

# INSPECTION REPORT

2022-2023



**COLLEGIATE INTERNATIONAL SCHOOL**

**US/IB CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Umm Suqeim 3
	Opening year of School	2011
	Website	<a href="https://www.collegiate.sch.ae/">https://www.collegiate.sch.ae/</a>
	Telephone	97144271400
	Principal	Bruce E. Major
	Principal - Date appointed	19 July 2019
	Language of Instruction	English
	Inspection Dates	23 to 26 January 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	592
	Number of Emirati students	42
	Number of students of determination	50
	Largest nationality group of students	Arabic

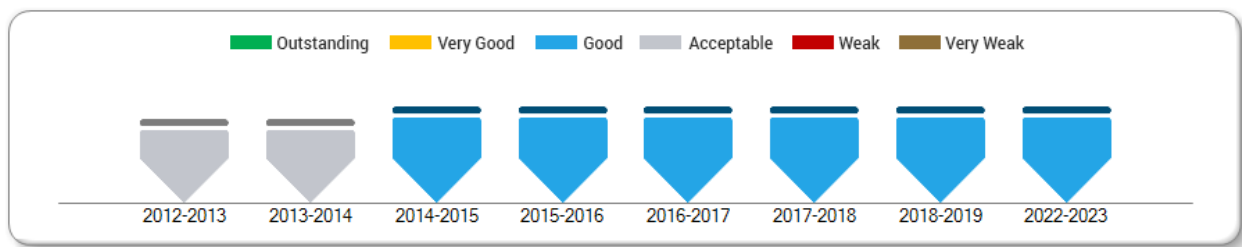
### TEACHERS

	Number of teachers	58
	Largest nationality group of teachers	UK
	Number of teaching assistants	13
	Teacher-student ratio	1:10
	Number of guidance counsellors	2
	Teacher turnover	27%

### CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US/IB
	External Tests and Examinations	IBDP, AP
	Accreditation	IB, NEASC

### School Journey for COLLEGIATE INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2022-2023

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	<ul style="list-style-type: none"> <li>Progress in all subjects is at least acceptable. The changing characteristics of the student population has seen a drop in overall attainment in some subjects, notably mathematics. The school is providing a solid start for children in Kindergarten (KG).</li> <li>Students participate in a wide range of extra-curricular activities, especially with the increased sports provision. They have very good understanding of Islamic values and of the culture of the UAE. In most phases, students demonstrate responsible behavior and positive attitudes to school. This is not as evident in the High School, where there is a significant number of new students.</li> </ul>
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> <li>Teaching is good across all phases, but inconsistent in delivery and task differentiation. Some lessons are not clearly aligned to the curriculum. Assessment practices in general are good but vary. Some assessments are not in line with curriculum standards and do not provide a reliable insight into students’ attainment. Teachers do not use the available data to support lesson planning and task differentiation well enough.</li> <li>The school follows a US curriculum based on the New York State Standards. This is increasingly delivered using the teaching methods of the International Baccalaureate (IB). The school is a candidate for both the PYP and MYP authorizations. In the High School, students are predominantly working towards a US recognized High School Diploma. The school also offers IB Certificate and Advanced Placement courses.</li> <li>Pastoral care for students is effective. New students are carefully welcomed into the school. There is counselling support for students and additional careers and college admissions guidance for high school students. The identification of and provision for students of determination is good. The general health and safety of the school community, including child protection, is outstanding.</li> </ul>
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>The senior leadership team is managing a rapidly growing school. Newly-appointed leaders are now developing a new, clearer strategic direction to improve student outcomes. This new vision is taking into account the recent changes in curriculum structure and student profile. The governing body is very supportive. Facilities are managed well, as is the daily organization of the school.</li> </ul>

### The best features of the school:

- The pastoral care of a growing and diverse student population
- Outstanding practices for students' health and safety, including provision for child protection
- Students' understanding of Islamic values and respect for the culture of the UAE
- Students' participation in extra-curricular activities
- The enhanced environment for KG





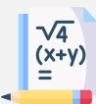

### Key recommendations

- Develop a strategic vision that includes an accurate description of the school and detailed priorities for improvements in students' achievement.
- Provide school improvement plans that are directly related to the strategic vision.
- Enhance all aspects of teaching and learning by raising the expectations of teachers and students.
- In Grades 11 and 12, ensure that the delivery of the IB Diploma and Advanced Placement courses is in an appropriate learning environment.

## Overall School Performance

**Good**

### 1. Students' Achievement

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

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

**The school does not fully meet the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>is approaching expectations.</b>	<b>is below expectations.</b>

- On average, across all assessments, the school sustained an acceptable judgement.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is approaching expectations.</b>

- Teachers of English, mathematics and science lack clear understanding of the specific skills and knowledge gaps identified in the reports from the international and MAP assessments. There is little evidence of effective interventions.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is approaching expectations.</b>	<b>is approaching expectations.</b>

- Leaders implement tests inconsistently. There are few reliable measurements of the reading literacy levels of most students. As a result, teachers frequently plan lessons without seeking to improve students' specific reading skills.

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

#### For development:

- Implement a reading literacy test and track students' progress in reading literacy.
- Share the key messages from international benchmarking tests with all teachers.
- Address the knowledge and skill gaps which have been identified in reports from international benchmarking tests.



## Wellbeing

### The quality of wellbeing provision and outcomes is at a moderate level.

- School leaders express a shared vision for wellbeing which informs practice. Policy and provision decisions are based on ensuring safety and promoting the wellbeing of students, parents, and staff. Governors hold the school accountable for monitoring and maintaining the wellbeing of all. The school improvement plan features actions to promote students' wellbeing. Information gained from appropriate surveys influence the provision. The school environment and ethos contribute to wellbeing. Data are used to group students, but they are not used effectively to target individual needs.
- The pastoral care system identifies and supports students with wellbeing issues. Parents work in partnership with the school. Teachers are concerned for the wellbeing of their students. Most students support and care for one another. Students have opportunities to engage in an expanding range of extra-curricular activities. Leaders monitor the wellbeing of members of staff and encourage them to approach the counselor for support. The principal has an 'open-door' policy to encourage students, teachers, and parents to voice their opinions.
- Moral education consistently promotes wellbeing. Some homeroom teachers engage students in activities related to wellbeing each morning. Some lessons emphasize the links with wellbeing that can arise in the curriculum. Most classrooms are positive learning environments. Most teachers care about the students and ensure respectful relationships. Students collaborate and generally support their fellow students. They demonstrate their wellbeing through their behavior, attitudes, and engagement with others. They are encouraged to eat healthy foods and to engage in physical activity.

## UAE social studies and moral education

- The school's provision for UAE social studies differs between age groups. In Grades 1 to 5, lessons are planned and taught using the standards of the Moral, Social and Cultural framework. In Grades 6 to 10, lessons are based on the UAE standards and integrated into US social studies classes through project-based activities.
- In the Elementary School, UAE social studies and moral education are taught as stand-alone subjects, increasingly integrated into the school's units of inquiry. In the middle and high Schools, UAE social studies is integrated into the curriculum as part of nine-week units, while moral education is a stand-alone subject using features of the Ministry of Education (MoE) standards from 2016.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

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

- Across the school, most students attain in line with curriculum standards. They have adequate knowledge and understanding of Islamic rulings, values, and worship. However, their understanding and recitation of The Holy Qur'an, confirming Tajweed rules, are underdeveloped.
- Middle School students acquire strong knowledge and understanding of Islamic values and rules and can link them to real life. Students in the High School engage in healthy debates about current issues, including the use of social media, and often suggesting ways to tackle them.
- Most students in the Elementary School demonstrate deep understanding of the principles of worship in Islam, such as prayers and fasting. Effective teaching has resulted in slightly improved understanding of the Fiqh. Teachers now provide more guided research opportunities to enhance learning.

#### For development:

- Improve students' understanding of divine revelation and recitation skills.
- Improve students' attainment across all phases.

#### Arabic as a first language

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

- Internal attainment data reflect students' attainment in Elementary, but are inflated for middle and high school students. Students in the Elementary School are making better progress because of smaller class sizes and effective task differentiation.
- Students in Elementary can read and analyze short narrative texts. They can write short summaries and compare characters. Students' writing in the Middle and High Schools is underdeveloped. Their reading and speaking skills in the upper phases are inconsistent. Students often use dialect words or English in lessons.
- Insufficient staffing and lack of professional training adversely affect teachers' abilities to meet the needs of all students in lessons and when planning curriculum adaptations.

#### For development:

- Improve students' speaking and writing skills, especially in the Middle and High Schools, by raising teachers' expectations and by rigorous implementation of curriculum standards.
- Adapt the curriculum and teaching to match the needs of all students.

### Arabic as an additional language

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

- Internal attainment and progress data are inflated and do not reflect students' achievements as measured against curriculum standards and years of study. Students with one year or of study or less make inadequate progress.
- Students' language skills progress only at an acceptable level. Students in Elementary acquire an adequate range of vocabulary and can read and copy simple sentences. Students in the Middle School can read and understand texts on familiar topics. Speaking and writing skills are underdeveloped in the High School.
- The thematic cycles in curriculum planning override the development of communicative skills. As a consequence, there is inadequate progression in communication skills.

#### For development:

- Develop speaking and writing skills according to students' years of study.
- Plan an enhanced curriculum to develop literacy in Arabic throughout the school.

### English

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

- In KG, the phonics program positively develops early literacy skills. In the Elementary School, personalized reading occurs weekly, at appropriate levels. Within the same grade, in the Middle and High Schools, literacy skills show inconsistent development in different groups of students.
- Speaking and listening skills are predominant features of lessons, often coupled with formal teaching practice. The promotion of literacy and writing skills is underdeveloped in most phases.
- Children in KG are inconsistently shown how to form letters correctly. In other grades, internal assessment data show that students perform at higher levels than indicated by external assessment data. Teachers provide differentiated activities irregularly in lessons.

#### For development:

- Promote more meaningful reading and writing activities to improve reading comprehension and literacy skills.
- Ensure that there is tracking of students' ongoing achievement against curriculum standards.

## Mathematics

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

- In KG, a large majority of children develops a sound foundation for mathematics. The quality of work observed in the other phases does not match the school’s internal assessments, which are not fully aligned with the New York State curriculum standards.
- Children in KG learn about basic number and shape. For some students in the subsequent phases, the low level of reading literacy in English has negative effects on their ability to tackle word problems in mathematics.
- The mathematics department has had moderate success in identifying and meeting the mathematics learning needs of the many new students.

### For development:

- Link the learning objectives in lessons and assessments to the New York State curriculum standards.
- Provide more opportunities for students to engage in mathematical problem-solving, critical thinking, and inquiry tasks.
- Enable students to take more responsibility for their mathematics learning, particularly those who are able mathematicians.

## Science

	KG	Elementary	Middle	High
Attainment	Good ↓	Good	Good	Good
Progress	Good ↓	Good	Good	Good

- Attainment levels in all phases are limited by the underdeveloped language skills of some students who struggle to access the science curriculum. There are difficulties in attaining standards in Grade 12 when IB, AP and US diploma courses are taught in the same classroom.
- The natural curiosity of children in KG is enhanced through interesting experiential science. In Elementary, students have regular opportunities to develop their skills in problem-solving, critical thinking and research. The lack of open-ended investigations delays the development of strong scientific inquiry skills.
- Students discuss their understanding of science using a broad and developing scientific vocabulary. Science is usually related to the real world, making it interesting and relevant.

### For development:

- Ensure that students are involved in investigative work, underpinned by the scientific method, and closely aligned to relevant curriculum standards.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- Learning skills are effectively developed in KG, where children are keen to learn. They often work well together during unstructured activities. In the High School, some students lack visible enthusiasm and sometimes arrive in lessons with limited preparation.
- In the Middle and High Schools, teachers use learning technologies effectively to promote research skills. In the better lessons, students have opportunities to work independently. They are self directed and take responsibility for their learning.
- Most students can communicate their learning clearly. They independently use technologies to find information. Across all grade levels, critical thinking skills and collaboration activities are inconsistently developed. Students have limited opportunities to reflect on their own strengths and weaknesses.

### For development:

- Ensure that collaborative activities are common features of lessons.
- Improve teachers' questioning to promote critical and higher-order thinking and thus deepen students' understanding.

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

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

- Across the school, most students display positive behavior and attitudes towards learning. They are socially aware and demonstrate high levels of mutual respect and tolerance. They have genuine concern for others, especially their new colleagues and students of determination.
- Students make significant contributions to the school and to the wider community. They are aware of the importance of maintaining healthy lifestyles. They know how to keep fit and enjoy participating in a wide range of sports activities.
- Children in KG have a sense of personal responsibility and independence. Attendance across all phases is acceptable. Most students are punctual in arriving at school, but not always to lessons. Students recognize and understand the link between their attendance and their achievements.

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

- Students understand and appreciate Islamic values, including tolerance and modesty. They have a clear understanding of their relevance to the UAE and can provide a variety of examples of how they influence Emirati society.
- Students are very knowledgeable about, and respectful of the heritage and culture of the UAE. They understand the current transformational developments in the economy and business. They celebrate national events and can name many attractions in the UAE.
- In all phases, students are very proud of their own cultures. During International Day, they celebrate aspects of the culture of the UAE and their own cultures, by displaying food, music, dance and dress. Some students can talk knowledgeably about other world cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students in all phases contribute to the life of the school and the community. Cross-curricular activities give students greater opportunities to make positive changes in their community. Student leaders support others. They lead initiatives in a range of academic and social activities.
- The large majority of students has identified roles and responsibilities that enhance their day-to-day learning. They make positive contributions to local charities. They engage in initiatives that promote innovation and social responsibility.
- Students participate eagerly in the activities and experiences provided for them. They are well informed about environmental sustainability and regularly initiate actions for improvement. Their opinions are valued and often influence change.

### For development:

- Improve attendance and punctuality.
- Improve the attitudes and behavior of some high school students.
- Increase students' awareness of other world cultures.

### 3. Teaching and assessment

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

- In KG, effective lesson planning ensures that resources are used appropriately to promote learning. The quality of teaching varies in lessons across all grade levels. The use of teaching technologies is emerging, but effectiveness is very dependent on individual teachers.
- Teachers use an adequate range of strategies and resources. Most have sound subject knowledge. Clearly outlined learning objectives are missing in some lessons. Differentiated tasks are inconsistent features.
- Positive interactions are strengths in KG and the Elementary School. Across the grades, there are few opportunities for collaborative discussions. Teachers prepare reasonable learning schemes, but they are not sufficiently personalized to meet the needs of all students.

	KG	Elementary	Middle	High
Assessment	Very good	Good ↓	Good	Good

- In KG, a variety of assessments is used. Academic checklists track children's ongoing progress. In the other phases, internal assessments are partly aligned to New York State curriculum standards. Internal assessment data are inflated when compared with students' performance in external benchmark assessments.
- In the best practice, assessment outcomes inform planning and tasks are differentiated to suit the needs of all learners. Too often, lessons are not planned carefully enough to meet the different abilities of students in class.
- Leaders have identified a need to improve self-assessment to ensure that students take increased responsibility for learning. This recent development has yet to be fully established across the school.

#### For development:

- Align internal assessments with the respective curriculum standards.
- Use assessment information more effectively in the planning and teaching of lessons.
- Improve the quality of teachers' feedback to students.

## 4. Curriculum

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

- The curriculum is well planned overall and meets the needs of most students. In the High School, it lacks a clear rationale, given the various programs offered. The IB and AP programs attract very few students, and the school does not allocate enough teaching time to ensure students' success.
- Detailed planning allows all students to learn systematically. The scope and sequence of activities ensures that new learning is built on previous knowledge and skills. Curricular options are narrow and provide older students with limited subject choices.
- Cross-curricular links are built into units of inquiry in the Elementary School. Interesting links exist between Islamic Education, Arabic languages, and social studies.

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

- In the better planned units, teachers make adequate modifications to the curriculum to meet the needs of most students. However, these modifications are delivered inconsistently. Modification and delivery are more consistent in the KG, where there is clear planning to meet the needs of all children.
- Students have some opportunities to engage in activities that promote enterprise, innovation, creativity, and social contributions. When offered, these activities enhance students' learning. Extra-curricular activities include sports, drama, music, chess, robotics, an eco-team, and debating.
- The curriculum includes programs which develop students' knowledge, understanding and appreciation of the heritage of the UAE. Emirati traditions, values, and culture are celebrated on special days such as National Day.
- Arabic is taught in KG for two periods of fifty minutes each week.

### For development:

- Ensure that curriculum modifications are integral parts of lessons and provide sufficient support and challenge to meet the learning needs of all.



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

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

- A comprehensive child protection and safeguarding policy is in place. Policies and procedures are regularly updated. Staff members are vigilant in all areas of safeguarding. Appropriate record keeping and monitoring ensure that systems are highly effective.
- The school environment is clean, safe, and secure. The premises and equipment are maintained to high standards. Students' safety around school transport and private cars is well organized and supervised. The school currently meets all regulatory requirements.
- All medical records are accurately and securely maintained in the clinic. The promotion of safe and healthy lifestyles and students' wellbeing are high priorities. Systems are evident and well understood across the school. A range of healthy food options is available in the school canteen.

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

- Relationships between teachers and students are mainly positive throughout the school. The school's behavior policy promotes a positive approach, and procedures are usually successful. Some students misbehave, especially some of the newer students in the Middle and High Schools.
- The school has established processes to identify students of determination and to plan for effective support. Students with gifts and talents are appropriately identified. There is a handbook to guide and support them, but many of the worthwhile strategies are not established in daily practice.
- The school's unified approach to pastoral care monitors and promotes the wellbeing of all students. Two counselors provide effective personal and academic guidance and support for students.

### For development:

- Improve classroom management of behavior in the Middle and High Schools.

## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Senior managers and the inclusion team demonstrate strong commitments to inclusion through policies, time, investment, and planning. This is an inclusive school that welcomes and provides support for students with a range of needs and abilities.
- The early identification of students of determination is facilitated by well-established practices. The school provides for these students effectively with planned interventions, which are implemented by learning support teachers and assistants. Support for some other students is less effective.
- Parents receive formal and informal reports on their children’s academic progress, and on their personal and social development. They have access to guidance but would welcome opportunities to be more involved. Parents and students attend planning meetings and contribute to setting clear learning goals.
- Skilled learning support teachers and assistants (LSAs) ensure the development of students’ academic and social skills. Individual education plans (IEPs) include recommendations for curriculum modification, accommodations, and individual support. These recommendations are successfully implemented in mainstream lessons, but sometimes missed where there is no LSA present.
- The achievement of IEP goals is closely monitored. The ensuing analysis is used with informal and formal assessments to guide planning and teaching. Assessment data, teachers’ observations and work samples show that a majority of students makes better than expected progress.

### For development:

- Improve the quality of personalized support for students of determination in all lessons.
- Provide professional training for teachers.
- Clarify teachers’ roles in the achievement of students’ IEP goals.

## 6. Leadership and management

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

- School leaders share a supportive and inclusive vision. It is mostly aligned with the current direction of the school. There have been changes in many senior leadership positions since the previous inspection. The new team needs to work quickly to translate vision into practice with a positive effect on students' achievements. Communication between leaders and other members of the school community is respectful and professional. Morale throughout the school community is positive.
- School self-evaluation has identified priorities that are needed for further improvement. However, there is a lack of strong direction to effect the implementation of these priorities. Subsequent development plans are comprehensive in coverage but lack the necessary details and interim goals to make them fully practicable. The monitoring of teaching is effective but not sufficiently linked to students' attainment and progress.
- The school engages well with parents. They report that leaders listen and are open to their suggestions. Reports on students are appropriate and provide information on both academic and personal achievements. Parents are positive about the increase in opportunities for students' participation in sporting activities with other schools.
- The corporate board has been very supportive during recent challenging times. Both the corporate board and the advisory council seek the views of stakeholders and review data from the school. With the current change in nature of the school, particularly the High School, there is insufficient focus on accountability for the direction of the school. Governors have yet to work with the senior leaders to confirm and develop their vision for the school.
- Routine management of the school is effective in terms of organization. The movement of students and their behavior are inadequately supervised. The school is appropriately staffed with suitable teachers available in most areas. Middle leaders, especially in Arabic, do not have enough time to fulfil their duties. Appropriate provision enables the school to deliver its different curricula. The facilities for KG have recently been enhanced and now provide more opportunities for children outside the classroom.

### For development:

- Develop an improvement plan based on a shared vision that focuses on students' achievements.
- Ensure that action plans have measurable indicators of success.
- Ensure that members of the governing body understand what is happening in the school, especially in relation to students' achievements in the High 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)