



المعرفة
Knowledge



NEXT GENERATION SCHOOL L.L.C

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























ACCEPTABLE

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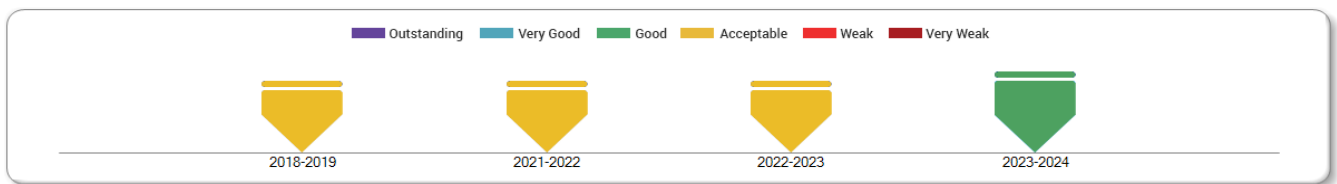
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Barsha 1
	 Opening year of school	2016
	 Website	www.ngsdubai.ae
	 Telephone	97148517700
	 Principal	David Kinkead
	 Principal - date appointed	1/9/2021
	 Language of instruction	English, Arabic
	 Inspection dates	05 to 09 February 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 15
	 Grades or year groups	KG 1 to Grade 10
	 Number of students on roll	1224
	 Number of Emirati students	166
	 Number of students of determination	117
 TEACHERS	 Largest nationality group of students	Arabic
	 Number of teachers	100
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	40
 CURRICULUM	 Number of guidance counsellors	5
	 Curriculum	US
	 External Curriculum Examinations	None
	 Accreditation	NEASC

School Journey for NEXT GENERATION SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- In the Kindergarten (KG) children's progress and attainment in English, mathematics and science are good. Progress and attainment are also good in Islamic Education in all phases. Progress is now good in both Arabic as a first and additional language, other than in Elementary Arabic as a first language where it remains acceptable. Acceptable attainment in all core subjects and phases, except in Islamic education, where it is good. Students' learning skills are good across the school.
- The behavior of all students is respectful and polite. Students enjoy learning and classrooms offer positive climates. Students' awareness of and commitment to Islamic values, from KG onwards, is a key strength. They display the values of tolerance, respect and dignity. Students are keen to work hard and to do their best in all subjects. They like to lead projects, promote sustainability and support the local community.

Provision For learners

- The quality of teaching has improved and is now good in all phases. In KG, teachers plan creative lessons and in the upper phases they challenge and support students to do their best. They make use of assessment data to match learning activities to the needs of most groups of students. However, the focus on students' literacy, numeracy and scientific skills is not sharp enough.
- The curriculum is well understood and aligns with US Common Core Standards (CCS). Plans are in place to provide a wider range of core and elective courses, including Advance Placement (AP) courses. Islamic values influence provision and integrate UAE traditions, culture and key values into school life. There is an emphasis in curriculum adaptations on a balance of academic achievement and life skills.
- The school has good procedures in place to ensure students' safety and security. A register is maintained of all adults who work in the school. Staff, students and parents are kept fully informed about child protection and reporting procedures. The school prioritizes positive behavior management strategies to create an environment that directly supports students' wellbeing. Procedures to ensure good attendance are effective. However, not all students are punctual at the start of the day

Leadership and management

- The dedicated principal and committed leadership team demonstrate the capacity to improve outcomes and provision across all phases. With the support of governors and parents, the school is effective in establishing an inclusive environment and one that prioritizes wellbeing. Islamic values guide practice and policy in well-articulated plans for future development. The premises are modern and well designed, with additional specialist facilities.

Highlights of the school:

- The good quality of provision in KG, children’s enjoyment of learning and their good progress in all subjects.
- The good achievement, in all phases, of students in Islamic Education.
- Students’ improved progress in Arabic, English, mathematics, and science.
- The support for inclusion by governors, leaders and parents, and the commitment to the wellbeing of the entire school community.

Key recommendations:








- Raise attainment in the key subjects to be at least equivalent to those in Islamic Education.
- Ensure that there is a clear focus on the development of literacy and numeracy in all subjects.
- Improve further the quality and consistency of teaching and learning and ensure that the best use is made of assessment information to match learning activities to the needs of students.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	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	Good	Good	Good	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
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- The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Weak

- With an average score of 528, the school fell below its target in the Progress in International Reading Literacy Study (PIRLS) by more than 20 points in the first test outcome in 2021. Whole school progression in standardized benchmark assessments saw science improve to good in Grades 7 and 9. However, English and mathematics sustained weak progression. Emirati students underachieved in English, mathematics, and science.

C. Leadership: International and Emirati Achievement	Good	
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- Senior and most middle leaders understand the subject skills and content aligned to PIRLS proficiency levels and the gaps identified in the Measures of Academic Progress (MAP) assessment reports. They address the gaps identified in the benchmark assessment reports, through curriculum adaptations to promote whole school improvement. They are aware of the challenges faced by Emirati students in benchmark assessments and reading literacy and are starting to plan next steps.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Weak

- The school's most recent reading literacy skills assessment reveals that the majority of students' reading literacy scores are acceptable. However, outcomes recorded for the Emirati students reveal that the reading literacy scores of less than half are at the expected levels. Teachers in English, mathematics and science make use of data from benchmark assessments to inform their planning and teaching. Raising reading literacy skills is promoted through intervention strategies. They are yet to be personalized sufficiently to meet the needs of individual students, particularly Emirati students.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that full use is made of external benchmark data to identify and address gaps in students' learning, particularly in the development of reading literacy and the performance of Emirati students.
- Establish a culture of reading for purpose and pleasure across the school.

Wellbeing



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

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

- School-wide policies and a clear vision for wellbeing result in a positive inclusive school environment. Initiatives in response to survey data are effectively implemented, fostering a supportive school climate. Data from a variety of surveys have been collected and analyzed to gauge the wellbeing of students, staff and parents. Action plans based on the information from surveys specify appropriate areas for further improvement.
- Parent representatives serve on the governing board to review wellbeing and inclusion provision. Students' views impact positively on wellbeing provision through the student council and students' clubs. Induction, guidance and monitoring lead to support and supervision for new members of staff. However, provision for existing staff is at an early stage of development.
- Curriculum initiatives are strategically designed to advance students' wellbeing. Fully embedding wellbeing into core subjects and reading initiatives in the upper grades is in progress. Most students demonstrate a secure understanding of their wellbeing. They show growing independence in managing it. Online safety protocols are well established and prioritized to safeguard the wellbeing of all. Students exhibit positive attitudes within the school environment, as evident in their behavior and when discussing their experiences.

For Development:

- Fully embed wellbeing into core subjects and all reading initiatives in the upper grades.
- Support staff through regular monitoring, surveys and informal checks to ensure that their wellbeing needs are identified and addressed.

UAE Social Studies and Moral Education

- The school uses the UAE Moral, Social and Cultural Studies (MSCS) framework. Between Grades 2 and 6, MSCS is taught in stand-alone lessons, and from Grades 7 to 10 it is integrated into other subjects. A range of resources is used to deliver moral education, including teacher-created resources, authentic artefacts and field trips. The school uses the Ministry of Education (MoE) framework to teach social studies. The subject is taught in English and Arabic, as separate lessons from Grades 2 to 10. The school also makes use of visiting specialists.
- The school uses ongoing assessment, teacher observations, final assessments and students' portfolios to assess achievement in moral education and social studies. The moral education syllabus is methodical and progressive. The social studies syllabus covers a wide range of history and geographical elements, such as health and medicine in ancient civilizations. Both subjects form an integral part of the school's wider curriculum and are fundamental to the school's vision.

Arabic in Early Years

- All Arab and non-Arab children learn Arabic in combined lessons for 300 minutes weekly. The teaching program is based on the MoE standards and mapped to outcomes in the New York Curriculum Standards. The focus is on listening, speaking, reading and writing skills. Lessons are planned to ensure that age-appropriate strategies are used. Children participate in a range of activities using a variety of engaging resources. Assessment is ongoing in lessons, supplemented by written assessments focused on letters, sounds and sight words. Children's progress is checked to make sure that they are meeting the appropriate standards.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students demonstrate knowledge and understanding that exceed curriculum expectations in lessons and in recent work. Internal assessment data indicate higher levels of attainment. Progress in Middle and High is slightly better than in Elementary. Boys and girls generally exhibit similar levels of progress.
- Students demonstrate a secure understanding of Islamic values and key Islamic concepts. In Middle and High, their understanding of the Holy Qur'an and the Noble Hadith is stronger. Students' knowledge of Seerah and Islamic law is not secure in Elementary.
- The Holy Qur'an dedicated classes across the school, and students' recitations at the beginning of most lessons, have contributed to the improvement of recitation and memorization. However, students' ability to apply Tajweed rules is not strongly evident in Elementary.

For Development:

- Improve students' recitation skills by encouraging them to apply Tajweed rules and by making more individual and less choral recitations.
- Improve students' knowledge of Seerah and Islamic law, particularly in Elementary, by making strong connections to all areas of learning.

ARABIC AS A FIRST LANGUAGE

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

- External data indicate that there has been improvement in attainment in the last year. In Middle and High, boys make better progress than girls in lessons, due to their teachers' higher expectations.
- The reading skills of elementary students are developing well. However, their writing and spelling are less well developed. The comprehension and speaking skills of girls in Middle are inconsistent. High school students can write in several styles. Boys in the upper grades use standard Arabic effectively.
- There are clear discrepancies in teaching approaches. Teachers' expectations and the quality of feedback to students vary. Students perform better in lessons and in their work when they are appropriately challenged by their teachers.

For Development:

- Improve progress and raise attainment in all phases.
- Ensure that there is consistency in the quality of teaching and that all teachers have higher expectations of what students can achieve, particularly girls.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal and external attainment data indicate higher levels of attainment than those observed in lessons and in work samples. In lessons, girls in Middle and High make better progress than boys, because of higher expectations.
- Elementary students create sentences using new vocabulary and can write short personal narratives. In Middle, students use full sentences when speaking and are able to extract information from texts. The ability of students in High to engage in conversations about unfamiliar topics is insecure.
- There is no clear approach by teachers in Middle and High to develop students' acquisition and use of vocabulary in new contexts. This has an adverse impact on students' ability to seek and provide information about unfamiliar topics.

For Development:

- Raise attainment in all phases and ensure that assessments of students' progress are accurate.
- Ensure that all teachers have higher expectations of what all students can achieve.
- Develop students' ability to seek and give information about personal, familiar and unfamiliar topics.

ENGLISH

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

- Children’s reading, comprehension and writing develop well in KG, where practices, such as guided reading, are well established and implemented. Although progress in all phases is good, teachers’ expectations of what students can achieve are often not high enough.
- The majority of students in all phases speak with confidence, using appropriate grammar and vocabulary. High school students make confident presentations. The school magazine, Ignite, reflects their progress in writing.
- Although students’ speaking and listening skills show improvement, the broader literacy skills of most students remain underdeveloped. Not enough attention is paid to the particular needs of learners of English as an additional language.

For Development:

- Raise teachers’ expectations and students’ attainment in Elementary, Middle and High.
- Ensure that teaching approaches and learning activities are matched to the needs of students for whom English is an additional language.

MATHEMATICS

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

- Lesson observations and internal assessments confirm that progress is above expectations in all phases. A strong foundation in number skills is established in KG and built on in the later phases, where students’ progress is accelerated through regular recall practice.
- In KG, children have secure counting and estimation skills. In Grade 5, students understand place value patterns and can divide. In Grade 7, students can apply the distributive property when using algebra. Older students use formulae to solve problems.
- A consistent focus on specific mathematics skills has maintained children’s attainment level in KG. However, in the other phases, students’ ability to practice new learning independently is variable. A focus on problem-solving is improving older students’ ability to communicate their mathematical thinking.

For Development:

- Raise attainment in Elementary, Middle and High by targeting interventions in the practice and application of mathematical skills.

SCIENCE

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

- Lesson observations, work scrutiny and data analysis confirm that the majority of students make better than expected progress. Although increased participation in experiments and laboratory work have bolstered students' understanding of experimental design, other than in KG, attainment remains acceptable.
- Students exhibit improved problem-solving skills through inquiry-based learning. In KG, children explore various habitats and the animal characteristics necessary for survival. In High, students investigate the impact of particle size on the rate of a chemical reaction.
- Independence in learning is improving across phases. It is demonstrated in the best lessons in student-initiated design of experiments. However, students' do not have enough choice or independent research investigations, and not enough use is made of technology to support learning.

For Development:

- Raise students' attainment in Elementary, Middle and High.
- Provide more opportunities for students to develop their scientific skills through independent research and experiments, supported by the use of technology.

LEARNING SKILLS

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

- Learning skills have improved in Elementary and High, where the majority of students are able to work independently and collaboratively. In KG, children are active, engaged and creative learners. They benefit from very positive classroom climates.
- In High, the quality of students' critical thinking and problem-solving skills has improved. Students' competence in the use of digital technology is not used to support learning in all subjects. Occasionally, the overuse of technology in KG hinders personalized learning.
- The majority of students are keen to explain their learning and know when to seek guidance for further improvement. However, students are not always given enough opportunity to develop and apply their independent learning skills. Students' communication and presentation skills improve as students move through the school. .

For Development:

- Provide more opportunities for students to develop and apply their independent learning skills.
- Ensure that in KG there is a balance between children's use of technology and their personalized learning opportunities.

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

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

- Most students exhibit responsible behavior, particularly in KG and High. In all phases, students demonstrate positive attitudes towards learning and the school. They are sensitive to the needs of others and show genuine concern for them. This leads to positive relationships among all students. Any form of bullying is very rare.
- Students are strongly aware of healthy living. They consistently make healthy eating choices and adopt healthy lifestyles. They understand the need for exercise to stay mentally and physically fit. They frequently participate in school sports and encourage others to do so.
- Attendance is very good. This reflects students' and parents' commitment to the school and to education. However, not all students are punctual at the start of the day.

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

- Students demonstrate a strong awareness of Islamic values and understand their positive impact on contemporary UAE society. In KG, children develop a secure knowledge and understanding of many aspects of life in the UAE.
- Students in all phases are proud of their respective cultural identities. They speak knowledgeably about their traditions, cuisine and tourist attractions. High school students have a broader knowledge of world cultures and can provide details about them, including their history, art and literature.
- Students' understanding of UAE heritage and culture is strong across the school. This is demonstrated in their contributions to the various cultural activities and assemblies. Students consolidate their knowledge and understanding in Islamic Education, Arabic and social studies.

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

- Students actively participate in a range of activities that make positive contributions within the school. They take on leadership roles and are involved in school and community initiatives and interschool competitions.
- Students show a positive work ethic. They develop entrepreneurial skills through extra-curricular activities and clubs. They engage in a range of projects, including volunteering and organizing charitable donations. However, initiatives linked with the wider community are yet to be fully developed.
- Environmental sustainability and recycling are understood and actively supported by students across the school. In KG, children grow vegetables and herbs and have planted trees in the school grounds.

For Development:

- Ensure that students and parents take greater responsibility for arriving on time at the start of the school day.
- Provide opportunities for students to lead and establish initiatives within the wider community.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good ↑	Good	Good ↑

- Within KG, teachers’ plan and deliver creative, motivational lessons. In the best lessons in the other phases, learning activities provide appropriate levels of challenge and support. However, in all subjects, learning activities are not always well matched to students’ needs.
- Teachers have good subject knowledge and use resources well to enhance learning. Effective classroom management ensures that students remain on task in most lessons.
- Strong personal relationships between teachers and students contribute to positive classroom environments. In the best lessons, probing questioning leads to thoughtful discussions, most often seen in High. However, lessons of this quality are not consistent features across subjects and phases.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment processes are clear and cohesive across the school. The school analyzes external and international benchmark results to identify performance levels and to provide learning activities to meet the differing needs of groups of students. The use of information from reading literacy data is inconsistent.
- Middle leaders’ and teachers’ analysis of data inform student groupings and promote extended tasks to challenge individual learners. Progress checks through online platforms, to determine students’ next steps in learning, is a common feature in most subjects.
- Teachers know students’ strengths and areas for improvement. Feedback sometimes tells students how to improve. Students are encouraged to reflect on their own work. However, peer assessment practices are used in few lessons across subjects.

For Development:

- Improve the quality and consistency of teaching and learning in all subjects and phases.
- Ensure that the most effective use is made of assessment data to plan work that meets the learning needs of all students.
- Develop teachers’ marking of students’ work and the use of peer assessment, to give students a clear understanding of what they need to do to improve.

04 CURRICULUM

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

- The curriculum is regularly reviewed to ensure consistency and progression in meeting the needs of individuals and groups. The revised high school English syllabus is enhanced with the inclusion of information-based content to strengthen writing skills in different styles.
- The curriculum provides students in Grades 9 and 10 with appropriate choices in course selection. The high school program of study is being planned to incorporate a broader range of core and elective courses, including AP courses, to cater for students' talents, interests and academic aspirations.
- Cross-curricular displays and projects demonstrate meaningful connections between subjects such as the three-dimensional architectural model that connects faith to the design of a mosque. The consistency and development of cross-curricular links vary across grades and subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum modifications provide sufficient challenge to meet the needs of individuals and groups through levelled success criteria and tasks. Students are supported according to their individual needs and abilities fostering an inclusive and effective learning environment.
- A broad range of extra-curricular activities is available to children in KG through to students in Grade 10, enriching their personal and academic development. A business enterprise program develops financial literacy and entrepreneurship skills through the establishment of classroom businesses and student markets.
- The curriculum integrates the rich heritage of Islamic traditions, culture and values into all facets of the school. The Serenity Society is a student led organization emphasizing an understanding of Islam and the development of impactful Islamic role models.

For Development:

- Ensure that the high school program is carefully designed to meet all licensing and graduation requirements.
- Provide a uniform integration of cross-curricular elements throughout the school curriculum.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies and procedures ensure students' safety and security. An accurate register is maintained of all adults who work in or visit the school. Staff, students and parents are kept fully informed about child protection and reporting procedures.
- Risk analyses are thorough. Any potential problems are swiftly addressed. Medical care prioritizes the wellbeing of the whole school community. School transport is safe and secure, and students are properly supervised.
- The school places an importance on the promotion of healthy living. Effective arrangements are available to support physical fitness and healthy lifestyles, including access to fresh drinking water. Emergency and evacuation drills meet all regulatory requirements.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Students and staff enjoy very positive relationships. The inclusive environment ensures continuous support for students. Positive behavior management and strategies to promote regular attendance are effective. However, strategies to ensure punctuality are less successful.
- Screening assessments guide staff in the planning of strategies and interventions to address students' specific learning requirements. Programs for students with gifts and talents provide enrichment and extension.
- Students have access to a well-designed personalized support program. Counseling resources are committed to promoting social and emotional wellbeing. Students with more complex needs are enrolled in the Award Scheme Development and Accreditation Network (ASDAN), beginning in the middle school.

For Development:

- Ensure that students continue to receive high quality care and support in a safe and secure manner as the school grows.
- Ensure that procedures to promote students' punctuality are effective.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Inclusion permeates the school climate due to strong leadership and careful planning. The school has effective inclusion policies and procedures. Most teachers implement them consistently. Inclusion leaders monitor this work rigorously and hold teachers to account for students' outcomes.
- The inclusion and admissions teams work together to ensure accurate and early identification of students' needs. Once a need is identified, immediate and appropriate interventions are put into place. External professionals provide additional advice to support this process.
- Parents of students of determination appreciate the progress that their children are making. They are guided effectively to plan their children's individual education programs (IEPs).
- Inclusion leaders provide specialized training for teachers and learning support staff to help them to meet individual needs. The curriculum is generally modified to enable students to achieve their targets. Effective personal support from staff contributes to students' development of independence. A pathway for students with complex needs is emerging, beginning in Middle.
- Staff monitor students' academic, personal and social development using a variety of measures. Almost all students of determination make better than expected progress in all subjects. A strong partnership between classroom teachers and inclusion staff helps students to achieve their identified targets.

For Development:

- Ensure learning and career pathways for students' whose needs may require additional modifications are readily available and agreed with parents.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders, including the principal, promote an ambitious vision that is shared throughout the whole school community. A three-year strategic plan focuses on students' outcomes, wellbeing and inclusion. Successful distributed leadership is improving outcomes and provision. A purposeful learning culture is now being embedded and focused on ensuring that staff morale is high, and wellbeing valued.
- The views of governors, staff, parents and students regularly inform school improvement planning. The ability of senior leaders to monitor and manage change strategically supports a student-centered approach to self-evaluation and has resulted in improved outcomes. Leaders have addressed the recommendations made in the previous inspection report with success in some areas. However, there has been little improvement in students' outcomes.
- Parents are regularly consulted on the work of the school. Opportunities for parents to meet governors, leaders and staff are well developed. Highly effective communication systems support clear and transparent contact between home and school. Newsletters, social media, digital platforms and the visible presence of senior staff at the start and end of the day, reflect a welcoming ethos and practice. Reports are issued regularly to parents, and online platforms support the transmission of information on students' progress.
- The governing board has been restructured to allow for the establishment of a Local Advisory Board, with full representation from all stakeholders and members of the wider Islamic community. Governors are provided with comprehensive information on students' achievement and personal development. Timely decisions include increased human and physical resourcing. A range of mutually beneficial links with other American curriculum schools supports the development of school priorities.
- The daily management of the school is efficient, positively impacting on students' learning opportunities. Well-planned induction programs for new and returning staff, before commencement of the academic year, ensure a smooth start. Access to ongoing training and opportunities to develop teachers' skills are plentiful. Stimulating and well-equipped learning areas ensure that students are actively engaged in learning inside and outside the classroom. Recent outdoor space development includes a stimulating KG interactive play area.

For Development:

- Ensure that governors and all staff with leadership responsibilities maintain a clear focus on the raising of attainment in all subjects and phases.
- As the school continues to grow, further improve and consolidate provision for wellbeing.



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