

INSPECTION REPORT

2022-2023



DWIGHT SCHOOL L.L.C

IB CURRICULUM

GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Dubai Sports City
	Opening year of School	2018
	Website	www.dwightschooldubai.ae
	Telephone	800394448
	Principal	David John Hutson
	Principal - Date appointed	9/1/2020
	Language of Instruction	English
	Inspection Dates	06 to 10 March 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-K to Grade 12
	Number of students on roll	485
	Number of Emirati students	10
	Number of students of determination	32
	Largest nationality group of students	US

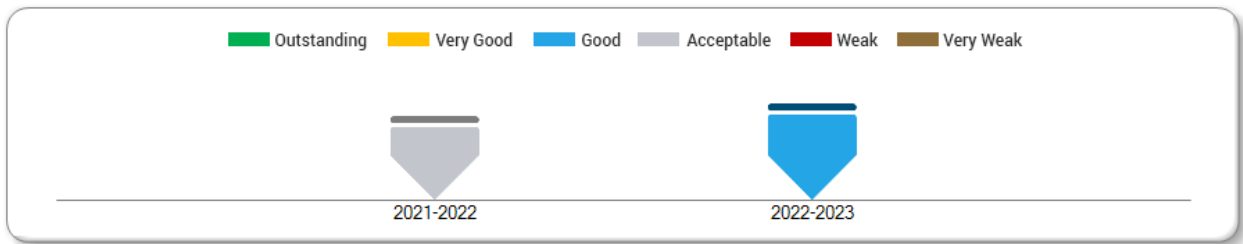
TEACHERS

	Number of teachers	61
	Largest nationality group of teachers	UK
	Number of teaching assistants	21
	Teacher-student ratio	1:8
	Number of guidance counsellors	2
	Teacher turnover	24%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	MYP e-Assessment, DP
	Accreditation	IBO

School Journey for DWIGHT SCHOOL L.L.C



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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STUDENTS OUTCOMES</p>	<ul style="list-style-type: none"> • There is an improving picture across the school and in all subject areas. Students’ attainment is at least acceptable in all but Arabic in MYP. Progress is predominantly good. Classroom activities in Kindergarten (KG) do not challenge children sufficiently. Students of determination make good progress towards their learning goals. Students’ learning skills are now good in all phases. • The students are respectful and tolerant towards others. They embrace the Dwight philosophy of community service and global vision. They have positive attitudes and a positive work ethic. They have an effective understanding of Islamic values and respect for the UAE. They show enterprise and a willingness to take part in different activities, including taking on responsibilities and leadership roles.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PROVISION FOR LEARNERS</p>	<ul style="list-style-type: none"> • Teaching is now good in all phases of the school, except in KG where children do not have continuous provision. In almost all subjects teaching has a positive impact on students’ attainment. The appropriate strategies observed in many lessons are not widespread. Assessment processes are effective. The school’s analysis of data provides a reliable picture of students’ attainment. • The school is a three-programme International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP) either as the full award or as courses. In KG, the curriculum does not yet align with the requirements of the PYP early years framework. • Arrangements for health and safety and the protection of students are very good. They support the caring ethos that permeates the school. Support and guidance for students, including students of determination, are good. Targets for improvement are accurate. Subsequent modifications and support ensure most students’ progress.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEADERSHIP AND MANAGEMENT</p>	<ul style="list-style-type: none"> • The principal and senior leaders have a strong vision and direction for the school, focused on school improvement, and underpinned by the philosophy of the Dwight schools. School development plans are prioritised and aligned with that vision. Communication within the school is open and respectful, as is the partnership between the school and parents. The board of directors actively supports the development of the school at its new campus. Facilities and resources are conducive to learning.

The Best Features of The School:

- The commitment of the leadership team and the positive impact on school improvement.
- The wellbeing ethos around the school
- The positive and responsible attitudes of students and their involvement in school life.
- The support of parents and the board of directors.
- High-quality facilities and resources.





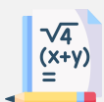

Key Recommendations:

- Appoint an experienced leader to support continuous provision of the PYP early years framework.
- Sustain the momentum for improvement and ensure that successful initiatives become embedded practice.

Overall School Performance

Good ↑

1. Students' Achievement

		KG	PYP	MYP	DP
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↑	Weak	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 <p>English</p>	Attainment	Acceptable	Good ↑	Good ↑	Very good ↑
	Progress	Acceptable	Good ↑	Good ↑	Very good ↑
 <p>Mathematics</p>	Attainment	Acceptable	Good	Good ↑	Good ↑
	Progress	Acceptable	Good	Very good ↑	Good
 <p>Science</p>	Attainment	Acceptable	Good ↑	Good	Good ↑
	Progress	Acceptable	Good ↑	Good	Good
Learning skills		Good ↑	Good	Good	Very good ↑

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

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

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Acceptable	Good ↑	Good ↑	Good
Assessment	Acceptable	Good ↑	Good ↑	Good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Acceptable	Good ↑	Good ↑	Good
Curriculum adaptation	Acceptable	Good ↑	Good ↑	Good

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

6. Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Very good ↑
Governance	Good ↑
Management, staffing, facilities and resources	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 meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations.	Not applicable.

- The majority of students makes better than expected progress against the National Agenda Parameter benchmark assessments (MAP). In TIMSS, most students make expected progress in both mathematics and science.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations.

- Leaders across the school effectively analyse the MAP tests and identify gaps in both skills and knowledge. This information is used well to adapt the curriculum and to enable teachers in English, mathematics and science to provide opportunities to address the gaps in learning for all groups of students.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- The majority of students have reading skills that support their learning in most subjects. Students often demonstrate that they can work independently, that they are versatile, can solve problems and use a variety of sources to research and analyse their findings.

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

For Development:

- Ensure that all strategies to maximize students' achievements in international benchmark and national parameter tests are consistently implemented and reviewed.

Wellbeing

The quality of wellbeing provision and outcome is at a high level.

- The board of directors, principal and senior leaders demonstrate a very strong commitment to wellbeing. Policies provide clear guidance to the whole school community about the importance of wellbeing to the happiness, health and success of all. Wellbeing is consistently promoted across the school. Leaders scrutinise available data to inform improvements so that they are well placed to achieve wellbeing for everyone in the school community.
- The inclusion leader, her staff, the counsellor and the careers officer make up a strong team. They are willing to listen and are available to assist the whole school community with academic, emotional and career support. Older students mentor the younger and listen to students' opinions. New teachers have a broad induction programme, including an allocated mentor, to support them as they begin their careers. A wide range of activities supports wellbeing.
- Wellbeing is thoughtfully integrated into school life. The pastoral curriculum underpins the wellbeing programme and has a positive impact throughout the school. Modified work gives students of determination opportunities to build confidence, to collaborate and to achieve personal success. Students feel safe and valued at school. They understand the links between a sensible diet, exercise and good health. There is a very good rapport between students and all members of staff.

UAE social studies and Moral Education

- The school has integrated and mapped the moral, social and cultural studies (MSC) framework into the whole school curriculum. This enables explicit connections to be explored in units of work, while providing students with a very strong understanding of Emirati traditions and customs, and the moral and ethical values underpinning the UAE society.
- Teaching of the MSC framework is based on a model of inquiry learning, where students are challenged to build connections from local and global contexts and explore possibilities and solutions. Assessment is ongoing and includes feedback from teachers and opportunities for reflection and modification.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- Lesson observations and scrutiny of students' work show that progress and knowledge of Seerah and Islamic principles align with expectations in MYP and DP. However, knowledge is more secure in PYP where, as a result, progress is above expectations. Students, especially in MYP, demonstrate better progress when they can recall and refer to the Holy Qur'an, Hadeeth and Seerah. They benefit from everyday applications in lessons and can connect their learning to other areas of the curriculum.
- Students who learn Islamic Education in English are more secure in discussing and explaining the rationale behind some prescribed laws in Islam. There is improvement in recitation and Tajweed skills in PYP Arabic groups. Memorizing skills are less secure in MYP and DP.

For Development:

- Strengthen students' knowledge of Islamic principles and Seerah.
- Improve memorization of the Holy Qur'an and Hadeeth in MYP and DP.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↑	Weak	Acceptable ↑
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In PYP, most students can read and write simple, familiar words accurately. In MYP, a minority can use standard Arabic when speaking, and can write about unfamiliar topics. Most DP students show secure reading, reading comprehension and listening skills. Writing is restricted to familiar topics.
- Most students can analyse the elements of literary texts, suggest alternative endings and offer critiques. A minority produce cohesive written summaries with accurate punctuation. Most follow the basic grammar rules in reading and writing. However, reading comprehension and creative writing are underdeveloped.
- The introduction of the Cornerstone Project and access to reading resources encourage students to engage with the language. Newly gained vocabulary is not yet affecting speaking and writing skills.

For Development:

- Encourage and monitor the application of new vocabulary in the production of high-quality speaking and writing.
- Develop students' reading comprehension, and their speaking and writing.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students in PYP can recognise simple instructions, read out familiar words and write simple sentences. In MYP, most students can answer simple questions. In speaking, they use high-frequency words with few errors in pronunciation. Reading comprehension and independent writing skills are insecure.
- Most students in PYP create a limited number of simple sentences. In MYP, the more able engage in simple dialogues about different types of pollution. Reading and writing skills are developing in line with the number of years of study.
- Using language and topics close to students' interests, such as hobbies and professions, helps them to become motivated in learning the language. Students do not fully develop their language usage and rarely apply what they have learned outside Arabic classes.

For Development:

- Extend students' vocabulary when speaking and writing about unfamiliar topics.
- Provide students with opportunities to improve their independent writing and enable them to learn from their mistakes.

English

	KG	PYP	MYP	DP
Attainment	Acceptable	Good ↑	Good ↑	Very good ↑
Progress	Acceptable	Good ↑	Good ↑	Very good ↑

- Most children in KG apply their knowledge of phonics when writing simple words and sentences and when reading. In other phases, at least a majority of students make better than expected progress in the development of listening, speaking, reading and writing.
- A focus on writing from Grades 1 to 10 helps most students to write coherently, with accurate spelling and punctuation. They incorporate vocabulary and language functions appropriate to their stage of learning. Skills of editing their own work are developing in PYP and MYP.
- The phonics programme in the lower grades, and selection of texts related to students' contexts and interests, support engagement in reading and the development of comprehension skills. Students in DP critically explore, analyse and compare contemporary and historical texts from local and global perspectives.

For Development:

- Increase opportunities for children in KG to initiate their own writing and to use different styles.
- Extend competencies in all strands of English for all groups of students.

Mathematics

	KG	PYP	MYP	DP
Attainment	Acceptable	Good	Good ↑	Good ↑
Progress	Acceptable	Good	Very good ↑	Good

- The attainment of the majority of students is above expectations. In all phases, boys and girls have similar levels of achievement. Progress in lessons depends on the level of challenge provided by teachers. It is more evident in MYP and less so in KG.
- Children in KG develop their sense of number. In PYP, students are confident in applying their calculation skills to everyday situations. Working with graphs of linear and quadratic functions is a strength in MYP. Students in DP know where graph theory finds its application in practical situations.
- Students' skills in mathematical reasoning have improved. The development of critical thinking skills is not yet embedded in each lesson. In DP, students frequently use technology for investigations.

For Development:

- Improve attainment in external assessments.
- Extend the best practices of challenging students with tasks that develop critical thinking skills.
- Extend opportunities for students in all phases to use technology in lessons.

Science

	KG	PYP	MYP	DP
Attainment	Acceptable	Good ↑	Good	Good ↑
Progress	Acceptable	Good ↑	Good	Good

- In KG, children understand how to observe and make predictions about their world. In other phases, students develop secure knowledge and understanding of scientific concepts and the skills of inquiry. This supports scientific reasoning, critical thinking and problem-solving.
- From PYP onwards, students understand how to construct an accurate science investigation and the correct equipment to be used. Students' skills and understanding continue to develop across phases. Their ability to apply the scientific method is improving.
- The development of scientific concepts and thinking strengthens from PYP onwards. In KG, appropriate tasks and teaching are not fully developed and do not yet match the learning needs of all children during the early stages of learning science.

For Development:

- Ensure that tasks and teaching in KG provide more opportunities for children to learn through exploration and investigation and satisfy their own curiosity and interests.
- Introduce more challenging tasks at an earlier point in lessons.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good ↑	Good	Good	Very good ↑

- Students are enthusiastic participants in learning. They collaborate, share perspectives and listen carefully to responses from others. Most students demonstrate independence and show resilience to persevere when challenged. Because of teacher-directed learning in KG, children have fewer opportunities to develop their learning skills.
- Students explain their thinking clearly and modify their work in response to feedback. Self-reflection capabilities are developing well. Older students set goals and plan strategies for the next steps in their learning. Knowledge, skills and understanding are transferred between subjects and to the world beyond school.
- In PYP, students use technology effectively to support the development of learning skills and to access information. In MYP and DP, technology is used for research and as a tool for creativity. In KG, the use of technology to enhance learning is not well developed.

For Development:

- In KG especially, provide more opportunities and choice for students to have responsibility for their own learning.
- In all phases, support students to become more confident in reflecting on their learning.

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

	KG	PYP	MYP	DP
Personal development	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students' excellent behaviour reflects the school's ethos and positive culture. Students speak highly of the friendly learning environment and teachers who empathise with them. They are happy to come to school and enjoy learning.
- Students have appropriate leadership opportunities. They are active in developing and encouraging friendly and respectful relationships and healthy lifestyles. In KG and PYP, children and students enjoy making new friends.
- Students act as active stakeholders in the school, especially in MYP and DP. They are punctual in arriving at lessons and activities. They are confident and develop mature skills in making presentations and in accepting and responding to critical feedback.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑	Good ↑	Good ↑

- Corridor displays reflect the national identity. Students appreciate Islamic values, and the UAE and world cultures. They demonstrate their appreciation in celebrations and in the artwork around the school, including three-dimensional projects.
- Students respect diversity. They apply research and presentation skills to demonstrate their knowledge about historical figures, for example, pioneer women in history and their achievements.
- The development of students' understanding of national and international cultures is an integral part of the curriculum. The impact of Islamic Education, Arabic and moral and social subjects on students' attitudes is strong throughout the school.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Good ↑	Good	Good	Good

- A wide range of leadership roles is available to students across the whole school. Students take their responsibilities seriously. They initiate competitions and fun activities. They volunteer in school and beyond, to the benefit of the school and the wider community.
- Students have a positive work ethic. They have opportunities to be involved in enterprise, in setting up businesses and in participating in internships. Older students develop their interests through innovative extended research, where they initiate and lead their studies.
- Students care for the school and the wider environment. They learn about sustainability and conservation throughout the curriculum. In Arabic, students research global issues and present their findings through the Cornerstone Project.

For Development:

- Enhance students' confidence in accepting and responding to critical feedback.
- Ensure that the Arabic, Islamic and national identities are even more celebrated.
- Enable more students to initiate and lead their own projects beyond the curriculum.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Acceptable	Good ↑	Good ↑	Good

- In KG, teachers use formal teaching methods which limit opportunities for children to learn through discovery and play. In the other phases, teachers exhibit sound knowledge of their subjects. They provide appropriate learning opportunities that develop knowledge alongside the acquisition of skills.
- In PYP, MYP and DP, lessons successfully build on prior learning and develop curiosity. Teachers know their students well. They provide support and challenge through tiered success criteria and regular feedback. In better lessons, challenging questions stretch students' thinking and promote consideration of alternatives.
- Classrooms are designed to provide prompts and guides for learning, to promote ongoing questions, to share products of collaboration and to display samples of students' work and their reflections. These features are less evident in KG.

	KG	PYP	MYP	DP
Assessment	Acceptable	Good ↑	Good ↑	Good

- Internal assessment processes are coherent, consistent and linked to the school's curriculum. From PYP onwards, they provide reliable measures of attainment and progress. In KG, assessment does not give an accurate picture of children's learning.
- In most phases and subjects, teachers have a secure knowledge of students' strengths and weaknesses. Feedback is often challenging, focused and supportive. Students' self-reflection, and their use of peer- and self-assessment, grow across the phases.
- The school has been successful in using assessment information to inform teachers' planning and to adapt the curriculum. In KG, this practice is not extensive enough to support the learning needs of all individuals and groups of children.

For Development:

- Prioritize the support for KG teachers so they can confidently implement a programme based on the PYP early years framework.
- Ensure that assessment procedures in KG are reviewed and more closely aligned to the PYP learning continuum.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Acceptable	Good	Good	Good

- The curriculum is broad, balanced and age-appropriate. It is less effective in developing a balance of knowledge, skills and understanding in KG. Students are well prepared for the next phase of their education beyond the school.
- A variety of planned, meaningful cross-curricular links enhances the transfer of learning between different subjects. A range of curricular choices facilitates the development of students' talents and interests in the DP phase.
- Continuity and progression in students' learning as they move from PYP to MYP have improved. Analysis of assessment information guides the school in regular reviews and updates of the curriculum. The school meets MoE requirements for teaching Arabic.

	KG	PYP	MYP	DP
Curriculum adaptation	Acceptable	Good	Good	Good

- The curriculum provides a good range of opportunities to motivate most students. In a majority of lessons, teachers plan to meet the needs of all groups of students, but the implementation of those plans is not always effective.
- Students engage in a range of extra-curricular activities that enhance their personal and social development. Opportunities for enterprise, creativity and innovation continue to grow in quantity and improve in quality. Links with the local and wider communities complement students' learning experiences.
- Students appreciate and enjoy the opportunities for social involvement. While evident in school-wide events and in the best lessons, links to the culture and society of the UAE are not embedded in all aspects of the curriculum.
- In KG1 and KG2, Arabic is taught twice per week for 45 minutes each lesson.

For Development:

- Improve curricular provision in KG.
- Ensure that modifications made to the curriculum enable teachers to meet the needs of all groups of students.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has rigorous procedures to safeguard students. All members of staff have had training and understand their child protection and safeguarding responsibilities. The school effectively maintains comprehensive, secure records of any incidents.
- Safe and healthy lifestyles, healthy eating and exercise are promoted very effectively throughout the school by the medical team, pastoral staff and through educational programmes. The successful anti-bullying campaign is one example of how the school supports students' welfare.
- The school's new campus and facilities are very well-maintained, safe and secure. However, as the school adapts to the new campus, the safety checks are not frequent or rigorous enough.

	KG	PYP	MYP	DP
Care and support	Good	Good	Good	Good

- Teachers know all their students very well and have built very positive relationships with them based on trust and confidence. Attendance is carefully monitored. Appropriate systems ensure that all absences are checked. Unauthorised absence is rare.
- The school uses a broad range of assessments to identify the needs of students of determination. Targets for improvement are accurate. Subsequent modifications and support enable most students to make good progress.
- Secure assessment processes identify and provide extension activities for students with gifts and talents. The school offers a wide range of extra-curricular activities for all. Personalised advice and guidance on health options and career pathways are available for older students.

For Development:

- Increase the frequency of rigorous checks on the premises.
- Ensure that modifications and support maximize progress for students of determination in all phases.

Inclusion of students of determination

Provision and outcomes for students of determination

Good 

- The inclusion department is led with commitment and energy by the inclusion champion, inclusion leader and governor. In response to accurate self-evaluation, leaders produce a detailed strategic plan with key strategies for development.
- Established admission processes from KG onwards result in accurate identification of individual needs. The study of a broad range of assessments provides information to create student profiles and individual education plans (IEPs). However, the key barriers to students' learning are not always clear.
- Parents appreciate the provision of an inclusive ethos. They strongly favour open communication systems and regular contacts which build important working partnerships, to the benefit of their children.
- A range of adaptations to the curriculum, together with individualised support, is used. Reviews of the effectiveness of modifications take place termly with the involvement of teachers, parents and students. Overall, modifications and support are increasingly successful in facilitating students' access to learning.
- Termly assessments of academic and pastoral progress, including feedback from teachers, provide evidence of mainly good and sometimes better progress, resulting in improved outcomes. Students show the personal growth and emotional resilience needed as they tackle more complex challenges.

For Development:

- Improve the IEPs to ensure that strategies to reduce barriers to learning have priority.
- Embed the successful initiatives to enhance provision for all students of determination.

6. Leadership and management

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

- The vision and direction of senior leaders are focused on school improvement. Communication across the school is open and respectful and supports actions for improvement. The school has implemented a widely distributed leadership model. Middle leaders have the responsibility for supporting the vision and direction of the school. While this is now beginning to have an impact on students' achievement, these improvements are not yet fully embedded practices. Senior leaders have not acted to ensure consistency in improvements.
- Leaders use a variety of data sources and have effective procedures to identify priorities for improvement. Whole-school and departmental plans identify the strategies and overall success criteria, but the plans are limited in terms of effective interim targets to facilitate better tracking of the impact of the initiatives. There are effective processes for monitoring and evaluating teaching. There is a positive picture of improvement over time.
- Parents are engaged as partners in their children's learning and through their involvement with the advisory committee of parents or the parents' association. Communication is a two-way process. School reports are informative. In addition to the parent-teacher sessions, they provide sufficient information for parents to know how their children are progressing in school. The school is developing further links with the wider community, particularly for work experience opportunities for older students.
- The board of directors brings a wide range of international experience to the role of governance. Members both support and hold the school's leaders accountable. They have helped the school in the move to the new premises, which have significantly improved the facilities and resources available for teaching and learning. They have ensured that the school is generally well staffed, apart from additional leaders for the early years.
- The much-improved school facilities offer a positive environment that is conducive to learning. However, the ways in which they are used in both KG and the lower grades of PYP do not realise their full potential. The day-to-day management of the school is effective. Staff are appropriately qualified and suitably deployed. Teachers have professional training opportunities that are aligned with the school's improvement priorities.

For Development:

- Provide additional support and direction where improvements remain limited or are not sufficiently embedded.
- Identify interim targets in school improvement plans to enable tracking of the impact of actions towards meeting the success criteria.
- Maximize the use of classrooms and learning spaces, especially in KG and the lower grades of PYP.

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