



المعرفة
Knowledge



BRIGHT LEARNERS PRIVATE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Rashidiya
	Opening year of school	2020
	Website	www.brightlearners.ae
	Telephone	+97143353203
	Principal	Sulaiman Z Akbar
	Principal - date appointed	8/1/2021
	Language of instruction	English
	Inspection dates	29 January to 02 February 2024



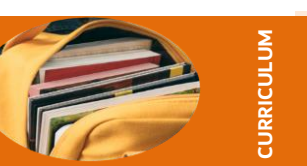
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 12
	Grades or year groups	KG 1 to Grade 6
	Number of students on roll	242
	Number of Emirati students	26
	Number of students of determination	11
	Largest nationality group of students	Arab



TEACHERS

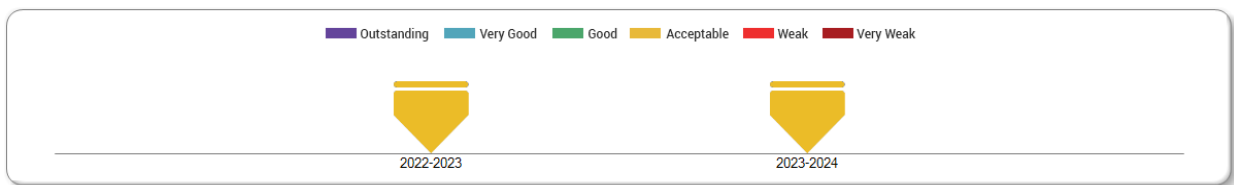
	Number of teachers	27
	Largest nationality group of teachers	USA and Canada
	Number of teaching assistants	13
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	US / Massachusetts
	External Curriculum Examinations	None
	Accreditation	NEASC

School Journey for BRIGHT LEARNERS PRIVATE SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- Attainment in all core subjects and in all phases is acceptable. In Elementary, progress in Arabic as a first language, English, mathematics and science is good. Elsewhere, progress is also acceptable across the core subjects and phases. Students' learning skills are stronger in Elementary than in the Kindergarten (KG) and Middle. Students of determination make good progress towards their learning goals.
- Students demonstrate very positive and responsible attitudes. They have friendly and supportive relationships with one another and with members of staff. They enjoy leadership roles within the school, including in the student council. Children in KG are building their self-reliance. Their attendance is irregular. Across the school, students understand environmental sustainability and show this commitment in creative ways.

Provision For learners

- The quality of teaching varies across subjects and phases. There are some examples of engaging and challenging teaching. Other lessons lack the best practices to motivate and support all students. Assessment in the core subjects is effective with the use of an online platform, which guides teachers' planning and the monitoring of students' progress. However, assessment in KG and in Arabic is less robust.
- Newly introduced curriculum resources, based on the aligned curriculum, are in an early stage of implementation in the core subjects. The curriculum embeds the UAE national priorities and vision. It builds on previous learning and ensures continuity over time. However, modifications to meet students' differing needs are inconsistent. Students' learning experiences are enhanced by a range of extra-curricular activities.
- Improved procedures for child protection and safety are in place. Students are secure and know where to find help if needed. The premises are maintained well. Care and support have improved. Students abide by the school behavior policy. Students of determination feel welcome and included, and students are caring for one another. Higher attaining students are not always provided with appropriate support in lessons.

Leadership and management

- The principal and the newly established senior and middle leadership teams are committed to improving the school. However, school self-evaluation is inaccurate. The impact of action to improve students' performance is unclear. Parents are very supportive, and governors provide additional resources to assist the drive for improvement. Enhancements to the facilities have improved access for all.

Highlights of the school:

- The good progress of elementary students in English, mathematics and science.
- The strong personal development of students in Elementary and Middle, and the good understanding of Islamic values and sense of social responsibility in all phases.
- The improved health and safety procedures and the care and support provided for students.
- The inclusive ethos of the school and the well-developed partnerships with parents.
- Governors' strengthening of school leadership, staffing and resources to support school improvement.

Key recommendations:








- Improve the quality and consistency of teaching in all phases.
- Ensure that reading literacy is developed as a cross-curricular theme in all subjects.
- Improve students' progress and raise attainment in all subjects and phases.
- Ensure that school self-evaluation judgements are accurately aligned with the descriptors in the KHDA Inspection Framework and form a reliable base for improvement planning.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 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	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Acceptable
		KG	Elementary	Middle
Learning skills		Acceptable	Good ↑	Acceptable

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
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](#)

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

- Students were not participants in the Progress in Reading Literacy Study (PIRLS) 2021. Progression in Measures of Academic Progress (MAP) scores over the past two years is below expectations in English and mathematics, and in line with expectations in science. The results of Emirati students are similar.

C. Leadership: International and Emirati Achievement	Acceptable	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- Leaders monitor students' progress using online platforms. They produce information that is used to identify gaps in students' learning. Teachers then use the information to provide suitable assignments and tasks in lessons. The National Agenda action plan has appropriate time frames, responsibilities and monitoring of progress. The targets, however, are based on provision rather than on outcomes, and do not indicate how students' performance will be improved.

- Students' reading skills vary across grades. Most are not yet reading at the expected level. This is true for Emirati and non-Emirati students. Teachers use online platforms to identify students who find reading challenging. These students are provided with some support inside and outside the classroom to develop their reading skills, but targeted interventions for low performing readers are not yet established. The library plays a key role in developing reading across the curriculum, and in engaging students' interest. These and other initiatives are beginning to have a positive impact on reading levels.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that the targets of the National Agenda action plan are more focused on students' outcomes.
- Raise students' reading literacy levels and MAP scores across the school.

Wellbeing



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

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

- The school demonstrates a strong commitment to wellbeing which is led by an experienced and qualified team. Governors have provided additional resources to enhance students' personal and social development. Wellbeing permeates most aspects of this caring and increasingly inclusive school. As a result, students experience a positive and supportive environment. Regular formal surveys of wellbeing are undertaken to ensure that the views of all stakeholders are considered. Weekly on-line reviews assess shorter term responses to individual needs. The inclusion team checks progress towards goals set for students of determination. Students have access to a number of adults including their teachers, senior leaders and the school counselor.
- Active student councils and wellbeing ambassadors ensure that students' views are increasingly heard. Teachers engage in professional training for academic and general wellbeing. Although morale is high, retention of staff remains an issue. Classroom management is effective in ensuring that students' behavior meets the school's expectations. Strong relationships result in a harmonious and welcoming community. Parents are close partners with the school. Effective communications engage and inform them of school events, curriculum initiatives and their children's progress.
- Students have access to a range of extra-curricular academic, cultural and sporting activities. They understand the needs of others. Most can successfully regulate their own wellbeing. Students are aware of safety procedures and demonstrate responsibility in their online behavior. They feel valued and safe in school. Medical personnel actively promote healthy lifestyles, but not all students follow their guidance.

For Development:

- Encourage more students to follow the healthy lifestyle advice.

UAE Social Studies and Moral Education

- The social studies and moral education curricula follow the UAE Moral Social and Cultural Studies (MSCS) framework and its standards. Social studies and moral education are taught separately, in English, for Grades 1 to 6. Teachers have created their own curriculum featuring units, modules and appropriate development. A range of teacher-created resources engages students and enhances their learning.
- Project-based activities promote students' application of learning and are used to assess their understanding. In Grades 3 to 6, students are surveyed to gain insights on what they would like to learn more about in MSCS lessons. External visits are arranged to enrich learning and to develop students' understanding of the Emirates and their development and progress as a nation. Teachers are beginning to introduce the use of technology to support learning in lessons.

Arabic in Early Years

- Arabic is taught in KG2 and Grade 1 for two lessons of 45 minute per week. Lessons are taught by one teacher, who is an early year's specialist. All Arab and non-Arab children learn together. The curriculum is based on the Ministry of Education (MoE) standards and focuses on the basic language skills. The learning environment is stimulating and inclusive. The teacher uses diverse resources like visual aids, interactive materials and age-appropriate technologies. Storytelling, games and interactive activities make learning engaging and age appropriate. Continuous assessment methods are used, in line with the KG framework. Assessment data are used to guide lesson planning and interventions.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessment data are over-inflated and do not reflect the standard of work seen in lessons and in students' notebooks. Arab students achieve better than non-Arabs in Holy Qur'an memorization and recitation skills.
- Elementary school students can name the Pillars of Islam and the Pillars of Iman. They demonstrate how to follow the Prophets' (PBUH) Sunnah at bedtime, and they can distinguish between honest and dishonest behaviors. Middle school students can define charity and name its benefits to the individual and society.
- Teaching has secured understanding of the concept of fasting and the importance of believing in the Day of Judgement and how it unfolds. Learning in lessons is mostly teacher-led with overuse of power-point presentations and questioning that does not require students to think.

For Development:

- Align internal assessments with the curriculum standards and provide an accurate measure of students' progress and attainment.
- Improve memorization of the Holy Qur'an and the recitation skills of the non-Arab students.
- Adopt more learner-centered teaching strategies, using a wider range of learning resources.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessment data are higher than the achievement seen in students' work and lessons. Elementary school students work well together and take more responsibility for their learning, which results in better progress.
- Elementary school students read and understand abbreviated short stories. They analyze the relationship between events and characters. Middle school students' skills of reading aloud are inconsistent. Their spoken language is either very brief or they read directly from their worksheets. Writing skills are underdeveloped.
- In order to improve reading and writing, teachers are beginning to implement a reading log in Grade 6 and a writing booklet for all grades. However, their expectations are not high enough and these initiatives are not being consistently implemented.

For Development:

- Improve students' writing skills to reflect clear progression in the quality and range of writing.
- Raise teachers' expectations to extend students' speaking and presentational skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal assessments are above the level of students' skills seen in lessons and in their workbooks. Samples of students' work show that progression in learning is irregular because of inconsistencies in teaching.
- Most students can introduce themselves in Arabic, but their ability to engage in conversations varies. They can read simple familiar texts and use new vocabulary to fill the gaps in sentences. Their ability to use new vocabulary in new contexts is insecure. Writing is mostly copying and rearranging words to make sentences.
- The curriculum is planned according to the MoE textbook. However, the expectations and progression of the curriculum as it is implemented are not aligned with the appropriate curriculum standards.

For Development:

- Ensure that in all grades, the taught curriculum is aligned with the appropriate curriculum standards.
- Improve the quality and consistency of teaching and raise students' skills in speaking and writing.

ENGLISH

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- Although students' English language skills are improving, progress is slower in KG and in Grade 6. In Elementary, targeted action to improve reading and writing is having a positive impact on students' progress. Reading skills are improving as a result of interventions in lessons.
- In KG, children listen to stories and respond to what they hear with comments and actions. Early reading skills are limited as children do not have regular access to suitable books in their classrooms. In Middle, focused reading and writing activities are inconsistent.
- Although attention is beginning to be given to the development of reading literacy, a consistent approach to the development of literacy skills is lacking.

For Development:

- Raise attainment in all phases and ensure that there is a consistent approach to the development of all language skills, especially reading literacy.

MATHEMATICS

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- In Elementary, students' response to regular feedback and targeted guidance on next steps in learning is contributing to their good progress. In middle school, mental mathematics and problem-solving skills are underdeveloped.
- In KG children develop an understanding of numbers and counting. They write simple number sentences and recognize two-dimensional shapes. By Grade 4, most students can subtract mixed numbers with unlike denominators. In Middle, students use prime factorization to find the greatest common factor of two numbers.
- The effective use of technology and online platforms support learning through modeling, problem-solving, and reinforcement. In all phases, students are developing fluency in using mathematical language. However, teachers' expectations are not always high enough, especially in KG.

For Development:

- Raise attainment in all phases.
- Ensure that students have regular opportunities to develop their mental mathematical skills.
- Raise teachers' expectations of what students can achieve, particularly in KG.

SCIENCE

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

- External assessment data show that elementary students are making good progress. The MAP progression data show students in Middle are not yet at the expected level. Internal assessments show higher attainment and progress in both phases.
- In lessons, students learn new scientific concepts through group discussions. Although they often use the laboratories to carry out experiments, they do not always get enough opportunities to learn independently, especially in the lower grades.
- Teachers are attempting to develop students' critical thinking and practical work through a thematic approach that links science to the other key subjects. However, not enough is done to promote the development of scientific skills such as prediction and experimental design.

For Development:

- Accelerate students' progress in KG and Middle and raise attainment in all phases.
- Give students more opportunities to complete practical tasks independently and to develop their understanding of the scientific method, particularly in the lower grades.

LEARNING SKILLS

	KG	Elementary	Middle
Learning skills	Acceptable	Good ↑	Acceptable

- Across grade levels, students have positive attitudes to learning. They willingly undertake tasks and are keen to do well. Elementary school students demonstrate the ability to work independently. In general, however, students have limited opportunities to engage in self-directed learning.
- Middle school students use learning technology effectively for research that promotes their higher order thinking skills. In KG and Elementary, critical thinking and problem-solving are inconsistent features, although more often seen in science. Project-based learning activities are beginning to develop students' inquiry skills.
- Students' ability to make cross-curricular links and relevant wider-world connections are emerging improvements. Most students work well together and enjoy collaborative learning. They respond well to challenges.

For Development:

- Ensure that all students have opportunities to be more self-directed in their learning.
- Provide more consistent opportunities for students to develop and apply their critical thinking and problem-solving skills.

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

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

- Students have positive and responsible attitudes towards learning and school. They are generally self-disciplined and respond well to teachers' feedback. Their relationships with fellow students and members of staff are highly respectful.
- Students willingly take on leadership roles, contributing to the quality of life at school. They are sensitive to the needs and differences of others. They consistently help and support one another in lessons, including students of determination.
- Attendance in KG is acceptable, but much better in the other phases. Students understand the importance of a healthy diet and physical activity. They enjoy physical education lessons and engage in a variety of sporting activities.

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

- Students demonstrate a secure understanding of Islamic values. They can provide some examples of how these values influence life in the UAE, such as charity, respecting others and feeling safe in the community.
- Students appreciate Emirati heritage and culture. They participate in a variety of school activities celebrating UAE culture. They sing the National anthem with enthusiasm, every morning.
- Students have a clear understanding and appreciation of their own cultures. They demonstrate an interest in learning about other cultures. They interact well with students with different national backgrounds.

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

- Throughout the school, students effectively perform a number of leadership roles. The extended range of volunteer roles is popular, recognized and respected. Students are beginning to take a more confident and active role in raising issues to benefit all members of the school community.
- Students' positive impact on the school and wider community is evident from events such as recycling campaigns and the packing of donation boxes to support those less fortunate than themselves. Children in KG help to assemble Ramadan Iftar bags.
- Students actively seek ways to participate in projects to improve the environment. They are well informed about environmental sustainability. Elementary school students design three-dimensional sustainable cities. Children in KG build models of the Burj Khalifa using recycled bottles.

For Development:

- Improve the attendance rate in KG.
- Provide more opportunities for students to contribute their views and suggestions in order to shape decisions.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers' secure subject knowledge facilitates their detailed planning of lessons across phases. Although lesson plans identify specific learning objectives, there are often too many objectives for a given lesson. Teachers do not always check learning against the intended learning objectives.
- Interactions between teachers and students are positive. In Elementary and Middle, teachers' questioning is often focused more on the recall of knowledge, rather than on open-ended questions that facilitate deeper thinking.
- Across grade levels, some lessons are too teacher centered, offering limited opportunities for students to direct their own learning. The use of assessment data to influence teaching approaches is a developing feature. In some lessons it is used successfully to target and develop students' skills.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Systems are in place to analyze different types of assessment data. Monitoring of students' progress through online platforms is a strength of the school. However, the new assessment system in KG is not robust enough to provide an accurate overview of children's progress.
- A gap exists between the internal and external assessments of students' attainment and progress in the core subjects. In the best lessons, teachers use assessment information to provide tasks and assignments that match students' different attainment levels.
- Teachers provide students with appropriate support in lessons. The quality of written feedback which they give to students on their work has improved. In the more successful lessons, students engage in some self- and peer-assessment practices.

For Development:

- Foster more student-centered learning environments.
- Reduce the gap between internal assessment and external assessment data.
- Improve the use of questioning to develop and extend students' thinking.

04 CURRICULUM

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum has a clear rationale and is aligned to national priorities. It provides a balance of knowledge, skills and understanding in line with the Massachusetts Common Core and MoE curricula. However, the content in the core subjects does not always match the Massachusetts standards.
- Building on previous learning, the curriculum facilitates the systematic progression of students' learning across phases, and adequately prepares them for the next phase of their education. Cross-curricular links and everyday examples support the transfer of learning between subjects.
- Because of the stage of development of the school, curriculum options are limited. However, the curriculum is supplemented by a range of extra-curricular activities and the opportunity to study French as an additional foreign language in Grades 4 to 6.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Good ↑	Acceptable

- The curriculum is adapted to meet the needs of diverse student groups. However, the implementation of modifications to meet students' needs is inconsistent, particularly in KG and Middle. Learning tasks are better modified to meet the needs of student groups in Elementary.
- Opportunities to engage in activities that promote enterprise, innovation and creativity are not yet fully embedded. The popular extra-curricular program includes a range of activities that develop students' interests, enhance teamwork skills and offer leadership opportunities.
- Participation in community activities enables students to make valuable social contributions. Teachers integrate UAE history and cultural traditions in lessons and programs. Students enjoy learning about the country in which they live.

For Development:

- Ensure that, in all lessons, curriculum modifications are translated into practice so that learning activities are more closely matched to students' needs.
- Ensure that content and knowledge meet the rigor of the Massachusetts curriculum standards in the core subjects.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has effective child protection and safeguarding procedures that are known, followed and implemented. Students are well informed about different types of unacceptable behaviors. They have the confidence to ask for help should a welfare concern arise.
- Buildings and equipment are well maintained. Detailed records are kept in relation to maintenance. The KG is now a safe and secure environment after recent improvements. Not all parents follow the requirement to wear lanyards in school.
- The medical and physical education staff promote healthy living. Students are aware of the value of healthy lifestyle choices. The curriculum supports the development of their wellbeing.

	KG	Elementary	Middle
Care and support	Good ↑	Good ↑	Good ↑

- This is a caring school with a welcoming and positive community atmosphere. Relationships are based on mutual respect. Students generally adhere well to the code of behavior. Effective monitoring systems support improving levels of attendance, although attendance is still too low in KG.
- Students of determination and those with differing needs are accurately identified. They receive overall good support. Lesson planning does not always take enough account of assessment information to ensure that tasks are well matched to students' learning needs, particularly for higher attaining students.
- Personal care and wellbeing are school priorities. Students have good access to individual advice from the school counselor and their teachers. They receive regular guidance to support their academic development and improve performance.

For Development:

- Ensure that parents wear lanyards in school, as required.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Governors and school leaders have a clear commitment to providing good provision and access for students of determination. This is a caring and increasingly inclusive school. The experienced inclusion manager ably leads a growing team of dedicated learning support assistants and teachers.
- On entry, a wide range of assessments, including specialist external reports, accurately identifies individual barriers to learning. However, the inclusion register does not reflect the number of students identified and receiving additional support. Some students who have been recognized as being gifted and talented do not always receive sufficient support.
- Parents are very positive about the support that their children receive. They work as close partners with the school. They praise the communications and welcome the open-door policy. Parents are fully involved in reviewing, forming and setting their children's learning goals.
- Individual education plans (IEPs) have improved since the previous inspection report. They clearly identify the prime needs of students and contain measurable timelines for progress. In a few lessons, these needs are not sufficiently considered when planning individual modifications.
- Students overall make good progress towards meeting their personal and academic goals. The tracking of progress is thorough. Teachers keep comprehensive records. When students receive support from the inclusion team, progress is consistently strong.

For Development:

- Ensure that all teachers consistently take account of individual needs when planning and delivering lessons, particularly for students of determination and higher attaining students.
- Update the school inclusion register to make it a true reflection of the number of students identified for additional support

06 LEADERSHIP AND MANAGEMENT

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

- The school has experienced and competent new leaders who bring American education experience and expertise across different specialisms. The vice-principal, heads of departments, counsellor, librarian and assessment coordinator are successfully building positive relationships and increasing teamwork as they support the principal. Improvements are evident in a number of key areas. Leaders have yet to be successful in raising students' performance and reading literacy, to remove this potential barrier to learning.
- Improved self-evaluation processes are evident in the inclusion of input from a wider range of stakeholders, better use of assessment data, and an alignment to external performance standards. However, leaders' judgements are too generous because they are based on inaccurate data and are descriptive rather than evaluative statements. School improvement plans show refinement, particularly as related to meeting the recommendations of the previous inspection report. However, they do not clearly specify the intended impact of actions on students' performance.
- Frequent communication ensures that parents are well informed of their children's current and upcoming work, and all school activities. Newsletters for each grade and for Arabic highlight current events. Parents of students of determination are satisfied with their close links with the school. Semester reports have been refined to give parents clearer information about their children's academic and social development. Links between the school and the community provide valuable opportunities for students to practice sustainability and charitable activities.
- In the last year, the core Governing Board demonstrated strong commitment to the school, through the provision of additional staff to create new senior and middle leadership teams. Additional teachers, new learning resources and improved facilities have been provided to support students' learning. The Governing Board comprises a wide representation of stakeholders. Teachers, parents and students sit on its advisory committee. Governors maintain oversight of the work of the principal and senior leaders. They are aware of the needs of the school and of developments, including the process of self-evaluation.
- All leaders and members of staff are deployed very well and have clearly defined roles. Enhancements to the learning environment include a new science laboratory, an elevator and the renovated sports hall. Policies have been refined to support school routines and ensure the smooth and safe running of the school. Teachers benefit from ongoing professional training, particularly linked to new curriculum resources and to safeguarding and child protection. The stock of books in the library has been increased, supplemented by access to more books online.

For Development:

- Ensure that self-evaluation is based on accurate information and forms a reliable base for improvement planning.
- Firmly embed the new senior and middle leadership teams and ensure that they are effective in improving the school's performance, particularly with regard to students' progress and attainment.



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