



المعرفة
Knowledge



MODERN SKILLS SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of school	2006
	Website	www.dubai-sms.com
	Telephone	042887765
	Principal	Stephanie Lucille Chattman
	Principal - date appointed	8/20/2021
	Language of instruction	English, Arabic
	Inspection dates	19 to 23 February 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1697
	Number of Emirati students	1391
	Number of students of determination	84
	Largest nationality group of students	Emirati



TEACHERS

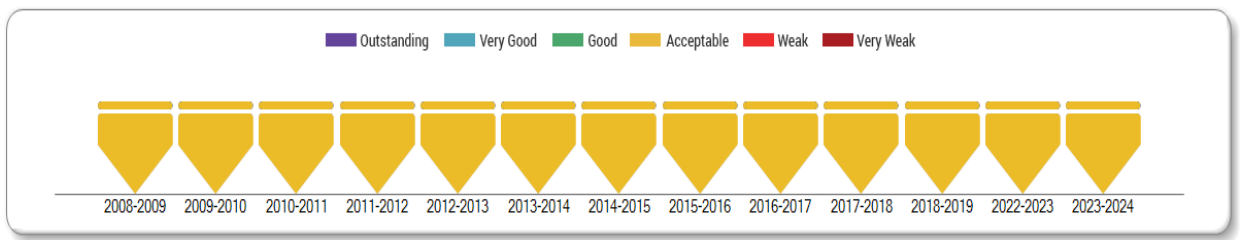
	Number of teachers	121
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	26
	Number of guidance counsellors	4



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	AP
	Accreditation	NEASC

School Journey for MODERN SKILLS SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

- Students achieve well in Islamic Education across the school. Progress in the high school is good in all subjects except in Arabic, as an additional language, where it is acceptable. Progress is good in Arabic as a first language in the Elementary, in English and mathematics in the Kindergarten (KG). In the elementary and middle schools, progress in English and mathematics remains acceptable. Students’ learning skills are stronger in KG and High than elsewhere in the school.
- Students exhibit positive attitudes and responsibility towards learning, with strong behavior and relationships across all phases. They demonstrate an understanding of safe and healthy living. Their attendance, although slightly improved, is still too low. Islamic values are well understood, fostering respect and appreciation, particularly in the upper grades. Students value the heritage and culture of the UAE. They show respect for other cultures. Students engage in serving the community, in displaying their innovation and in promoting sustainability.

Provision For learners

- Teachers demonstrate good subject knowledge. A majority understand how students learn best. However, the overall quality of teaching is inconsistent. While some teachers adapt their teaching to meet individual needs, more capable students are not consistently challenged. Students’ critical thinking and independent learning lack rigor. Assessment data are now being used more frequently to modify teaching and to track students’ progress. Opportunities for self-and-peer-assessment are being developed.
- The curriculum is comprehensive with a balanced approach to subjects. However, it sometimes does not always effectively cater for the needs of all students, particularly boys. While offering diverse choices, including Advanced Placement (AP) and various pathways, cross-curricular links are uneven. Adaptations are made for different groups of students, but the outcomes of English support classes are inconsistent. Extra-curricular activities enrich students’ personal and academic growth. Integration of Emirati heritage is uneven.
- Leaders prioritize child protection, with clear procedures communicated to all stakeholders. Cyberbullying measures and anti-bullying campaigns ensure emotional safety. The campus is secure, with ongoing risk assessments. Healthy living is promoted, and medical staff provide additional care. Positive relationships aid behavior management and attempts to improve attendance. The school is inclusive. Wellbeing is monitored, with counseling support and guidance for senior students on their future steps.

Leadership and management

- Leaders prioritize academic success, wellbeing and inclusion. Newly developed instructional leaders are focusing on teaching methodologies but not yet on students’ outcomes. Self-evaluation lacks rigor, with improvement plans emphasizing completion of actions over outcomes. Stakeholders’ perspectives inform governance, but data are underutilized to challenge leaders further. The qualifications of members of staff vary. Some struggle to deliver the curriculum. Crowded classrooms are a challenge to teaching and learning.

Highlights of the school:

- High school students' good progress in most subjects
- Students' achievement in Islamic Education and awareness of Islamic values and Emirati culture
- The secure health and safety arrangements and child protection procedures
- Successful communication with the school's community and partnerships with parents

Key recommendations:








- Develop consistently high-quality teaching and learning across all subject areas and phases and improve the attainment of all, but in particular of boys.
- Use assessment data to plan and deliver challenging lessons, to ensure that all students reach their full potential.
- Improve leadership skills to address the potential literacy and learning barriers associated with the school's changing student population.
- Ensure that all leaders use both internal and external data to conduct accurate self-evaluation and purposeful improvement planning with quantifiable targets.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 LEADERSHIP AND MANGAMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Not applicable

- The school's outcomes in the 2021 Progress in International Reading Study (PIRLS) show a negative trend compared with the 2016 results. The target score was not reached. Whole-school English language scores did not improve, thereby sustaining a weak judgement. This result is also reflected in the school's mathematics and science benchmark results, which also sustained weak judgements over two years.

C. Leadership: International and Emirati Achievement	Acceptable	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- Leaders are aware of the subject skills and content aligned to the proficiency levels of the Programme for International Student Assessment (PISA) and international benchmark levels of the Trends in Mathematics and Science Study (TIMSS) and PIRLS. They carried out an analysis of benchmark report results, including reading. They tried to ensure that curriculum modification occurred to bridge identified gaps. They are aware of challenges faced by boys in reading literacy and the wider impact that this has on their learning. The school's English, mathematics and science departments have constructed comprehensive literacy action plans which guide the school's literacy program.

- Leaders have ensured that subject areas have action plans with specific strategies for enhancing reading skills. Lesson plans reflect reading and writing tasks. Across the school, there is a variety of levels of teachers' competence. Leaders have instigated professional training for teachers. Across all phases, vocabulary development, reading lessons and English language learning strategies are evident. Reading corners are in place in classrooms in Elementary. Interventions in literacy use external data on reading to tailor targeted support while monitoring progress through regular assessments.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Monitor and review the impact of the school's literacy action plans to ensure improvements in literacy skills, particularly for boys.
- Ensure that students are well prepared for benchmark testing.

Wellbeing



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

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

- The school demonstrates a strong commitment to wellbeing. Provision is led by a qualified senior team that regularly produces secure outcomes. Policies provide a clear vision for wellbeing and are effectively implemented. Data collection is systematic and offers detailed insights. Surveys, standardized tools and more informal methods are used. Any issues arising are dealt with appropriately.
- Stakeholders are actively engaged. Students' opinions significantly shape wellbeing provision. Parents benefit from regular, relevant communications. Members of staff are well prepared for their work, and benefit from supportive induction and training. Monitoring systems result in dependable support and interventions.
- Curriculum initiatives thoughtfully promote students' wellbeing, with particular strengths in targeted programs for risk management. Students have a secure understanding of their wellbeing and are increasingly independent in its management. Teachers regularly create a positive classroom climate that promotes wellbeing, allowing students to take an active role in their learning. Through strong support and a nurturing approach, students develop higher levels of engagement, resilience and character development.

For Development:

- Enhance curriculum initiatives to strengthen students' wellbeing.

UAE Social Studies and Moral Education

- The school uses the MoE social studies standards. Social studies is taught as a stand-alone subject from Grades 1 to 9 in Arabic. Moral education is taught from Grades 1 to 12 in English, for one lesson per week, using the MoE Standards. Curriculum plans for each year group encompass all the key elements for both subjects. The school adopts a cross-curricular approach in both social studies and moral education. Planning systematically creates links with other subjects, particularly Islamic Education, and emphasizes students' personal development and their wellbeing.
- In social studies, curriculum maps ensure that students make progress. Teachers prioritize understanding and appreciation of the history, geography and culture of the UAE. Students learn about world cultures through International Days and other events. Community links are strong, with parents and students planning activities. Moral education encompasses students' personal development and cross-curricular projects. For example, in High, students take responsibility for working with children from KG. Assessment in both subjects includes pre-assessment, cross-curricular projects and final examinations.

Arabic in Early Years

- Children in KG1 and KG2 receive 180 minutes of Arabic teaching per week. Eight qualified teachers deliver the course. The syllabus adheres to MoE standards. It focuses on the four language skills. Teachers introduce basic vocabulary relevant to daily life, such as, greetings, common objects and expressions at an age-appropriate level. It is designed to support a smoother transition to reading and writing in Elementary. Many appropriate resources are used.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students demonstrate secure levels of knowledge, skills and understanding of Islamic rules, ethics and principles. A majority of students, particularly in the high school, have a sound understanding of Islamic values and their impact on their own daily lives.
- In lessons and recent work, Elementary students demonstrate secure knowledge about Islamic concepts such as, the Pillars of Islam and Faith. In Middle, most students know the biographies of the Prophet Mohammed (PBUH) and his companions. In High, students discuss the responsibility of Muslims, including Islam's rejection of extremism.
- The recent modification of the curriculum has enriched the learning of a majority of students. However, students' memorization of the Holy Qur'an and their recitation skills are still insecure.

For Development:

- Improve students' memorization of the Holy Qur'an and Hadith.
- Raise teachers' expectations so that all students are able to provide a better understanding of the impact of Islamic principles on their own lives.

ARABIC AS A FIRST LANGUAGE

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

- The attainment of students in Elementary is stronger than elsewhere. Students in High are improving their levels of achievement and skills, particularly their writing skills.
- Students' listening and reading comprehension skills are well developed. Across all phases, writing is improving due to the range of opportunities now provided. Students' use of standard Arabic is underdeveloped. Almost all can read aloud with variable levels of pronunciation and accuracy.
- The introduction of two reading platforms across the whole school has made some improvement in students' reading comprehension skills. Their limited exposure to a wider vocabulary is limiting their ability to debate effectively.

For Development:

- Extend students' speaking skills and their use of standard Arabic.
- Make effective use of guidelines to evaluate writing compositions.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Most students' attainment is in line with curriculum expectations and according to the number of years of their having studied Arabic. Their listening skills are stronger than those of reading comprehension, speaking and writing.
- In the middle and high schools, most students can write complete sentences using newly introduced vocabulary. In Elementary, most students can read at acceptable levels, and decode and recognize familiar words.
- In lessons, students spend more time on acquiring vocabulary and answering questions than on developing their language skills. Therefore, their ability to speak in different contexts, and to write independently, is less secure, in particular in Elementary.

For Development:

- Ensure that students apply the newly introduced vocabulary into active situations through extended dialogues and writing.
- Improve students' speaking and writing skills.

ENGLISH

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

- Oral skills are strong. Children in KG make rapid progress in speaking and listening. Most can describe and inform and express their opinions clearly.
- Most students read age-appropriate texts with good understanding. In Elementary, students can sequence a story and identify key events. Middle school students infer and evaluate the validity of arguments, while, in the high school, students summarize texts to support their views. Students are not always able to adapt their language for different contexts or use literary terminology confidently.
- Writing skills remain underdeveloped. Younger children sometimes form letters incorrectly and students across the school make frequent errors of punctuation, spelling and grammar. More able students in High produce fluent and assured writing, but many find it hard to write at length for different audiences and purposes.

For Development:

- Improve students' ability to adapt their language for different purposes and contexts, and their use of linguistic and literary terminology.
- Improve students' writing skills at all levels, including their ability to write at length using accurate spelling, punctuation and grammar.

MATHEMATICS

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

- Lesson observations and internal assessments confirm that attainment and progress are above expectations in KG. High school students make connections between mathematical models to solve problems. Students in other grades lack mental mathematical skills to enable them to find solutions independently.
- In KG, children can add and subtract. In Grade 5, students use place value and patterns to multiply. In Grade 8, they can graph proportional relationships using formulae for slope. Older students understand solving equations as a process of reasoning.
- A consistent focus on numeracy has sustained attainment in the KG. However, student's ability in Elementary and Middle to solve problems independently is variable. A focus on literacy skills is improving high school students' ability to solve word problems.

For Development:

- Improve students' use of mental mathematical skills to make sense of word problems and to persevere in solving them independently.
- Improve students' reasoning skills and fluency to solve simple and complex problems using appropriate tools.

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

- Evaluation of internal and external assessment evidence, classroom observation and work scrutiny indicate that attainment and progress across the school are generally in line with curriculum expectations. Across the lower phases, students' practical skills are emerging, due largely to improved opportunities to engage in investigative science.
- In KG, most children have a good knowledge base of how their world works. They have developed knowledge of what living things need to grow. They display their investigative skills when growing seeds in the KG garden.
- The progressive development of students' knowledge in the upper phase is stronger than the development of their scientific skills and understanding. This is restricting students' levels of attainment, particularly in the middle school.

For Development:

- Ensure that levels of attainment are enhanced across all phases.
- Ensure that most lesson planning provides opportunities for students to improve their practical investigation skills.

LEARNING SKILLS				
	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Good

- Most students have positive attitudes, enjoy lessons and work well together, supporting one another's learning. A minority, particularly boys, are less engaged. In KG, children are excited to be in school and exercise choice in lessons. Older students take responsibility for their learning. In high school science, students are developing their independent investigative skills.
- Most students communicate their ideas readily, but some lack the language skills and specialist vocabulary to do so. Students can often relate what they learn to the wider world. In English, students explore climate change and alternative medicines through language study. Everyday concepts underpin work in mathematics.
- Enquiry and critical thinking skills are underdeveloped. Students use technology competently to find information, access online work and check their learning.

For Development:

- Ensure that all students are well motivated and take responsibility for their own learning, particularly in the boys' section.
- Improve students' critical thinking and enquiry skills and their ability to work independently.

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

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

- Students, including the children in the KG, demonstrate positive and responsible attitudes towards learning and their school. Students' behavior in classes and break times is mostly strong. On the whole, the girls are more mature and self-disciplined than the boys.
- In all phases, students have excellent relationships with one another and with their teachers. They show respect, compassion and support. Bullying is rare.
- Across the school, students show a secure understanding of how to keep themselves safe and healthy. They are fully aware of the need to make healthy food choices. The overall attendance has improved but is still less than 92%. Students' punctuality at the start of the school day leaves much to be desired.

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

- Across the school, students, but particularly those in the upper grades, are strongly aware of Islamic values. They understand how these values impact on the lives of all people living the UAE. Students show respect for and appreciation of many of these values, such as kindness and tolerance.
- Students are appreciative of Emirati heritage and culture. In all phases, they talk with confidence about the main features of UAE society. They can give details about the history and food of the UAE, and the country's leaders.
- Students are very proud of their own cultures and heritage. They show respect and appreciation for other world cultures. In the middle and high schools, students demonstrate a better awareness of other world cultures than those in Elementary.

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

- Students have a clear understanding of their responsibilities in the school. They are engaged in local and international efforts to help and serve others. In High, the student council presents students' ideas and concerns to leaders and discusses possible solutions.
- Students demonstrate innovation and entrepreneurial skills by their participation and success in numerous programs and endeavors. They enjoy developing their own projects in lessons and in their House groups.
- High school students are especially active in initiatives that promote sustainability and conservation both locally and globally. In all phases, students show a comprehensive understanding of environmental issues. They are proactive in seeking solutions to them through the school's recycling efforts, and through conserving water and electricity.

For Development:

- Ensure that repeat absentees improve their attendance and punctuality.
- Raise students' wider world culture awareness and understanding.
- Provide students with more opportunities for volunteering and community service.

03 TEACHING AND ASSESSMENT

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

- Teachers have good subject knowledge and, in the more successful lessons, know how students learn best. There are examples of good teaching throughout the school, especially in KG and the high school, but overall the quality of teaching is variable.
- Lesson planning includes reinforcement of prior learning and the development of skills, knowledge and understanding. However, teachers do not always use time effectively to enable students to explore fully the topics being covered. Questioning is used well in the high school to check for understanding.
- In the better lessons, teachers skilfully adapt teaching to meet individual needs. However, more able students are often insufficiently challenged. Teaching to develop critical thinking, problem-solving and independent learning is not systematically developed. Recent initiatives to improve teaching and learning are not yet embedded.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Leaders analyze internal and external data increasingly well and are beginning to use the information to identify gaps in students' learning. The benchmarking of students' internal academic outcomes against external standards is not yet fully in place.
- The use of assessment information by all teachers to plan lessons, to modify their teaching and to adjust the program is developing. A majority of teachers have a growing awareness of the strengths and weaknesses of individual students. In the better lessons, teachers provide interventions and effectively track their students' progress.
- The evaluation of students' work is inconsistent across subjects and grades. It often lacks both detail and specific advice on the next steps that a student needs to take. Opportunities for students to engage in self- and-peer assessments during lessons are infrequent.

For Development:

- Implement effective strategies to meet the needs of all groups of students and improve their critical thinking, problem-solving and independent learning skills.
- Align internal assessments with external benchmark test results and use the information to identify and amend gaps in students' learning.
- Improve the quality of teachers' written feedback to students.

04 CURRICULUM

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

- The curriculum has clear rationale and meets all statutory requirements. It is broad and balanced and develops students' knowledge and skills in most subjects. Although the curriculum is a progression model, it is not always effective in meeting the needs of most groups, particularly boys.
- The curriculum provides ample choices. In High, students access a broad range of core and elective courses including Advanced Placement (AP) and mathematics pathways to cultivate their interests and aspirations. Planned cross-curricular links are inconsistent across the grades.
- In most subjects, the curriculum is reviewed regularly to meet students' learning needs and skills. However, provision to meet the needs of all groups of students is developing.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- The curriculum is adequately adapted to include levelled tasks and activities to meet the needs of most groups of students. Additional English language support classes are timetabled to develop reading literacy skills. However, their outcomes are variable.
- The curriculum provides a broad range of extra-curricular and inter-school activities for students from KG to Grade 12 to enrich their personal and academic development. They include Arabic calligraphy and crochet. Opportunities for innovation and creativity are timetabled through the Science, Technology, Engineering, Art and Mathematics (STEAM) lessons.
- Students' experiences and appreciation of the heritage of the UAE, including Emirati culture and values, are yet to be integrated fully into the curriculum. Planned opportunities to show meaningful links are stronger in the MoE subjects, but inconsistent elsewhere.

For Development:

- Ensure that cross-curricular links are well planned to secure students' transfer of learning between different subjects.
- Review, adapt and modify the curriculum to meet the needs of different ability groups.
- Ensure that additional literacy lessons effectively support students' reading skills.

05 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

- Robust procedures for child protection and safeguarding are communicated to and understood by students, teachers, support staff and parents. Effective cyberbullying measures and anti-bullying campaigns ensure that students are protected both emotionally and socially.
- The school campus is safe and secure. Ongoing rigorous risk assessments are effective in providing a safe and hygienic environment where students can thrive academically and personally. Students' arrivals and departures are carefully managed and supervised.
- The school promotes healthy living, including healthy eating and exercise. Medical personnel ensure that all vaccinations are up to date. They provide regular workshops on handwashing, dental care and good hygiene.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Across all phases, members of staff have positive relationships with students. Systems for managing students' behavior are generally successful. The school's efforts to promote good attendance and punctuality is having some impact from a low starting point.
- The school is inclusive and provides a welcoming and nurturing environment for students of determination. Following admission, their needs are identified, and plans are put in place to ensure that they receive the necessary support. The school has identified students with gifts and talents and has taken some appropriate steps to meet their needs.
- The school has reliable systems for monitoring the wellbeing and personal development of students. Two counselors and a psychologist support senior students who benefit from effective advice and guidance to help them with their future. Alternative pathways are yet to be considered for some groups of students.

For Development:

- Consider the provision of alternative pathways to enable all groups of students to have a wider range of life skills and career options.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Governors and senior leaders promote an inclusive ethos which is reflected in the everyday life of the school. Members of the senior leadership team are qualified and are responsible and accountable for the outcomes of students of determination.
- The school has developed appropriate plans and policies which are consistently applied across the school for the benefit of students of determination. There is adequate investment in resourcing. Learning laboratories and a sensory room are the latest additions.
- Teachers keeps parents informed of their children’s progress through formal and informal reporting. Parents report being happy with the school and with their involvement in their children’s experience. The curriculum is appropriately modified. This ensures that students of determination are engaged with relevant and meaningful learning opportunities and at levels, which generally match their abilities.
- Carefully targeted support ensures that students are actively involved in a range of learning activities that promote the acquisition of key personal and social skills. Frequent assessments ensure that teaching is leading to progress.
- Most students of determination make good levels of progress from their starting points. Tracking measures within the school are improving. They are beginning to inform more strategic provision and planning to address barriers to learning.

For Development:

- Ensure that the tracking of students’ progress is rigorous and secure, and fully informs individualized and personalized planning for all students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders establish a vision that is in line with the priorities, of the UAE, including academic success, inclusive education and the wellbeing of stakeholders. Roles and responsibilities have changed with instructional leaders now playing a key role in developing teaching methodologies. Their influence lies in supporting staff rather than guaranteeing consistently high educational standards. Leaders present an overly positive perspective of their effectiveness, while at the same time acknowledging the obstacles impeding sustained improvement.
- Leaders' commitment to systematic self-evaluation, incorporating internal and external data, is evolving but lacks rigor. While key priorities are identified, there is insufficient emphasis on the monitoring of teaching and learning and on students' achievement. Improvement plans outline detailed actions, but the success criteria focus on completing the actions rather than on improving students' outcomes. Leaders have shown some progress in addressing some of the recommendations made in the previous inspection report.
- Leaders are committed to engaging parents in their children's learning. Their views are considered, for example, when developing the curriculum in the high school. Effective communication strategies ensure that parents are well informed about their children's progress and development. However, reports lack details on how students can improve in each subject in order to achieve their targets. Connections with the local and broader communities promote community engagement.
- Governance ensures that parents', teachers' and students' perspectives are represented through their wider membership. Despite gaining detailed knowledge of the strengths and areas of improvement, board members do not adequately challenge leaders' viewpoints on self-evaluation, improvement plans and students' outcomes. Although they have overseen improvements in some areas, governors do not have a sustained focus on improving teaching and learning.
- The school's daily management routines, and procedures are effectively communicated to staff and students. Most teachers are qualified and participate in professional development, including a mentoring program for early career teachers. Some, however, struggle with the delivery of the US curriculum. The new renovation program includes enhanced science laboratories and the provision of interactive white boards to support more advanced learning skills. However, a few classrooms are small and crowded, and hinder effective teaching and learning.

For Development:

- Ensure that all leaders have the skills and resources to monitor teaching, learning, assessment and the curriculum.
- Establish a systematic and accurate self-evaluation and improvement planning process.
- Hold leaders accountable for their impact on teaching and learning, and for the production of accurate self-evaluations and improvement plans.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae