.
- Recruit and retain high quality teachers, who have an in-depth understanding of the curriculum and teaching approaches.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 STUDENTS' ACHIEVEMENT

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Good
	Progress	Not applicable	Good	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	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	Acceptable
	Progress	Good	Good	Good ↑	Good ↑
 Mathematics	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good	Good ↑	Good ↑	Good
 Science	Attainment	Acceptable	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	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good
Social responsibility and innovation skills	Very good	Good	Good	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Acceptable

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
-------------------------------------	------------------

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

- The school's 2021 Progress in International Reading Literacy Study (PIRLS) scores showed a marked improvement on the previous round of testing, with the set target being significantly exceeded. The Emirati students exceeded the Dubai target for Emirati students, but not by such a large margin. The Measures of Academic Progress (MAP) results show year-on-year progress in English, mathematics and science to be very good. The progress made by Emirati students was good in all three subjects.

C. Leadership: International and Emirati Achievement	Very good
---	------------------

- Leaders demonstrate an understanding of the PIRLS and MAP reports. They analyze the data to determine the levels reached by students and identify any gaps in students' knowledge or skills. They make appropriate curriculum changes to address these gaps. Leaders require teachers to modify their lessons accordingly and monitor the impact. The school's action plan for developing reading literacy is detailed and ambitious.

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

- On the recent New Group Reading Tests (NGRT), students' reading literacy scores were consistent with age-related expectations. This was mirrored by the Emirati students. In both cases, too few students were reaching the minimum score for readers to be in the average band, or above. The majority of teachers use reading data as an element in the design of differentiated material. Emirati students' progress is good and is monitored, alongside that of their classmates, whose progress is very good. No specific interventions are made to improve the reading scores of Emirati students.
- Overall school standards in the National Agenda Parameter are very good.**

For Development:

- Improve teachers' use of reading literacy data to modify teaching to support weaker readers.
- Increase the proportion of students, including Emirati students, who gain above average standardized reading scores in NGRT testing.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing 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 outcome is at a good level.

- Since the previous inspection, wellbeing provision has undergone significant enhancement with the appointment of a new inclusion leader, a wellbeing champion and a student counsellor. Updated policies and initiatives for staff and students reflect this commitment. A wellbeing committee has been established to address concerns from the wellbeing survey. A clear action plan is in place. Teacher training on integrating wellbeing into the curriculum has shown positive outcomes, which align with the KHDA vision for wellbeing.
- The school's wellbeing vision is embraced by staff and governors. There is a focus on students' views and choice. Parents express interest in the school wellbeing committee. Students are supported in lessons and by the counsellor. Teachers create a caring environment and know how to make referrals. They have regular professional development training, led by the principal. Staff satisfaction is high, due to enjoyable wellbeing initiatives which foster a sense of belonging.
- Leaders help teachers to embed wellbeing practice into their lessons, building teamwork and inclusivity. Students engage in traditional activities for National Day. Competitions and extra-curricular activities build a sense of community. Sporting activities boost morale, and educational trips enrich students' experiences. The student council presents assemblies on topics such as online safety and bullying. Teachers create nurturing classrooms, leading to a strong sense of family and support, with tailored resources benefiting students' wellbeing.

For Development:

- Expand the methods of obtaining the views of staff, students and parents, to ensure that the monitoring of the wellbeing climate is fully informed.

UAE social studies and Moral Education

- The UAE social studies curriculum is compliant with Ministry of Education (MoE) standards. Moral education is aligned to the UAE Moral, Social and Cultural Studies (MSCS) framework. Social studies is taught in Arabic as a discrete subject in Grades 1 to 9. Non-Arabic speaking students are taught in English. Moral education is taught as a separate subject in Grades 1 to 12. In both subjects, the pace of lessons is often rushed, limiting the completion of activities.
- Social studies feature a range of assessments. Teachers' written feedback provides students with guidance for improvement. Moral education is assessed through portfolios which capture students' progress and achievements. Social studies includes project-based collaborative learning activities to promote creativity and problem-solving. Moral education features project-based collaborative learning activities to promote students' engagement.

Arabic in Early Years

- Arabic is taught in KG by appropriately qualified teachers. It is taught for five lessons per week in KG1 and seven lessons per week in KG2. The program follows the MoE standards and focuses on listening, oral expression, vocabulary, reading and writing. It prepares children for Elementary through interactive units and diverse language activities. Children also engage with Arabic outside formal lessons, including Arabic music and art alongside Islamic Education. Assessment strategies align with whole-school and Grade 1 requirements.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Elementary school students demonstrate strong knowledge and understanding of the Pillars of Islam. Middle school students understand the impact of kindness on society, while in High, students identify the physical and symbolic aspects of Islamic dress. Girls outperform boys in most areas of the curriculum.
- Students show well-developed memorization of the Holy Qur'an, and knowledge and application of Tajweed rules. Their understating of the Divine Revelation is a strength, especially in Elementary and High. Students' ability to justify their views with evidence is not consistent across the phases.
- Students' participation in daily Holy Qur'an recitations and competitions, as well as their work in various projects, has improved their overall achievement, especially in Elementary. Achievement in Middle is hindered by students' lack of motivation, particularly among the boys.

For Development:

- Challenge students to justify their answers with evidence from the Holy Qur'an and Hadith.
- Improve students' motivation especially in Middle, by planning and delivering lessons that are stimulating, interesting and engaging.

ARABIC AS A FIRST LANGUAGE

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

- Across the elementary and middle phases, students maintain steady progress in the development of linguistic skills. Progress accelerates in High, where students' writing proficiency has notably improved. Girls excel in speaking, using standard Arabic.
- Students' analytical abilities are developing. They suggest alternative story endings and events to enhance dramatic tension. Girls outperform boys in fluency and in expanding their vocabulary beyond familiar contexts.
- A new structured writing program is having a positive impact on students' writing skills across the school. Students are making fewer writing mistakes. In speaking, students' understanding of the rules relating to long and short vowels is improving.

For Development:

- Improve progress and raise attainment in Elementary and Middle.
- Require boys to use standard Arabic when speaking in all lessons.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Progress and attainment are above expectations across all phases. Students can read simple words and sentences commensurate with their years of study. The vocabulary of beginners develops in relation to familiar contexts.
- Students' speaking skills improve with each year, yet pronunciation remains a concern and adversely affects their confidence in speaking. Writing skills develop steadily. Students in High use texts to help them formulate questions. In High, students express themselves using simple sentence structures.
- Arabic as an additional language has recently been introduced in the high school. Small groups allow students to interact more with teachers and enhance progress. However, the development of students' language skills in the lower grades is more inconsistent.

For Development:

- Ensure that lessons in Elementary and Middle are appropriately planned and implemented to match students' differing years of learning Arabic.

ENGLISH

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

- Children in KG demonstrate improved progress in early reading and phonics. Elementary students build on the development of early literacy skills. The attainment of older students is limited by weaknesses in reading and writing skills.
- In KG2, children are beginning to write basic sentences. Elementary students research to create basic outlines of informational writing. Literary analysis is challenging for most students, particularly in Middle. High school students can determine literary themes and symbolism, although they require guidance to determine figurative language.
- Timed lesson activities are limiting the depth and breadth of students' reading comprehension skills in the upper phases. Similarly, in KG, children are given too little time to practice as they start to read basic sentences. In all phases, students do not have enough opportunities for writing to develop literacy skills.

For Development:

- Ensure that lessons give students the time to develop their reading comprehension skills.
- Provide more writing opportunities to develop students' literacy skills.

MATHEMATICS

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

- Students in all phases demonstrate understanding that matches the curriculum standards for their grade. External assessments confirm internal assessments that attainment and progress are above expectations in all phases.
- In KG, children work adeptly with addition and subtraction up to 10. By the end of Elementary, students have an appropriate understanding of number and shape and are beginning to work with coordinate systems. Middle and high school students are developing geometric and algebraic knowledge and skills.
- An increased focus on mental mathematics has raised attainment in KG and Elementary. The use of digital resources in Grades 1 to 8 help to consolidate learning. However, the level of challenge, especially for the most able, together with the development of problem-solving and critical thinking, is inconsistent.

For Development:

- Improve the level of challenge in learning activities, especially for the more able.
- Increase opportunities for problem-solving, critical thinking and application of learning.

SCIENCE

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

- High school examination data are varied, with much better results in Honors classes than in AP. External benchmark data are stronger for older students. In KG and Elementary, students use scientific vocabulary to explain their understanding of the world around them.
- Students' inquiry skills are developing well in all phases. Older students design their own experiments. The hands-on nature of lessons prompts students' curiosity and engagement in all phases, increasing their acquisition of knowledge and scientific inquiry skills.
- The recording sheets being used sometimes limit progress because they include a summary of what students will find. Students' progress in each phase is also restricted by their failure to focus fully during plenary sessions to review and consolidate their learning.

For Development:

- Provide students with open-ended activities where they have the opportunity to discover without having the ending already explained.
- Help students to develop skills in recording through the use of a standard template to record investigations.
- Ensure that students are fully focused when reviewing learning at the end of lessons.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good ↑	Good

- Most students in all phases are enthusiastic learners. They take increasing responsibility for their own learning. This enthusiasm is lost by some students in Middle, leading to less successful collaboration. In other phases, students collaborate well and consider others' views.
- Increasingly, students communicate their learning well. Most share their learning during plenary sessions at the end of lessons. Students make links to previous learning, to other subjects and to the wider world, especially in English, mathematics and science.
- Inquiry and critical thinking are strengths in science. Students use technology very well, but it is not common to all subjects. In some lessons, electronic devices are used mostly to access supplementary work. Open-ended research skills are at an early stage for most students.

For Development:

- Provide more active learning opportunities earlier in lessons in order to engage all boys in Middle.
- Challenge all students to engage more in open-ended independent inquiry and research

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Students demonstrate positive attitudes to school. Relationships among students and with adults are respectful and courteous. They show sensitivity and care to others' needs, including those requiring additional support and students new to school. Children in KG increasingly display self-reliance.
- Students enjoy coming to school, they feel safe and well supported. They are generally well behaved, particularly in KG. However, a minority of boys in Middle and lower High show a lack of self-reliance and self-discipline.
- Students are aware of safe and healthy lifestyles. They are conscious of healthy food choices and participate in regular physical education lessons. In KG, children show increasing understanding of the importance of a healthy diet.

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

- Students show secure understanding and appreciation of Islamic values. They fully understand the importance of these values in their lives. They participate in celebrating various Islamic events such as The Prophet's (PBUH) Birthday, Isra and Miraj, and take part in morning Holy Qur'an recitation.
- Students' knowledge and respect for Emirati culture is a strength. Children in KG participate in activities in the parent-initiated 'Union Museum' that develops their cultural awareness. Older students speak enthusiastically about their contributions and participate in national celebrations.
- Students show pride in their own cultures and are slowly developing their appreciation of other cultures. A majority of students contributed to the International Culture Day. However, the participation of middle and high school students in international cultural events is limited.

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

- Through a range of leadership groups, students are able to contribute to the school and to the wider community. However, students do not make full use of the opportunities to raise issues of benefit to the school community.
- Students in all phases actively seek ways to participate in projects to improve the environment. They are well informed about environmental sustainability through projects such as the recycle fashion show, and design projects to help to reduce air pollution and plastic waste.
- Students participate actively in charitable activities. They collect resources for those less fortunate than themselves and raise funds for breast cancer awareness. High school students display their responsibility towards the local community through participation in community service, such as visiting the local Happiness Centre.

For Development:

- Ensure that students in Grades 6 to 9, especially boys, take more responsibility for self-discipline and their attitudes to learning.
- Provide more opportunities for students to initiate and participate in international cultural events, particularly in Middle and High.
- Encourage students to take advantage of the range of opportunities to contribute their views and suggestions to shape decisions.

03 TEACHING AND ASSESSMENT

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

- Almost all teachers have good subject knowledge, although not all teachers in KG understand how science is best taught to young children. Most lessons are well planned. However, there is a tendency for too much overly teacher-directed learning in some lessons, particularly in Middle.
- The pace of lessons is swifter in English, mathematics and science, leading to more active discovery learning. Slower pace and too much teacher talk restricts the learning and outcomes in Middle and in some lessons in High.
- A range of strategies meets students' differing learning needs. However, the level of challenge for the most able is often inappropriate. Analytical thinking is strong in science. Opportunities to develop critical thinking and problem-solving are less evident elsewhere.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good ↑

- Leaders have simplified and standardized the way that attainment and progress are measured. The procedures used generally provide both valid and reliable measures of achievement. All required benchmark testing is conducted. Internal tests address curriculum standards.
- Internal and external data are analyzed by leaders, and reports from testing providers are scrutinized. Teachers use assessment data to categorize students by ability. However, these categorizations are insufficiently detailed to enable provision to be modified effectively.
- Teachers know their students well as learners. The provision of a range of levels of work, to support as well as to challenge, is at an early stage. Teachers mark students' work and provide feedback, including next steps advice. Students do not always respond to this advice and teachers do not always follow up.

For Development:

- Improve the teaching of science in KG so that advantage is taken of children's natural curiosity for scientific discovery.
- Ensure that there is an appropriate balance of teacher-directed and independent learning in all lessons.
- Ensure that students respond to teachers' feedback advice, and teachers in turn check that this work is completed.

04 CURRICULUM

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

- The curriculum has a clear rationale. It is compliant with California Common Core State Standards across subjects in Elementary through High, and the MoE requirements for Islamic Education and Arabic. The KG curriculum effectively incorporates the units of study.
- The scope and sequence of the curriculum build on students' knowledge and understanding. The high school curriculum provides students with a range of subject choices and pathways. The curriculum is frequently reviewed to align with UAE initiatives.
- Cross-curricular links are meaningful and well planned to assist the transfer of learning between subjects. However, implementation is not full effective in some subjects. There is an appropriate emphasis on literacy and numeracy in KG and lower Elementary.

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

- Students have emerging opportunities to be creative through collaborative activities, especially in Elementary and Middle. High school students are involved in a range of extra-curricular activities. Curriculum modification in KG takes full account of the learning abilities of all groups of children.
- In some subjects, programs of study make links to UAE culture, society and heritage, although this is not a common feature. The curriculum provides high school students with authentic experiences to enhance their career readiness through partnerships with local businesses.
- Almost all teachers implement differentiated activities in lessons. Analysis of external and internal assessment outcomes has led to curriculum reviews to address gaps in students' skills, knowledge and understanding.

For Development:

- Ensure that cross-curricular links are embedded in all subjects to consolidate students' learning.
- Fully embed links to UAE culture, heritage and society in all subjects.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Clearly defined policies and procedures are in place for safeguarding students. They are known to all stakeholders. All members of staff receive ongoing training in safeguarding. The school ensures that students are protected and safe.
- Standards of maintenance are good, with reported problems being addressed efficiently. Transport arrangements are well planned and effectively supervised. While the school has systems to check the identification of visitors during school hours, they are not applied during drop-off and collection times.
- The importance of a healthy lifestyle is promoted by the medical team and by physical education staff, as part of their student support service. The school provides health education on common issues. Advice is given on a wide range of exercise programmes.

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

- Since the previous inspection, relationships have improved because of the increased focus on wellbeing. This has cultivated empathy and mutual respect. Behavior incentives include rewards. Senior students are encouraged to undertake constructive activities to address inappropriate behavior.
- Leaders efficiently track attendance and generate alerts about unexplained absences. Teachers monitor attendance diligently in lessons. Students of determination are assessed to identify barriers to learning. Targeted support is allocated, leading to ongoing assessments of progress.
- Ongoing professional training has focused on the development of supportive classroom cultures and support for students of determination and those with gifts and talents. Senior students receive effective support for electives and career planning.

For Development:

- Ensure that procedures are in place to register all parents and other adults who enter the school premises and grounds at all times.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- An inclusive ethos is promoted in the school. The inclusion governor and the inclusion leader hold teachers to account to ensure that effective strategies are provided for students of determination. A systematic weekly review process is used to monitor students' progress.
- Students are assessed on entry to identify barriers to learning. Teachers and parents communicate concerns to the inclusion team. External and internal assessments guide interventions, which sometimes involve external agencies with parental consent. Inclusion team meetings focus on reviewing individual education plans (IEPs) and adapting interventions.
- Parental involvement is encouraged. There is a support group for parents of students of determination. Parents contribute to their children's IEPs and are provided with regular updates. They receive guidance, training and support to enable them to help their children at home.
- Teachers undergo training in differentiation and in providing a supportive classroom culture for students of determination. Collaboration between the curriculum and inclusion leads informs the development of specific support strategies to inform IEPs. This personalized approach supports students' progress.
- Progress is measured against IEP targets. Students' involvement in personal goal-setting and subject choice is encouraged. The inclusion department models appropriate feedback and consistency in differentiation. The aim is to grow independence and to support the career aspirations of students of determination.

For Development:

- Consider the provision of alternative education pathways for students who may not wish to pursue academic study when they leave school.

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	Acceptable

- The expanded senior leadership team works well in a shared leadership model. Senior and middle leaders bring their experience and skills to the team, and this supports and helps school improvements. Leaders have developed their understanding of assessment, the KHDA inspection framework and the American curriculum. The school vision has been updated to reflect the commitment to inclusion and wellbeing. Leaders recognize what is needed for the school to improve, particularly the strengthening of reading skills.
- Systematic evaluation of the school's performance, linked to students' achievement data and supported by specific evidence, is now evident in the school's self-evaluation processes. The monitoring and review of teaching is increasingly linked to students' performance. Targeted professional training aligns with identified school needs. Action planning has improved with successful outcomes. However, not all plans have clear and measurable targets with defined timescales. Most of the recommendations of the previous report have been met.
- A new Parents Council effectively broadens the base of parents actively participating in the school. Parents are involved in promoting cultural activities, maintaining a school museum and a heritage area within the school. They organize volunteers for the community. Communication with the school takes place through the parents' portal on a daily basis. Parents appreciate social media as a means of communication. Parents' views are welcomed by leaders, and several actions are the result of parental requests.
- Governance has been expanded to include educators who bring relevant experience to the role. The governing board includes parents and business representatives. The board has a very clear awareness of the school's performance and its needs. Members oversee the process of self-evaluation and are aware of attainment data. Governors hold senior leaders to account for students' performance and have allocated funding for increased resources.
- The management of the daily operation of the school is secure. The timetable has been adapted to reduce movement around the school. Steps to ensure that all teachers hold appropriate qualification have been mainly successful. However, well-qualified teachers with expertise in the curriculum are in a minority. New resources to support learning include more books in the libraries, reading programs, specialist rooms and online platforms.

For Development:

- Ensure that all action plans have clear and measurable targets with defined timescales.
- Improve specialist staffing to ensure that all teachers have appropriate qualifications and experience of an American curriculum.



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