

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



Inspection Report 2018-2019

Next Generation School

11 YEARS OF INSPECTIONS

Acceptable









Curriculum
US
















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School Information

General Information	 Location	Al Barsha 1
	 Opening year of School	2016
	 Website	ngsdubai.ae
	 Telephone	043853335
	 Principal	Feriha Ramadan - VP
	 Principal - Date appointed	3/17/2019
	 Language of Instruction	English
	 Inspection Dates:	25 to 28 March 2019

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	1374
	 Number of Emirati students	317
	 Number of students of determination	65
	 Largest nationality group of students	Emirati

Teachers	 Number of teachers	111
	 Largest nationality group of teachers	American
	 Number of teaching assistants	70
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	3
	 Teacher turnover	15%

Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US-New York State
	 External Tests and Examinations	MAP
	 Accreditation	NEASC Candidate
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for Next Generation School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2018-2019

Summary of Inspection Findings 2018-2019

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

- Students' attainment in all key subjects is either at or below curriculum expectations. Students are not sufficiently challenged across all subjects and phases, leading to acceptable progress at best. Students' subject-specific skills are below curriculum expectations. Students do not always have clear next steps to improve their learning.
- Across the school, when given opportunities, students are keen and eager to take on responsibilities. They are mostly attentive and actively engage in tasks when they are appropriately challenged and engaged. Attendance and punctuality are inconsistent.

Provision for learners

- Teaching is inconsistent across the school. Most lessons are teacher-led and over-directed, and students are not appropriately challenged. In the better lessons, students are given opportunities to be creative and independent learners. The school lacks an overall policy for assessment with clear expectations of teachers and students.
- The curriculum has recently been modified. However, there is a lack of consistency in ensuring that lessons in all subjects provide appropriately-challenging learning targets that are based on curriculum expectations. The review of the curriculum is ongoing.
- Health and safety are acceptable across the school. The school lacks a policy for systematic and rigorous risk assessments to ensure that all aspects of its work are secure and safe. During the inspection, immediate concerns were addressed by the school's leadership team.

Leadership and management

- Leaders at all levels are challenged by the sudden growth of the school roll, which has recently more than doubled. Collectively, leaders have a general overview of the school but lack clear structures, policies and procedures to identify priorities and responsibilities. They are not sufficiently empowered, and a few of them lack the capacity to initiate improvements.

What the School does Best:

- The development of a strong Islamic ethos, where there is a focus on students' understanding of Islamic values
- The high-quality school resources, with spacious and inviting facilities
- The commitment and dedication of the school community to the ethos of the school
- The positive attitude and commitment to inclusive practices.







Key Recommendations:

- Governors must ensure that:
 - the school appoints a principal who is empowered to set the direction of the school, develop instructional leadership at all levels and provide governors with clear and accurate information on students' performance in all subjects
 - the school has effective systems in place to appoint, support and retain leaders at all levels
 - the governing board is fully representative of the school community, including parents and other relevant stakeholders
 - they provide an objective and independent view of the school, in addition to strategic guidance and support to the leaders, in order to fulfil the vision and mission of the school.
- Develop and implement a whole-school self-evaluation system to ensure that:
 - processes for self-evaluation are rigorous and generate valid and reliable evidence that contributes to improving students' learning outcomes across the school
 - the whole-school strategic action plan and department development plans are based on a wide range of suitable evidence
 - clear, realistic and measurable targets are set to improve students' performance in key subjects.
- Develop assessment policies and procedures to ensure that:
 - internal data is consistently and accurately collected and analyzed
 - assessment information is used by all teachers to raise students' achievement levels and plan for their next steps in learning
 - departments monitor students' progress and development of subject specific competencies.
- Improve the quality of teaching and learning across the school to ensure that:
 - students are being appropriately challenged in all subjects and grades
 - teachers use appropriate teaching strategies to meet the needs of all students
 - teachers work to develop students' critical thinking, problem-solving, research and independent learning skills.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Weak

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Acceptable
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 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (NAP) for the 2018-2019 academic year.

The school's progression in international assessments is approaching expectations

- Progression in the National Agenda Parameter (NAP) testing is weak. In mathematics, science and English, the results of Measurement of Academic Progress (MAP) testing do not meet the expected levels. Students' scores, as measured using the Cognitive Abilities Test (CAT4), show that cohorts generally have low cognitive abilities. However, the comparison of students' actual performance (MAP scores) with their measured potential (CAT4 scores) shows good results overall.

The impact of leadership is approaching expectations

- The leadership of the school supports the vision and goals of the National Agenda (NA). Action planning specifies clear processes for the monitoring and measuring of students' learning outcomes. Targeted modifications have aligned the curriculum to TIMSS questioning approaches. Teaching is not influenced by the effective use of assessment information.

The impact on learning is approaching expectations

- School-wide strategies to develop students' research, problem-solving and critical thinking skills are not yet part of the school's formal curriculum. Consequently, students' abilities to formally investigate and find solutions to problems is underdeveloped. In science, the scientific method is not sufficiently embedded to support students' critical thinking and research skills. Critical thinking skills are not well-developed across the school.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For development:

- Rigorously monitor the effectiveness of differentiation in classrooms and ensure greater consistency in meeting the learning needs of all students.
- Embed the understanding and use of the scientific method across the school and ensure that research skills are consistently taught across all subjects.

Reading Across the Curriculum

- Students' reading comprehension skills are weak in Arabic and English, as evident in their verbal deficits in reading scores. The school's guided reading sessions lack a clear developmental focus.
- Older students display varying abilities in interpreting information accurately. Strategies to improve students' analysis of content and knowledge in English, mathematics and science are underdeveloped.
- The school's library program is developing positively. Classes formally visit the library weekly, and students often independently visit during breaks. They enjoy reading for pleasure and purpose.
- Leaders value and acknowledge the importance of reading. However, there is no whole-school strategy to promote a culture of reading in Arabic and English. Teachers require training to enable them to effectively incorporate the teaching of key literacy skills in their lessons.

For development:

- Ensure that a culture of reading in Arabic and English, as a lifelong skill, is embedded in school practices and that teachers are trained in the delivery of key literacy skills, to improve students' reading outcomes.

UAE Social Studies

- The curriculum is adequately adapted to allow all students to be successful. The use of engaging resources, technology and interesting activities support learners in developing their knowledge and skills.
- In the better lessons, students work collaboratively to carry out research on relevant topics and make connections to their personal experiences and life in the UAE.
- In lessons and recent work, most students attain levels that are in line with the curriculum standards.
- In lessons and recent work, most students make the expected progress in relation to their individual starting points and the curriculum standards.

The school's implementation of the UAE social studies program is approaching expectations.

Innovation

- Opportunities for students to engage in innovative approaches to learning are not consistent across the school. The use of learning technologies is limited and, they are not utilized to optimize learning. Students can find factual information on their own but are not challenged to analyze, synthesize or investigate at deeper levels.
- The school is working to cultivate a culture of innovation among students, especially through the 'Kidpreneur' program and project-based learning. Students showcase their projects and provide confident presentations of their work, such as in the entrepreneurship project in Grade 7. When given the opportunity, students demonstrate a strong work ethic and an interest in developing their own innovative ideas.
- The school's expectations of students are low. Innovation, entrepreneurship and independent work are integral parts of the planned curriculum and school culture, but their delivery is not consistent across the school. Students in each phase are developing entrepreneurship at levels realistic to their age and interests.
- Teachers' planning for opportunities to promote critical thinking, problem-solving, research and innovation skills lacks consistency. The use of questioning strategies that foster synthesis, application, research, problem-solving, student initiative and responsibility for learning is evident only in a few lessons.
- Leaders appreciate the importance of innovation and use the project-based learning program as the tool for developing innovation across the school. It is starting to have a positive impact.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students across both phases demonstrate knowledge and understanding of concepts that are in line with the curriculum standards. Girls in the middle school make better progress than boys. Emirati students in the middle school make the expected progress, at a slightly lower rate than that of other students.
- Students in the elementary school have a strong knowledge of the five prayers, the main milestones of Prophet Mohammad (PBUH), Seerah and short verses from the Holy Qur'an. Those in the middle school have a deep understanding of Islamic values, the importance of praising Allah and transportation etiquettes.
- The additional Holy Qur'an recitation and memorization support provided to students has resulted in better memorization and recitation skills. However, students' understanding of Qur'anic verses and Hadeeth, especially in the elementary school, is underdeveloped.

For development:

- Accelerate students' progress by differentiating the learning activities and by introducing the use of learning technologies to support the development of their research skills.

Arabic as a First Language

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

- Only the majority of students have speaking, reading comprehension and creative writing skills that are in line with the Ministry of Education (MoE) curriculum standards. Their listening skills are stronger than their other language skills. Students plan their ideas well, but only a few can write different styles of text using cohesive structures and well-organized ideas.
- In lessons, most students make acceptable progress in their oral reading skills and in writing simple sentences to answer oral or written questions. Most girls in the middle school speak Arabic confidently. The majority of boys understand the implicit ideas from reading a literary text and write cohesively.
- The improved use of resources, enrichment activities and an on-line reading platform contribute to enhanced learning outcomes. However, the impact of these on the development of reading comprehension and vocabulary to enhance independent, creative writing skills, particularly for boys, is inconsistent.

For development:

- Ensure lessons plans set higher expectations and rigorous assessments to accelerate the progress of students of all abilities.
- Provide teaching strategies that meet the needs of students of different abilities and focus on improving independent reading and creative writing skills, particularly for boys.

Arabic as an Additional Language

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

- The majority of students understand familiar phrases from listening to questions and instructions. A few students can write short sentences, making few spelling errors in using common vocabulary. Across the school, students' knowledge of grammar and its application in speaking and writing is insecure.
- Most students make appropriate progress in lessons. They can answer direct questions to provide personal information. The majority of boys in the upper classes can speak with confidence and engage in informal discussions. Independent writing skills across the school lack precision in terms of vocabulary and structure.
- The use of visual prompts and other learning aids contribute to the recent improvement in students' reading and writing skills. These strategies, however, do not set high expectations for students to become resilient and independent learners.

For development:

- Enhance students' speaking, reading and writing skills by raising teachers' expectations and developing teaching strategies that meet individual needs.
- Improve students' attainment and progress by rigorously assessing their four language skills, and align the results to their years of study of Arabic as an additional language.

English

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Phonics, phonemic awareness, writing and reading are becoming more integrated in all KG lessons. Teachers in the KG read to children, and the more able children are beginning to read and write on their own. The limited time that students in the elementary and middle schools spend reading and writing hinders their progress in those areas.
- Verbal communication and public presentation are a strength across the school. Assessment information indicates that students' attainment in reading and writing is below grade-level expectations. Reading and writing remain a weakness in lessons, especially in the elementary and middle schools. There are limited opportunities for research writing.
- Project-based learning is beginning to establish opportunities for students to develop their creativity, critical thinking and independent learning skills. The inconsistency in the clarity and rigor of expectations limit students' potential and progress.

For development:

- Clarify expectations for students' work and increase rigor in lessons and in project-based learning.
- Provide students with more opportunities for research writing.
- Provide students with clear rubrics for self- and peer-evaluation of their written work and presentations.

Mathematics

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Weak

- Attainment, when assessed against external benchmarking, is below curriculum expectations in both the elementary and middle schools. Attainment is better in the KG. Given children's relatively low mathematical skills on entry to the school, progress in the KG and elementary school is acceptable. However, in the middle school, students do not make sufficient progress against curriculum benchmarks.
- In the KG, children's number sense is developed effectively, but they lack confidence in applying these ideas in different activities. Students in the elementary school consolidate process skills in number but find difficulty in application, specifically in measurement activities. In the middle school, students' understanding of foundational number skills is not secure, which impacts negatively on their acquisition of algebraic skills.
- Project-based learning promotes problem-solving skills. Real-life contexts, such as the entrepreneurship project in Grade 7, provide relevance for students' understanding.

For development:

- Improve students' application of number skills, especially in the middle school.
- Develop students' competence in mental arithmetic by developing appropriate and regular practice strategies.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Teaching science through real-world contexts ensures achievement is in line with curriculum expectations across all phases. The school's internal attainment data is stronger than the external data in all phases. Students' progress is hindered by the limited feedback teachers leave in their notebooks.
- Children in the KG observe and develop an understanding of their world through experiential science activities. The project-based learning in the elementary and middle schools introduces students to interesting topics, but the low expectations and the inaccurate scientific methodology limit students' progress. Problem-solving and research skills are still underdeveloped.
- Opportunities to discuss and explain scientific concepts help develop students' confidence and understanding. The insufficient engagement in investigative, practical work hinders the development of students' practical and enquiry skills.

For development:

- Ensure that critical thinking, enquiry, independent investigation and research skills are fully embedded in all lessons.
- Ensure that students keep well-organized notebooks or folders that are marked regularly and contain helpful teacher feedback, including required next steps in learning.

Learning Skills

	KG	Elementary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Students are enthusiastic about learning, communicate well and collaborate productively in lessons, particularly in the KG. In the better lessons, students have more opportunities to apply critical thinking, enquiry, research and investigative skills.
- Although students generally work well in groups, they are seldom given tasks that allow them to develop appropriate independent learning skills. In most lessons, students do not have sufficient opportunities to develop their self-evaluation, research, enquiry and critical thinking skills.
- Across the school, most students acquire knowledge and understanding directly from the teacher. Their development of subject-specific skills is less developed. This restricts their ability to demonstrate their learning in familiar contexts. Their application of knowledge in unfamiliar contexts is underdeveloped.

For development:

- Nurture students' critical thinking, research, enquiry, innovation, technology and enterprise skills through rigorous and challenging learning opportunities that are based on their interests and needs.

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

	KG	Elementary	Middle
Personal development	Good	Acceptable	Acceptable

- Students generally exhibit responsible attitudes towards their learning and school life. They show appropriate care for students of determination. Age-appropriate self-discipline is evident as students move up the school, and more mature levels are evident by the time they reach Grade 7.
- Across all phases, students develop an increasing awareness of how to maintain a healthy lifestyle and practice appropriate routines in personal hygiene. Overall, attendance is acceptable. There are, however, some truancy issues and lateness in the morning, and punctuality to lessons does not reach the expected standards.
- Children in KG have positive attitudes towards their learning and are eager to participate in lessons. When given choices in their work, they respond positively and work independently for appropriate periods of time.

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

- Students have a clear appreciation of the Islamic values of tolerance, honesty and kindness. They understand that the UAE represents these values by welcoming people from different parts of the world.
- Students' understanding of Islamic values is enhanced through visits to Islamic cultural centers in Dubai. Students value and appreciate Emirati culture and heritage. They actively engage in a range of national activities, such as the National Day and Flag Day celebrations.
- Students take part in celebrating a diverse range of world cultures during the school's International Day. Many visit the 'Global Village' and appreciate the cultural diversity represented there. The majority of students have a limited knowledge of other world cultures.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- In the KG, children express a strong sense of social responsibility towards their peers and school. As they move through the elementary school, they gain a broader perspective and sense of responsibility towards others. In the middle school, their sense of social responsibility extends beyond the school, to Dubai and the local community.
- Throughout the school, students show a concern for the environment, a care for living things and an understanding of the importance of following rules. Many students volunteer in the school and the local community, and some assume leadership roles.
- Project-based learning has promoted students' innovation and entrepreneurship and their interest in social and environmental issues. In their independent projects, students express curiosity about the world and a desire to solve environmental problems.

For development:

- Urgently address the lateness and truancy issues and offer students consistently-challenging tasks to keep them fully engaged in lessons.
- Broaden students' understanding of other world cultures.
- Create more opportunities for students to take the initiative in projects and capitalize on their sense of social responsibility.
- Ensure that the project-based learning opportunities have clear expectations and high levels of rigor.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers across the school have secure knowledge of their subjects, but they are less secure in their understanding of how students learn. As a result, only the better lessons are student-centered and offer good opportunities for independent student work.
- In the better lessons, teachers plan lessons that include a variety of learning strategies. They maximize time and resources to create environments that are conducive to learning. However, the large majority of lessons do not sufficiently challenge students, and teachers have low expectations of students' work.
- Teachers mostly interact with students in order to help them complete tasks and ensure they acquire knowledge. They rarely engage with them individually to develop their understanding or application skills.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- The systems and processes for compiling, analyzing and using assessment data are emerging and are becoming more secure. Some teachers in the KG use assessment results to guide their lesson planning and delivery, which are based on a sound knowledge of what children know and need to find out.
- The school has recently reviewed the MAP testing procedures and established new routines based on this analysis. The initial results are positive as students can now show their skills and understanding more effectively in taking the test.
- The school has aligned its internal assessments in most subjects more closely to the curriculum standards. However, this model has not been utilized consistently in the subjects taught in Arabic.

For development:

- Ensure teachers plan and deliver lessons that have clear objectives, engaging activities and appropriate pace.
- Use assessment data effectively to influence teachers' lesson planning and delivery and to address gaps in students' learning.
- Ensure teachers consistently use ongoing assessment information to modify the pace of lessons and to provide challenge for the various groups of learners.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The overall curriculum has a sound rationale that is linked to the vision and mission of the school and the New York State Standards. The practical, project-based approach to the implementation of the curriculum varies in effectiveness.
- The curriculum is reviewed and analyzed well. Gaps in knowledge, skills and understanding are identified, and modifications are made accordingly. However, there have been many changes in the curricular direction in the short life of the school, affecting students' achievement.
- The school values cross-curricular links, which are most evident in the project-based learning. These links are not planned or integrated across all subjects. Young children have some choice in learning, but this is a developing element of the school's provision.
- A strong Arabic program is provided in the KG, where children spend 250 minutes weekly in lessons.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Weak

- The school's curriculum is adapted appropriately to meet the learning needs of students in the KG and elementary school. Adaptations in the middle school lack rigor and do not cater adequately for the personal and academic needs of all groups of students.
- There is a developing emphasis on students' ability to extend learning beyond the classroom. In addition to after-school programs, students have some opportunities to join various clubs. The 'Kidpreneurs' program offers opportunities to study financial literacy and marketing strategies. However, students' innovation skills remain underdeveloped.
- The Islamic values program is fully integrated into the curriculum and has strong contextual links to the heritage of the UAE. To celebrate "The Year of Zayed", students have purposefully engaged in various meaningful projects.
- Moral education is taught as a stand-alone subject across the school and is embedded in lessons for young children.

For development:

- Review the curriculum and embed opportunities across all phases to enable the further development of life-long skills in enterprise, innovation and creativity.
- Give particular attention to the middle school to ensure that academic expectations are consistently high and that adaptation and support match the needs of all groups of students.

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

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

- The implementation of the school's safeguarding policies is inhibited by the insufficient professional development for staff to ensure clarity of the school's health and safety expectations. The school is actively applying strategies to reduce bullying among older students.
- The school environment is generally safe, secure and hygienic. Some issues raised during the inspection received immediate attention and remediation. All incidents and accidents are recorded and responded to promptly.
- The school promotes a safe and healthy lifestyle. It provides healthy options in the school's canteens, and staff systematically monitor the contents of students' lunch boxes. The school is raising students' awareness of the importance of taking responsibility for their own health and fitness.

	KG	Elementary	Middle
Care and support	Good	Acceptable	Acceptable

- In the KG, there is a caring and supportive atmosphere that is characterized by strong positive relationships between children and teachers. The school's behavior management processes are comprehensive. However, these are not embedded and do not ensure that all students are self-disciplined or understand the negative impact of poor behavior. The monitoring of punctuality to lessons is not effective.
- The school has appropriate procedures for identifying students of determination. A policy to identify and support those with gifts and talents is yet to be implemented. Support is provided individually or through in-class intervention. Progress is measured, and learning targets are monitored by way of individual education planning.
- Students receive advice and personal support on a range of confidential matters. The counseling team is prioritizing responses and actions to deal with incidents of misbehavior and bullying, especially in the upper classes.

For development:

- Ensure that all teachers benefit from comprehensive training on behavior management and punctuality strategies, which is in line with the school's stated vision and policy documents.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion team is highly qualified and dedicated to improving the provision for students of determination. Governors are investing in a range of resources, personnel and training. However, professional development for class teachers on effective and inclusive classroom practice is yet to be prioritized.
- Systems to accurately identify students with additional needs are developing. The inclusion team currently lack the resources and staff expertise to identify students with gifts and talents or to undertake regular classroom observations.
- Parents appreciate the diligence of the inclusion and counseling team. A number of parents report that children with complex behavioral needs are not well-supported, especially in classrooms. In addition, some parents express concerns that governors are not readily aware of the urgency to resource specific behavioral interventions.
- Students with complex learning difficulties receive limited individualized support. The school's modification of the curriculum, which is done by the counseling and inclusion team, is thorough and relevant. However, only a few class teachers embrace the value or importance of implementing those modifications.
- Students' progress is variable and is more successfully measured where an individual education plan is used to identify social, emotional or academic development.

For development:

- Provide all teachers with professional development training on lesson modification and inclusion strategies to ensure that the needs of all students, including those of determination and those with gifts and talents, are addressed.

6. Leadership and management

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

- The leadership team, consisting of four vice-principals, is committed to the vision and mission of the school. However, after the recent loss of the founding principal, they need a strong and empowered principal to set a clear educational direction, provide stability and ensure consistency and accountability at all levels. Leadership is currently shared among the senior and middle leaders. Most senior leaders have satisfactory knowledge of good practices but are not sufficiently empowered or provided with the support and guidance from governance to make decisions in their areas of responsibility.
- The school does not have effective systems in place for accurate self-evaluation that takes into consideration students' outcomes. Some leaders and governors do not interpret the school's evidence base correctly. Self-evaluation policies are underdeveloped, and there is no designated leader to oversee and take responsibility for monitoring the overall performance of the school. The school development plan is extensive but has no clear direction or appropriate success criteria.

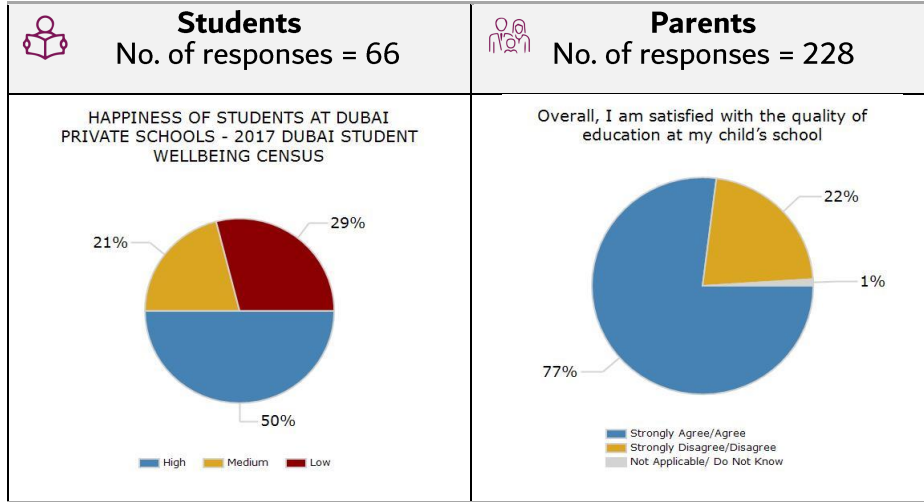
- The school is increasingly involving parents in its work. The newly established parental council is indicative of attempts to further improve channels of communication with parents. The school involves parents in some aspects of their children's learning. However, parents' understanding of the expected curriculum content for their children is not always clear. Parents' feedback, although collected through internal surveys, is not always used to inform improvements in the school.
- Governors are committed to the vision and mission of the school, but they are less successful in setting and implementing effective systems to objectively hold leaders to account for the performance of the school. They understand the urgency of appointing and empowering a principal to be able to set the instructional direction of the school. Currently, the board's community representation is narrow, limiting its sources of feedback and ideas for improving student outcomes. It does not systematically monitor the work of the school and does not have a realistic understanding of the most important areas for improvement.
- The school is organized effectively and is managed appropriately on a day-to-day basis. The implementation of behavior management procedures is inconsistent. The overall quality of the premises is good, with particular strengths in specialist facilities for science, information technology and libraries.



For development:

- Ensure that there are designated individuals within the leadership team accountable for key aspects of the school, such as assessment, curriculum and self-evaluation.
- Set clear lines of accountability to ensure more accurate school self-evaluation and more effective improvement planning.

The Views of Parents and Senior Students

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



 <p>Students</p>	<ul style="list-style-type: none"> Students who completed the survey are generally happy with the school but state that there are incidences of bullying. They indicate that they like their school, but only half of them report that they are interested in their school work. Many indicate that they feel under-challenged in lessons.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents who completed the survey report that they are committed to the vision and mission of the school. They report that they are not satisfied with the low levels of challenge set for their children, the large number of new staff and the lack of leadership and direction for the school.

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.