

INSPECTION REPORT

2022-2023



MIRDIF AMERICAN SCHOOL

US CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of School	1995
	Website	www.mirdifamericanschool.ae
	Telephone	+971 4 2883303
	Principal	Ms. Lisa Brown
	Principal - Date appointed	1/6/2021
	Language of Instruction	English
	Inspection Dates	10 to 13 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4-13
	Grades or year groups	Pre-KG to Grade 8
	Number of students on roll	735
	Number of Emirati students	516
	Number of students of determination	48
	Largest nationality group of students	Emirati

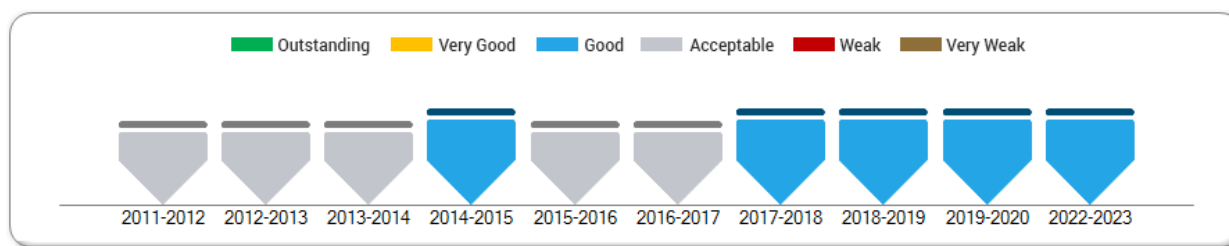
TEACHERS

	Number of teachers	45
	Largest nationality group of teachers	USA/Lebanon
	Number of teaching assistants	18
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	23%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	NA
	Accreditation	NEASC

School Journey for MIRDIF AMERICAN SCHOOL



Summary of Inspection Findings 2022-2023

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

- Most of the students' attainment and progress are good across the key subjects. Specific strengths in achievement include the KG children's progress in English. Students enjoy learning but do not get enough opportunities to collaborate in lessons. They occasionally use technology to enhance their learning.
- Students demonstrate a very strong understanding of Islamic values and Emirati and world cultures. They show very positive attitudes towards learning. They behave well and treat each other with respect inside and outside the classrooms. Their attendance rate is very good. They show a positive work ethic, participate in community service projects and go on field trips.

PROVISION FOR LEARNERS

- Teachers ensure that their lesson plans are aligned with the adopted curriculum standards. They often provide students with opportunities to learn actively. The school has effective systems in place to collect and analyze assessment data. Teachers' use of the available assessment data to meet students' varying learning needs looks better in the planning documents than in the classrooms.
- The curriculum follows the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The school regularly reviews and develops an adapted curriculum. Modification of the curriculum to result in differentiated instruction varies across the school. The school's efforts to provide opportunities for enterprise and innovation are emerging.
- The school has excellent procedures for safeguarding and protecting students. The school environment is safe and secure for all students, the staff and visitors. The school keeps documents of incidents and subsequent actions. The canteen provides various healthy food items. The school has effective procedures in place to identify students of determination and to provide them with the support they need to make progress.

LEADERSHIP AND MANAGEMENT

- School leaders demonstrate good capacity to improve the school. However, the school's self-evaluation process and improvement plans are not sufficiently linked. The school's partnerships with parents and the community are strengths. The governing board has sufficient representation of stakeholders and is very supportive of the school's senior leadership team. The school's resources and staffing support teaching and learning very well.

The Best Features of The School

- Students' personal development and understanding of Islamic values and Emirati and world cultures.
- The school's highly effective procedures to secure the health and safety of students, the staff and visitors.
- Parents' strong support for the school and their high satisfaction with the partnerships that the school has established with them.

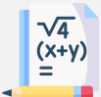
Key Recommendations

- Raise students' reading literacy skills to their grade level standards to enable at least good progress in all subjects and phases.
- Ensure the self-evaluation process is used to:
 - provide the school with a more realistic view of its own performance,
 - enable the school to identify the goals and priorities for its improvement planning.
- Improve the quality of teaching across the school by developing:
 - teachers' use of time in lessons to enable students to better engage in practical learning,
 - teachers' use of assessment data to address students' varying needs,
 - teachers' ability to improve students' collaborative and critical thinking skills.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Good	Acceptable ↓	Acceptable	Not applicable
	Progress	Very good	Good	Good	Not applicable
 Mathematics	Attainment	Good	Acceptable	Good ↑	Not applicable
	Progress	Good	Good	Good	Not applicable
 Science	Attainment	Good	Good	Good	Not applicable
	Progress	Good	Good	Good	Not applicable

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Not applicable

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding ↑	Outstanding	Not applicable
Social responsibility and innovation skills	Good	Good	Good	Not applicable

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Not applicable
Assessment	Good	Good	Good	Not applicable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Not applicable
Curriculum adaptation	Good	Good	Good	Not applicable

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Not applicable
Care and support	Good	Good	Good	Not applicable

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	is approaching expectations

- The progression in TIMSS tests towards the targets set for 2019 demonstrate that Grade 4 students exceeded their targets in both science and mathematics. Grade 8 students improved in science but not in mathematics. They did not meet their targets. Progression in international benchmark assessments has mixed results, with greater strength in mathematics in the lower grades and improvement in Grade 8 in science and English.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- School leaders' assessment analyses indicate the need to improve students' skills in problem-solving and critical thinking across the elementary and middle schools for all students, including Emiratis. Steps to embed critical thinking into the adapted curriculum are taking place. Leaders are monitoring these steps to look for improved skills. The solid learning base in Kindergarten (KG) is valued and viewed as a foundation for future learning.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	is approaching expectations

- The school has put in place diagnostic reading assessments for students in Grades 1 to 8. They measure students' reading skills, especially for recognizing words and understanding the meanings of texts. Leaders compare these results to age-related expectations. The assessments are valuable for giving objective and consistent measurements of essential reading skills and highlighting gaps in understanding.

Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.

For Development:

- Embed critical thinking and problem solving as daily parts of lessons in science, mathematics and English.
- Provide opportunities for students to explain their thoughts when solving problems or exploring new ideas.
- Identify gaps, adapt teaching and support and monitor the growth of Emirati students, in order to raise their achievements to equal or exceed age-related levels.

Well-being

The quality of wellbeing provision and outcomes is at a high level:

- Well-being is a key priority for the school. The wellbeing leader reports to the principal and the governors, who have prioritised well-being in the school improvement plan. Well-being is promoted through the school's Positive Education Program, which includes a series of well-being lessons and activities informed by survey data. A system of evaluation, monitoring and review informs the development of wellbeing provision. School routines are designed to promote students' health, safety and wellbeing development.
- The school counselor is available to support students when dealing with any issues that affect their well-being. The school clinic monitors the health and well-being of all students. wellbeing data assist the school in being proactive in identifying students whose well-being is potentially at risk. Seminars are conducted; parents are invited to discuss and learn about bullying, computer use and reading at home. Most teachers are aware of their students' well-being needs. Data informed key areas to focus support staff wellbeing. Feedback from students, parents and the staff is used to improve well-being in the school.
- Students report that they feel safe and cared for. They know the importance of maintaining healthy lifestyles and have positive attitudes towards eating and exercise. The curriculum and daily practices have a strong focus on well-being and healthy living. More work is being done to embed this focus across subjects and phases. The delivery of the Moral, Social, and Cultural (MSC) curriculum promotes wellbeing development and the middle school offers students an elective course on Health and Well-being. Students demonstrate positive attitudes. They enjoy their learning and their very positive relationships with their teachers and each other.

UAE social studies and Moral Education

- The MSC framework integrates the Moral Education and Social Studies curriculum standards. It is sufficiently developed to provide a good foundation to achieve learning outcomes in both areas. The development of common themes provides students with more opportunities for extended learning and for making connections, when appropriate.
- The school approaches curriculum design and adaptation, teaching, learning and assessments in a holistic manner. The curriculum is not adapted for different ability levels. Teaching, learning and assessment practices are similar to those found in other subjects, such as oral responses, classwork and projects. The levels of challenge in lessons can be raised to enhance students' critical thinking and reading skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In both phases, the majority of students demonstrate an extended understanding of Islam. In the elementary school, non-Arab students' achievements are evident in lessons. Students across the school show a better understanding of the Holy Qur'an and Hadeeth than of other strands of the curriculum.
- Students in all grades are developing their memorization and recitation of the prescribed Surahs and Hadeeth. In middle school, students demonstrate an understanding of worship, such as the Maghrib and Esha prayers. In elementary school, most students can follow the correct ablution steps.
- Students' progress across the two phases is hindered by teachers' focus on their procedures rather than on students' learning outcomes.

For Development:

- Develop teaching to keep students engaged through independent and collaborative learning.

Arabic as a First Language

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

- Internal assessment data do not accurately reflect the levels of students' attainment and progress observed in lessons. In the Elementary phase, students in Grades 1 and 2 make better progress than those in the other grades. Slow-paced learning and teacher-centred lessons slow down students' progress in some cases.
- Students' reading and listening skills across the phases are strong. Students read out texts clearly and confidently. They can analyze texts in terms of language and structure, which helps them understand their meanings. They can express their ideas adequately in writing when given opportunities. However, they rarely revise their written work. Their responses in Arabic are often short and may include dialect vocabulary.
- The school implements an effective reading initiative requiring students to read out loud at the beginning of each class, with a dual focus on accuracy and speed. Students also benefit from reading books online using the 'I Read' platform.

For Development:

- Ensure that curriculum planning and implementation address all language skills.
- Give students more time to collaborate and demonstrate their learning.

Arabic as an Additional Language

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

- Internal data do not accurately reflect the levels of students' attainment and progress observed. In lessons, students' attainment and progress in the elementary phase are better than those in the secondary phase.
- Students develop their reading skills and vocabulary consistently. They understand their teachers' directions and questions, but their abilities to respond in Arabic are often limited to a few words. Writing is an underdeveloped skill in both phases. Conversational skills are also underdeveloped in both phases.
- The implemented curriculum is theme-based with an emphasis on reading. This imbalance in planning and implementing the curriculum restrains students' progress in developing their speaking and writing skills.

For Development:

- Plan and implement lessons based on the curriculum standards according to years of study, to consistently develop all language skills, including speaking and writing.

English

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

- In the immersive KG environment, children make rapid progress in acquiring essential English language skills. There is inconsistent progress across the elementary school. By Grade 8, most students make notable gains in their use of English. External assessment results show a similar picture.
- Almost all students are skillful listeners and a large majority speak well in diverse settings. Writing skills in the KG meet expectations, while older students are less than proficient in writing, particularly extended writing. A significant proportion of students across the school read at levels that are below the curriculum expectations.
- The KG's effective language immersion program enables children to quickly acquire fluency in English. The curriculum adaptations for building vocabulary across the key subjects assist older students in reading more proficiently.

For Development:

- Provide classroom libraries in the elementary school and daily time for students to choose books and read independently, based on their interests.
- Build reading partnerships with parents to support students' efforts to improve their reading skills.

Mathematics

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

- In the KG and middle school, students are actively engaged in activities that enhance their problem-solving skills. They use 'mental math' strategies and story-problem routines that enhance their progress. In the elementary school, there are fewer opportunities for critical thinking and problem solving.
- Students have few opportunities to engage in cross-curricular learning. This provides context for real-world examples and thus aids in the transfer of knowledge and skills across subjects. Students' abilities to apply mathematical principles to different settings is developing.
- Students' development of vocabulary is well integrated in lessons and supports their comprehension and literacy efforts, communication skills and English proficiency. The 'Three Tiers of Vocabulary' strategy reinforces basic vocabulary, academic vocabulary and content-specific vocabulary. These are observed in lessons.

For Development:

- Develop cross-curricular learning activities that connect diverse subjects.

Science

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

- In lessons across the school, the majority of students demonstrate attainment and progress that are above the curriculum expectations. A focus on vocabulary and reading is beginning to enhance students' understanding. The emphasis on factual knowledge is positively influencing elementary and middle school students' achievement on external assessments.
- In lessons, students are able to offer knowledgeable answers to questions that are beyond the curriculum requirements. Examples are evident in the KG, when children discuss habitats; in Grade 4 when students design a bookstand, and in Grade 8 when students study the Periodic Table of the Elements.
- Motivating videos and other resources, along with links to real life, help students make better than expected progress towards the learning objectives.

For Development:

- Provide more opportunities for students to discover understanding for themselves through practical experiments.
- Ensure that activities, questions and assessments require students to criticize, analyze, evaluate, synthesize and find strategies for improvement.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Not applicable

- Students enjoy learning. In almost all classrooms, they engage fully and work independently. When estimating the mass of an object or exploring numbers in the KG, students collaborate well. They can discuss what they are learning with each other and their teachers.
- Students make meaningful connections between their learning and real life. For example, KG children consider the needs of bears while designing a 'cave', Grade 3 students can apply what they study about forces in real-life situations. Middle school students reflect their practical mathematical understanding in their lessons .
- Almost all students are proficient at using technology to enhance their learning. They document their learning, do online assessments, share their learning and communicate with their teachers.

For Development:

- Plan lessons so that students spend extended time collaborating and communicating their learning in a variety of ways.
- Provide meaningful opportunities for students to think critically and solve meaningful problems.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Not applicable

- Students across the school demonstrate strong, respectful and responsible attitudes. They are an integral part of the school family. They are self-reliant and respond well to the school's code of conduct.
- Relationships between students and teachers are exemplary and contribute to a productive and safe learning environment. Students understand the importance of healthy lifestyles. They make healthy eating choices and engage in regular exercise.
- Although the levels of attendance have declined due to the flu circumstances, almost all students are punctual in arriving at school and for lessons throughout the school day.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding ↑	Outstanding	Not applicable

- Students across the school form a harmonious community that respects both Islamic values and the UAE's culture. They appreciate the relevance and impact of those values on everyday life in the UAE. They actively contribute to and participate in many Islamic celebrations. They willingly show strong loyalty to the school.
- Students clearly appreciate and respect Emirati heritage. This is evident in assemblies, school displays and various celebrations. Children in the KG are getting more engaged in activities that help them understand Emirati culture.
- Students fully appreciate and celebrate their own cultures. The diversity of cultures in the school is evidenced by the International Day celebrations.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Not applicable

- Students willingly participate in projects and increasingly take on responsibilities according to their ages. They take leadership roles in assemblies and fundraising for charities, including the Red Crescent and the Children's Cancer Center in Lebanon.
- Students in all phases demonstrate a positive work ethic. In lessons, they are active learners and readily engage in classroom activities. As focused learners, they complete tasks as well as they can. The KG children explore, discover and play, increasing their knowledge of the world in which they live.
- Students are aware of environmental issues and understand the idea of going 'green.' Some students plan and implement initiatives such as a beach clean-up, water bottle collection for recycling and planting trees.

For Development:

- Provide students with further opportunities for critical thinking and problem-solving that include researching, investigating and conducting innovative projects.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Not applicable

- The majority of teachers have strong subject knowledge, excellent classroom management skills and effective communication skills. They plan interesting lessons and use time and resources effectively to help all students learn.
- In the best lessons, teachers introduce a variety of activities to challenge students, then move around classrooms to monitor and support them. Teachers use videos, software applications and other digital resources to motivate students. Some of the practical learning experiences provided may not be fully effective.
- Teachers' questions to their students tend to seek 'correct' answers rather than to elicit meaningful dialogue. Teaching that provides opportunities for problem-solving, innovation, creativity and higher-order thinking may be inconsistent.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Not applicable

- Students in each phase benefit from several assessments to show how well they are learning. School-based assessments are linked to the curriculum standards. International and curriculum-based standardized assessments show how well students compare at each grade level.
- The school is improving how it uses assessment information to track students' performance year to year and to monitor groups within each grade. In better lessons, this information guides teachers when planning. They can fill learning gaps or build on what students already know, giving support to each one at their level of need.
- The reading literacy assessment reveals a high-priority need to lift students' skills. The school is acting to build vocabulary in science and mathematics and to adjust the curriculum to support students across subjects. Assessments in Arabic are helping to sustain the gains made in achievement over time.

For Development:

- Use standardized assessment data to influence teaching, curriculum and targeted interventions.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Not applicable

- The curriculum follows the Next Generation Science Standards (NGSS), the Common Core State Standards (CCSS) and the UAE Ministry of Education (MoE) standards to ensure compliance and to secure breadth and balance. The curriculum is regularly reviewed to ensure progression and continuity. However, some aspects are underdeveloped, such as the cross-cutting themes in science.
- Cross-curricular links that integrate skills and knowledge across different subjects are inconsistently embedded in lessons. In better lessons, multidisciplinary approaches reinforce the transfer of learning and provide high-level learning opportunities.
- Data analysis identifies gaps in the curriculum or where revision and reinforcement need to occur. The school-wide emphasis on vocabulary, reading and literacy is implemented across different subjects, although its overall effectiveness has yet to be determined.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Not applicable

- Curriculum modifications meet the needs of the majority of students of determination, less so for the other groups and for students with severe disabilities. The curriculum that is delivered has few examples of differentiation, other than levelled worksheets.
- The curriculum offers few opportunities for the development of enterprise, creativity, social contribution and innovation skills across subjects. Development and participation in extra and co-curricular activities such as sports, clubs, community partnerships and special events are evolving.
- Moral, Social, and Cultural studies, Arabic and Islamic education promote appreciation of the values of the UAE society and Emirati culture that is embedded into the ethos of the school. This feature is developing in the other subjects.
- Arabic is taught to children in the KG for 45 minutes each day.

For Development:

- Ensure that curriculum modifications are fully developed, with appropriate challenge and diversity of tasks to meet the needs of all students.

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Not applicable

- Health and safety are key priorities for all members of the school community. Detailed policies ensure the welfare of students and the staff. Leaders ensure that formal policies and procedures are implemented effectively through rigorous monitoring.
- Robust procedures for child protection and safeguarding are communicated to and understood by students, teachers and parents. Ongoing, rigorous risk assessments and effective cyber security measures ensure students' safety. Supervision of students on arrival and departure is carefully managed, and efficient arrangements for school transport are in place.
- The school campus is secure, hygienic and well-maintained. The strong promotion of healthy lifestyles and the high-quality medical care have positive effects on students' health and wellbeing.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Not applicable

- The relationships between the staff and students are mutually respectful. Careful monitoring and positive approaches promote good behavior, attendance and punctuality.
- Students of determination and students with exceptional gifts and talents are identified through well-established processes. A range of supports and interventions facilitate the successful inclusion of students in classrooms in every phase of the school. Individual plans for students with gifts and talents provide opportunities for their enrichment and growth. However, there is a lack of sufficient challenge for these students in many lessons.
- Students' wellbeing and personal development are priorities for the school. Students are closely monitored and effectively supported by the staff. The new school counselor is focused on developing positive relationships based on trust among all students.

For Development:

- Ensure that every lesson provides sufficient challenge for the academically gifted students and the high achievers so that they realize their potentials.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The governor for inclusive education and the inclusion team successfully promote an inclusive ethos throughout the school. Strategic planning and robust systems of review, monitoring and evaluation have had positive effects on the quality of provision and students' outcomes.
- The school's identification practices inform the planning of interventions which promote learning, participation and progress. The school has a secure understanding of the different types of disabilities experienced by students. The processes for identifying students with specific learning disabilities require development.
- The inclusion department maintains strong communication links with parents and keeps them informed of their children's progress and social development. Parents welcome opportunities for training from the school, as well as opportunities to meet with other parents.
- Learning support teachers and their assistants promote students' active engagement in learning and the development of their confidence, resilience and social skills. Curriculum plans are modified, but students with severe needs are inconsistently engaged in relevant and meaningful learning.
- Close monitoring and assessment ensure that teaching results in progress in learning. Students' work and teachers' assessments show that students acquire a good range of knowledge and skills. The majority of students make good progress.

For Development:

- Provide suitable curriculum alternatives for students with serious learning difficulties who cannot access the curriculum, even with high-quality support.
- Ensure accurate identification of the needs of students with specific learning disabilities by using appropriate assessment methods.

6. Leadership and management

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

- School leaders have aligned the work of the school with the national and UAE priorities. They demonstrate a good understanding of best practices in teaching and learning. They have established a positive learning environment and attempted to distribute leadership more effectively. They have set priorities to improve the school and hold middle leaders to account for their actions. They have been successful in developing some aspects of the school's work and maintaining the overall good performance of the school.
- The school's self-evaluation process uses different sources of evidence, including trends in students' outcomes. The self-evaluation document portrays the school's performance in ways that are not completely realistic. The school improvement plans have focused goals and detailed actions that take into consideration students' well-being and academic achievement. However, the goals of the improvement plan are not based on the self-evaluation document. The school has sufficient procedures in place to monitor its work towards achieving its goals.
- Parents are very satisfied with the communication with the school and the quality of reporting on their children's personal and academic development. The extensive partnerships the school has established within the local community have enriched students' experiences and promoted their academic and social achievements. The school effectively engages parents in the decisions that affect their children's learning. They can give many examples to illustrate that the school genuinely listens to them.
- The governors have a system in place to hold the senior leadership team to account for the performance of the school. They have supported the school by investing in new learning resources. The board has an appropriate representation of the school's different stakeholders. Governors ensure that the school has sufficient well-qualified teachers and leaders. They are very supportive of the Principal and have positive effects on students' learning experiences.
- The day-to-day management of the school is effective. Almost all teachers are appropriately qualified and benefit from internal, regular professional development sessions that are closely matched to their needs. A large majority have teaching qualifications, and all are deployed well. The very wide range of resources available promotes students' learning. The premises allow access for all and are maintained at a high quality. The school has invested in a new multipurpose hall that will soon be annexed to the existing building.

For Development:

- Adjust the distribution of duties to enable leaders to improve the school's performance at a reasonable rate.
- Ensure that the school's improvement plans are based on the strengths and areas of improvement identified by the self-evaluation process.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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