



المعرفة
Knowledge



RENAISSANCE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



WEAK

NATIONAL AGENDA PARAMETER



ACCEPTABLE

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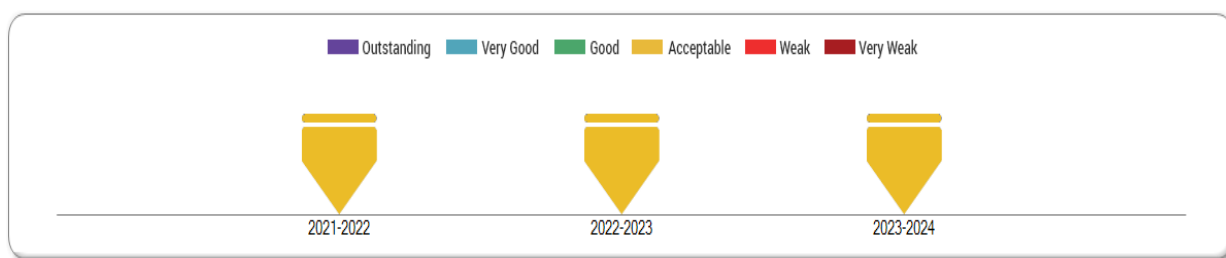
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Dubai Sports City
		Opening year of school	2018
		Website	www.renaissanceschool.ae
		Telephone	97145897717
		Principal	Sharon Munro
		Principal - date appointed	1/9/2024
		Language of instruction	English
		Inspection dates	22 to 26 January 2024
 STUDENTS		Gender of students	Boys and girls
		Age range	4 to 12
		Grades or year groups	KG 1 to Grade 7
		Number of students on roll	579
		Number of Emirati students	8
		Number of students of determination	36
		Largest nationality group of students	Arabic
 TEACHERS		Number of teachers	52
		Largest nationality group of teachers	Lebanese
		Number of teaching assistants	23
		Number of guidance counsellors	1
 CURRICULUM		Curriculum	US
		External Curriculum Examinations	None
		Accreditation	None

School Journey for RENAISSANCE SCHOOL L.L.C



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

- Children in the Kindergarten (KG) benefit from positive classroom climates and make good progress in all subjects. The very high turnover is impacting negatively on students' performance in Arabic as an additional language, English and science, especially in Elementary. In Middle and Elementary, the quality and range of learning skills vary and impede sustained levels of progress across all subjects.
- In KG and Elementary, students have positive, responsible attitudes and are generally respectful. Students' understanding of how Islamic values impact on their lives is secure in all phases. Students can provide and demonstrate a variety of examples and projects to illustrate Islamic influence. In lessons, most students in Elementary and Middle work diligently to finish their activities. They are rarely innovative or enterprising.

Provision For learners

- Most teachers have secure subject knowledge and plan purposeful lessons, although they are not always aligned to curriculum standards. Except for KG, there is too much teacher direction. Classroom management strategies are generally ineffective. Leaders analyzes most data but do not use the evidence effectively to identify gaps in students' learning. As a result, assessment information is yet to have a positive impact on students' progress.
- The curriculum has a clear rationale and most notably in the KG. The balancing of skills and knowledge across all subjects in the upper phases remains a challenge. In general, teachers make adequate modifications to meet the needs of most groups of students. English language learners (ELL), lower achievers and those with gifts and talents do not yet consistently receive adequate support to reach their potentials
- Appropriate policies ensure the safety and security of all students and adults. Safety information is effectively communicated to teachers, students and parents. Systems for managing behavior result in better outcomes and more courteous relationships in KG than in other phases. Regular attendance is more effectively promoted in Elementary and Middle than in KG. Too many students arrive late for school.

Leadership and management

- The governing board has recently appointed an effective principal. She has established a senior leadership team whose mission is to ensure that students' outcomes improve. Governors now recognize that there is an urgent need to support the school more fully in terms of resourcing, improvement planning and ensuring clear lines of accountability. Parents report that they would welcome to be consulted regularly so that they too can help to support school improvement.

Highlights of the school:

- The good provision and progress in all subjects in KG
- Students' appreciation of Islamic values, awareness of Emirati culture and commitment to environmental action
- The secure arrangements to ensure the health and safety of students and adults in the school
- The willingness and interest of parents to support the school in all aspects of its work

Key recommendations:

- Ensure that the governing board is fully representative and effective.
- Improve the effectiveness of teaching across the elementary and middle phases, by ensuring teachers plan challenging lessons using assessment information about students' prior learning and adapt their lessons to meet students' needs.
- Develop comprehensive assessment procedures.
- Improve all leaders' management skills.
- Ensure that regular self-evaluation makes better use of the available data.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

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	Fully Met	
NA	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Acceptable
Students did not meet the whole school target of 547 for the Progress in Reading Literacy Study (PIRLS). Eight Emirati students were included. The results are judged as acceptable. In addition, the Measures of Academic Progress (MAP) results show progress, both for the whole school and for Emirati students, to be below the expected standards.		
C. Leadership: International and Emirati Achievement	Acceptable	
Some leaders are aware of deficiencies in the National Agenda Parameter (NAP) performance. They have recently produced a comprehensive action plan, primarily based on improving students' reading literacy. Benchmark data are inadequately used to adapt the curriculum and teaching.	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- A culture of reading support is developing, with full impact still to be seen in some initiatives. Programs in place include Drop Everything and Read (DEAR), Jolly Phonics, guided reading sessions, the Idaho Excellence in Learning (IXL) reading program, Clever Tech reading competition, book fairs and an improving library stock.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that NAP test information is rigorously used to support and make changes to teaching, in order to address attainment gaps in all subjects and for all groups of students.
- Ensure that all teachers are trained and monitored in the use of benchmark data to improve provision for students.

Wellbeing



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

Overall, the quality of wellbeing provision and outcomes is at a weak level.

- The school community lacks a common understanding of wellbeing principles. Other than in KG, there is inadequate promotion or integration of wellbeing themes in curriculum planning. Assessment methods are informal and underdeveloped. They provide superficial information which does not promote academic or personal improvements for students or members of staff. Monitoring and self-review are infrequent. Professional training has had a limited effect on teachers' planning, resulting in insufficient development of wellbeing knowledge and skills.
- Teachers and governors have not developed a shared understanding of wellbeing objectives. As a result, there is confusion among all groups of stakeholders about the language and terminology of wellbeing. Students and parents know that they can approach suitably qualified members of staff if they have any concerns. Basic procedures are in place for monitoring the wellbeing of students and staff. They generally comprise informal conversations and observations. They do not lead to systematic planning for the improvement of provision.
- The curriculum has not been modified to highlight opportunities for the development of wellbeing. However, most students enjoy the extra-curricular activities where they pursue their interests and talents. Students have a reasonable understanding of the need to stay safe. They are generally considerate of the needs of others, including students of determination. Teachers, especially those in KG, are beginning to establish classroom climates where wellbeing is promoted. Overall, arrangements are improvised and inconsistent.

For Development:

- Quickly establish a set of wellbeing principles and a commonly understood wellbeing language to promote knowledge, discussion and self-reflection.
- Introduce comprehensive monitoring and assessment systems and use the outcomes to plan robust wellbeing improvements.

UAE Social Studies and Moral Education

- The UAE social studies curriculum and the moral education program adhere to the Ministry of Education (MoE) standards. The moral, social, and cultural studies (MSCS) framework is used in separate moral education and social studies lessons from Grades 1 to 7, in lessons of 45 minutes. Moral education lessons are taught in English. Social studies students are categorized into Arabic and non-Arabic speaking groups. The latter group receives instruction in English.
- Teachers incorporate additional resources to enrich the curriculum, teaching methods and overall learning experience. Students engage in projects. They collaborate in groups to present their findings and perspectives through class presentations. The teaching approach emphasizes the cultivation of strong personal and moral values among students. Teachers use both ongoing and final assessments appropriately.

Arabic in Early Years

- All children in KG1 and KG2 are taught Arabic for 180 minutes, in four sessions per week. Native and non-native speakers and combined in the same class. The curriculum focuses on alphabetical understanding, practicing letters, numeracy and listening skills. The curriculum is an introduction to Arabic for the next phase. Two teachers deliver the program. KG assessment methods evaluate the children's achievements.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Arabic students' progress in developing their knowledge and understanding of Islamic concepts is marginally more secure than non-Arabic students. Boys' achievements are relatively stronger than girls. The improvement of more able students is noticeably slower than that of others.
- Students demonstrate adequate memorization of the Holy Qur'an and understanding of the Noble Hadith. In Elementary, they have sufficient understanding of the Pillars of Islam, values and morals. In Middle, students' understanding of Seerah and recitation skills are less secure. Middle school students' understanding of Sharia law is variable.
- A small amount of time is allocated in each lesson on the correct memorization of the Holy Qur'an. The impact of this has yet to be seen across both phases.

For Development:

- Ensure that students develop stronger skills in the memorization of the Holy Qur'an and understanding of the Noble Hadith.
- Improve students' recitation skills, their knowledge of Sharia law and Seerah.

ARABIC AS A FIRST LANGUAGE

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

- Creative lesson planning has ensured that students' achievement is improving, but not at a rapid pace. In both phases, girls' progress is marginally better than that of boys. More able students are not fully challenged. Consequently, their progress is slower.
- Students can read familiar texts. However, reading comprehension skills, and independent free and creative writing skills, are underdeveloped. Improvements in listening skills are inhibited by too much teacher direction in lessons. Consequently, students' speaking skills using standard Arabic are not well developed.
- Teachers provide a reasonable range of tasks and activities to improve reading proficiency. However, the tasks do not always match students' linguistic abilities or address their potential.

For Development:

- Improve the accuracy of students' reading comprehension and speaking skills by raising the expectations and providing appropriate challenges.
- Provide more extensive opportunities for students in both phases to develop their creative writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In Middle, effective planning ensures that students' achievements are noticeably better than in Elementary. The progress of more able students in Middle is stronger than in Elementary. Boys progress faster than girls.
- In Middle, students' listening skills are adequate. Their responding skills are mostly appropriate. Less than three-quarters of students in Elementary have appropriate reading skills. In Elementary, students' use of familiar phrases and their fundamental writing skills are below expected standards.
- Leaders are now reviewing students' number of years of studying Arabic to measure their achievements more accurately. However, this review is still at an early stage of implementation. It has yet to show an impact on modification of the curriculum and in meeting all students' learning needs.

For Development:

- In Elementary, improve students' language skills, their ability to speak with confidence and to write accurately and creatively.
- Across both phases, differentiate teaching strategies and modify the curriculum to meet the needs of all students.

ENGLISH

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

- Children's rapid acquisition of English in KG is underpinned by their strong learning skills. In the upper phases, inspection evidence and examination results suggest that students' outcomes align closely with curriculum standards.
- In KG, children identify initial phonic sounds, accurately copy familiar sight word, and compose simple sentences. In the upper phases, students' speaking and listening skills are more advanced than their writing. Students have few opportunities to develop their drafting, revising and editing skills.
- The use of a structured phonics scheme in the KG and lower Elementary has established a foundation for the development of literacy skills. Reading interventions across the school are resulting in only limited gains in students' ability to read confidently and with accuracy.

For Development:

- Provide frequent opportunities for students to write at length and to plan, draft and edit their own writing.
- Ensure that the quality, range and implementation of reading interventions lead to sustained progress in literacy.

MATHEMATICS

	KG	Elementary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Teachers' practical, multi-sensory approach in KG accelerates children's deepening awareness of mathematics. In Elementary and Middle, gaps in students' conceptual understanding of mathematics are impacting negatively on their performance.
- Children in KG use their graphing skills to determine which color is the most popular in their class. Grade 5 students can correctly apply the formula to find the volume of a rectangular prism. By Grade 7, students successfully solve problems using the properties of inequality.
- A recent focus on the development of mathematical language is starting to enable students to have a better understanding of mathematical processes. Problem-solving activities using everyday contexts, critical thinking and inquiry are not yet integrated into lessons.

For Development:

- Address the gaps in elementary and middle students' conceptual understanding of mathematics. Ensure that teachers' planning prioritizes the value of using mathematics in everyday contexts.

SCIENCE

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

- Internal and external assessment data indicate low levels of attainment in all phases. More recent analysis of students' outcomes suggests that attainment is improving slowly. Data gathered from MAP assessments show that levels of students' knowledge and skills are also improving, except in Elementary.
- Students in KG and Middle have some opportunities to develop their investigative skills, but most lessons are content driven. Investigative skills should with the recent opening of a new laboratory for students across the school are beginning to develop their scientific skills, of hypothesizing, problem-solving and application.
- Science teachers have established a systematic process for ongoing assessment and evaluation of students' outcomes, which is now beginning to track performance in a more coherent way.

For Development:

- Ensure that assessment data are fully analyzed and used by teachers, especially in Elementary, to improve student's outcomes more rapidly.

LEARNING SKILLS

	KG	Elementary	Middle
Learning skills	Good	Acceptable ↓	Acceptable ↓

- Students, in general, have positive attitudes and are keen to learn. Their engagement, independence, and ability to take responsibility for their own learning are strongest in the KG. In Elementary and Middle, students work well on set tasks. They rely too much on teacher direction.
- In most lessons, older students listen to their fellow students, exchange opinions and communicate their learning adequately. They work in pairs and groups on a range of tasks. They rarely demonstrate true collaborative learning.
- Students do not frequently engage in deeper thinking or display skills in problem-solving. Similarly, they do not use technology for inquiry and research or relate their learning to everyday contexts. As a result, critical thinking and innovation are underdeveloped.

For Development:

- Ensure that there are more opportunities in all lessons for students to practice their critical thinking, problem-solving and innovation skills.
- Ensure that students' independent learning skills lead to greater self-reliance rather than being dependent on their teachers.

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

	KG	Elementary	Middle
Personal development	Good	Good	Acceptable ↓

- The attitudes and behaviors of students in KG and Elementary are noticeably stronger than in Middle. Students' self-reliance is not a well-developed feature in that phase.
- In KG and Elementary, students understand the needs and differences of others. Students of determination engage in purposeful relationships with their classmates. Supportive relationships with other students and members of staff are insecure in Middle.
- The school promotes the adoption of healthy lifestyles across all phases. As a result, there is some positive impact on students' daily lives and the choices that they make. Students in Elementary, particularly girls, more readily adopt healthy lifestyles.

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

- Students' understanding of how Islamic values' impact on their lives is secure in all phases. Students provide and demonstrate a variety of examples and projects of how these values influence their lives.
- Most students demonstrate a strong knowledge of Emirati culture, traditions, and heritage. Across all phases, their understanding of worldwide cultures, and their own, is inadequately developed.
- Teachers organize a range of special assemblies, activities and events to enhance students' knowledge of Emirati culture. This has raised students' awareness of the Emirati heritage.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Acceptable ↓	Acceptable ↓

- Students contribute to the school community through a student council. They take on leadership roles in their classrooms. Their ideas have some bearing on school improvement.
- In KG, children are creative in using resources to construct their own learning in all subjects. Most students in Elementary and Middle work diligently to finish their activities. They are rarely innovative or enterprising. In these phases, students are, occasionally, active participants in school activities, sometimes planning assemblies and developing projects.
- Students are beginning to understand the importance of environmental sustainability and their role in protecting the planet. They embrace their responsibilities to the best effect in KG where they recycle, reuse, and reduce waste in school.

For Development:

- Improve students' attitudes, behavior and self-reliance in the middle school.
- Enhance students' awareness of their own and worldwide cultures.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle
Teaching for effective learning	Good	Acceptable ↓	Acceptable

- Most teachers have secure subject knowledge. They plan purposeful lessons, which are not always aligned to curriculum standards. Their interactions with students foster a positive attitude towards learning, particularly in KG, where teachers understand how children learn best.
- Questioning by teachers tests students' understanding but does not always promote deeper thinking. In most lessons, teachers do not take sufficient account of students' abilities. Too much teacher direction and ineffective classroom management skills prevents independent learning, especially in Elementary and Middle.
- Since the previous inspection, the lack of high-quality professional training, challenges in retaining teachers, and teachers' varying degrees of instructional knowledge, have all affected the quality of teaching in Elementary.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Leaders analyze internal and external data information but do not use the evidence effectively to identify gaps in students' learning. As a result, the wealth of assessment information is yet to have a significant impact on students' progress in lessons.
- The marking of student's work and quality of feedback varies across the subjects and grades. It often lacks detailed and specific advice on the next steps that a student needs to take. Peer- and self-assessments are starting to be used to support learning.
- Science teachers have established a systematic process for ongoing assessment and the evaluation of students' outcomes. They are now beginning to track performance in a more coherent way. This practice is now evident in all subject areas.

For Development:

- Ensure that teachers have access to high-quality professional training to improve their instructional skills, classroom management and the quality of teaching in all phases.
- Ensure that all teachers use the available benchmark data critically to modify their lesson plans, thus meeting the needs of everyone in their classes.

04 CURRICULUM

	KG	Elementary	Middle
Curriculum design and implementation	Good	Acceptable ↓	Acceptable ↓

- The curriculum has a clear rationale, notably in KG, where it is broad and balanced. Elsewhere in the school, and across all subjects, there is a lack of balance between skills and knowledge.
- Continuity and progression are positive features of the curriculum in KG. In the upper phases, cross- curricular links are inconsistent. They are insufficient to develop students' skills since they do not often provide opportunities for independent learning or critical thinking.
- Leaders review the curriculum annually to organize scope and sequence. However, they do little to enrich, develop or enhance the provision to meet the academic and personal needs of all students.

	KG	Elementary	Middle
Curriculum adaptation	Good	Acceptable	Acceptable

- Across phases, adequate modifications to the curriculum meet the needs of most students. In lessons, students of determination, learners of English as a second language, low achievers and those with gifts and talents do not consistently receive the necessary support to achieve their very best.
- Students have few opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. A program of extra-curricular activities, within and outside the school, enhances students' academic and personal development.
- Appropriate learning experiences throughout the curriculum enable students to develop an understanding and appreciation of the values, culture and society of the UAE. National Day celebrations highlight students' knowledge of Emirati food, music and heritage.

For Development:

- In the upper phases, ensure that, in all subjects, there is an effective balance of skills and knowledge.
- Improve cross-curricular links and ensure they are fully implemented.
- Improve the curriculum to meet the needs of all students, with an emphasis on adaptations for students of determination and high achievers.

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 a well-developed plan to ensure the safety and security of students and adults, with well documented policies and procedures. Safety information is effectively communicated to members of staff, students and parents. Safeguarding, child-protection and anti-bullying are priorities for the school.
- The school building, equipment and resources are well suited to the personal and educational needs of students. The frequent risk assessments do not always consider the evacuation procedures. Drop-off and pick-ups of students are appropriately managed.
- The promotion of safe and healthy living is embedded in the ethos of the school. Students participate in programs aimed at good hygiene, prevention of diabetes and obesity. They understand the value of eating healthy foods and exercise.

	KG	Elementary	Middle
Care and support	Good	Acceptable ↓	Acceptable ↓

- Systems for managing behavior result in better outcomes and more courteous relationships in KG than in the rest of the school. Regular attendance is more effectively promoted in Elementary and Middle than in KG. Too many students arrive late for school.
- Appropriate systems identify students of determination and help in the provision of individual plans which help most students to make at least expected levels of progress. The additional needs of students with gifts and talents are not yet fully understood or addressed.
- Guidance and monitoring of personal wellbeing is efficiently organized by the school nurse and the counsellor. Students and their parents appreciate the support made available on joining the school, or on preparing to move to the next school.

For Development:

- Ensure that risk assessments fully consider evacuation procedures on a regular basis.
- Improve behavior management procedures in Elementary and Middle.
- Strengthen systems for encouraging higher rates of attendance in KG and punctuality in all phases.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Governors and leaders have created an inclusive learning culture. Their commitment to improvement is seen in the recent appointment of a well-qualified and experienced inclusion leader. Systems for monitoring the impact of the inclusion team on students' achievements are underdeveloped.
- Robust systems identify students of determination and lead to suitably individualized planning for most, especially in KG. A few teachers do not implement these plans sufficiently. Provision for gifted and talented students remains inconsistent. There is no shared understanding of how to identify or plan effectively for them.
- Parents of students of determination are fully involved in planning and reviewing their children's individual education plans (IEPs). There is no collaborative working yet with parents of the gifted and talented. Parents have insufficient opportunities to share training and expertise with members of staff.
- The quality of teachers' lesson planning and curriculum modification for students of different abilities is variable in all subjects. Most learning support assistants (LSAs) work efficiently alongside students, although in a few cases they provide too much help.
- Students' starting points are accurately assessed and progress is measured regularly. The school's assessment form is not fully aligned with students' individual plans. A common form is used for all students, resulting in general, rather than detailed, comments on individual progress.

For Development:

- Improve systems for identifying and supporting students with gifts and talents, so that all teachers understand their role in enhancing their achievements.
- Strengthen teachers' planning and assessment, so that the learning needs of students of different abilities are addressed.

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, and particularly the recently appointed principal, are focused on promoting a positive and inclusive learning environment. The roles, job descriptions and lines of accountability of all senior leaders are still being reviewed to support improvement in students' achievement. Senior leaders are now committed to establishing a strategic direction, fostering a shared vision, and improving outcomes and provision. Senior leaders also understand the need for improvement in the capacity of all leaders in the school.
- Evidence gathered, including data, to support self-evaluation processes, has not been sufficiently analyzed or checked for validity. It does not yet provide an accurate picture of the school's provision and outcomes. Performance measurement and review of best practice in teaching are not yet fully embedded. The principal has put into place a comprehensive improvement plan that focuses on monitoring teaching, learning and students' progress. Leaders have not yet measured the impact of this planning to advise further improvements.
- Parents are willing and committed partners in their children's learning. Reporting and communication procedures are not robust. Parents have expressed concerns about teacher turnover, leadership and the slow progress of students in Islamic Education and Arabic. Parents do not receive clear advice on what is expected of their children when undertaking assessments. Local, national, and international partnerships remain underdeveloped.
- The governing body has yet to include representation from all stakeholders. While governors visit the school on a regular basis, minutes of such meetings are not maintained. Their monitoring of school performance lacks rigor. They do not focus on self-evaluation, teacher appraisal or students' outcomes. The National Agenda requirements are not yet fully met.
- Staff are deployed to attempt to support students' achievements. Except for KG, the retention of teachers continues to be a significant issue. Teachers' qualifications vary. Some have little experience of US curriculum requirements. Regular and targeted professional training is not a strong feature in the school. The premises are modern and spacious, with laboratories and library spaces. Access for students and adults with complex needs is well planned and suitable.

For Development:

- Clearly define the roles of all senior leaders and provide professional training to strengthen their capacity.
- Ensure that regular self-evaluation makes better use of the available data to produce an informative assessment of the school's performance.
- Ensure that the governing board is fully representative and supports and monitors self-evaluation, improvement planning, students' outcomes and leaders' performance.



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