



المعرفة
Knowledge



DUBAI SCHOOLS CORPORATION L.L.C MIRDIF US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Mirdif
	Opening year of school	2021
	Website	www.dubaischools-mirdif.ae
	Telephone	971 (50) 249 0423
	Principal	Dr Joseph Kotarski (Acting)
	Principal - date appointed	2/5/2023
	Language of instruction	English
	Inspection dates	27 to 31 May 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 12
	Grades or year groups	KG 1 to Grade 6
	Number of students on roll	873
	Number of Emirati students	830
	Number of students of determination	75
	Largest nationality group of students	Emirati



TEACHERS

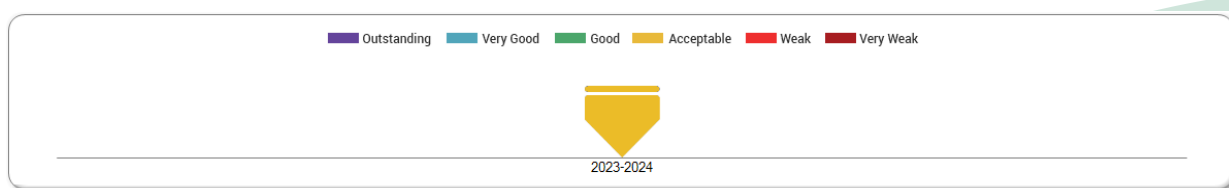
	Number of teachers	59
	Largest nationality group of teachers	South African
	Number of teaching assistants	38
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	N/A
	Accreditation	None

School Journey for DUBAI SCHOOLS CORPORATION L.L.C MIRDIF



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Attainment is weak in English, science and mathematics in the elementary and middle phases as well as in Arabic in the middle phase. Although inconsistent across phases, progress is acceptable overall in all subjects, and better for girls. Students demonstrate positive attitudes to their learning but opportunities to develop their critical thinking, problem-solving and independent learning skills are constrained by limited reading and research abilities.
- Most students have positive and responsible attitudes. They appreciate their teachers' comments on their work to improve their learning. Student-staff relationships are friendly and respectful. Students demonstrate a growing understanding of Islamic values. They appreciate Emirati heritage and culture, although their understanding of other world cultures is limited. Students have a growing sense of personal responsibility and commitment to the school's values. They are aware of environmental issues.

Provision For learners

- Most teachers demonstrate secure subject knowledge. Lesson plans are well-structured and broadly linked to the curriculum standards. However, learning objectives and success criteria are not clear enough. Teachers' use of questioning varies and often fails to encourage students to think more deeply. They have a mixed level of expertise in providing support for different groups of students. Assessment is linked to the curriculum standards and outcomes are analyzed centrally. The quality of teachers' marking of students' work is variable.
- The curriculum is appropriately balanced in terms of knowledge, skills and understanding. It contains planned cross-curricular links, although these are not always evident in lessons. Links to enterprise, innovation and Emirati culture are yet to be fully embedded. The school makes appropriate modifications to the curriculum to meet the needs of most groups of learners, although these are not always translated into classroom practice. An appropriate range of extra-curricular activities enables students to enhance their academic and personal development
- The school ensures all staff are trained in safeguarding and child protection procedures. The school's buildings and facilities are well maintained. Rigorous supervision of school transport ensures student safety. Healthy lifestyles, regular exercise, attendance and punctuality are actively promoted. Although the school identifies students of determination and plans for their support, the implementation of support plans in lessons is variable. Students with gifts and talents are not sufficiently challenged.

Leadership and management

- Leaders set a clear direction and aspire to achieve the school's vision of academic excellence. Defined roles and professional development are improving the quality of teaching and students' learning. Self-evaluation informs improvement plans, and teaching quality is regularly monitored. The governing board holds leaders accountable. Parent engagement and staff turnover are continuing issues. The school operates smoothly but faces challenges with classroom space and staffing, particularly for supporting students for whom English is an additional language.

Highlights of the school:

- Students' responsible attitudes, respectful relationships and regular attendance.
- The arrangements to ensure students' health, safety, security and welfare.
- The day-to-day management of the school and the school's procedures and routines.

Key recommendations:

- Accelerate progress and raise attainment in all subjects.
- Improve the quality and consistency of teaching, learning and assessment.
- Ensure that in all lessons the learning needs of all groups of students, particularly students of determination, are met.
- Ensure that there are sufficient, appropriately skilled, teachers to meet the needs of early English language learners.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Elementary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle
Learning skills		Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
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	Partially Met
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- The school registers students for reading assessments and benchmarking across the core subjects but has not registered students in Grades 3 and 5 for cognitive ability testing, as required by KHDA.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Not applicable

- No students took the Progress in International Reading Literacy Study (PIRLS) test in 2021. Between the Measure of Academic Progress (MAP) testing in Spring of 2022 and Spring of 2023, students in English, mathematics and science sustained weak judgements. With no progression in attainment being evidenced, progress in all three subjects is weak overall.

C. Leadership: International and Emirati Achievement	Good
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- Subject leaders know the broad areas where students' knowledge and skills gaps are identified by MAP. Curriculum adjustments have been made to fill these gaps. Leaders clearly expect teachers to modify learning activities to increase progress. They are less clear about the modifications required to address specific weaknesses. The school's reading action plan identifies the steps to be taken to raise reading levels.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- In the most recent New Group Reading Test (NGRT), more than two-thirds of the students were identified as weak readers. All teachers have access to this data and a majority use it in some way to adjust their teaching. There is an emerging reading culture across the core subjects. However, teachers' understanding of how to assist weaker readers is inconsistent and leads to uneven support. Most students made reading progress in line with expectations from one year's NGRT testing to the next.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure leaders understand and act upon the gaps in both content and skills identified by MAP testing.
- Raise students' MAP attainment for English, mathematics and science from weak to at least acceptable.

Wellbeing



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

Overall, the quality of wellbeing provision and outcome is at an acceptable level

- Leaders are aware of the need to prioritize the wellbeing of staff, students, and parents. The recently appointed wellbeing governor understands the need to actively promote students' wellbeing. Staff surveys are conducted, and the information gathered is considered when planning for the wellbeing of members of staff. Staff training programs are in place, but the impact of these is variable.
- Stakeholders have some awareness of the wellbeing vision and engage in termly meetings. Students and parents have a basic means of communication with regard to wellbeing issues but have limited ways to influence the school's wellbeing vision. Members of staff receive sufficient training, but wellbeing support is limited to general issues and not sufficiently personalized for individuals.
- The school provides opportunities for students to develop an understanding of wellbeing through assemblies and wellbeing champions as well as the student council. Some curriculum initiatives are beginning to be developed. Leaders are working to meet the challenge of students adopting healthier lifestyles and this is having some impact. Students feel safe and supported, which contributes to their own feeling of wellbeing.

For Development:

- Ensure that staff training is focused on wellbeing initiatives that target students' social and emotional needs.
- Provide more opportunities for parents and students to contribute to the school's vision for wellbeing.

UAE social studies and Moral Education

- Moral education and social studies are taught as two discrete subjects. The school follows the UAE's moral education and social studies programs. Lessons for both moral education and social studies are taught in Grades 1 to 5 for 45 minutes per week, and in Grade 6 for 55 minutes per week. Social studies lessons are taught in Arabic and moral education lessons are taught in English.
- Learning is enriched through assemblies, visits and special events. Most teachers plan thoughtful lessons that are interesting and engage students well. Students have opportunities to gain knowledge and develop a variety of skills. Regular assessments are in place, and student outcomes are reported to parents.

Arabic in Early Years

- Arabic is taught to children throughout the Kindergarten (KG) by three qualified specialist teachers in four 45 minute lessons per week. The curriculum, based on the Ministry of Education (MoE) standards, is sequenced for a smooth transition to the elementary school. In KG1, the focus is on recognizing and articulating vowel sounds, familiarization with letters, and forming three-letter words incorporating phonetic foundations. In KG2, these skills are built on with enhanced word formation and reading comprehension. The curriculum takes account of children's differing needs and there is a comprehensive assessment framework for continuous progress monitoring. Instruction emphasizes intensive language use and a variety of approaches.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessment data show higher achievement levels than observed in lessons and samples of students' work. This gap is due to the low level of challenge provided by internal assessments.
- Students have secure knowledge of the Prophet's (PBUH) Seerah and the key tenets of Islamic faith such as the Pillars of Islam and Iman. In Elementary, students can infer the benefits of charity, name the times of daily prayers and discuss the manners of food and the manners of riding public transport. Students in the middle phase can discuss and draw information from historical events.
- Although teachers keep a Holy Qur'anic memorization log in students' workbooks, their follow-up is inconsistent. Students' skills in citing references to support their answers are underdeveloped. Teachers plan a range of activities, but the level of challenge is not high enough.

For Development:

- Ensure consistency in student's memorization of the Holy Qur'an and their ability to cite the Holy Qur'an and Hadith.
- Improve the rigor of internal assessments and raise teachers' expectations so that learning tasks meet the needs of all groups of students.

ARABIC AS A FIRST LANGUAGE

	KG	Elementary	Middle
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Students' listening comprehension skills are secure. Internal and external assessment data indicate that elementary students' reading skills are stronger than their speaking and writing skills. Speaking skills are particularly weak. Girls' presentational skills are better than boys. Not enough middle phase students, especially boys, meet the curriculum expectations.
- In lessons and workbooks, students use their phonics knowledge to read and analyze different literary styles. Students in the upper elementary and middle phases compare central ideas in stories and poems. Their speaking, writing, spelling, and the accurate use of punctuation and grammar, are developing at a slower rate.
- Recent initiatives to develop students' writing skills and to utilize the online digital reading platform are supporting students' progress. However, these initiatives are not fully embedded in practice to enable all students to reach their full potential.

For Development:

- Increase the level of challenge by ensuring that all students speaking and writing skills are at least in line with curriculum expectations.
- Fully embed all initiatives to improve students' reading and writing skills more rapidly.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students understand a limited range of high-frequency phrases related to their immediate environment. Most repeat words and phrases and recognize basic sound patterns. They are increasingly confident in decoding familiar words and writing individual sentences following a simple model.
- In lessons and workbooks, students utilize familiar speech and provide basic information. They can read simple texts aloud and attempt to guess the meaning of new vocabulary from the context. They copy words and write simple sentences with visual prompts. Students speaking skills are underdeveloped.
- Encouraging students to increase their reading has had a positive impact on their grasp of new vocabulary. Nonetheless, students lack confidence when it comes to forming coherent and precise sentences, whether spoken or written.

For Development:

- Enhance students' linguistic skills by incorporating more language-focused activities in lessons.
- Encourage students in all lessons to build on their prior knowledge and use their existing vocabulary, to extend their speaking and writing skills.

ENGLISH

	KG	Elementary	Middle
Attainment	Weak	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- In KG, children's communication skills develop at broadly the expected rate from low starting points. Attainment is below curriculum expectations. Throughout the elementary and middle phases, progress continues steadily. Attainment in internal and external assessments, for almost all students, is below the expected levels.
- Students' oral communication and the range of vocabulary they use are gradually improving. Reading is promoted and is a current focus in lessons. Children in KG recognize and match letters of the alphabet to their sounds. In Elementary and Middle, although gaps in students' reading are gradually being closed, their reading levels remain below expectations.
- A new approach to writing has been introduced. Students increasingly write with more depth. Drafting and editing skills are beginning to be embedded in the writing process to promote more accurate spelling, punctuation, and grammar.

For Development:

- Increase opportunities for students to use spoken English.
- Improve students' reading skills and provide more opportunities for students to engage in sustained pieces of written work.

MATHEMATICS

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- In KG, children develop their number skills making use of a range of learning technologies. This is not so evident in the other phases and results in KG children's attainment being higher than elsewhere. In the elementary and middle phases, differentiated tasks allow students to be successful in their individualized activities.
- Students make reasonable progress in the majority of lessons, and recent work shows that they are undertaking work with increased confidence. This progress is beginning to be reflected in external benchmark testing, especially in the lower elementary grades. Knowledge and skill gaps remain.
- Improved marking and feedback in students' workbooks highlight what they need to do to improve. The quality of students' work remains inconsistent. Increased practical learning is helping students to develop conceptual understanding and raise their levels of achievement.

For Development:

- Develop the use of learning technologies in the elementary and middle phases to help students address gaps in their knowledge and skills.

SCIENCE

	KG	Elementary	Middle
Attainment	Weak	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- Available internal and external assessment data show that students' attainment is below curriculum expectations across all three phases. Elementary and middle phase students MAP test results were weak. Nevertheless, assessment data indicate that many students are making better than expected progress over time.
- In lessons, students learn new concepts as they engage in practical work. They get some opportunities to develop their scientific skills through making predictions and testing them. Students' progress in lessons is sometimes hindered by their lack of engagement and excessive teacher interventions.
- The department is working to ensure that the subject is taught through more practical activities that develop students' scientific skills, such as, making measurements and writing experimental reports. This work is yet to have a positive impact on students' outcomes.

For Development:

- Raise students' attainment levels on the MAP assessment tests in the elementary and middle phases.
- Ensure teachers consistently provide students with more opportunities to engage in independent learning and investigations.

LEARNING SKILLS

	KG	Elementary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Students have positive attitudes to learning and generally enjoy their lessons. Children in KG are particularly motivated and eager to learn. Across the school, most students can work for short periods of time without their teachers' direct intervention. Students are beginning to learn how to evaluate and improve their work.
- Students are able to share their ideas with their learning partners, although the quality of group work is still variable. In larger groups, some students are too passive and not fully engaged. Effective collaboration is at an early stage of development. Students' ability to communicate what they have been learning is beginning to improve.
- Students use digital devices in simple ways to support their learning. There are fewer opportunities for students to use technology to carry out independent research or to present their findings in more innovative ways. Opportunities for students to develop their critical thinking skills are limited.

For Development:

- Ensure that all students are fully engaged when working in groups.
- Provide students with more opportunities to use technologies to support their learning.
- Improve students' critical thinking, problem-solving, research and independent learning skills in all lessons.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Most students have positive and responsible attitudes. They appreciate their teachers' feedback in helping them to improve their learning. In a few lessons, students, especially boys, require direction and intervention from teachers to keep them on task. Students follow school rules during transitions between lessons and at breaktimes.
- Student-staff relationships are friendly and respectful. Students are sensitive to the needs of others and are willing to help those with particular needs. They feel valued and supported by teachers and other members of staff.
- Students have positive attitudes toward healthy eating and maintaining active lifestyles. They follow the school's advice by making healthy choices. They participate enthusiastically in physical education lessons and some attend after school sports activities. Students are punctual to school and their attendance is good.

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

- Students demonstrate a secure understanding of Islamic values such as, cooperation, respect and charity. They appreciate the relevance and importance of these values to their community, and especially by respecting parents and elders.
- Emirati heritage and culture are well known to students who show pride in their Emirati identity especially when singing the national anthem in the morning. They have a strong appreciation of Emirati food, sports, and monuments. They enjoy the National Day and Flag Day celebrations.
- Students are aware of the nature of cultural diversity in Dubai. They are developing their understanding of some basic cultural aspects of countries they have visited with their families. However, they have limited knowledge of a wider range of world cultures.

	KG	Elementary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students enjoy opportunities to take on different responsibilities such as, student counsellors or house and sports captains. Wellbeing champions and other leaders have a strong sense of personal responsibility and commitment to the school values. Students appreciate opportunities to help younger students in the school.
- Most students enjoy opportunities to be creative and engage in school science challenges, such as, the small group who are designing a miniature Formula 1 car. However, there are limited opportunities for students to develop their skills of enterprise and entrepreneurship.
- Students show awareness of environmental issues and the importance of reducing waste and recycling. Plastic bottles are collected and sent for recycling while their tops, along with other recycled materials, are used in a range of activities across the school.

For Development:

- Improve students' knowledge and understanding of a wider range of world cultures.
- Provide more opportunities for students to engage in enterprise and entrepreneurship.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers demonstrate secure subject knowledge, but their understanding of how students learn English is uneven. Relationships with students are positive and teachers create supportive learning environments. In particular, teachers in KG provide children with an inviting and engaging play-based learning environment.
- Lessons are well-structured. Weekly plans make links to curriculum standards but in daily lessons the specific part of the standard being developed is not clear to students. Teachers use assessment information to provide differentiated learning activities, but these are not consistently adjusted to support or challenge students sufficiently.
- Most teachers have well-established class routines which ensure that lessons run smoothly. Behavior management strategies are variable, and, for a few, behavior expectations are not high enough. Teachers support students' learning skills but critical thinking, problem-solving, research and independent learning skills are less well developed.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Assessments are mostly linked to the curriculum standards. Appropriate procedures are used to measure attainment and calculate progress in most subjects. Assessment in Islamic Education is not rigorous enough. Teachers' marking of students' work is also too generous in Arabic.
- Benchmarking and other testing provides an all-round picture of students' academic achievement and personal development. Assessment information is analyzed centrally and by class teachers. Teachers have a mixed level of expertise in providing support for different groups. Although interventions are focused on students with the greatest need, they are often imprecise and not curriculum specific.
- Teachers' marking and feedback on students' work is variable. In science, marking can be inaccurate. Feedback is followed up in mathematics but not so well in other subjects.

For Development:

- Ensure teachers use the available assessment data to provide learning activities that accurately match students' particular needs.
- Expand the range and effectiveness of teachers' behavior management strategies.
- Improve the rigor of formal assessments in Islamic Education and Arabic.

04 CURRICULUM

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school curriculum is based on the New York State Standards, the Next Generation Science Standards (NGSS), and the MoE standards. It is appropriately balanced in terms of knowledge and skills in most subjects. It is reviewed regularly to ensure it is vertically and horizontally aligned and has the appropriate scope and sequence.
- The curriculum adopts a thematic approach to learning and contains planned cross-curricular links. However, these links are not always evident in lessons. Curriculum standards are mapped to ensure that learning shows progression as students move throughout the school.
- School leaders are in the process of producing a comprehensive map of learning skills across the different grade levels. The delivered curriculum is yet to have a more substantial impact on raising students' levels of achievement.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school makes appropriate modifications to the curriculum to meet the needs of most groups of learners. However, these modifications are not always translated into practice in lessons. Interventions are guided by the available assessment data, especially in reading, writing, mathematics and science. Opportunities for enterprise, innovation, creativity and social contribution are more limited.
- An appropriate range of extra-curricular activities enable students to develop academically and personally. The curriculum provides sufficient links to UAE culture, society and heritage. These links make learning more relevant and meaningful.
- The school is working to embed more opportunities for innovation and enterprise into the curriculum by building stronger partnerships with the local community and by developing students' relevant learning skills.

For Development:

- Ensure that curriculum implementation has a more significant impact on improving student outcomes.
- Provide curriculum adaptations to meet students' different learning needs more effectively.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has clear policies and procedures to ensure that all staff are trained in safeguarding and child protection. Well-resourced security measures are in place. Accurate records are maintained of all staff and adults who work in the school.
- The school buildings and facilities are well maintained. Daily safety checks are undertaken, and incidents attended to efficiently. Records are secure and well kept. Rigorous transportation procedures ensure students' safe entry and exit from the school.
- Healthy lifestyles, diet, exercise and students' health care and education are promoted by the school's medical and physical education staff. Relevant information is provided to parents through workshops and short articles in the school's newsletters.

	KG	Elementary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Relationships between adults and students are mostly positive. Systems for managing behavior are in place but the management of student behavior in some lessons is not always effective. Procedures for promoting regular attendance and punctuality are successful.
- The school has developed systems to identify students of determination and plan for their support. However, the variable quality of classroom support is impacting negatively on students' progress, especially in literacy. Procedures to identify students with gifts and talents are in place but targeted support is underdeveloped, and these students are not sufficiently challenged in lessons.
- Students' wellbeing is monitored, and support is provided through personalized individual counseling, meetings with parents and collaboration with external agencies. An alternative pathway for students with more complex learning needs and who are unable to fully access the curriculum is not yet available.

For Development:

- Implement systems to more accurately identify and support students with gifts and talents and provide an appropriate level of challenge in lessons.
- Ensure that students' behavior is managed effectively in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The head of inclusion and senior leaders have a vision of inclusion that is reflected in school policies and practices, and the everyday life of the school.
- The identification of students' needs is accurate and well-informed. However, there is a noticeable absence of assessments to determine literacy starting points. As a result, targeted interventions are not always effective in lowering barriers to learning.
- Parents are partners with the school, and some feel well supported. Not all parents are fully engaged with the school and their children's learning. Some parents reported that they would welcome more focused information sessions regarding their children's educational programs in Arabic.
- Provision for students of determination is adversely affected by variability in the quality of staffing to support their differing needs. Curriculum modifications ensure that support enhances the engagement of students with the most significant learning needs.
- The differentiated teaching approaches used in some classrooms, ensure that students of determination make acceptable progress overall. However, student's individual education plans (IEPs) do not identify specific literacy goals, and learning targets are not clear enough.

For Development:

- Enhance the identification of students' literacy levels and establish targets aimed at reducing barriers to learning for students of determination.
- Develop personalized IEPs for students of determination with specific literacy goals and clear learning targets to support their continued progress.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders set a clear educational direction focused on the school's vision of academic excellence. Local and national priorities guide improvement plans. Roles are well-defined, with recent appointments and professional training strengthening middle leadership. The recruitment of teachers with US curriculum expertise and staff training, have enhanced teaching and learning. Relationships and communication are professional and staff morale is high. The school is compliant with statutory and regulatory requirements.
- The school's self-evaluation provides reliable evidence utilizing reviews, feedback, and internal and external data to inform school and departmental improvement plans. Leaders understand the school's strengths and areas for improvement. The quality of teaching is monitored through observations and learning walks as well as through scrutiny of students' work. Data collection is followed by detailed feedback and targeted coaching. Improvement plans, though lengthy, are time-constrained with detailed success criteria. Leaders and governors are addressing weaknesses and driving improvement by placing emphasis on students' reading and writing, and the quality teaching.
- The school strives to engage parents, but high rates of staff turnover and leadership changes, have led to inconsistent experiences. Despite regular newsletters, coffee mornings and workshops, not all parents are fully engaged in their children's education. Parents receive regular reports on their children's academic progress, their next steps in learning and their personal development. The school is developing partnerships with local, national, and international organizations to enhance the curriculum. Parents of students of determination appreciate the support they receive from the school.
- The governing board includes representation from a range of stakeholders as well as a parent representative linked to the advisory board. They seek stakeholders' views, and some governors are regular visitors to the school. Using both formal and informal mechanisms, governors measure the school's performance and hold senior leaders accountable. Governors understand the school's strengths and future priorities well. They are involved in its development and ensure all statutory requirements are met.
- The school operates smoothly and efficiently, maintaining a safe, well-kept, and accessible environment. The effective deployment of security, facilities and cleaning staff ensures that procedures and practices are efficient. The school is well-equipped, but some classrooms are cramped and there are insufficient members of staff to meet the needs of all students, especially those who are learning English as an additional language. Available resources are not always used effectively. The school has focused on recruiting high quality staff with US curriculum experience, but staff stability remains a challenge.

For Development:

- Ensure that there is a continuing leadership focus on raising students' achievement in all subjects and phases.
- Ensure there are sufficient teachers and support staff to cater for the high levels of need associated with those who are learning English as an additional language and Arabic language learners.



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