

GOOD





























INSPECTION REPORT

US CURRICULUM

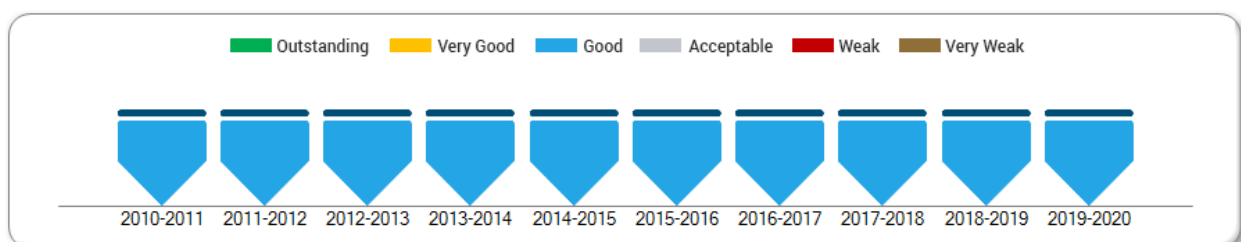
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School Information

General Information	 Location	Al Barsha
	 Opening year of School	1988
	 Website	www.dnsalbarsha.com
	 Telephone	043474555
	 Principal	Suad Abu-Harb
	 Principal - Date appointed	1/9/2014
	 Language of Instruction	English
	 Inspection Dates	25 to 28 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2603
	 Number of Emirati students	1671
	 Number of students of determination	261
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	242
	 Largest nationality group of teachers	Jordan
	 Number of teaching assistants	14
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	8
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	TIMSS PISA, PBTS
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for DUBAI NATIONAL SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> The learning skills of high school students, their achievements in English, mathematics and science and their progress in Arabic, as an additional language, are very good. Across all other phases, the learning skills of students are good, and their achievements are at least good, with very good progress in elementary Islamic education, and in the Kindergarten (KG) in English. Achievement in Arabic, as an additional language, in the elementary phase is also very good. Students' attendance and punctuality are excellent. The personal and social development of children in KG are very good. Across all other phases, students' attitudes, their behavior and relationships, and for many, their healthy lifestyle choices are exemplary. Students' understanding of Islamic values, awareness and appreciation of Emirati and world cultures, alongside their social responsibility and innovation skills, are outstanding.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Teaching is most effective in the high school, where teachers have very strong knowledge of their subjects and of how students learn best. Lesson planning is collaborative, with best practice shared and plans skillfully adapted by many teachers, to meet the needs of individual students in a consistent way. Teachers' interactions with children and students are positive and, in the best lessons, promote very high levels of student motivation and engagement. The curricula in the KG and the high school are very strong and, in the latter, excellent pathways lead into higher education for almost all students. In these phases, there is a broad range of very good learning opportunities where students can make cross-curricular links. Students in the high school also benefit from many opportunities to be creative and entrepreneurial. Health and safety procedures, including those to ensure the safeguarding of children and students, are very good across the school. In KG and the high school, students benefit from very good care guidance and support. The identification of students of determination is a strengthening feature, although there remains work to be done to improve the identification procedures and to provide consistently for all students who might have gifts or talents.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> A strong principal leads a leadership team on a steady journey to secure good provision and outcomes, and to improve further. The leadership of inclusive education provision is a notable strength alongside steadily improving leadership in assessment. Self-evaluation processes are robust and comprehensive. However, there are few explicit links between self-evaluation and school improvement planning, as the latter is more aligned to recommendations and requirements brought about through external evaluations.

The best features of the school:

- Strong and improving leadership and governance, very well supported by dedicated, engaged families and the wider community
- The exemplary personal and social development, social responsibility and the innovation skills of students across most of the school
- The especially strong teaching, support for, and achievement of, students in the high school
- Students' excellent understanding and appreciation of Islamic values and both Emirati heritage and global cultures
- Good and improving inclusive education provision for students of determination








Key recommendations:

- Ensure that the rapidly improving provision for students of determination translates into more consistently good and better inclusive practice, in classrooms across the school.
- Build on the improving assessment procedures to enhance teaching by promoting the effective use of assessment information in all lesson planning and delivery.
- Address any identified inconsistencies in curriculum implementation and adaptation so that there is at least very good curricular provision across the school.
- Moderate the number of strategic and operational initiatives at any one time to allow more quality time for leaders to evaluate the impact of key initiatives with greater accuracy and review these accordingly.

Overall School Performance

Good

1. Students' Achievement

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

		KG	Elementary	Middle	High
Learning skills		Good	Good	Good	Very good

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

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

3. Teaching and assessment

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

4. Curriculum

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

5. 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	Good	Good	Very good ↑

6. Leadership and management

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	Good

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

National Priorities

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

The school's progression in international assessments is approaching expectations

- Students' outcomes for Program in International Student Assessment (PISA) tests in 2015 declined from the previous administration of the tests and failed to meet the school's targets. Trends in International Mathematics and Science Study (TIMSS) outcomes are generally more positive, where Grade 8 students met the set targets in science. Outcomes of the PISA based Test for Schools (PBTS) indicate some expectation for significant growth on the next administration of PISA in mathematics and science. Achievement in the Measures of Academic Performance (MAP) was generally weak across all subjects.

Impact of leadership meets expectations

- Leaders' analyses of National Agenda assessment information have revealed the strengths and areas for development of individual and groups of students. Strategic planning that is designed to impact positively on students' achievements has resulted in curriculum modifications. Helpful improvement programs are leading to pockets of improvement.

Impact on learning meets expectations

- Teachers are growing more confident to facilitate their students to learn independently and collaboratively. In the process, students are becoming more critical and confident thinkers, writers and contributors. They are determining the value of the pieces of evidence that they draw together during their research.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Improve students' achievement in MAP assessments.
- Monitor teachers' planning more robustly to ensure that all teachers differentiate learning and plan research-based, independent learning experiences for their students.

Moral Education

- The moral education program is taught in Arabic and English as a weekly stand-alone subject. Some elements are integrated with other subjects, through well-planned activities.
- Teachers plan engaging lessons, which regularly feature critical thinking, effective challenge and connections to personal experiences. A range of resources is used to promote active learning.
- A variety of assessments, including student self-reflection and project work, is used to determine students' learning and progress. Parents are regularly informed of their children's progress.

The school's implementation of the moral education is **above expectations**.

For Development:

- Ensure assessments are used by teachers to plan learning to meet students' individual needs.

Reading across the curriculum

- The school implements reading online platforms to support students' literacy acquisition. However, this has not been sufficiently embedded across all phases.
- Teachers have regular access to assessment information that is used in lesson planning. However, not enough use is made of this information to match work to students' individual needs.
- From KG to Grade 5, students use an online reading program to engage and motivate students. In the upper phase, competitions are also used to encourage students to read more and widely.
- Support for the raising literacy levels is mainly through the use of online reading platforms. The use of reading teachers to support individual students' guided reading is a developing feature.

The school's provision, leading to raised outcomes in reading across the curriculum is **developing**

For Development:

- Ensure that reading is promoted more robustly through the four school libraries, where more students are able to select books to take home and read for pleasure.
- Accelerate reading development as a school-wide target for all groups of students.

Innovation

- Students work both independently and collaboratively on research-based projects using advanced learning technologies. There are real strengths, for example, in activities in mathematics and science.
- Across all phases, students initiate and develop successful enterprise and volunteering projects. The school partners with a range of UAE businesses to support students in the high school.
- The large majority of teachers provide models of innovative practice. In each phase, there are some teachers who are skilled in stimulating students' thinking and promoting their creativity.
- The curriculum is systematically adapted to promote innovation. Teachers create opportunities for students to explore, research and look for solutions to real problems using an inter-curricular approach.
- Innovation is expressed in the school's mission. A priority in school improvement planning is the promotion of innovation. The excellent approach to spreading best practice is through the monitoring of lesson planning across the school.

The school's promotion of a culture of innovation is **systematic**.

For Development:

- Ensure that the promotion of critical thinking skills becomes a more consistently embedded feature across the school and in lessons.
- Ensure that all teachers have the knowledge and motivation to model and promote innovative practice.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good ↑	Good	Good

- In lessons and their recent work, a majority of students demonstrate knowledge and understanding that are above the Ministry of Education (MoE) curriculum standards. Students in the elementary school, make better progress than in the other phases, and girls generally achieve better than boys.
- Students demonstrate a stronger understanding and application of Islamic values and principles of worship than they do of Seerah. Their understanding of The Holy Qur'an and Hadith is secure.
- The school has improved students' Holy Qur'anic recitation skills this year. In each section, boys and girls understand Tajweed rules and apply many of them during their recitations. In each phase, students would benefit from more practice.

For Development:

- Ensure that the study of The Holy Quran, Hadith and Seerah are closely linked to all areas of learning in Islamic education.

Arabic as a First Language

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

- During lessons, in listening and reading, a majority of students attain levels that are above curriculum standards. Students' progress is generally above expectations, especially in the high school and early grades in the elementary phase.
- Students' writing reflects a good understanding of grammar, while more remains to be achieved in independent writing and speaking. However, the extension and application of vocabulary is a strengthening feature.
- There is more evidence of secure writing development in girls' notebooks. Speaking is better when students have access to lesson resources. Boys are making significant improvement in debating skills across all phases of the school.

For Development:

- Provide more opportunities for students to improve their skills in independent writing and speaking by ensuring greater consistency in the quality of teaching and use of assessment and rubrics in lessons for these tasks.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Very good	Good	Good
Progress	Not applicable	Very good	Good	Very good ↑

- The attainment of a majority of students in the middle and high schools is above curriculum expectations. A large majority of students in the elementary school demonstrate better than expected achievement. Progress is stronger for a majority in middle school and significantly better in the high school.
- Based on their individual starting points, across all phases, students demonstrate strong achievement in listening and reading. Speaking skills are rapidly improving and written work is showing a secure level of knowledge in grammar and spelling.
- Boys make significant improvement in speaking, in presenting their ideas and in applying the rules of grammar. Girls are more successful in extending their writing with the rich use of vocabulary.

For Development:

- Ensure greater consistency in developing learning objectives based on students' individual starting points.

English

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

- In KG, the large majority of children rapidly develop their English speaking and listening skills. In the high school, students' progress is stronger than those students in the other phases. This is attributable to extensive English language exposure since they started school.
- Children in KG can read short words and sentences. In the high school, students are analyzing text and writing for purpose. Across other phases, there are insufficient opportunities for the consistent development of reading comprehension and writing skills.
- In KG and the high school, students' progress is better than in the elementary and middle schools. In the more effective lessons, especially in the high school, a large majority of students read fluently and show well-developed comprehension of texts.

For Development:

- Ensure that all lessons feature reading and writing activities.
- Reduce the use of worksheets, and use the journals and notebooks to develop students' writing and to show progress over time.

Mathematics

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

- Young students are eager to work with numbers and shapes, and to talk about their numeracy skills and demonstrate their abilities. In the high school, a large majority of students achieve above expectations across all mathematical skills.
- Most students have a basic understanding of mathematical concepts and principles, in relation to their ages. There is improvement in the embedding of mathematical practices and in ensuring precision and reasoning. Students' abilities to apply their learning to the everyday world is less strong.
- The Science, Technology, Engineering and Mathematics (STEM) initiative integrates real-world, project-based activities into almost all grades, and the use of mathematical journals, are having positive effects on students' progress.

For Development:

- Ensure students in the elementary and middle schools benefit from personalized interventions.
- Require all teachers to build problem-solving and higher-order thinking skills into lessons more frequently.

Science

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

- Students' achievements in science are very strong in the high school and developing rapidly in the middle grades. Lessons that provide opportunities for independent learning and research allow students to deepen their understanding of the complexities of upper grade science.
- Students in the elementary phase describe with confidence the relationship between the Earth and other bodies in our solar system. They can explain weather phenomena and its impact on the Earth's surface. Children in KG separate living from non-living things, and they can outline the needs that are required for organisms to support life and wellness.
- Project based learning is a developing trend. Students research independently and then present their ideas in written, artistic, audio, or visual form. Rubrics guide the quality of their work and so students know the characteristics of the best quality of work before they begin.

For Development:

- Improve the quality of internal science assessments especially in the elementary school so that they align more closely with international assessments.

UAE Social Studies

All phases

Attainment

Very good

- As a result of excellent subject leadership, highly effective teaching and strong learning skills, students attain very well, across all phases, although there is a limited evidence of strong written outcomes.
- In lessons, students' communication and the presentation of results is a notable strength, particularly in the elementary and middle schools.
- Students' show increasing knowledge of key figures involved in the history of the UAE. Their understanding of the importance of Islam in underpinning UAE as a country and culture is developing well.

For Development:

- Ensure the complete coverage of knowledge, understanding and skills in the UAE social studies curriculum, by providing sufficient time to teach the subject in Grade 9.
- Adopt baseline assessments of knowledge, understanding and skills at the beginning of the academic year so that attainment and progress can be reliably measured.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Good

Good

Good

Very good

- When students are given opportunities to take responsibility for their own learning, they quickly engage in lessons. Many demonstrate strong learning skills whether working independently, in groups or when making presentations. This is a particularly strong feature in science and UAE social studies lessons, especially so in the high school.
- In the most effective lessons, students interact and collaborate well. In the high school they are most confident when communicating their learning and especially when making connections between areas of learning and applying their learning to real-life situations. The latter is most evident in Islamic education and Arabic lessons.
- Critical thinking skills are also well developed in the high school. In other phases, where there are more overly teacher-led lessons, students' learning skills develop more slowly.

For Development:

- Provide more opportunities, across the school, for students to develop their skills of independent learning, critical thinking and research.

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

	KG	Elementary	Middle	High
Personal development	Very good	Outstanding ↑	Outstanding ↑	Outstanding

- Across the age phases, students demonstrate very positive and responsible attitudes towards their learning and school. They are very sensitive to the needs of others. Children in KG do not always have enough opportunities to make their own choices or demonstrate the extent of their personal and social development.
- Students are self-disciplined. Their behavior is excellent, in and out of the classroom. Students are responsive to advice and thrive on giving and receiving critical feedback. Most make healthy lifestyle choices.
- The school has improved attendance this year by applying a new system and procedures. These are having a positive impact on students' punctuality to school and to their lessons. The anti-bullying awareness program, which is embedded the school's curriculum, is effective in all phases.

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

- Across all phases, students act as true ambassadors of Islamic values and rich Emirati culture, showing a deep appreciation and respect for all. They are inspired by UAE history and its leaders.
- Almost all students demonstrate a mature understanding of, and appreciation for, a range of world cultures. Reading choices, alongside the many art pieces displayed across the school, reflect high levels of appreciation for both local and world cultures.
- Students play a very active role in celebrating national events such as, the National Day, Flag Day and Martyrs' Day. In their daily assemblies, they expand their knowledge of global role models who have had a significant and positive impact on the world.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school are very well aware of their roles and responsibilities, as members of the school and the wider community. Children are regularly involved in projects that offer something to the wider community, such as the clothing drive for Red Crescent and food drive during the month of Ramadan.
- A notable strength is students' excellent work ethic. Across the school, students enjoy their work and contribute positively to the school's activities and projects. Students' understanding of environmental sustainability is excellent.
- The student council contributes positively to the school's life by helping other students and by initiating and organizing many of school activities and events.

3. Teaching and assessment

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

- In the lower phases, teachers create classroom environments that are colorful, stimulating and which encourage students to have pride in the quality of their work, which is often displayed. Many teachers provide older students with engaging and purposeful opportunities to apply their learning through project work.
- In the most effective lessons, teachers vary teaching approaches to address students' different learning needs. Although lessons are generally well-planned, the personalized approach identified in the plans is not always followed.
- Teachers are increasingly planning to develop students' critical thinking and innovation skills. Where this is done well, students are engaged, motivated to learn and enjoy the opportunities teachers provide for them to gain experience in research and inquiry.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Across the school, assessment strategies are improving. Leaders are more proficient in the analysis of assessment results. Teachers are beginning to use assessment information more effectively to adjust the curriculum and teaching approaches to meet the learning needs of all students.
- Teachers provide frequent opportunities for students to use self and peer-assessment to judge the quality of their work against guidelines that demonstrate what high quality work looks like.
- Online support systems are used to track the progress of students towards attaining their MAP targets. Although inconsistent, these systems are used well in the most effective lessons to guide interventions, in areas of underperformance, and to measure students' progress.

For Development

- Ensure all teachers make consistent use of assessment information to plan and teach lessons that are personalized, challenging and provide support to all groups of students.
- Provide oral and written feedback that is constructive and guides students to their next steps in learning.

4. Curriculum

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

- The curriculum is enriched for the youngest students through the development of a range of activities that include academic, social, physical and language development. In the upper grades there is greater evidence of outside experiences enhancing the learning in students' core and elective courses.
- Guided reading, phonics instruction in English and a greater focus on reading in Arabic, are welcome initiatives. Across the school, the tight adherence to set curriculum standards remains a continuing need and focus, so that there is continuity and progression within each subject over time.
- Cross-curricular links are strong and significantly enhanced through STEM and other deliberate linkages, such as Islamic education, Arabic and social studies. The successful efforts with project-based learning in some lessons are reinforcing this integration across subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Good	Good	Very good

- In the best lessons, teachers modify the curriculum to provide suitable tasks, which ensure the development of knowledge, skills and understanding. In KG and the high school, there is a broader range of learning opportunities, through which students can make cross-curricular links.
- The school integrates links to the UAE in a large majority of lessons. Teachers plan for differentiation, although the implementation is not always effective across each phase.
- The school has developed a comprehensive document featuring eight categories of curricular adaptation, with associated modification strategies, aiming to meet the needs of all students. This approach has not been fully embedded across all the school.
- In KG, children have seven 40-minute lessons of Arabic per week.

For Development:

- Embed modifications to the curriculum in all lessons to meet the needs of all students, including those students who require greater challenge.
- Ensure that, across all phases, assessment information is understood by all teachers and students to extend personalized pathways for each student.

5. 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

- The school prioritizes the care, welfare and well-being of all students. Provision for health and safety, including arrangements for child protection is well established and very effective. Across all phases, the school provides a secure and well-resourced learning environment for students.
- Facilities are extremely well maintained and procedures to assess and minimize risk are thorough. Medical and counselling staff provide high quality care and support for students. Transport arrangements are efficient and well-supervised.
- A range of extra-curricular activities promote healthy lifestyles, a spirit of inquiry, fitness and well-being for all students. Healthy eating is promoted across the school and students are knowledgeable and aware of the importance of regular exercise and a healthy diet.

	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Very good ↑

- Staff-student relationships are very positive. There is a sense of trust and mutual respect which forms the basis of the interactions within the school. Students' behavior, attendance and punctuality are very well managed by the school.
- School leaders implement thorough procedures for the identification of students with particular learning needs and they enable teachers to provide effectively for their academic and personal needs. The identification, assessment and provision for students who may have gifts and talents are not as well established.
- Most notably in KG, the school has a network of staff members and systems in place to monitor and support the academic and personal needs of all students. There have been recent improvements in the provision of career counselling for students in the high school.

For Development:

- Establish procedures that effectively identify students who have gifts and talents, and provide support and curricular adaptations to meet their academic and personal needs more effectively.

Inclusion of students of determination

Provision and outcomes for students of determination

Good 

- This is an inclusive school where senior school leaders monitor outcomes for students of determination. There has been a significant investment of resources in staffing and the establishment of resource centers. The Inclusion Support Team has the capacity, and the capability, to develop further.
- The school has expanded the range of indicators used for the identification and assessment of students with learning needs. The revised categorization framework for students of determination is taken into consideration during the identification and assessment phases.
- The school develops strong communication links with parents and keeps all parents well informed of their children's progress through both formal and informal reporting methods. Leaders offer a range of in-service opportunities in which parents may participate.
- The provision for students of determination in the school is a combination of out-of-class and in-class support, provided through the inclusion department. A significant number of professional development opportunities have been provided to class teachers in order to expand their knowledge base. However, there are instances where appropriate modifications are still not taking place.
- Assessments are frequently carried out to ensure teaching is leading to students making progress. School leaders participate in monitoring the progress of students alongside staff and parents. This approach to progress reviews leads to a more comprehensive overview of students' progress.

For Development:

- Ensure all class teachers, and especially those new to the school, are fully informed and updated regarding the nature of the difficulties facing individual students of determination.
- Ensure that all teachers implement the agreed teaching approaches and the personalized support necessary for each student to reach his or her potential.

6. Leadership and management

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	Good

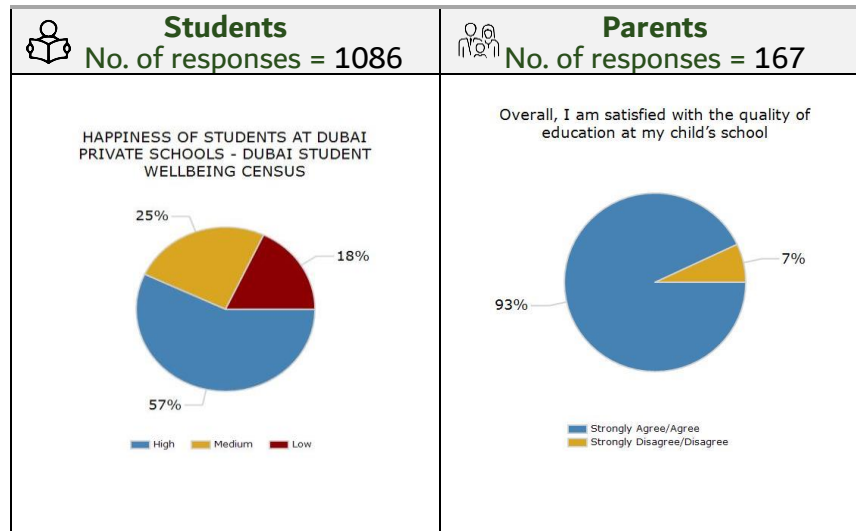
- The school benefits from the capable leadership of the principal alongside her strengthening senior leadership team. The leadership of inclusive education provision is a notable strength. Most middle leaders demonstrate secure knowledge of best practices in teaching, learning and assessment. Leaders are establishing an inclusive and caring community, in which students' academic achievements are celebrated and their well-being, personal growth and preparation for young adulthood, are ensured.
- School self-review is a strength and leaders know their school and their staff well. There is effective monitoring and evaluation of teaching and learning. Improvement plans are comprehensive and include detailed actions, accountabilities and success criteria. Although linked to self-evaluation, these plans rely heavily on priorities arising from external evaluations. Monitoring of these plans does not always translate into robust evaluations of impact. As a result, some of the follow-up self-evaluation judgements are too generous.
- Highly supportive parents hold the principal, her senior and many middle leaders in very high regard. They are active partners in the education of their children, and many participate in the life of the school in a variety of ways. Parents report that their access to staff and school communication is excellent. The school is outward looking, locally, nationally and internationally, with students benefiting from many productive partnerships.
- The strong, well-represented governing board works closely with the principal to ensure that all stakeholders are fully consulted and engaged. Governors are inclusive and realistic. They have a vision of a high performing school and understand that firmly embedded school improvement takes time. However, they do not always ensure, as well as they should, that leaders focus sharply on evaluating the impact of the many initiatives on students' performance.
- The daily management of the school is well organized. Recent appointments and the introduction of a comprehensive program for staff development, have enhanced the school's capacity to meet the needs of all students. However, the impact of this is not fully realized. The refurbishment of facilities within the buildings and the external spaces, has improved the environment and enabled resources to be used more effectively.



For Development:

- Refine the breadth of strategic leadership, and school improvement activity, to ensure that there is always sufficient quality time for leaders to monitor and evaluate the impact of the school initiatives operating at any one time.

Views of parents and students

Before the inspection, the views of the parents, and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgments.



 <p>Students</p>	<ul style="list-style-type: none"> Almost all students who responded to the survey are enthusiastic about their future and are confident in their schoolwork. More than half of the students are positive about their social and emotional well-being, and agree that they are known well by teachers in their school. The large majority of students feel safe at school and enjoy peer relationships.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents are satisfied with the overall provision of education at the school. They believe that teachers are supportive in developing their children's well-being and academic knowledge. More than half of the parents who responded are involved in school activities once or twice a year. Parents agree that students respect and support one other.

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 inspection@khda.gov.ae