



دبي
Knowledge المعرفة



DUBAI NATIONAL SCHOOL (BRANCH)

US/IB CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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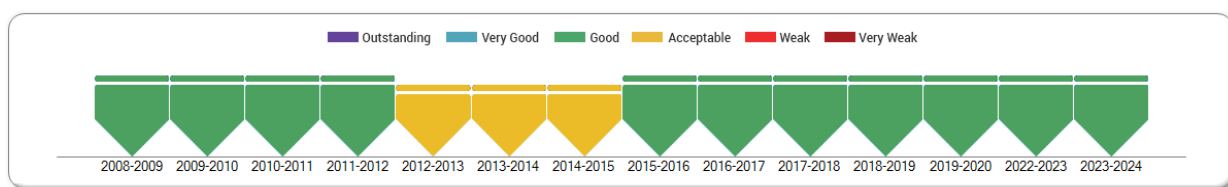
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Al Twar
		Opening year of school	2000
		Website	www.dns.sch.ae
		Telephone	97142988555
		Principal	Malek Ahmad Saleh Daradkeh
		Principal - date appointed	7/4/2016
		Language of instruction	English
		Inspection dates	04 to 08 December 2023
 STUDENTS		Gender of students	Boys and girls
		Age range	3 to 18
		Grades or year groups	KG 1 to Grade 12
		Number of students on roll	1142
		Number of Emirati students	744
		Number of students of determination	95
		Largest nationality group of students	Emirati
 TEACHERS		Number of teachers	120
		Largest nationality group of teachers	Syria
		Number of teaching assistants	14
		Number of guidance counsellors	10
 CURRICULUM		Curriculum	US/IB
		External Curriculum Examinations	NA
		Accreditation	NEASC

School Journey for DUBAI NATIONAL SCHOOL (BRANCH)



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

- Children in the Kindergarten (KG) and students in the high school achieve well in all subjects. Apart from mathematics and English in Elementary, and mathematics and Arabic as a first language in Middle, achievement is also good in these phases. Most students collaborate well in lessons and listen to the views of others.
- Most students demonstrate respectful and considerate behavior. They display responsible attitudes to learning. Students have a strong understanding of Islamic values and their relevance to the UAE. Social responsibility and innovation skills are strong across all phases. Older students are actively involved in a variety of humanitarian initiatives, demonstrating ambition, a positive work ethic and innovative skills.

Provision For learners

- Most teachers have strong subject knowledge. In the best lessons, teachers successfully engage students' interest and attention. However, teaching of this quality is not consistently seen. The promotion of higher order thinking and the level of challenge presented to more able students are inconsistent. Not enough use is made of assessment information to plan lessons in which work is matched to students' learning needs.
- The curriculum aligns with the Ministry of Education (MoE) requirements and the Massachusetts State Standards. The curriculum is planned to support continuity and progression in students' learning. The curriculum in KG provides children with a range of engaging activities. The electives offered in the high school lack semester length choices. Curriculum adaptations in core subjects are insufficient to meet the learning needs of all students.
- The school maintains strong health and safety standards, robust child protection policies and well-trained staff. Students feel safe. Medical records are held securely. The building is clean, regularly maintained and accessible to all. The school offers effective counseling services. Although the identification of students' learning needs is effective, support to match these needs is less so.

Leadership and management

- Leaders prioritize wellbeing, inclusivity and national identity, but management skills vary. Recent initiatives reflect commitment, yet their impact on the school's performance is inconsistent. The data informing the self-evaluation process are not reliable. The development plan lacks specific, measurable targets. Parental engagement is very effective. Governors are supportive but lack educational expertise. Staffing and resources are adequate for the needs of the curriculum.

Highlights of the school:

- The elementary school students' progress in Islamic Education.
- Students' social and personal development and understanding of Islamic values and Emirati culture.
- The protection, care, guidance and support of students.
- The effective partnerships with parents and the community.

Key recommendations:

- Improve the capability of leaders, particularly subject leaders, to drive improvement.
- Improve the quality and consistency of teaching and learning.
- Ensure that in lesson planning teachers make full use of assessment information to match learning activities to the needs of students.
- Ensure that all of the data used to inform self-evaluation and improvement planning are accurate.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

- Students' scores on the Progress in International Reading Literacy Study (PIRLS) test have improved between 2016 and 2021, and exceeded the target set for the school. On the Measures of Academic Progress (MAP) test, students' scores, including those of Emirati students, improved in language usage, reading, mathematics and science. This was especially true in science and mathematics.

C. Leadership: International and Emirati Achievement	Good
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- The school National Agenda action plan focuses on modifying provision to improve students' outcomes. School leaders use the available data to modify the curriculum to meet the requirements of external assessments. In the better lessons, teachers provide tasks that challenge students according to their ability levels. This remains variable in quality across the subjects and phases.

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

- Students' reading literacy levels are below expectations in all grade levels. This is true for Emirati and non-Emirati students. The school does not use a standardized test to assess students' reading levels. The school is working with the lower achievers to improve their reading literacy skills. Teachers provide them with additional sessions and a range of opportunities for reading through online platforms. These interventions are having a positive impact on students' reading skills.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Ensure that the school adopts a reading assessment that produces Standardized Age Scores (SAS).
- Accelerate the rate at which students develop their reading literacy skills.

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 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 good level.

- The school focusses on preparing healthy, happy confident citizens through in-class and extra-curricular activities. Moral education and social studies lessons enable students to explore core values and ethics. The majority of students, including students of determination, participate. Regular meetings with the principal and the governors promote wellbeing. Lessons are monitored to ensure effective integration into teaching. The analysis of survey data informs the next steps. Parent and student councils have significant input and there are numerous awareness campaigns on bullying and cyber-bullying.
- The school systematically identifies students' needs and where necessary refers to counsellors. Students know the staff and feel comfortable in seeking support. There is a strong partnership with parents and frequent communication. Initiatives such as Mothers' Day, Teachers' Day and appreciation awards are celebrated. There is a clear child protection policy. Teachers are valued and encouraged to present ideas and seek support where needed. Everyone is assured a safe environment with an open-door policy for all stakeholders to provide constructive feedback on wellbeing matters.
- The curriculum offers different pathways and course choices to align with students' interests. There is a balanced homework policy. After-school activities include arts and sports. Students are offered additional support programs. A tailored curriculum is provided for students of determination. The cafeteria menu offers a wide range of healthy food choices. Field trips are organized regularly and there is a wellbeing calendar. Surveys show students feel safe and valued. The school management system provides alerts on any wellbeing issues. Feedback from teachers and parents is encouraged.

For Development:

- Ensure that wellbeing is fully embedded into all areas of the curriculum.
- Enhance leadership opportunities for students in the field of wellbeing.

UAE social studies and Moral Education

- Social studies is taught as a stand-alone subject in Grades 1 to 9. The subject is taught in Arabic and English. Moral education follows the Social, Moral and Cultural Studies Framework (SMCS) of the Ministry of Education (MoE). It is taught as a stand-alone subject in Grades 1 to 12. Lessons are for 50 minutes per week in the elementary school and 55 minutes per week in the middle and high schools.
- Teachers use the textbooks and apply everyday contexts to engage students fully in their learning. There are summative assessments twice per term and on-going assessments throughout the academic year. Students demonstrate their learning in a variety of ways, including class discussions, presentations, projects and digital portfolios. Additional activities include school assembly presentations such as Flag Day, and cross-curricular links on culture and diversity.

Arabic in Early Years

- The school offers Arabic to all children in KG for seven periods of 40 minutes each week. Students practice basic forms of reading such as letter recognition, sight words and simple sentences. Children practice writing through drawing and coloring. Teachers use games, co-operative learning and sensory-based learning to fully engage children. Assessments include a variety of strategies, including competitions, questioning and written tasks which follow the same format as used to measure progress in the National Agenda.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In the elementary school students demonstrate secure knowledge and understanding, particularly in the memorization of the Holy Qur'an and Noble Hadith. Older students understand that Islamic laws represent a way of life which lead to security and justice for individuals and society.
- In their lessons and workbooks, students explain the links between good deeds and a healthy society, with supporting evidence from the Hadith. Students across the school have secure understanding of the acts of worship. Students in the higher phases have a deep understanding of Sharia law.
- To improve memorization skills, a small amount of time is allocated in each lesson on the correct memorization of the Holy Qur'an. The impact of this has yet to be seen. Students do not have enough opportunities to engage in self-directed inquiry and research.

For Development:

- Provide more opportunities for students to engage in self-directed learning, inquiry and research.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessments show a higher level of achievement than the results of external tests. Students' progress in the middle school has declined because the pace of lessons is too slow and teachers' expectations are not high enough.
- Students can read aloud with confidence and analyze familiar literary texts. However, their ability to determine the meaning of new vocabulary from context is inconsistent. Speaking skills are strongest in the girls' section of the high school. Functional and creative writing skills are underdeveloped in all phases.
- The school has introduced reading logs during the library period. This initiative is at an early stage with as yet unclear impact on students' language skills. Students' writing lacks clear progression and accuracy. They are not provided with enough guidance and feedback on the quality of their writing.

For Development:

- Provide students with clear guidance on the structure of their writing and on how to improve.
- Raise teachers' expectations and the pace of learning in lessons, particularly in the middle school.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in all phases have different starting points in learning Arabic. New students make rapid progress in learning how to read and write Arabic script. Boys and girls make similar progress in relation to their years of study.
- Students in Grade 6 write with confidence about their daily routines. In Grade 7, students talk about the different features of new and old mobile phones. Students in Grade 9 describe their dream house using appropriate vocabulary. Throughout, students do not have enough opportunities for speaking.
- Students with the most years of study, read and understand familiar texts and use new vocabulary in writing sentences. Listening skills are strong in all phases because of teachers' intensive use of Arabic in all lessons.

For Development:

- Provide more opportunities in lessons for students to engage in conversations using Arabic.
- Modify reading materials to be more accessible for new students and personalize tasks to match students' years of study.

ENGLISH

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

- Attainment is above expectations in all the phases. The majority of students make better than expected progress in KG, Middle and High. Progress is acceptable in Elementary. External benchmark assessment results are well below internal assessment data.
- Listening and speaking skills develop well in KG. They are also the strongest skills in the other phases. Writing and reading are the least well-developed skills. Students are not provided with enough opportunities for reading and writing.
- Gaps in students' reading are the major weaknesses in all phases. The school has introduced a reading literacy program in KG, Elementary and Middle. It is yet to have any impact on students' reading skills.

For Development:

- Improve the reading literacy skills of all students in all phases.
- Ensure that students have sufficient time in lessons for independent reading and writing.

MATHEMATICS

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

- In KG, children are secure in combining up to 10 objects. In Elementary, students solve word problems involving four operations. In Middle, students address content gaps as they learn pre-algebra skills. High school Advanced Placement (AP) students' progress well with the more difficult content.
- Students across the school demonstrate better understanding of content knowledge than mathematical skills. Older students learn the procedures for higher mathematics but sometimes are unsure of the purpose. Practical applications and problem-solving are not yet strong for most students across phases.
- The school's initiative in providing curriculum relevant textbooks, and online supplementary learning platforms, is having a positive effect in the elementary school. When used systematically, these specific links to the curriculum standards at the appropriate level are supporting learning effectively.

For Development:

- Increase the amount of lesson time spent on problem-solving using more than one method.
- Use the reports from international and external assessments to identify and address gaps in students' mathematical skills.

SCIENCE

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

- Students across the school learn new concepts through hands-on work that encourages them to engage in investigations. Their external assessment data point to lower attainment levels than the internal data. The different types of assessment data show that students are making good progress over time.
- In the elementary school, students' progress is sometimes hindered by excessive teacher talk and limited opportunities for independence in learning. In the middle and high schools, students enjoy carrying out experiments that challenge them to draw conclusions and find solutions to problems.
- The department has recently increased the focus on the scientific methods in the delivery of lessons. This is yet to have a measurable impact on students' scientific skills.

For Development:

- Ensure that students, especially in the elementary school, are provided with more opportunities to learn independently in lessons.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students are interested and involved in their learning. Most interact and collaborate well in lessons and listen to the views of others. They are not given sufficient opportunities to take responsibility for their own learning. Not all students know how to improve their work.
- In the most effective lessons, students can find out for themselves and solve problems. Students demonstrate the ability to apply their learning to the wider world and make connections to other areas of learning.
- Enterprise, enquiry, research, critical thinking and problem-solving skills are not common features of lessons. These skills are inconsistently applied in all phases. Technology is used in lessons to further learning.

For Development:

- Ensure that students take more responsibility for their own learning in lessons.
- Ensure that enterprise, enquiry, research, critical thinking and problem-solving feature in all lessons.

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 consistently exhibit positive attitudes towards school and learning, particularly in KG. They are motivated and collaborate well. Most students demonstrate self-discipline and maturity. Their behavior is generally responsible and contributes to a harmonious learning environment.
- Staff-student relationships are marked by mutual respect and consideration. Students display sensitivity to diverse needs, consistently supporting one another for success. This creates a purposeful learning and strong bonds within the school community.
- Students demonstrate a keen awareness of the importance of a healthy lifestyle. They engage in a variety of sports and generally opt for healthy food. They prioritize physical well-being. While overall attendance is high, a minority occasionally arrive late at the start of the day.

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

- Students have a sound grasp of Islamic values, including tolerance, charity, integrity and respect for elders. They seamlessly connect these values to their community and the school, drawing on personal experiences to apply these principles in their daily lives.
- Students hold deep respect for the Emirati culture and heritage, which they see as integral to contemporary UAE society. They exhibit an excellent understanding of the country's culture and enjoy participating in school events such as National Day and Flag Day.
- Students understand their own cultures and appreciate the diverse range of global cultures. Interacting with students from different countries and personal travel experiences broaden their cultural horizons. Students explore and appreciate the richness of different cultures.

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

- In KG, children take good care of their classrooms and their belongings. Older students are involved in initiatives of humanitarian support, including Red Crescent programs and donations for orphans. They willingly take leadership roles and make meaningful contributions to the school community.
- Most students thoroughly enjoy their education. Almost all have a strong work ethic and are ambitious to succeed. They demonstrate the ability to be innovative and initiate projects, including some related to new business ideas. Many have successfully participated in a range of local conferences.
- Students throughout the school are compassionate and clearly aware of local and international environmental issues. They take an active role in projects or activities related to sustainability that have a positive impact on the school and the local environment.

For Development:

- Ensure that all students demonstrate self-discipline and mature behavior.

03 TEACHING AND ASSESSMENT

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

- Teachers across the phases have sound subject knowledge. Students are usually fully engaged in lessons. Teacher-student interactions are positive. Students in most grades often rely too much on teachers for guidance. High school students have more opportunities for independent learning.
- Teaching is inconsistent across the phases. Questioning and dialogue to encourage critical thinking are lacking in many lessons. There is insufficient challenge for all learners. Teaching does not always ensure that all groups of students are successful learners.
- Learning activities are not always well matched to students' differing abilities. In some lessons, excessive teacher talk and control inhibits students' independent learning. This inhibits the development of higher order thinking, problem-solving, enquiry and enterprise.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school benchmarks students' outcomes against international expectations in most subjects. The school's internal assessments are adequately linked to the curriculum standards. The school's processes to analyze internal and external data do not produce sufficiently reliable and valid measures of students' outcomes.
- The school uses the available assessment information to identify gaps in learning and to inform teaching practices. Teachers' use of data to meet students' different learning needs is variable in quality across the subjects and phases. In the better lessons, students are sufficiently challenged according to their ability levels.
- Students receive written and digital feedback from teachers that is sometimes useful to them in improving the quality of their work. Teachers are generally aware of students' progress and make relevant adjustments to the pace and content of their lessons.

For Development:

- Improve the quality and consistency of teaching.
- Ensure that teaching provides an appropriate level of challenge for all students.
- Ensure that the school's processes to analyze internal and external data produce more realistic measures of students' attainment and progress.

04 CURRICULUM

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

- The school curriculum links to the MoE requirements and the Massachusetts State Standards, ensuring breadth and continuity in all subjects. The curriculum addresses both knowledge and skills for each age group, although not always covered fully and in enough depth.
- The school plans the curriculum to ensure coverage, but there is some overlap of content in subjects across different grades. Teachers support students to make cross-curricular links, particularly in STEAM (science, technology, engineering, arts and mathematics) projects, which provide some opportunities for research and investigation.
- High school students benefit from a limited range of courses which help to prepare them for their next steps. Some electives are available but no semester-length electives, enabling students to explore their particular talents and interests. Younger students benefit from online platforms which reinforce learning.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptations in core subjects are insufficient to meet the learning needs of all students. The better lessons have adjustments to ensure that the level of challenge is appropriate for students of all abilities. However, teachers' use of data for adapting lesson plans is limited.
- Students enjoy extra-curricular sporting activities. They benefit from a range of school visits to various venues to enhance learning. They give presentations based on research, or they explore scientific or cultural sites. Students often successfully take part in external competitions.
- Links with Emirati culture and UAE society take place within lessons, particularly in Islamic Education, social studies and moral education. Students have few opportunities to develop enterprise, innovation and creativity, although some business courses address these themes.

For Development:

- Make full use of assessment data to identify where curriculum modification need to be made to address weaker domains of learning.
- Ensure that curriculum adaptations meet the learning needs of all students.
- Ensure there are more planned opportunities to promote enterprise, creativity and innovation.

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

- The provision for health and safety is consistently high. Policies and procedures for child protection and safeguarding are robust and all staff have been trained. Students feel safe and confident to talk to adults. Medical staff keep confidential records securely. Transport arrangements are safe and well supervised.
- The building is very clean and secure. Regular checks ensure that it is well maintained. Refurbishments to washrooms are a recent improvement. A suite of classrooms is designated for students of determination and the elevator ensures access for all.
- The need for a healthy lifestyle and healthy diet are built into all aspects of school life. The school has two swimming pools and extensive Astroturf and hard surface areas for sport. Students make very good use of these facilities.

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

- Relationships are caring and supportive across all phases. There is an effective referral system for those who would benefit from counselling. The attendance and punctuality procedures are generally effective, although a few students are not always punctual at the start of the day.
- Procedures for identifying students of determination and those with gifts and talents are strong. Individual pathways and activities are in place. The school has shown greater rigor in recognizing different students' needs but is yet to ensure that strategies and challenging tasks are consistently applied.
- The school is welcoming, caring and supportive to parents, students and staff. The careers guidance program is well developed. Students are supported in their university choices and their chosen subject options. Parents are also offered workshops and advice regarding further education.

For Development:

- Ensure that learning strategies and tasks are consistently matched to students' abilities and needs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The inclusion champion and the well-qualified lead of inclusion are committed to providing the best support for students of determination. The admission procedures welcome students with profound and complex needs. However, the premises lack a sensory room and kinesthetic resources.
- The school's identification and assessment procedures have improved. Individual education plans (IEPs) are detailed. Students receive specific intervention support in small classes. Support in lessons is mainly through differentiated learning activities, but there is a lack of consistency.
- Parents feel well supported and are happy with their children's academic and social progress. They appreciate the care and concern shown to both themselves and their children. They value the open-door policy and the shared strategies that enable them to provide better support at home.
- Students' IEPs include specific goals and suggested strategies. However, not all teachers and learning support assistants have the necessary skills to support students of determination in lessons. Alternative pathways are provided for students with the most complex needs.
- The inclusion department has improved the assessment systems and also the IEPs. They are regularly reviewed, and students' progress is checked against their starting points and their learning targets. Data show that students are making expected progress against these IEP goals

For Development:

- Ensure that all teachers and learning support assistants have the necessary skills to implement the learning strategies in students' IEPs.

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	Acceptable ↓

- The leadership team demonstrates a strong commitment to fostering wellbeing, care and inclusion. Their guiding principle for improvement is centered on promoting the goals of the National Agenda. Leaders have various levels of management skills. They are progressively enhancing their understanding of curriculum and best teaching practices. They are dedicated to improving standards. However, not all as yet have the skills necessary to drive improvement in their areas of responsibility. Positive and professional relationships exist among all stakeholders.
- The self-evaluation process systematically integrates internal and external data, but the data are not always reliable. The monitoring of teaching and learning does not place enough emphasis on students' progress. Although the school improvement plan identifies key priorities, the plan lacks specific, measurable targets for regular review. The school has addressed some of the recommendations made in the previous inspection report.
- Leaders effectively engage parents, prioritizing their involvement, through the Parents Council. Parents contribute to school improvement plans and the learning plans of students of determination. Communication is effective. Parents receive regular reports on their children's progress and the next steps in their learning. The curriculum is enriched by local, national and international partnerships.
- Governance involves most stakeholders, including the owners, who ensure accountability, monitor performance and allocate resources to contribute to improvements in students' outcomes. The governing board convenes termly to review performance, focusing on external results, wellbeing and inclusion. However, a lack of educational expertise hampers full involvement in self-evaluation and improvement planning. This limits the board's ability to make informed decisions, related to improvements, that would have the greatest impact on students' learning and outcomes.
- The principal and senior leaders effectively oversee the day-to-day operation of the school. The school is adequately staffed, and most teachers are qualified. Occasional professional training is provided, but it does not align closely with the Massachusetts State Standards or with the needs of individual teachers identified through lesson observations. Practical learning resources are not always well suited to teaching and learning.

For Development:

- Ensure that all staff with leadership roles have the skills needed to drive improvement in their areas of responsibility and that the governing board includes members with relevant educational expertise.
- Ensure that the monitoring of teaching and learning is linked to the impact on students' progress in lessons and that school improvement plans include specific measurable targets.
- Provide customized professional training to enhance teachers' subject-specific expertise, within the US curriculum standards.



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