



INSPECTION REPORT

DUBAI SCHOOLS CORPORATION NAD ALSHIBA L.L.C.

US CURRICULUM

ACCEPTABLE

CONTENTS








CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2024-2025	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	12

SCHOOL INFORMATION





GENERAL INFORMATION

	Location	Nad Al Shiba Fourth
	Opening year of School	2022
	Website	www.dubaischools-nas.ae
	Telephone	043294610
	Principal	Carla Aria Caviness
	Principal - Date appointed	8/1/2023
	Language of Instruction	English
	Inspection Dates	28 April to 01 May 2025




STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 13
	Grades or year groups	KG 1 to Grade 7
	Number of students on roll	544
	Number of Emirati students	508
	Number of students of determination	82
	Largest nationality group of students	Emirati

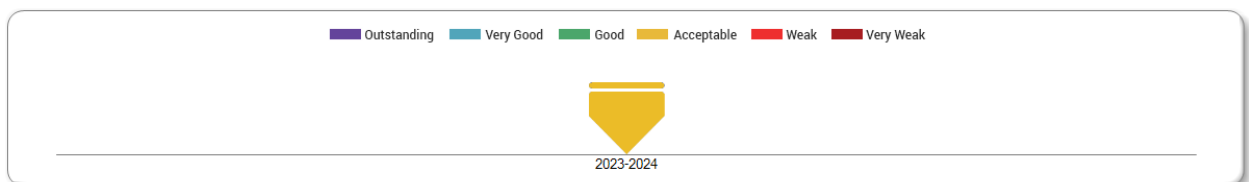
TEACHERS

	Number of teachers	38
	Largest nationality group of teachers	US
	Number of teaching assistants	24
	Number of guidance counsellors	1

CURRICULUM

	Main Curriculum	US
	External Curriculum Examinations	Not applicable
	Accreditation	None

School Journey for DUBAI SCHOOLS CORPORATION NAD ALSHIBA L.L.C.



Summary of Inspection Findings 2024-2025

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

- Attainment is acceptable and progress is good in the Kindergarten (KG). Across the elementary and middle phases, attainment is weak in English, mathematics and science. It is weak in Arabic in the middle phase. Progress is acceptable across the elementary and middle phases but good in Islamic Education in Elementary. Critical thinking, problem-solving, independent learning and research skills are underdeveloped across the school. Learning skills are strongest in KG.
- Students respond well to routines and quickly develop positive, enthusiastic and responsible attitudes. They are sensitive to the needs and differences of others. Students demonstrate a secure understanding of Islamic values and, a strong appreciation of Emirati heritage and culture. They actively take on roles of responsibility within the school and the wider community. Students are enthusiastic participants in adult and student-directed programmes to promote sustainability, recycling and conservation.

PROVISION FOR LEARNERS

- Teachers apply strong subject knowledge, especially in KG where hands-on, play-based learning is effective. Lessons are well planned although teachers' instructions sometimes limit active learning. Questioning is used to check knowledge but less often to promote deeper thinking. Support is well considered although challenge for higher achievers is variable. Consistent assessment practices lead to data-informed planning. While tracking is effective, assessment for learning and student-led evaluation remain variable.
- The New York State Standards and Ministry of Education (MoE) framework offer a balanced, well-developed curriculum. It includes extra-curricular activities such as, entrepreneurship, sustainability and financial literacy. Differentiated planning supports and challenges students of determination. Innovation programmes are developing but not fully embedded. The UAE's culture is effectively integrated across most subjects. The curriculum is stronger in the KG and elementary phases.
- The school has strong safeguarding policies and promotes healthy living through physical education, health campaigns and medical support. Students thrive in a safe, supportive environment. Facilities meet all students' needs. Staff-student relationships are respectful. Behaviour, attendance and punctuality are well managed. Identification systems for students of determination and Early Language Learners (ELL) are effective and supportive. Students' wellbeing is closely monitored through staff support and counselling.

LEADERSHIP AND MANAGEMENT

- The principal, ably supported by a strong leadership team, provides direction and demonstrates commitment to inclusion and the UAE's priorities. Roles are well defined, morale is high, and safeguarding is secure. Self-evaluation is improving but lacks clarity. Parent partnerships are positive, but parental engagement varies. Governance meets requirements but has yet to offer fully effective strategic support. The school is well resourced, clean, accessible and staffed with qualified professionals committed to students' success.

Highlights of the school:

- The teaching, learning and progress made by children in KG
- Students' personal and social development including their awareness of Emirati culture and heritage
- Arrangements to secure the health, safety and protection of students in the school
- The leadership of the principal and leadership teams
- The promotion, celebration and commitment to inclusion and wellbeing

Key Recommendations:

- Improve teaching and learning to raise attainment and accelerate progress in the elementary and middle phases by:
 - eliminating inconsistencies and sharing the best practice that already exists,
 - raising expectations and ensuring tasks are consistently challenging, especially for the more able students,
 - improving reading standards in Arabic and English and,
 - supporting students to become more independent learners, critical thinkers, problem solvers and entrepreneurs.
- Governors should ensure that the school is actively supported in managing external recommendations and determining priorities as well as in ensuring that self-evaluation and development planning are linked to the school's performance and student outcomes.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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 :

A. Registration Requirements	Met Fully
-------------------------------------	------------------

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Not applicable

- The school uses the Northwest Evaluation Association Measures of Academic Progress (MAP) tests for benchmarking students' performance. Over the last two years, the school has achieved weak attainment in English, mathematics and science in the Spring tests in 2023 and 2024. Consequently, progression in these tests is also weak.

C. Leadership: International and Emirati Achievement	Good
---	-------------

- Leaders in English, mathematics and science understand the weaknesses in content identified by the benchmarking tests. The National Agenda action plan identifies what steps are to be taken to close the gaps in the curriculum and students' learning. Leaders are ensuring that sufficient differentiation is planned in lessons, and they monitor the effectiveness of interventions in reducing attainment gaps over time.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- The New Group Reading Test (NGRT) data shows that the school has a very large number of students whose English reading literacy is classified as weak or very weak. The lowest attainment is in the lower elementary phase. Teachers across subjects and phases are modifying their teaching strategies to encourage students to read aloud, highlight vocabulary and simplify text. This focus is gradually helping to support reading in the classrooms. Individualized support for the identified weakest readers is less successful. Progress across the full year is strong, although this is from a very weak baseline.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure that department leaders and teachers address the identified curriculum gaps in full.
 - Further develop the teaching strategies used in classrooms to support English reading literacy.
-

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 student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

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

- The wellbeing of students, staff and visitors is a priority for the school. School leaders have a clear vision and model wellbeing principles. They are aware of the school's strengths and areas for focus. Monitoring, although not systematic, supports the application of the wellbeing policy and improvement plan. Stakeholders understand the school values and the role that wellbeing plays within them. Methods for data collection and analysis are in place, enabling informed decisions to be made.
- Students engage proactively with skilled and trusted adults who actively address their concerns. Interventions lead to specific and sustained improvements in wellbeing practices for all. Relationships between adults and students are effective in supporting social and communication skills. They allow students the opportunity to develop independence and confidence. Supportive classroom cultures enable most students to collaborate and engage in a positive learning environment. Staff wellbeing is supported through professional development training. Feedback from members of staff is invited and valued.
- Teachers' understanding of students' diverse needs ensures that most students are confident and happy learners. Curriculum planning is effectively customized for a range of diverse student wellbeing needs. Most students manage their own wellbeing and are thoughtful when considering others. They are keen, enthusiastic and interested learners. The school effectively integrates wellbeing into curriculum programs such as, wellness clubs and assemblies. Information from students' and teachers' surveys is used to adapt curriculum initiatives.

For Development:

- Consider refining strategies and establishing more comprehensive systems for regular feedback and review based on the views of all stakeholders.
- Improve the contributions from students and empower the School Council even further to support wellbeing practices.

UAE social studies and Moral Education

- Moral education and social studies are taught as two discrete subjects. The school follows the UAE's moral social and cultural studies (MSCS) program closely. Across the school, social studies are taught in Arabic. In KG, moral education is taught in Arabic and integrated across the curriculum. In Grades 1 to 7, students have one lesson per week taught by a specialist teacher. In all other grades, students have one lesson per week taught in English by their homeroom teachers.
- Teachers provide engaging lessons in which students have opportunities to gain knowledge and develop a variety of skills. Lessons are focused on exploring values, reflection and critical thinking, covering historical and current global issues. Appropriate arrangements are in place for the regular assessment and reporting of students' learning.

Arabic in Early Years

- The school offers Arabic in KG1 and KG2 four times per week of 30 minutes duration. The school has implemented their own phonic programme where children identify sounds and letters in different shapes and positions. Assessment is based on the teacher's informal observations. Teachers use multiple resources such as, worksheets, videos, technology and manipulatives. Students move between stations during lessons. They can read a number of sight words by the end of the lessons.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons, students in the elementary school make better progress in most Islamic concepts. In the middle phase, students are making steady progress from their starting points. Attainment in both phases is broadly in line with expectations because of students' low starting points.
- Students' understanding of the Hadeeth is strong and Holy Quran recitation skills are developing. In the elementary, students recite appropriate Surahs and successfully apply the advanced rules of Tajweed. However, their knowledge of Aqeedah, and understanding of contemporary issues, remain underdeveloped.
- The teaching of Islamic Education and developing of 'Zaad al Mumin' initiative are having a positive impact on students' progress in Elementary. In Middle, progress is limited by students' inability to apply their learning to everyday life and justify their answers with evidence.

For Development:

- Improve students' independent learning and higher-order thinking skills especially in the upper grades.
- Improve older students' depth of knowledge and written responses in relation to their understanding of Aqeedah and contemporary issues.

Arabic as a First Language

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

- The recent internal data reflects the attainment levels observed in students' work in both phases. Students in the elementary phase are making slightly better progress in lessons. In some lessons, struggling readers are not making adequate progress in learning language skills.
- Elementary phase students can read and identify the main elements in short stories. They can compare two different characters in terms of their personality characteristics. In Middle, girls' communication skills are still underdeveloped. Despite teachers' efforts in trying to improve students' spelling, the impact on their work is limited.
- The school has improved the rigor of internal assessments. Curriculum planning in Elementary is now broader. However, the teaching of writing does not yet lead to sufficient progression for students.

For Development:

- Improve students' communication skills in Arabic.
- Implement a curriculum that enables clear progression and improvements in students' writing.
- Design and implement reading and literacy interventions to support students who are struggling with reading.

Arabic as an Additional Language

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

- External and internal attainment data is aligned with the levels of attainment observed in lessons and students' work. Students make rapid progress in listening and vocabulary acquisition.
- Students can use a range of relevant vocabulary to introduce themselves, talk about the weather, discuss their favorite clothes and describe their daily routines. As teachers use Arabic, as the language of instruction, this provides students with valuable opportunities to develop their listening skills. Most students can read familiar short Arabic texts and, create sentences using newly acquired vocabulary.
- Most teachers are skilful in implementing a personalized approach in the planning and delivery of a curriculum that supports students' learning.

For Development:

- Improve even further students' ability to exchange information during conversations.

English

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Good	Acceptable	Acceptable

- In KG, children’s phonics skills develop well, and they make better than expected progress. From low starting points, students in the elementary and middle phases make steady progress. Attainment in reading and writing remains below the curriculum standards. Boys in the middle phase are making slower progress than girls.
- Students’ vocabulary is gradually expanding but they lack confidence in using spoken language. Students’ reading skills are a current focus for development during lessons as their results in external benchmark tests are well below expected levels. Nevertheless, across the school, a love of reading is being strongly promoted.
- Most students are now able to write in a range of genres. However, newly introduced techniques are not always sufficiently embedded before they move on to new learning, especially in the middle phase. Drafting and editing skills are not yet used well enough to ensure correct spelling, punctuation and grammar in students’ written work.

For Development:

- Accelerate reading progress in the elementary and middle phases.
- Encourage students to systematically edit their own writing against clear guidelines to support improvements in their spelling, punctuation, and use of grammar.

Mathematics

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Good	Acceptable	Acceptable

- Students’ achievement in lessons is strongest in KG. In Elementary and Middle, most students reach the target depth of knowledge but only minority exceed expectations. Attainment from MAP tests is weak, although progress on these tests is stronger.
- Most students engage appropriately with differentiated tasks, but not all progress to higher levels of challenge. With language support, students are able to succeed in tasks requiring critical thinking and problem-solving, though this is not yet consistent across all groups.
- Most students develop mathematical understanding in KG and lower Elementary by moving through activities from concrete to abstract with differentiated starting points. The increased use of everyday contexts and technology is also helping upper Elementary and Middle students to deepen their knowledge, skills and understanding of mathematics.

For Development:

- Maximize opportunities for students to be more active learners.
- Increase the level of challenge for all students by enabling them to engage more confidently with tasks that require higher-order thinking and complex reasoning, particularly in the upper grades.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Weak	Weak
Progress	Good	Acceptable	Acceptable

- Students' understanding and application of science vocabulary has strengthened their knowledge, skills and understanding of scientific concepts, leading to stronger levels of progress. However, opportunities for students to demonstrate their understanding, and skills during class presentations, still vary across grades.
- In KG, children can explore the parts of a plant while elementary students identify what plants need to survive and learn about fossils. In Middle, students can make predictions and develop their own procedures for exploring thermal transfer and temperature changes.
- Students' problem-solving skills are enhanced through experiments undertaken in the laboratory, which are accelerating their progress, especially in the KG. Students across the phases are developing their scientific inquiry skills, but this has not yet had a measurable impact on their levels of attainment.

For Development:

- Improve attainment and progress in Elementary and Middle.
- Provide more opportunities for students to develop and use their scientific communication skills.

Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Acceptable	Acceptable

- Across the school, students have positive attitudes towards learning. In KG, children know their learning targets which they use to guide them when making independent activity choices.
- Students work productively in groups although the quality of their interactions are varied, and collaboration can be limited without adult support. Students' verbal communication skills in Arabic and English are developing. However, their limited vocabulary often restricts them from expressing themselves precisely and in speaking with confidence.
- Most students are increasingly making connections to different areas of learning and relating these to their understanding of the wider world. They are beginning to use technologies, albeit in limited ways, to support their learning. Opportunities for students to develop critical thinking, problem-solving, innovation and independent learning skills are still inconsistent, especially in the middle phase.

For Development:

- Increase opportunities for students to engage in discussions in lessons and gain confidence when speaking.
- Support students, across all phases, to develop their critical thinking, problem-solving, innovation and independent learning skills.

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

	KG	Elementary	Middle
Personal development	Very good	Good	Good

- Across all phases students demonstrate positive and respectful attitudes towards one another, teachers and visitors. In KG, children are settled, follow routines with growing independence, and show enthusiasm for their learning.
- Across the school, students display maturity in classroom interactions and are supportive of one another. They are proud of their school and feel safe and secure. They respond well to positive reinforcement, and most manage their own behaviour effectively. However, a small number of students in Middle lack self-discipline.
- Students make healthy choices, showing awareness of nutrition and personal wellbeing. Physical education lessons are integral to learning about the importance of exercise to physical and mental health and many students take part in extra-curricular sporting activities.

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

- Students demonstrate strong Islamic values, as shown during Ramadan, when many take part in acts of charity. Through Sadaqah initiatives, such as collecting donations and food for the needy, students actively reflect on the Islamic principles of kindness, mercy, compassion and community responsibility.
- Students show a strong understanding of Emirati heritage through their involvement in national celebrations and educational visits. Events such as the UAE National Day celebrations enhance students' cultural pride, while trips to the Museum of the Future and Bayt Al-Naboodah develop their knowledge of modern innovation and, traditional practices.
- Most students also show pride in their own cultural backgrounds and enjoy sharing them with others. They display a strong appreciation of global diversity through events such as, International Day. Many students report that they are interested in developing these activities even further.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students happily take on roles of responsibility in school life and within the wider community. In KG, children enthusiastically participate in school fundraising and enjoy helping their friends. Older students organize innovative projects and school events. They are especially successful in leading the school's Student Council.
- In lessons, most students work diligently to finish their activities and, when given the opportunity, they are innovative and enterprising. They are active participants in school activities, sometimes planning assemblies and developing projects.
- Students are keen participants in school and student directed programs to promote sustainability, recycling and conservation. The Student Council recently launched a school wide sustainability initiative which included a commitment to a sustainability pledge and an Earth Day event.

For Development:

- Strengthen behavioral expectations with a specific focus on improving consistency and self-management of some students in Middle.
- Provide even more opportunities for students to initiate and lead activities that promote Islamic values and world cultures.
- Encourage more elementary and middle students to lead local and global projects related to charitable donations and environmental sustainability.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Acceptable	Acceptable

- Across phases and subjects, teachers apply their subject knowledge effectively. In KG, in particular, teachers demonstrate their knowledge of how children learn by providing high-quality, hands-on activities in a play-based learning environment. All teachers build positive relationships with students and create environments conducive to supporting learning and students’ wellbeing.
- Teachers plan purposeful lessons and most use time and resources effectively. Occasionally, teachers overly dominate the lessons, reducing the time for students to actively learn. Most teachers use questioning well to check for knowledge but, questioning to promote dialogue and deeper thinking is less well-developed.
- Although most teachers support students appropriately there is not always sufficient challenge in lessons for the higher attaining students. The development of students’ critical thinking, problem-solving, innovation and independent learning skills is still underdeveloped.

	KG	Elementary	Middle
Assessment	Good	Good	Good

- In KG, continuous tracking against curriculum standards is effective. Across all phases, baseline assessments at the beginning, middle and end of the year helps to check students’ progress.
- Extensive external benchmarking from Grade 1, together with internal data, are analyzed to identify trends and gaps, and to track individual progress. Targets are set and, where necessary, the school puts interventions in place for those in need of additional support.
- Valid analysis informs planning and ensures work is targeted appropriately. Although teachers monitor students’ notebooks and classroom performance, the quality of these assessments is uneven. Few examples of effective self-and-or-peer-assessment are evident.

For Development:

- Across the school systematically develop students’ critical thinking, problem-solving, innovation and independent learning skills.
- Use available data to plan and deliver learning activities that provide greater challenge, especially for higher attaining students.
- Increase opportunities for students to engage in effective self-and-peer-assessment.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Acceptable

- The New York State Standards and MoE framework provide a balanced and well-developed curriculum that meets the national, and school licensed, curriculum requirements. The curriculum is broad, builds on previous learning and meets the personal development and academic needs of students.
- The school's curriculum provides opportunities for cross-curricular learning that is, so far, more effectively used in Elementary than in Middle.
- The curriculum is reviewed termly and yearly as well as in the weekly 'Team Tuesday' meetings to identify any significant gaps. Curriculum reviews in Arabic and Islamic Education are ongoing, and the English department has extended a phonics program to Grade 3. The program is also used for older students who are new to learning the English language.

	KG	Elementary	Middle
Curriculum adaptation	Good	Good	Good

- Curriculum modifications meet the needs of most groups of students by providing challenge, support and extension. Differentiated lesson plans, informed by assessment data, ensure continuous progress for students of determination, but although provision is variable for those who are gifted and talented.
- The curriculum provides some opportunities for enhancement and innovation in subjects such as, Women in Science, Robotics, Artificial Intelligence and Science, Technology, Engineering and Mathematics (STEM) lessons as well as sustainability-focused projects that connect with the wider world.
- The curriculum provides appropriate learning experiences that enable most groups of students to develop a clear understanding of the UAE's values, culture and society. Students participate in Arabic storytelling and miniature Souks that engage them in trade and commercial activities. Lessons in Islamic Education frequently supports students in their knowledge of how Islamic values can be integrated into the UAE's society.

For Development:

- Embed cross-curricular links that maximize opportunities for integration of learning across all subjects.
- Develop further opportunities for enhancement, enterprise and innovation that are clearly linked to the curriculum and, across all subject areas.

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

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

- Well formulated policies and comprehensive procedures are in place and rigorously followed. The proactive approach of the school regarding safeguarding and child protection has led to an overall ethos that supports students both personally and academically.
- The promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices and exercise. Physical education staff and medical personnel contribute to raising students' awareness of the importance of the need for healthy lifestyles.
- The building, equipment and resources, are very well suited to the personal and educational needs of all students, including students of determination. Medical procedures are followed, and records are comprehensive. Students consistently experience a safe learning environment in the school.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Teachers know their students well. Mutual respect, trust and confidence are characteristic of the interactions between staff and students. Systems for monitoring behaviour are effective and understood by the community. The school's approach to promoting attendance and punctuality is successful. Parents are informed promptly of any concerns the school may have.
- The school uses comprehensive systems and procedures for the identification of students of determination and those learning English, as an additional language. In the better lessons, teachers differentiate the learning activities and use strategies that support and challenge appropriately.
- The wellbeing and personal development of all students is closely monitored, and students have access to a known and trusted member of staff. The school counsellor provides care and guidance including social and emotional counselling, in addition to some university and career counselling.

For Development:

- Further integrate wellbeing and learning initiatives to ensure all students have access to appropriate support.
- Build on the careers program for students in the middle phase.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The principal and governing board promote an inclusive ethos which is reflected in many features of school life. The head of inclusion implements strategies that foster an inclusive environment and ensure that inclusivity is embedded within the school's culture, values and policies.
- Admission procedures include screening to identify barriers to learning and which guide further assessments and planning for provision. Through comprehensive assessments, the school's support for students is mostly effective. Support teachers also work closely with class teachers to provide individual support as required.
- The school has developed strong and effective communication links with families. Parents are encouraged to be actively involved in their children's education. The school engages parents, seeks their feedback and values their contributions. Parents have access to helpful and appropriate guidance, training and support.
- Targeted interventions ensure that most students are actively engaged in learning. Classroom expectations develop a culture of respect and inclusiveness. In the better lessons, the planning and delivery of learning are effectively differentiated. Teachers and therapists also work well together to support students with more complex learning profiles.
- Students' starting points and next steps are accurately identified. Student portfolios are used to track the effectiveness of provision. Development indicators show that students acquire a range of knowledge and skills, and the majority are making better than expected progress.

For Development:

- Refine further the system to support the evaluation of the impact and consistency of interventions.
- Ensure that all teachers have the skills necessary to support students of determination in lessons.

6. Leadership and management

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

- School leaders, at all levels, provide a clear vision for the school and demonstrate a strong commitment to inclusion and the UAE's priorities. While roles and responsibilities are well defined and communication is professional, the school has yet to fulfil its academic vision for critical thinking and problem-solving. Staff morale is high, and all members of staff feel valued. Leaders assess strengths and areas for improvement accurately and, ensure that safeguarding procedures at the school meet statutory requirements.
- The school's self-evaluation draws on a broad range of evidence and provides reliable insights into its strengths and weaknesses, although documentation is lengthy and lacks clear prioritization. Teaching and learning are monitored through regular reviews, but the impact of development training is not sufficiently tracked. Improvement plans include relevant targets, yet links between whole-school and departmental plans are unclear. While progress has been made in addressing external recommendations, further refinement is still needed to ensure actions are prioritized with well-formulated success criteria.
- The school actively engages parents as partners in school life, with regular communication through newsletters, coffee mornings and conversations. Parents appreciate the care and support offered, especially for students of determination. While parental involvement is welcomed, attendance at support sessions remains low, limiting impact. Although the school seeks feedback from parents to improve practices, the reports on their children's progress lack clarity on how to improve, and some parents find the data hard to comprehend. However, strong community links and collaboration with other schools is helping to enhance the curriculum, support reading and raise aspirations.
- The governing board includes representation from a range of stakeholders with a breadth of expertise that includes knowledge of the US curriculum and parent representation through the advisory board. Governors actively gather stakeholder views, regularly visit the school, and participate in learning walks and lesson observations to hold leaders accountable for performance and improvements. They have a strong understanding of the school and positively influence its direction. Nevertheless, support in addressing and prioritizing external recommendations is not fully developed. All statutory requirements are fully met.

- The school is well maintained, accessible, and welcoming. Leaders greet students daily, and facilities, cleaning and security personnel are effectively deployed. Recruitment focuses on gaining qualified teachers with appropriate curriculum expertise, and leadership has been expanded to drive improvement. Middle leaders receive targeted training. Facilities, including the KG play areas, a science laboratory, enhance learning, although sporting facilities are more limited in hotter weather. Resources are well matched to students' needs, with effective staff deployment and personalized professional development training.

For Development:

- Ensure that self-evaluation and development planning include clearly defined targets and properly communicated success criteria that are linked to the school's performance and student outcomes
 - Governors should make certain that the school is actively supported in managing external recommendations and in determining priorities to raise attainment and progress in the elementary and middle phases of the school.
-

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