

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

**Inspection Report  
2018-2019**

**Al Nibras International  
Private School**

11 YEARS OF INSPECTIONS

**Acceptable**

Curriculum  
**US**





























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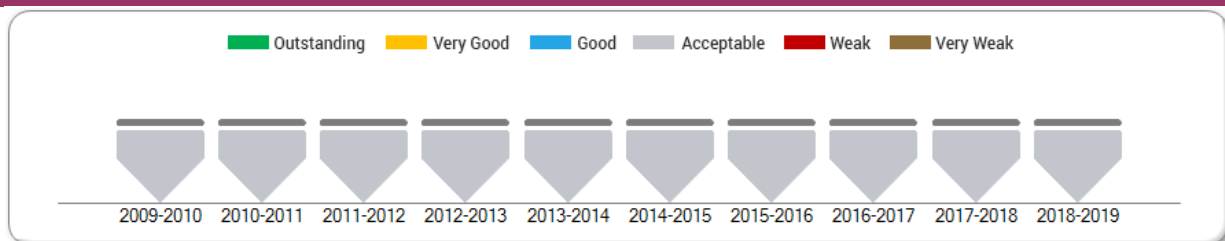
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## School Information

General Information	 Location	Green Community
	 Opening year of School	2005
	 Website	www.nisdubai.ae
	 Telephone	0097148853330
	 Principal	Michael Cipriano
	 Principal - Date appointed	9/2/2018
	 Language of Instruction	English
	 Inspection Dates:	19 to 22 November 2018
Students	 Gender of students	Boys and girls
	 Age range	4-20
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	919
	 Number of Emirati students	34
	 Number of students of determination	56
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	68
	 Largest nationality group of teachers	British
	 Number of teaching assistants	23
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	1
	 Teacher turnover	18%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/ AERO
	 External Tests and Examinations	PSAT, SAT I, AP
	 Accreditation	NEASC with qualifications
	 National Agenda Benchmark Tests	MAP, CAT4

### School Journey for Al Nibras International private School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Across the phases, students make good progress in English, mathematics and science. Achievement in Islamic education and Arabic has not improved. Kindergarten (KG) children make gains in all subjects with active learning supporting improvements. Developments in the quality of teaching are leading to better learning across the elementary and high schools. Progress for students in the middle school is often obstructed by low levels in reading.
- Children in the KG demonstrate very good social development and responsibility. Even at a young age, they have a strong appreciation of the UAE culture and traditions. In the higher phases, students' personal development is good. They show an increasing understanding of how Islamic values are demonstrated in daily life and display a greater commitment to the wider community and social action.

### Provision for learners

- The quality of teaching has improved in the elementary school because a variety of approaches, linked to the curriculum, are resulting in better achievement for students in English and science. Assessment processes have improved across the school. The use of common rubrics in the assessment of projects has improved consistency. Teachers' use of data to guide their teaching is much stronger this year.
- The American Education Reaches Out (AERO) standards are better understood and used more consistently across grades, with enhancements to support learning. Moral education and other subjects are evident in the cross-curricular links. Starting Advanced Placement (AP) courses in the high school reflects the school's new vision for higher achievement. However, curriculum adaptations to reach all groups of students remain underdeveloped.
- The protection, care and support of students is now very good, due to improvements in many areas. Systems to ensure students are safe, healthy and cared for are secure. However, punctuality to school and to lessons needs improvement. Identification and systems of support for students of determination remain areas for further development, as the school helps all students reach their potential.

### Leadership and management

- The restructuring of leadership with new, energetic and visionary leaders offers promise as leaders work with all members of the school community to bring about positive change. Relationships, communication and partnerships with parents have improved. School leaders hold a realistic view of the school's current strengths. They know where improvement is needed and hold growth in student performance as a key priority.

### What the School does Best:

- Students' good progress in English, mathematics and science
- The improved teaching and learning in the elementary school and the good teaching and learning in the KG and high school
- The improved assessment processes in most subjects and across all phases
- The very good arrangements for health and safety
- The caring and supportive atmosphere of the school
- The good performance across each aspect of leadership and management








### Key Recommendations:

- As a high priority, improve provision leading to good outcomes in Islamic education by:
  - the timely appointment of a department leader to provide vision and direction, and to improve curriculum adaptation to meet the needs of different groups of learners
  - ensuring good quality teachers are deployed effectively.
- Improve teaching and learning in Arabic to ensure that outcomes are at least good in all phases.
- Implement effective adaptations to the curriculum, providing high level, challenging opportunities for the gifted and more able students, while motivating and supporting those with lower skill levels.
- Recognize the heads of departments as capable change agents for the school and utilize their potential by empowering and supporting them to drive initiatives at the classroom and department level.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

	KG	Elementary	Middle	High
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			Good ↑	
Governance			Good	
Management, staffing, facilities and resources			Good	

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

## National Priorities

### National Agenda Parameter



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

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

#### Registration requirements

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

#### School's Progression in International Assessments

is approaching expectations

- Improvements on international assessments have been slow. TIMSS results declined in three of the four measured groups, and only one of the four groups met the targets. The school's performance places them with schools that fall below the center point. Results for PISA 2015 also show large declines in English, mathematics and science, indicating very weak levels of progression. MAP results remain weak in English, mathematics and science in Spring 2017 and Spring 2018. Careful analysis reveals that there are pockets of improvement within these weak scores but are not enough to merit an overall rise in judgement. The most recent CAT4 results show that students' verbal reasoning skills are weak.

#### Impact of Leadership

is approaching expectations

- In the last few years, leaders' use of data analysis has not led to improvements in students' outcomes. The new leadership is implementing strategies which are now based on students' strengths and weaknesses, as determined by data analysis. Some improvements in MAP scores can now demonstrate measurable growth, but judgements remain weak.

#### Impact of Learning

is approaching expectations

- Students are now more familiar with critical thinking, which is evident mostly in English, mathematics and science, where they apply learning to real world applications. They are beginning to use their knowledge and skills to create evidence-based arguments to come up with new solutions to everyday life problems.

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

#### For Development:

- Identify the weaknesses revealed by the analysis of MAP data and provide the appropriate intervention.
- Remedy the impact of poor verbal reasoning on students' outcomes.
- With immediate effect, produce an improvement action plan to meet the school's N.A.P. targets.

### Reading Across the Curriculum

- Reading data is analyzed and used appropriately, but student outcomes in reading in English and Arabic remain low.
- Younger students are motivated to read and use strategies and skills to support their learning. Although attitudes towards reading are improving, students in the middle school are less confident readers and are not reading at grade level expectations.
- The library program promotes students' interest in reading and engages them in developing confidence in their reading skills and habits.
- The school's commitment to develop effective reading across the curriculum is being realized. Progress is more evident in the lower grades than in the upper grades.

#### For Development:

- Enhance students' skills in reading across the school, especially in English and Arabic in the middle and high schools.

### UAE Social Studies

- The school has made adequate adaptations to the UAE social studies curriculum using additional resources and technology to engage students and meet the needs of different groups of learners.
- In the better lessons, students often work independently and make connections between areas of learning. They explore new concepts when supported by their teachers.
- In lessons and in their work, the majority of students attain levels that are above the curriculum standards.
- The majority of students make better than expected progress in lessons and project work in relation to their starting points and the curriculum standards.

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

### Innovation

- In science, students show innovative skills in presenting their ideas. Learning technology is used occasionally in lessons, but its impact is limited.
- Some students take the initiative and participate in recycling and reusing projects. They also work in teams on cross-curricular projects related to a theme.
- Teachers regularly promote critical thinking. In the best lessons, activities and questions challenge students to think deeply.
- The KG curriculum provides opportunities for some innovation and creativity. The addition of AP Psychology in the high school enables students to expand their learning. Innovation through curriculum modification is limited.
- Leaders have not developed a cohesive and defined approach to innovation across the school. There are pockets of innovative approaches, but a culture of innovation, supported by strategic planning, is just beginning to develop.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Most students make expected progress and attain in line with the curriculum standards. Non-Arab students make better progress in the middle and high schools in relation to Islamic values and rulings. Progress is slower in the middle and high schools for Arab students in these areas.
- Most students in the elementary school have appropriate knowledge of Islamic values and the etiquette of hospitality. In the high school, most have a deep understanding of Islamic rulings, Zakat and divorce.
- Students' recitation skills are stronger in Grades 1 and 2 as a result of the additional support. However, the additional time allocated to focus on recitation at the beginning of lessons in the other grades, has not achieved its anticipated impact.

#### For Development:

- Improve students' recitation skills and understanding of the Holy Qur'an in all grade levels.
- Improve the adaptation of the curriculum to meet the needs of different groups of learners.

#### Arabic as a First Language

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

- Students in the elementary and high schools understand the main ideas of a speech. In the high school, not all students are able to read familiar and unfamiliar texts with confidence. A majority of students in the middle school read and speak confidently, using accurate grammar. They produce written text that is appropriate for their age.
- Elementary school students can analyze the main elements of a short story. In the high school, most plan and discuss ideas independently to produce written articles. Students in the middle school have more difficulty producing cohesive ideas orally and in writing.
- Initiatives, such as re-drafting written work and the use of an online platform and the library for reading and research, are yet to show an impact on students' fluency in reading and their creative writing skills.

#### For Development:

- Plan and deliver lessons that build on students' prior learning to enable them to develop all language skills.
- Improve students' literacy by tracking and supporting students' reading in the digital platform and in the library.

## Arabic as an Additional Language

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

- Most students in the elementary school understand simple instructions, read familiar words and write simple sentences. The majority in the middle and high schools give short prepared talks and answer predictable questions. Students' reading comprehension and independent writing skills across all phases are insecure.
- Elementary school students ask questions they have memorized. Students in other phases can create a limited number of simple sentences using prompts. Due to their limited vocabulary and insecure grammar, students' written work, using complex sentences and expressions, is underdeveloped.
- Because students do not use the language in daily routines on a regular basis, their ability to communicate in different contexts and outside Arabic lessons is limited.

### For Development:

- As a matter of urgency, improve students' achievement, especially in the middle and high schools, by ensuring teachers raise their expectations of what students can achieve and use accurate assessment information to plan lessons that meet their needs.
- Ensure that lesson objectives take into account students' number of years studying Arabic to enable them to make progress in all language skills.

## English

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

- While external assessment results show weak achievement, students demonstrate improved achievement within lessons, particularly in oral presentations and writing. Children in the KG make good progress in all of their language skills. Students' written work reflects increasing sophistication of vocabulary, grammar, critical thinking and creativity.
- In the middle and high schools, students are improving their verbal skills through presentations and group work. They respond well to challenges and enjoy taking responsibility when teachers play a supportive role in the learning environment.
- The focus on individual and peer editing is enabling older students to improve their use of grammar. This new initiative is having an impact on results and is encouraging students to take more control of their learning.

### For Development:

- Improve students' achievement on external assessments by providing them with more opportunities for regular reading to develop their skills in comprehension.
- Provide more student-centered lessons in which students are empowered to take greater responsibility for their own learning.

## Mathematics

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

- Across all phases, students make good progress as they demonstrate well-developed learning skills, keen interest in lessons, critical thinking and effective application of learning linked to real life. Differentiated targets and activities are not consistently planned, which negatively affects attainment.
- Elementary school students have good number skills, but their mental mathematics and problem-solving are less strong. Middle and high school students benefit from the use of technology, as they explore and use analytical reasoning to improve their problem-solving in unfamiliar contexts.
- The improved progress in all the phases is directly related to the better use of data analysis to target areas students most need to improve. Teaching strategies aimed at different groups of students have ensured that all students make progress in lessons.

### For Development:

- Ensure that success criteria in all lessons are measurable, challenging and include differentiated goals that meet the needs of all learners.

## Science

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

- Overall, attainment meets expectations across all phases of the school. However, the majority of students make better than expected progress in lessons and in internal assessments. These results, however, are not validated by the outcomes of external and international benchmarking assessments.
- Across all phases, students use the scientific method to guide their analyses. For example, Grade 3 students design and build bridges based on ancient design models. Middle school students measure balanced and unbalanced forces and summarize their analyses using Newton's laws of motion.
- The school has prioritized high achievement in science by adding Advanced Placement (AP) science courses, providing older students with opportunities to meet their interests and university admission requirements.

### For Development:

- Improve students' ability to extract information and use it in writing about experiments in science.

## Learning Skills

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

- Students have a genuine interest in learning. There are many opportunities for cross-curricular links that enable them to make connections to real life, improve their understanding and think critically.
- Across the school, students work well together in groups or independently and enjoy learning. They use technology in many lessons to create presentations and for self- and peer-assessment.
- The increasing use of skill-based rubrics helps students to identify their strengths and areas for improvement. Most students take effective action to improve. In mathematics, English and science, problem-solving and critical thinking are becoming stronger. However, these are less evident in the middle school.

### For Development:

- Enhance the development of higher-order learning skills, enterprise and innovation, particularly in the middle school.
- Develop students' independent learning skills across the school, particularly in Islamic education and Arabic.

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

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

- Across all phases, students are becoming more independent learners and are always respectful and supportive. Active learning from the KG is encouraging them to be proactive and resilient.
- Relationships between staff and students are courteous and contribute well to the school's positive learning ethos. Students in all phases are self-disciplined and considerate. They are empathetic and well-integrated in the school's population.
- Students are aware of the importance of healthy lifestyles and make healthy food choices, which is evident in their school meals and lunch packs. Most appear to enjoy physical activity and keeping fit. Attendance is acceptable.

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

- KG children have a strong knowledge of the importance of Islamic values. They are excited about Expo 2020. They can identify Emirati landmarks and know the meaning of some symbols, such as the colors of the national flag. They know the key features of their own diverse cultures at school and in Dubai.
- Across all phases, students sing the UAE national anthem with enthusiasm and listen with respect to verses of the Holy Qur'an each morning. They are actively engaged in the celebration of National Day, Flag Day, International Day and World Food Day.
- Students talk in detail and provide examples about their own cultures. However, their knowledge of other cultures of the wider world, including other Arab cultures, is still developing.

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

- Students have a positive work ethic and take care of their own classrooms and school environment. Many engage in recycling and reusing projects. However, opportunities for students to innovate and take initiatives are limited.
- Students' understanding of environmental issues is a strength. They can talk in detail about climate change and pollution. They are actively involved in initiatives to maintain a clean and pleasant school environment. Students engage in various projects, such as making a water heater and participating in the Model United Nations.
- High school students, supported by the student council, gain community experience through volunteering. Some students are involved in trips to other countries to help people who are less fortunate than themselves.

**For Development:**

- Improve students' attendance rates.
- Provide more opportunities for students to develop skills in leadership, innovation and enterprise.
- Improve students' awareness of world cultures, including other Arab cultures.

### 3. Teaching and assessment

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

- In all phases, teachers plan interesting lessons. They assess students' prior learning and design purposeful activities that engage students and foster active learning. The positive relationships between teachers and students contribute to the creation of an environment that is conducive to learning.
- Most teachers have strong subject knowledge but do not always use this productively to motivate, engage and encourage students. Teaching strategies are not as effective in Islamic education and Arabic, particularly in the middle school.
- Opportunities for group, paired and independent work are used to good effect. Effective questioning by teachers promotes higher order thinking skills and reflection in most subjects. Not all activities in lessons provide sufficient rigor or challenge. Critical thinking and reflection are not sufficiently embedded across all subjects.

	KG	Elementary	Middle	High
Assessment	Good ↑	Good ↑	Good ↑	Good ↑

- Improved assessment processes are now evident in the elementary, middle, and high schools. In the KG, assessment is conducted regularly and thoroughly by teachers, providing rapid interventions to remedy any gaps in knowledge or skills.
- Various types of assessment are used to evaluate students' attainment and progress. Internal summative assessments, projects and classwork are all used to determine students' achievement levels, although these are not in line with external assessment outcomes.
- The use of rubrics, peer- and self-evaluation has strengthened the level of rigor in lessons. When used effectively, these rubrics inform students of what high-quality academic outcomes look like and encourage them to produce their best work.

#### For Development:

- Improve the effective use of assessment by teachers to inform lesson planning and modify teaching strategies to meet the learning needs of all students.

## 4. Curriculum

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

- The school has implemented the American Education Reaches Out (AERO) K-12 curriculum. The broad, standards-based curriculum now meets the criteria established for U.S. curriculum schools and provides smoother continuity and progression for students.
- The continuous review of the new curriculum, and teachers' understanding of the standards, are leading to a more efficient delivery of instruction and improved student progress.
- The introduction of seven elective Advanced Placement (AP) courses in Grades 11 and 12, and the Honors English course in Grade 10 to enhance transition into these courses, are adding rigor and choice. These improvements in the school's provision are characteristics of a high-quality US curriculum school. They also enable students to develop their critical thinking and research skills.
- Moral education is taught in English from Grades 1 to 11. It is integrated into the home-room period for three 20-minute sessions per week.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- Modifications to the curriculum are most effective in the KG, where the learning needs of individual and groups of children are taken into consideration in promoting their engagement in learning. In some phases and subjects, differentiation in lessons is not consistent, limiting students' attainment and progress.
- The expansion of extra-curricular activities has engaged students and enhanced their learning in non-academic areas. While more opportunities for enterprise and innovation are clearly identified in the curriculum, lessons in most subjects do not provide time for students to develop these skills.
- Links with the Emirati culture and the UAE society are incorporated in all areas of the curriculum. Connections are clearly evident between social studies and moral education.
- Children from KG1 benefit from opportunities to learn Arabic.

### For Development:

- Develop an integrated policy for the AP elective program.
- Provide appropriate College Board training to enable teachers to deliver these courses successfully.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Rigorous procedures and practices for safeguarding students, including an effective child protection policy, are firmly in place and known by all staff, students and parents. All staff are trained and receive on-going guidance on child protection, fire safety and other areas of health and safety. The school's regular maintenance and record keeping are firmly established.
- Major improvements to the facilities and ongoing maintenance strengthen the school's capacity to provide a safe and secure physical environment. Improvements to the facilities have led to a significant positive impact on health and safety in the school. Accessibility to upper floors, however, remains limited for those with mobility issues.
- New behavior management strategies and improved approaches to health and safety are supporting the promotion of healthy lifestyles and a caring community.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The school successfully fosters staff-student relationships based on mutual respect. A positive learning environment is created by reinforcing and rewarding appropriate behavior. The management of attendance and punctuality to school and lessons is not always effective, especially in the upper grades.
- Constructive classroom-based support is provided for those identified as students of determination, and teachers have a good understanding of the main needs of most students. The process for identifying and supporting students with gifts and talents is still underdeveloped.
- Teachers monitor students' welfare consistently, and with the support of the counselor, provide advice and support to students and their parents. This includes guiding students in learning about career choices, future education options and graduation requirements.

### For Development:

- Implement policies and practices to promote good attendance and punctuality.
- Consider changes that will provide access to upper floors for students and staff with mobility issues.
- Improve the identification of, and personalized support for, students with gifts and talents.

## Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- School leaders promote an inclusive ethos that welcomes diversity. Appropriate systems support teachers in keeping accurate records. However, there are insufficient staff with special education qualifications, and there is no inclusive education action plan in place to guide improvements.
- The school uses assessments and classroom observations to identify students of determination. Effective processes in the KG facilitate early and appropriate intervention. Teachers have a good understanding of the main needs of most students of determination.
- Parents enjoy positive relationships with the school. Methods, such as daily communication diaries and an online portal, keep parents informed of their children's progress. Parents meet with staff during the development of individual education plans (IEPs) but have limited access to training within the school.
- The curriculum is modified to meet students' needs, but learning activities are not always appropriate. The role of learning support assistants (LSAs) is clearly defined in the school's policy, but they do not always work under the direction of the teacher.
- Systematic tracking of students' work shows that most acquire knowledge, skills and understanding, and make appropriate progress in relation to their abilities. Older students display positive attitudes towards learning and increasing independence.

### For Development:

- Create an inclusive education action plan to guide the development of provision within the school.
- Ensure LSAs are suitably qualified and work to improve the outcomes for students of determination.

## 6. Leadership and management

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

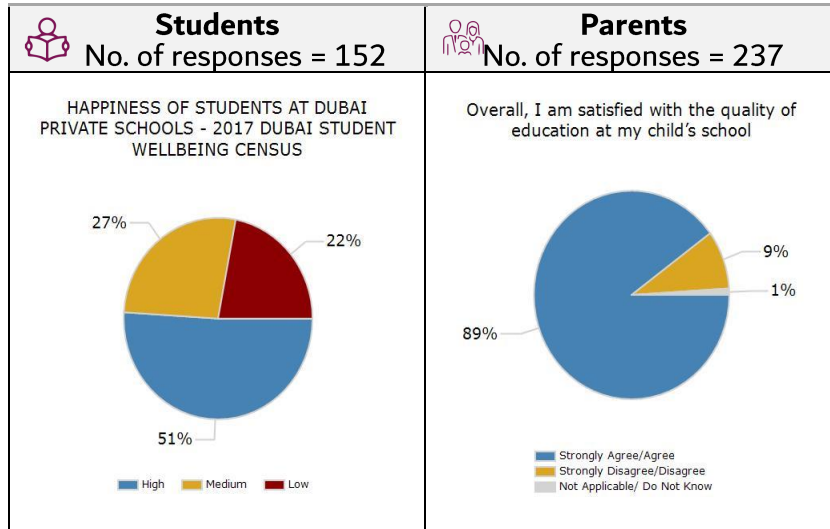
- The new principal has been in position for two months and is the third principal to lead the school since the last inspection. Almost all members of the senior leadership team are new to the school. Nevertheless, the school is in a strong position with leaders who have a clear vision backed by strong educational and leadership skills. Relationships and communication have improved, and many steps are in place to drive cohesive work to improve the school. The leadership team has the experience and expertise to move the school forward.
- The self-evaluation process involves multiple perspectives from across the school community, together with analyses of assessment of students' achievement. Teachers' effectiveness is evaluated systematically in line with inspection standards. Whilst the school improvement plan does not include the focused and measurable targets necessary to drive change, school leaders have the capacity to do this effectively.
- Parents feel that their children are safe and well-supported in the school. They are included in their children's activities and progress through on-line connections such as the ENGAGE portal. The majority of parents view this openness as a welcome improvement in the school. They appreciate being asked to volunteer to support special events and celebrations. Several parents of students of determination share their appreciation for the welcoming and supportive nature of the school.
- The governing body is committed to the vision of the owners to develop a high-quality school. It has an effective advisory board in place which represents all stakeholders and provides it with valuable information. A representative of governance visits the school regularly to monitor the many school initiatives and to provide support. Governors recognize that, at this point, their immediate priority is to support improvements in students' outcomes.
- The daily functioning of the school is efficient and orderly. Staff turnover has presented issues for the school, but by securing suitably qualified and skilled staff, leaders have strengthened the overall school program. The widespread availability and use of technology assist in improving the delivery of instruction and students' learning. Governors and leaders are improving the resourcing of the school, with provisions underway for additional classrooms and improvements to the facilities.



### For Development:

- Ensure that the high-quality leadership has an impact on students' outcomes.
- Drive change through a small number of focused and measurable targets that are supported by all stakeholders.

## The Views of Parents and Senior Students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>The majority of students who participated in the survey report that they feel accepted as part of the school community. Emirati students' responses to social well-being are generally higher than those of their peers. A large majority of students report that their relationships with the teachers and their learning are very positive. Social and verbal bullying is reported by some students, but was not observed or mentioned in the student interviews during the inspection.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>The majority of parents who responded to the survey report overall satisfaction with the school, and with the value they are receiving for their money. They feel that teachers are helping their children make progress and that staff and leaders listen to their concerns. Only a few parents express concerns about their children's relationships with their classmates.</li> </ul>

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)