DUBAI SCHOOLS CORPORATION L.L.C AL BARSHA

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
ACCEPTABLE	GOOD	ACCEPTABLE

INSPECTION REPORT 2023-2024

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	7
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha
Opening year of school	2021
Website	www.dubaischools-albarsha.ae
Telephone	+97145840401
Principal	Anita Jane Stewart
Principal - date appointed	8/1/2023
Language of instruction	English, Arabic
Inspection dates	20 to 24 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	1233
Number of Emirati students	1137
Number of students of determination	161
Largest nationality group of students	Emirati

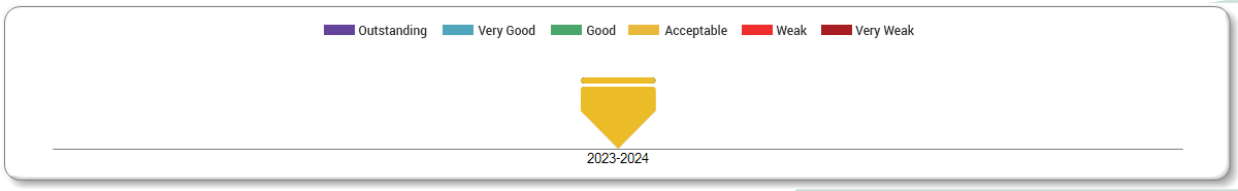
TEACHERS

Number of teachers	78
Largest nationality group of teachers	United Kingdom
Number of teaching assistants	48
Number of guidance counsellors	2

CURRICULUM

Curriculum	US
External Curriculum Examinations	N/A
Accreditation	None

School Journey for DUBAI SCHOOLS CORPORATION L.L.C AL BARSHA



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 and progress are acceptable in Islamic Education and Arabic as well as in the Kindergarten (KG). Attainment in English, mathematics and science is weak in the elementary and middle phases although progress is acceptable. Students demonstrate positive attitudes to their learning, especially in the KG. Opportunities for students to develop their critical thinking, problem-solving and independent learning skills are still limited.
- Students demonstrate very positive and responsible attitudes and enjoy supportive relationships with one another. They understand how to lead a healthy lifestyle and most make appropriate food choices. Students have a secure understanding of Islamic values and Emirati culture and heritage. They are supportive of projects that promote environmental sustainability including recycling and re-using items, as well as caring for the school's environment.

Provision For learners

- Teachers' subject knowledge is mostly secure but their knowledge of how students learn an additional language is less well informed. Lesson plans are typically well-structured and linked to the curriculum standards. Arrangements for assessment and its use are secure and reliable. Teachers' use of data to personalize learning remains inconsistent and expectations for student achievement are not always high enough.
- The school curriculum is appropriately aligned to the New York State and Ministry of Education (MoE) standards. It has a clear rationale but is yet to have a more positive impact on students' outcomes. Curriculum modification is evident in most lessons, but it does not always meet the learning needs of all students. The school provides a range of extra-curricular activities that promote students' academic, social and personal development.
- Student safety, welfare and wellbeing is a high priority. All staff are routinely trained in child protection and safeguarding. The promotion of safe and healthy lifestyles is evident across the school. Systems and procedures to identify and support students of determination are well considered but support in class is still variable. Students with gifts and talents are known but the quality of teaching does not always provide them with sufficient challenge.

Leadership and management

- Values of trust, respect, collaboration and inclusion permeate the school. Self-evaluation is systematic and accurate. Improvement plans are well expressed but lack success criteria. Parents are highly supportive of the school and its leaders. Governors have a realistic understanding of the work that still needs to be done. The school is well-equipped but lacks sufficient specialist teachers and support staff to cater to the large number of students and the high levels of need for those learning English as an additional language.

Highlights of the school:

- The vision, commitment, and determination of the Principal and her leadership team.
- Students' social and personal development, especially their positive attitudes towards school.
- Students' appreciation of Islamic values and awareness of the heritage and culture of the UAE.
- The care, guidance and support provided by the school to ensure students' welfare and their wellbeing.
- The engagement of parents and the school's extensive partnerships with the community.

Key recommendations:

- Improve teaching, learning and assessment to accelerate progress and attainment by ensuring that:
  - leaders and teachers have full knowledge and understanding of the US curriculum standards,
  - leaders and teachers effectively meet the needs of students who are learning English as an additional language,
  - all teachers use assessment information to plan and implement lessons that meet student's individual learning needs,
  - students develop the ability to become independent learners, critical thinkers and problem solvers, and
  - the quality and consistency of marking, feedback and follow-up by students are improved.
- Make sure that the school improvement plan is suitably prioritized and includes measurable success criteria which are clearly linked to students' achievement.
- Provide sufficient experienced specialist teachers and support staff to match the large number of students and the high levels of need of those who are learning English as an additional language.

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	Acceptable
	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	Acceptable	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	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	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

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	Good	Good	Good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
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	Met Fully

	Whole school	Emirati cohort
B. International and Benchmark Achievement	**Weak**	**Weak**

- No students took the 2021 Progress in International Reading Literacy Study (PIRLS) assessment. Only students in the elementary school took the Measure of Academic Progress (MAP) benchmark test across two years. In English, mathematics and science, and for each of the grades where data are available, all tests show that students' attainment is weak. Consequently, the improvement in the MAP benchmark test is weak. The same outcomes are true for the whole school and for Emirati students.

C. Leadership: International and Emirati Achievement	Good

- The school's National Agenda and reading action plans highlight the steps to be taken to improve benchmark and reading literacy scores. The plans have clear success criteria and timelines. Leaders have analyzed the external data and have identified gaps in students' knowledge and skills for both Emirati and non-Emirati students. Adjustments to teaching and the curriculum have been made to address these gaps.

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

- Current levels of reading in Grades 2 to 6, as measured by the New Group Reading Test (NGRT), show that well over half of the students in each grade are classed as weak readers. However, a majority of the students who took the two tests a year apart show at least the expected progress. Teachers are beginning to use the NGRT data to help support students' reading in class. Other school initiatives are supporting increased interest and involvement in reading from all student groups, including Emirati students.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Improve teachers' use of reading data to adjust teaching and modify the curriculum.
- Raise students' reading literacy levels.
- Raise students' performance on the MAP benchmark tests in English, mathematics and science.

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 a good level

- The school demonstrates a strong commitment to wellbeing led by senior leaders and the wellbeing committee. Policies and practices to ensure the wellbeing of all students, staff and parents are now in place. This is a priority for the governing board, and they support provision for school-wide wellbeing initiatives. Information from internal surveys has been collected to measure the wellbeing of all stakeholders. The wellbeing committee identifies areas for improvement and targets interventions thus ensuring a comprehensive approach to fostering a positive and supportive school environment.
- Ensuring the wellbeing of both students and members of staff is a priority. Senior leaders collaborate with school counselors, parents and inclusion staff. This leads to comprehensive support and the monitoring of students' outcomes through consistent and appropriate interventions. Appropriate structures are in place so that early intervention can identify students who are at risk or requiring further support.
- Curriculum initiatives are now having some impact on students' wellbeing. Most students demonstrate a secure understanding of their own wellbeing and actively support the wellbeing of others. Online safety protocols are practiced and are a priority for all students. Students demonstrate positive attitudes and report feeling safe and supported within the school.

For Development:

- Further enhance curriculum initiatives to identify modifications and improvements that promote 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 closely. Timetabling is in line with the prescribed requirements. Students in Grades 1 to 5 have 50 minutes of moral education per week. Students in Grade 6 have one lesson of 55 minutes per week. Students have the same time allocation for social studies. Lessons in moral education are taught in English and lessons in social studies are taught in Arabic.
- Teachers provide engaging lessons in which students have opportunities to gain knowledge and develop a variety of skills. Lessons are focused on exploring values, reflection, critical thinking and cover historical and current global issues. Learning is enriched through assemblies, educational visits and special events. Appropriate arrangements are in place for the regular assessment of students' learning and outcomes are reported to parents.

Arabic in Early Years

- Arabic is taught by three qualified teachers to all children in KG1 (4 lessons of 35 minutes) and KG2 (4 lessons of 45 minutes). The curriculum is based on the MoE standards and is carefully sequenced and structured to ensure a smooth transition to the elementary school. In KG1, children are introduced to the letters of the alphabet and their pronunciation. In KG2, children learn to read letters with long and short vowels. They learn to spell and read three-letter words. Children learn through differentiated activities, hands-on experience, storytelling and multi-sensory approaches. Suitable resources are provided to enhance their learning. Teachers use a range of methods to assess children's progress.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal data shows higher levels of achievement than observed in lessons and work samples. The gap is due to the low level of challenge provided by the school's internal assessments.
- Students have a secure knowledge of the Prophet's (PBUH) Seerah and the Pillars of Islam and Iman. Students in upper Elementary understand the conditions and rewards of congregational prayers and the meaning of Hadiths. Middle school, students have an adequate understanding of Islamic values and etiquettes. Although most students have adequate knowledge of the rules of recitation, their memorization skills of the required Holy Qur'an are variable as is their ability to cite references from the Holy Qur'an and Hadith.
- Teachers plan different activities, but the level of challenge in these activities does not always meet the needs of all groups of learners.

For Development:

- Improve students' memorization skills of the Holy Qur'an and their ability to cite Qur'anic verses and responses from the Hadith.
- Improve the rigor of internal assessments and raise teachers' expectations of what students can achieve.
- Ensure that learning tasks are appropriately challenging and meet the needs of all groups of students.

ARABIC AS A FIRST LANGUAGE

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

- Students' ability to comprehend spoken language is relatively strong, however, their use of standard Arabic is insecure throughout the school. Girls' outperform boys in their written work. Internal assessment information indicates that the majority of students are exceeding curriculum expectations, but this is not supported by the level of the work seen in lessons and students' books.
- Most students utilize their understanding of the rules of phonics when reading texts. Most successfully analyze the main elements of a story. In upper Elementary and Middle students understand the central ideas of literary texts and can compare them. However, students' fluency in speaking, reading, and creative writing is developing at a slower pace.
- Although teachers' marking and feedback highlights students' strengths and areas for improvement, not all students respond. This slows progress. Limited opportunities for students to read outside of the classroom is restricting the development of more fluency in speaking and writing.

For Development:

- Ensure that all students read widely, using all the school's available resources to support further improvement in their communication skills.
- Encourage students to answer in full sentences and redraft their work in response to teachers' marking and feedback.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students demonstrate strong listening skills. Their reading, speaking and writing skills improve as they move throughout the elementary school. Students' linguistic skills in the upper elementary classes are developing in line with curriculum expectations. However, their speaking, reading and writing is not fully secure.
- In lessons and their workbooks, students answer simple, familiar questions using a limited range of acquired vocabulary. They can read aloud phrases from age-appropriate texts, copy words and follow a simple writing model for their written work.
- The improved use of a range of resources to meet students' needs is positively impacting on their understanding of newly acquired vocabulary. However, students still lack confidence in using this vocabulary to construct meaningful and accurate sentences, both verbally and in their written work.

For Development:

- Enhance students' speaking and reading comprehension skills through increased use of the language.
- Raise students' achievement by ensuring that learning activities are more closely matched to their attainment levels.

ENGLISH

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- In KG, children's communication skills develop at the expected rate from their various starting points. Throughout Elementary and Middle, progress continues steadily. Attainment in internal and external assessments for almost all students in these two phases is below the curriculum expected levels.
- Students' confidence in oral communication is gradually improving alongside an increasing range of vocabulary. Writing skills are a current focus, and students are beginning to write at greater length. Drafting and editing skills are now an integral part of the process to ensure correct spelling, punctuation and grammar.
- The structured phonics scheme used in KG ensures that children make a positive start to learning. However, by the end of Elementary and into Middle, most students remain below the expected reading levels. The school-wide promotion of reading is beginning to systematically close gaps in reading.

For Development:

- Increase opportunities for students to use spoken English to accelerate improvement in their confidence and oracy skills.
- Raise students' reading levels and provide more regular opportunities for sustained writing.

MATHEMATICS

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- Through constructive hands-on mathematical activities, children in KG achieve the strongest attainment. All grades in elementary and middle schools have weak achievement with Grades 1, 2 and 4 having slightly stronger attainment and Grades 2 and 4 slightly better progress. Grades 2, 4 and 6 achieve a little stronger in the MAP benchmark testing.
- Boys make slightly better progress in mathematics than girls. However, students do not always make the most appropriate selection of activities and this is preventing stronger progress for some groups of students. Students' progress in lessons is restricted because they do not spend enough lesson time actively engaged in tasks.
- Teachers set reasoning and critical thinking tasks during the starting phases of lessons, and this is helping to raise attainment. Progress in lessons, and on assessments, is supported by a greater focus on students learning key mathematical vocabulary.

For Development:

- Raise teachers' expectations of what students can and should achieve in mathematics lessons.
- Ensure that all students are actively engaged in work that is better matched to their levels of attainment so that they can make faster progress.

SCIENCE

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- In the elementary and middle schools, students' external and internal assessment data shows levels of attainment that are below curriculum expectations. Students' attainment in lessons is at an appropriate level across all three phases. Students' internal assessment data shows better progress than their external data.
- In lessons, students learn new concepts and develop new skills through hands-on work. However, their progress is often delayed by excessive teacher intervention in learning or by too many students working in one group. Students' recent written work shows that they are making adequate progress over time.
- The department has increased the opportunities for students to engage in meaningful hands-on practical work that focuses on engineering design. The impact of this on students' outcomes has yet to be measured.

For Development:

- Raise students' attainment levels, especially on external benchmarking assessments.
- Ensure that teachers enable students to work independently in lessons for longer periods of time.

LEARNING SKILLS

	KG	Elementary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Most students demonstrate positive attitudes to school, with children in KG particularly eager to learn. In all phases, students are beginning to evaluate effectively their work using simple checklists to reinforce what they know and how they can improve their work.
- Increasingly, students are set in pairs and small groups to learn with and from each other. The quality of their interactions is variable, and collaboration in learning remains limited. Students' ability to communicate their understanding about what they have been learning is often limited but is improving.
- Most students can conduct basic research with their teachers' direction. They use a limited range of technologies in mostly basic ways to support their learning. Opportunities for students to develop their critical thinking, problem-solving and independent learning skills are limited.

For Development:

- Improve the quality and effectiveness of student interactions and collaboration in group work across all subjects.
- Ensure students use a wider range of technology to support their learning.
- Increase opportunities for students to develop their spoken communication, independent learning, research and critical thinking skills.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Students demonstrate positive attitudes towards school and enjoy the learning opportunities available to them. They are consistently well-behaved, thoughtful, respectful of one another and mindful of the needs of others.
- Most students show respect and good intentions to others during lesson activities. Their self-management and self-reliance are developing as they exercise self-control and follow school rules. Consequently, the school is a safe and orderly place. Students' attendance is good across all phases and bullying is rare.
- Students demonstrate a secure understanding of healthy lifestyles and most of them make appropriate food choices. They enjoy regular exercise and join different sporting teams in the school. They understand the importance of physical activity for healthy living.

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

- Students have a clear understanding of Islamic values and Emirati culture and appreciate how these influence lives in the UAE. In KG, children demonstrate an appropriate level of knowledge and understanding of life in the UAE.
- Students are immersed in Emirati traditions and the heritage of the UAE. They are proud of the different activities that promote Emirati traditions and its national identity. Students are always respectful during the singing of the daily national anthem of the UAE each morning.
- In all phases, students enjoy celebrating international day for which each class research and represent one country. They are proud of their own heritage and traditions. However, their ability to compare other world cultures with their own culture is still developing.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students from KG onwards take on increasing responsibilities and develop leadership skills as class monitors, team leaders and student council members. They take pride in helping each other, providing care packages to workers within the school community and contributing to local charities.
- Students are enthusiastic about opportunities to identify and design solutions to science challenges, to engage in creative art activities, and to contribute ideas for special events. They participate in inter-school and community challenges and have recently experienced success in football and poetry reading competitions.
- Most students are aware of sustainability and global environmental issues. They are supportive of projects that promote environmental sustainability such as, growing flowers and vegetables, recycling and re-using items in school as well as caring for the school environment.

For Development:

- Increase opportunities for students to initiate and manage projects that allow them to be innovative.
- Improve students understanding of other world cultures.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Across subjects and phases, most teachers demonstrate secure subject knowledge. In KG, teachers have a clear understanding of how young children learn best. Teachers' skills in working with early English language learners are variable and the use of questioning to promote deeper thinking and dialogue is inconsistent.
- Lesson plans are typically well-structured, increasingly linked to curriculum standards and ensure consistency in content delivery across the different grade sections. More variable is teachers' time management and their use of resources to ensure interesting and practical learning experiences.
- Most teachers use assessment information to plan a range of different activities to meet the diverse needs of students. However, these are not always adjusted carefully enough to ensure sufficient challenge for all students. Some teachers provide opportunities for students to develop critical thinking, problem-solving, research and independent learning skills but this is not always evident in lessons.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Consistent assessment systems are used across the phases. Assessment tools are varied and challenging. Beginning, middle, end-of-year and end-of-unit progress checks and quizzes, all contribute to the measures of attainment. These are aligned appropriately to the curriculum standards.
- Internal assessments are designed in relation to the aims of the unit being taught. Required benchmark testing is taken, and some grades take additional, non-compulsory, benchmark assessments. The analysis of assessment data is effective, but teachers are not always making consistent use of the information to adjust their teaching practices and modify the curriculum.
- All assessments are regulated to ensure reliability and validity. Analyses successfully combines internal and external data. Progress measures are correctly calculated. Students' workbooks are marked carefully with helpful constructive feedback in Arabic. This is less evident in other subjects.

For Development:

- Ensure teachers use available data to plan and deliver learning activities that support and challenge all groups of students.
- Systematically provide opportunities for students to develop their critical thinking, problem-solving, research and independent learning skills.
- Improve the consistency of marking in workbooks and the quality of teachers' next-steps feedback to guide students on how they can progress further.

04 CURRICULUM

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school curriculum is appropriately aligned to the New York State and MoE standards. It has a clear rationale and is intended to develop students' knowledge and skills in all the subjects.
- The school is working to enhance the vertical and horizontal alignment of the curriculum to ensure students make a smoother transition from one phase to the next. Cross-curricular links are planned, but these are not always evident in lessons. Teachers are receiving regular training on mapping the curriculum in their different areas of responsibility.
- The process of curricular review and development is ongoing and ensures that the curriculum remains current and continues to provide appropriate learning experiences to the growing student population. The implemented curriculum is yet to have a more positive impact on students' outcomes.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum modifications are evident in most lessons, but these do not always meet the learning needs of all students. The curriculum has few embedded opportunities for enterprise and innovation across the grade levels. An example of these includes students' work in the community garden.
- The curriculum provides a suitable range of extra-curricular activities that promote students' academic, social and personal development. In most subjects, the curriculum contains learning experiences that allow students to develop an understanding of the UAE's culture and society.
- The curriculum is being adjusted to motivate and engage students by making learning more interesting and relevant to them. The school is carefully monitoring the implementation of these modifications and leaders are now working to ensure they are consistently embedded in school-wide practice.

For Development:

- Improve the planned curriculum and ensure that its implementation leads to enhanced student outcomes.
- Ensure curriculum modifications are fully effective in meeting the needs of all groups of students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Students' safety and welfare, including cyber-safety, is a high priority at the school. Policies are reviewed and refined, and all staff are routinely trained and updated on all child protection and safeguarding matters.
- Buildings and outdoor areas are systematically and carefully maintained, and any incidents are dealt with quickly. Well-resourced security and safety measures are in place, including school transportation. Careful risk analyses and assessments are undertaken for students on and off-site activities.
- The promotion of safe and healthy lifestyles and student wellbeing is a high priority and evident and integrated into most school activities. Shades are in place over the most frequently used outdoor areas.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Relationships between staff and students are caring and respectful. Systems and procedures for managing students' behavior in classrooms and around the school are effective. The school behavior policy and systems ensure good attendance and punctuality are prioritized.
- The school has developed rigorous procedures for the identification of students of determination. Targeted support begins in KG and is provided for all students. Students of determination receive support through intervention programs although support from classroom teachers is more variable. Strategies to meet the individual needs of students with gifts and talents are not yet sufficiently systematic
- Students' wellbeing is monitored carefully, and support is provided through personalized individual counseling, meetings with parents and collaboration with external agencies. Student progress meetings are conducted regularly to measure the impact of interventions on learning.

For Development:

- Develop a more systematic approach to the identification and support of students with gifts and talents.
- Consider implementing alternative pathways for students with significant learning needs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable

- Leaders' commitment to inclusion is reflected in the school's admission policy. Students of determination are welcomed into the school resulting in a diverse population across all grade levels.
- The school has thorough systems for the identification of students with particular educational needs, Targets are outlined in their comprehensive individual education plans (IEPs) and which are focused on reducing barriers to learning. Their implementation is still variable in lessons.
- Parents are strong partners in their children's education programs and planning. Effective communication enables parents to provide valuable feedback, and which establishes a shared vision and focus for students' outcomes.
- Curriculum modifications are appropriate. Teachers work diligently to differentiate plans and teaching approaches to match the needs of all students. Personal support is mostly well-focused and promotes the development of students' self-confidence and resilience.
- Progress is carefully monitored, and data are reviewed to set appropriate targets. The school is working to increase teachers' knowledge of inclusive practices and targeted strategies to ensure sustained progress.

For Development:

- Increase teachers' knowledge of inclusive practices and targeted strategies across all grade levels to ensure sustained progress for all students of determination.
- Hold all classroom teachers fully accountable for the implementation of students' IEPs.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders, inspired and motivated by the recently appointed Principal, set a clear vision for the school. Supportive relationships and clear communication contribute highly to staff morale. Senior leaders actively support middle leaders through ongoing professional development. This has ensured their greater involvement and a strong capacity for further improvement. Governors are now actively focused on recruiting qualified and committed teachers with US curriculum expertise.
- Leaders are fully engaged in the school's self-evaluation, using data to provide valid and reliable evidence for the school's improvement plan. Lesson observations, learning walks, work scrutiny and data analysis are used well to monitor and evaluate teaching with a renewed focus on students' progress. Improvement plans are thoughtfully considered but are far too long. They lack clearly articulated success criteria. Governors and leaders are committed and determined to address weaknesses in reading, writing, teacher recruitment and students' progress.
- Parents are highly supportive of the school and its leaders. They value their partnership with the school and feel well-informed through regular newsletters and conversations. Parents are engaged through frequent workshops covering phonics, reading, writing, mathematics and the curriculum. They appreciate the visibility of leaders and value the regular reports on their children's progress. The school actively supports the wider community, with students contributing to environmental sustainability and benefiting from extensive use of external contacts to enhance their learning.
- The governing board includes representation from a wide range of stakeholders. This now includes parent governors whose role is to ensure that the voice of the parents is heard. Governors are knowledgeable about the UAE's priorities and Emirati culture. They hold leaders accountable for their performance through formal and informal mechanisms. Governors visit the school regularly. Their expertise is used effectively to review the school's performance. They have a realistic understanding of the work that still needs to be done. Statutory requirements are fully met.
- The school's day-to-day operations run smoothly with effective administration and clear communication, ensuring all stakeholders are informed and engaged. The recent recruitment of teaching staff is focused on high quality teachers with expertise in the US curriculum. While the premises offer a safe and welcoming environment, large class sizes sometimes result in cramped classrooms. The school is well-equipped but there are not enough specialist teachers or support staff to cater for the large numbers of students and the high levels of need of those who are learning English as an additional language.

For Development:

- Ensure that the school improvement plan is suitably prioritized and includes measurable success criteria which are clearly linked to students' achievement.
- Ensure there are sufficient specialist teachers and support staff to match the large numbers of students.
- Provide teachers with the training necessary to meet the needs of students who are learning English as an additional language.

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