



**دبي**  
Knowledge المعرفة



## DUNECREST AMERICAN SCHOOL L.L.C

### US/IB CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

# CONTENTS

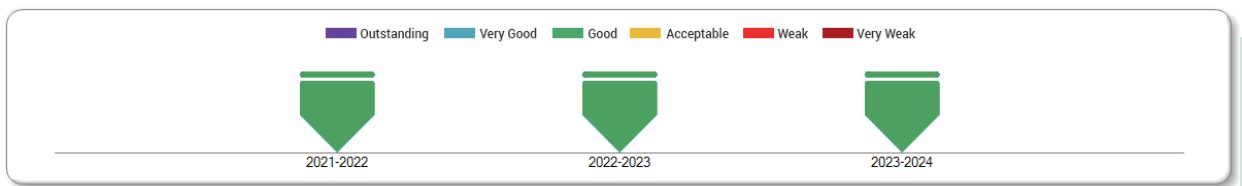
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



## SCHOOL INFORMATION

<p>GENERAL INFORMATION</p>	Location	Al Barari
	Opening year of school	2018
	Website	www.esoeducation.com
	Telephone	045087444
	Principal	Jeffrey Sidney Smith
	Principal - date appointed	1/8/2021
	Language of instruction	English, Arabic
	Inspection dates	05 to 07 December 2023
<p>STUDENTS</p>	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	667
	Number of Emirati students	40
	Number of students of determination	72
<p>TEACHERS</p>	Largest nationality group of students	US
	Number of teachers	85
	Largest nationality group of teachers	USA
	Number of teaching assistants	14
	Number of guidance counsellors	3
<p>CURRICULUM</p>	Curriculum	US/IB
	External Curriculum Examinations	IBDP, AP
	Accreditation	MSA, IBDP

### School Journey for DUNECREST AMERICAN SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Children in the Kindergarten (KG) have improved in English and mathematics. Students in High are progressing better in Arabic as a first language, and in English. They are also attaining at a higher level in Arabic as an additional language. In Elementary, students' progress in Arabic as a first language has improved. Although students are performing well in mathematics lessons, last year's external assessment results cause the attainment judgement to be lower than before.
- Students' personal and social development is at a very high level. There is a marked improvement in the behavior of students in Middle and High. Attitudes to school are better and students have missed fewer days of learning. All students are demonstrating a greater understanding of Islamic values, and knowledge of Emirati heritage and of other world cultures.

### Provision For learners

- The quality of teaching has improved in KG and is now particularly strong. Most teachers have strong subject knowledge and understand how the subject is best taught. However, in a few lessons, there is too much teacher talk or insufficient pace. Teachers' use of assessment information to plan lessons for different ability groups is variable. As a result, in some lessons, there is insufficient challenge or support.
- The design of the curriculum is strongest in the high school, where leaders have created a range of pathways to better meet the needs and career aspirations of students. There is a greater modification of the curriculum in KG, including a wider range of extra-curricular activities. In High, there are many opportunities for students to engage in community service.
- There are very high levels of protection, care and support for all students. The school has a welcoming and positive atmosphere. Students' needs are well known and supported by specialist and non-specialist staff. Leaders place a strong emphasis on everyone's wellbeing. Students of determination and those with a range of needs are well supported. Students' safety and welfare, including internet safety, are a high priority.

### Leadership and management

- Leaders have been successful in ensuring greater accountability in the improvement planning process. There is now a clearer focus on students' achievement and the quality of learning. Parents continue to be highly involved in the school and are enabled to assist their children's learning at home. Governors provide excellent support to the school in its improvement journey.

### Highlights of the school:

- The safe and secure environment, in which students develop academically and personally.
- The high quality of support and guidance that has a positive influence on students' behavior and attitudes to learning.
- The strong partnerships with parents.
- The development of students' sense of social responsibility.
- The very high quality of school management, staffing, resources and facilities.

### Key recommendations:








- Raise achievement in all subjects, particularly in Islamic Education and Arabic.
- Improve the quality and consistency of teaching and the use of assessment information to match learning activities to students' needs and abilities.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Very good ↑	Good	Good	Good

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

## 03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Very good ↑	Good	Good	Good
Assessment	Very good ↑	Good	Good	Good

## 04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good ↑
Curriculum adaptation	Very good ↑	Good	Good	Very good ↑

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Care and support	Very good	Very good	Very good ↑	Very good ↑

## 06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Good</b>

- In the Progress in International Reading Literacy Study (PIRLS) assessments, the school exceeded its target. Outcomes for the Emirati cohort of students were acceptable. Girls performed at a higher level than boys.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- School leaders ensure that external and internal assessment results are rigorously analyzed. External data are compared with internal assessments, and with students' performance in lessons, to create an accurate, overall picture of students' achievement. Trends and patterns from the data are determined and shared with parents and teachers. Senior Leaders analyze the International Baccalaureate Diploma Programme (IBDP) results and use this information to adapt the curriculum. As a result, gaps are identified, and modifications made to the curriculum.

	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Students' English reading literacy skills are underdeveloped in Elementary and Middle, where attention to reading skills has not been a regular feature. They are stronger in the high school, as students regularly analyze texts as part of their coursework. Emirati students' English reading literacy is not as strong as their classmates. Currently, there are limited initiatives to support reading development in Elementary and Middle. In other subjects, the focus on reading literacy is at an early stage of development.

**Overall school standards in the National Agenda Parameter are good.**

#### For Development:

- Develop targeted interventions to support the reading literacy of all groups of students.
- Ensure that the development of reading literacy is a feature of all subjects.

## Wellbeing



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

### **Overall, the quality of wellbeing provision and outcomes is at a good level.**

- Governors and senior leaders place wellbeing as a high priority in this inclusive school. The experienced wellbeing team effectively ensures that students' pastoral and academic needs are carefully monitored. All members of the school community are respected and valued. Surveys of community wellbeing, as well as more informal systems of data collection, are reviewed. However, collection of wellbeing information is not systematic or regular.
- There are opportunities for students to adopt leadership roles and to ensure that their views are heard. Most students respond well to others, and school leaders' regard for personal welfare ensure that staff morale is high. Parents are very strong partners with the school and make positive contributions to their children's education.
- A range of extra-curricular activities promotes physical and cultural wellbeing. Students enjoy school, engage willingly in group activities and support one another well. Students who are new to the school are positively welcomed. Students know how to keep safe when using the internet. They regulate their own wellbeing. The school and medical staff promote healthy lifestyle education with regular reviews of students' physical health and wellbeing

#### **For Development:**

- Introduce a systematic programme of data collection to ensure a timely understanding of wellbeing levels.

## UAE social studies and Moral Education

- UAE social studies is taught in Grades 1 to 10. Students in Grades 6 to 10 study for three to four hours per week. High school lessons focus on sustainable development goals. Moral education is taught in English, as a stand-alone subject in Grades 1 to 12 using the UAE Moral, Social, and Cultural Studies Framework (MSCS). The curriculum is documented as units following the MSCS standards.
- The UAE social studies elementary curriculum is enriched. The Middle and High social studies curricula integrate UAE social studies and standards from the US curriculum. Unit topics are varied and include, for example, the challenge of climate change and sustainability. The UAE textbooks and teacher-created resources are used in moral education to support learning. Assessments are through the outcomes of project-based learning, debate and formal essays.

## Arabic in Early Years

- Children in KG1 learn Arabic in one lesson of 40 minutes per week. This doubles for those in KG2. Non-Arab and Arab children are taught together, using a combined MoE curriculum, which aims at acquainting children with Arabic. This includes introducing them to the alphabet, numbers, greetings and further basics of the language. Assessment is through teacher observations and children's portfolios. Outcomes are reported to parents, along with comments about the development of literacy skills.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable	Good ↑

- Most students meet the curriculum standards. Students in the high school enhance their knowledge through research. They are able to apply their learning to everyday situations. This helps with their understanding of Islamic laws.
- In Elementary, non-Arab students make faster progress than Arab students in developing their understanding of Islamic etiquettes and acts of worship. Students' ability to memorize Holy Qur'anic verses improves as they move through the school. However, they make slower progress in applying Tajweed rules.
- Middle school students are able to explain the rationale behind Islamic laws. Students in all phases, exhibit less confidence in utilizing references from the Holy Qur'an and Hadith to support their learning.

#### For Development:

- Ensure that students in all phases are skillful in utilizing references from the Holy Qur'an and Hadith to support their learning.
- Improve students' recitation skills by tracking their progress more carefully, and introducing timely interventions, when necessary.

**ARABIC AS A FIRST LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good ↑	Acceptable	Acceptable

- Students' internal and external assessment results are consistent with the attainment observed in lessons. In Elementary, students rapidly develop their literary analysis skills through the comparison of story elements in texts. Older students extend these to character analysis.
- Across the phases, students understand and respond to prompts and questioning in spoken standard Arabic. However, they have difficulty with extended responses in speaking and writing, due to limitations with vocabulary and sentence structure.
- Changes to the curriculum expose students to different types of literary texts. As a consequence, they have opportunities to develop their reading comprehension and literary analysis skills. However, this is not fully embedded and reading skills remain variable across the phases

**For Development:**

- Improve students' extended speaking and writing skills in all phases.
- Address the gaps in students' basic literacy skills, especially in Middle and High.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable ↑
<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable

- The internal assessment and external results are consistent. Those at the early stages of learning Arabic in the upper middle and high schools make better progress in extending their vocabulary than the more experienced Arabic learners.
- Across the phases, students understand and respond to familiar instructions and prompts. However, they have difficulty in communicating their ideas orally, when using more complex sentences. Students understand the main idea of texts if the vocabulary is familiar.
- Although curriculum adaptations have been made, they are not yet impacting on students' achievement. There are limited opportunities for students to produce extended writing, especially in the middle and high schools. Progress is hindered by low expectations and lack of challenge of tasks.

**For Development:**

- Improve students' speaking and writing skills.
- Raise teachers' expectations of what students can achieve and ensure that learning activities are appropriately challenging.

## ENGLISH

	KG	Elementary	Middle	High
Attainment	Very good ↑	Good	Good	Good
Progress	Very good	Good	Good	Very good ↑

- Children in KG make rapid progress from their starting points. By KG2, they are able to read words and identify missing vowels. Progress slows in Elementary and Middle, before accelerating in High, where teachers are proficient at developing students' literacy skills.
- In KG, children develop their language and literacy skills through thematic learning. Middle school students engage in collaborate activities, which develop their understanding of argumentative text. By the time students reach the high school they are able to analyze texts for author's purpose.
- The majority of middle school students are developing their understanding of a range of textual and writing techniques. However, opportunities for students to practice their writing skills decrease as they move through Elementary and Middle.

**For Development:**

- Ensure that elementary and middle school students have more opportunities to develop their inferential reading and independent, extended, writing skills.

## MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Very good ↑	Acceptable ↓	Good	Good
Progress	Very good ↑	Good	Good	Good

- Children in KG make rapid progress from their starting points. Elementary students' attainment is affected by weaknesses in number skills. In Middle and High, lesson observations and work scrutiny indicate that the majority of students attain above the expected levels.
- Students develop sound algebraic skills, but geometric skills do not develop as quickly. High school students have a well-developed understanding of calculus. Middle school students confidently tackle ratios, and those in Elementary can accurately sequence patterns of numbers.
- The majority of students develop strong problem-solving skills and enjoy learning challenges. However, more able students do not make as much progress as they should as there is insufficient challenge for these students in lessons.

**For Development:**

- Ensure that more able students receive appropriately challenging work in lessons.

**SCIENCE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Good	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Good

- Students in Middle and High have a good understanding of the scientific method and confidently apply their skills when experimenting. Children in KG can hypothesize. Students in Elementary are able to differentiate between independent and dependent variables. High school students design experiments and evaluate findings.
- Students’ understanding and use of precise scientific vocabulary are prioritized in most lessons. Students effectively communicate their learning using specific scientific language, symbols, formulae and technical expressions that are developmentally appropriate.
- The quality of critical thinking, inquiry-led learning, research and open-ended problem-solving activities is variable. In the better lessons, more often in the upper grades, students demonstrate the ability to synthesize information to solve problems.

**For Development:**

- Ensure that learning activities are appropriately challenging and that there is a continuing emphasis on the development of students’ critical thinking skills.

**LEARNING SKILLS**

	KG	Elementary	Middle	High
<b>Learning skills</b>	Very good ↑	Good	Good	Good

- Children in KG work independently, taking responsibility for their learning. They collaborate well in small groups. In the high school, students are able to start their learning without prompting. They show strong interest and engagement in all subjects. Initiatives to develop students’ critical thinking skills are emerging in Elementary and Middle.
- Upper high school students effectively use learning technology for research, promoting higher order thinking skills. Middle and early high school students capably use technology. However much of this use is for accessing lesson content with limited personal research or enquiry.
- Students, across all grades, collaborate effectively. In the better lessons, students are fully involved and enthusiastically participate. However, when learning is overdirected, their engagement in lessons varies. Students are able to apply their learning to everyday contexts.

**For Development:**

- Ensure that all students have opportunities to develop their critical thinking.
- Enhance students’ use of technology for research and inquiry.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good	Very good	Very good ↑	Very good ↑

- Nearly all students exhibit positive attitudes to their learning. Most exhibit strong self-discipline. They demonstrate care and consideration for one another, valuing and respecting differences. They form part of a harmonious, learning community within the school.
- Students have strong relationships with their classmates and with their teachers. They feel valued and are actively encouraged to make informed and healthy decisions. This a particularly strong feature of the high school.
- Attendance levels are high and improving. Students arrive punctually for school and lessons. Teachers 'efforts to foster students' personal development are highly effective, contributing to notable improvements in behavior and attitudes, particularly in the upper phases.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students possess a profound understanding and appreciation of Islamic values, recognizing their impact on daily life in the UAE. They demonstrate respect and tolerance towards their Muslim peers and teachers, exemplified by their collective participation in the family Iftar, during Ramadan.
- Students demonstrate a high level of awareness of Emirati culture and heritage. They enthusiastically celebrate national events like National Day and Flag Day. Students highly value the pluralistic culture of the UAE and recognize the abundant opportunities it affords them.
- Students take pride in sharing their own cultural backgrounds, while maintaining a broad perspective of diverse cultures. This is evident in the celebration of International Day, where students encounter a variety of nationalities.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Very good

- Students have a strong sense of personal responsibility and commitment to the school ethos. They participate in a range of activities that have positive effects across the school community. They care for and support one another and adults in the school.
- Students enthusiastically take on a range of leadership roles across the school, including those of elementary school ambassadors, members of the secondary school student council and the National Honor Society (NHS). They appreciate opportunities to initiate and lead clubs, organize events and participate in competitions.

- Awareness of sustainability and environmental issues is increasing. Recycling activities occur across the school. They include composting food waste for the school gardens. Grade 10 students recently participated and presented at COP28, engaging with issues of climate change and sustainability.

**For Development:**

- Increase the range of opportunities for students to engage in innovation and entrepreneurship.

### 03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Very good ↑	Good	Good	Good

- Teachers in all phases and subjects demonstrate strong subject knowledge. Most are proficient in the use of teaching strategies that meet students' learning needs. Teachers in KG and in senior classes in the high school plan and deliver very engaging and effective learning activities that contribute significantly to students' progress.
- In the better lessons, teachers use questioning strategies that enhance students' critical thinking skills. In others, the focus is more on the acquisition of knowledge. In a few lessons, there is too much teacher talk or insufficient pace.
- In the upper grades in the high school, lessons are more challenging, develop students' creative and higher order thinking skills and facilitate independent learning. The use of assessment data to influence teaching strategies to meet students' needs is developing.

	KG	Elementary	Middle	High
<b>Assessment</b>	Very good ↑	Good	Good	Good

- Regular summative assessments, using international benchmarks and internal tests, are undertaken. Assessment information is analyzed to inform curriculum planning and monitor students' achievement, although less so in Islamic Education. Some internal assessment results do not align well with external benchmark assessments.
- Teachers' use of assessment information to plan lessons for the different ability groups in their classes is variable. As a result, in some lessons, there is insufficient challenge or support.
- Teachers of Arabic are developing guidelines to inform students on how to improve their work. Peer- and self-assessment strategies are strong in High, and in an early stage of development in other phases.

**For Development:**

- Ensure that lessons are not overly teacher dominated and that students have more opportunities for independent learning.
- Ensure that the outcomes of internal and external assessments are more closely aligned.
- Ensure that, in all lessons, students are presented with appropriately challenging learning activities.

**04 CURRICULUM**

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Good	Good	Good	Very good ↑

- Curriculum planning ensures continuity and progression in students’ learning. The curriculum is regularly reviewed to ensure that it meets the needs of the students. For example, the revised Grades 9 and 10 science courses use an integrated approach with realigned learning outcomes and standards.
- The curriculum provides diverse options for students to pursue academic and personal pathways, including IB and Advanced Placement (AP) programs in High. Middle school students have choices in languages and electives, Grade 4 and 5 students can study French or Spanish.
- Cross-curricular links are features of the better lessons, where they connect learning across disciplines and aid the transfer of knowledge and skills. For example, Grade 3 students connect science, art and English to research endangered animals’ environmental adaptations.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Very good ↑	Good	Good	Very good ↑

- The curriculum is planned to meet the needs of different groups of students. Students who are early English language learners, and students of determination, are identified in lesson plans but their needs are not consistently met.
- The curriculum provides students with opportunities to enrich learning through a broad range of extra-curricular activities. Middle school students demonstrated innovation skills with a solar flashlight performance at the World CleanTech Award ceremony.
- The curriculum provides experiences that enable students to celebrate and appreciate the dynamic and rich culture of the UAE. Business management students examined the laws and regulations for operating within the UAE, and Grade 10 students created graphics on UAE sustainability.

**For Development:**

- Ensure that curriculum modifications are fully implemented in lessons to meet the needs of all groups of students.

**05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS**

	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students’ safety and welfare are a high priority. Children from KG onwards are taught about internet safety. Well-resourced security measures are in place. Evacuation drills are regularly and systematically rehearsed.
- All buildings and outdoor areas are methodically inspected. Any incidents and repairs are given a rapid response. Comprehensive and secure records are maintained. School and private transport arrangements are carefully supervised. There have been recent improvements to drop-off and parking arrangements.
- The promotion of safe and healthy lifestyles and students’ wellbeing is evident across the school. The school clinic provides comprehensive care and support to students and staff, including the careful monitoring of any student with chronic health needs.

	KG	Elementary	Middle	High
<b>Care and support</b>	Very good	Very good	Very good ↑	Very good ↑

- Trusting relationships and shared respect ensure that the school has a welcoming and positive atmosphere. Students’ needs are well known. Most students meet the high expectations of behavior. High levels of attendance and punctuality are supported by rigorous monitoring.
- Students of determination and those with a range of differing needs are accurately identified. Overall, they receive effective support. The needs of most, but not all students, are met.
- The personal care and wellbeing of students is a school priority, with effective support from the counsellors, medical staff, inclusion team and teachers. Regular advice and guidance are offered for future academic pathways. High-quality course and career options are provided for older students.

**For Development:**

- Ensure that support is matched to student’s individual needs, in lessons.

**INCLUSION OF STUDENTS OF DETERMINATION**

<b>Provision and outcomes for students of determination</b>	Good
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- Governors and school leaders have a strong commitment to admitting students of determination. This is a caring and very inclusive school. The growing team of support teachers is well led by the inclusion manager, who receives consistent support from the inclusion governor.
- The identification of students’ needs is accurate. A wide range of assessment procedures, including the use of outside specialists, ensures that individual barriers to learning are precisely focused. Programmes to support and challenge gifted and talented students are at an early stage of development.
- Parents are very positive about the support that their children receive. Regular meetings fully involve them in forming and setting their children’s goals. Parents say that they appreciate the school’s open-door policy, detailed information on progress and the welcoming ethos.
- Individual education plans (IEPs) accurately identify the prime needs of students and give clear direction for achieving goals. These goals are not always sufficiently considered by class teachers when planning the modifications and interventions necessary to meet individual needs.
- Most students, overall, make good or better progress from their starting points. Individual goals are mostly met. When students receive support from the inclusion team, progress is consistently high.

**For Development:**

- Ensure that in all lessons, teachers take full account of the content of students’ IEPs.
- Develop programmes to meet the needs of those students who are gifted and talented.

## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Good
<b>School self-evaluation and improvement planning</b>	Good ↑
<b>Parents and the community</b>	Very good
<b>Governance</b>	Good
<b>Management, staffing, facilities and resources</b>	Outstanding ↑

- Senior leadership is experienced and established. Middle leaders are knowledgeable about good educational practice and have a growing understanding of how to achieve planned goals. However, the roles and responsibilities of some middle leaders are narrow and not all have sufficient time to carry out their duties. Relationships are strong and morale is high. A learning culture is being established through the academic meeting program. Leaders are successful in developing aspects of the school and ensure that the school is fully compliant.
- The processes of gathering data about the school and knowing its strengths and areas for development are strong. Leaders systematically analyze students' performance data and their progress in lessons, in order to create the school development plan. The plan is customized for different subjects and phases. Most priorities are accurately identified with targeted actions, leading to improvements. However, leaders' ability to measure the impact of the actions as the plan unfolds is limited.
- Parents play a valuable role in the school, through their work in the Parents Association and as class representatives. They provide support with a range of whole-school and class-based events. There is a variety of effective methods of communication with parents. Reporting on students' personal and academic achievements is regular and is complemented by consultation meetings, which students are encouraged to attend.
- All stakeholders are represented on the governing board. Through parental surveys and regular visits, governors gain in-depth knowledge and are able to hold leaders accountable for the school's performance. Substantial, targeted support has been given to the school to achieve its action plans and improve aspects further. However, students' achievement in Islamic Education and Arabic remains below that in the other core subjects.
- The day-to-day management of the school optimizes learning for the students. The school is generously staffed with appropriately qualified teachers. The premises and facilities are of a very high standard and provide for learning in all curricular areas. Specialist facilities support the arts, sciences, sports and technology. All students have access to these areas. Resources are plentiful in all subjects. A safe internet infrastructure supports students' learning.

### For Development:

- Widen the roles of middle leaders in KG and Elementary and provide sufficient time for them to carry out their responsibilities.
- Provide the necessary training for leaders to become even more effective.



## 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](mailto:QA.Schools@khda.gov.ae)