



المعروف
Knowledge المعرفة



DUBAI MODERN EDUCATION SCHOOL

US / MoE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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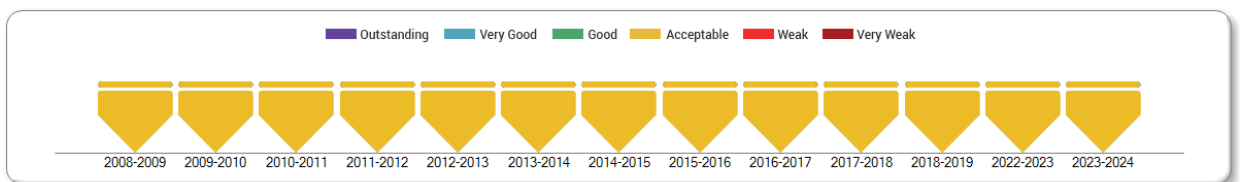
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SCHOOL INFORMATION

Category	Item	Value
GENERAL INFORMATION	Location	Al Mizhar
	Opening year of school	1996
	Website	www.dmes.ae
	Telephone	042885115
	Principal	Dr. Robert R. Fielder
	Principal - date appointed	1/29/2024
	Language of instruction	English, Arabic
	Inspection dates	26 February to 01 March 2024
STUDENTS	Gender of students	US/MoE: Boys and girls
	Age range	US: 4-17 / MoE: 6-18
	Grades or year groups	US/ MoE: KG 1-Grade 12
	Number of students on roll	US: 1422/ MoE: 582
	Number of Emirati students	US: 758/ MoE: 242
	Number of students of determination	US: 47/ MoE: 27
	Largest nationality group of students	US: Emirati / MoE: Arab
TEACHERS	Number of teachers	US: 121 MoE: 47
	Largest nationality group of teachers	US: Egyptian MoE: Egyptian
	Number of teaching assistants	US: 15 MoE: 0
	Number of guidance counsellors	US: 6 MoE: 2
CURRICULUM	Curriculum	US: US MoE: MoE
	External Curriculum Examinations	US: AP MoE: IBT
	Accreditation	US: NEASC MoE: Not applicable

School Journey for DUBAI MODERN EDUCATION SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

US:

- Children in the Kindergarten (KG) have yet to benefit from opportunities to engage in challenging and creative learning activities in lessons. In Elementary and High, students make good progress in Islamic Education, but outcomes in Arabic vary. They are most successful in the better lessons. Students' poor levels of literacy and low expectations from teachers are hindering the performance of students in English, mathematics and science. Students' learning skills are acceptable across the phases.

MoE:

- Across all cycles, a majority of students have good learning skills. Their positive work ethic is reflected in good outcomes across all subjects. In Cycle 2, students' attainment remains acceptable in Arabic. Progress in lessons is confirmed by internal and external data across English, mathematics and science. In Cycle 3, Islamic Education continues to be a strength of this section of the school.

US:

- Students' behavior is positive. Most show high levels of self-discipline and respect. In the high school, levels of mutual respect and engagement are key strengths. Students have a deep understanding of how Islamic values influence their lives. In KG, Elementary and High, students have a very good understanding and appreciation of the heritage and culture of the UAE. Most students have a broad awareness of environmental issues.

MoE:

- Students show positive and responsible attitudes towards school and regularly demonstrate self-reliance. The behaviour of students is exemplary. In all cycles, students demonstrate a very good understanding of the traditions and culture of the UAE and a thorough knowledge of Islamic values. Students celebrate national and Islamic occasions and involve their parents in them too. Since the previous inspection, students have had more opportunities to be involved in projects of sustainability.

Provision For learners

US:

- Teachers have sufficient subject knowledge and a basic understanding of how students learn best. However, lessons in KG, Elementary and Middle are overdirected by teachers. The pace of lessons leaves limited opportunities for students to complete activities. The school has a tracking system that provides teachers with information about students' progress as individuals and groups. It is yet to be used rigorously for the accurate tracking of students' progress over time.

MoE:

- Teaching is good in all phases. Teachers have a secure knowledge of their subjects. They create positive learning environments, where they ensure that students feel respected. The school conducts external assessments linked to expectations of the curriculum and participates in a range of tests to benchmark students' performance against international standards. Teachers provide ongoing feedback in class and in students' workbooks. This is helping students to understand how to improve their work further.

US:

- The school has yet to undertake a thorough and regular review of the curriculum to ensure that there is appropriate progression of learning. The low level of challenge within the curriculum is delaying outcomes for students. Most teachers use data to gain insights into students' strengths and abilities. The modifications of the curriculum to meet students' learning needs remain underdeveloped.

MoE:

- The curriculum has a clear rationale and meets the Ministry of Education (MoE) requirements. It builds on students' prior knowledge through well-designed scope and sequence. The addition of an extra two hours of learning within the curriculum is allowing more choice for older students to study a wider variety of subjects. Students benefit from participation in extra-curricular and inter-school activities which include English and Arabic debates and physical education competitions.

US:

- The school's premises are clean and secure. Rigorous checks, including fire drills each term, ensure that students are safe throughout the day. School transport and drop off and pick up by parents are well organized. Personal counselling is provided by a team of social workers. Academic counsellors support students in their career and future education choices. However, the school does not yet have a guidance counselor with US qualifications and experience.

MoE:

- The school has very effective policies for safeguarding and protecting students. When issues arise, leaders react quickly to resolve problems and to keep students safe. The school's premises are clean and secure. Relationships between staff and students are mutually respectful. Students' behaviour is excellent, creating a positive learning environment across the school. Proactive management and effective processes result in high rates of attendance and punctuality.

Leadership and management

US:

- The school has appointed a new principal in recent weeks. With the support of a newly established governing board, he has commenced an extensive review and evaluation of the school's provision and outcomes. He is well aware of the school's strengths and areas for development. Leaders and governors are presently working on action planning that seeks to prioritize wellbeing, transparency, high levels of accountability and better outcomes for all students.

MoE:

- The school appointed a new principal in recent weeks. With the support of a newly established governing board, he has commenced an extensive review and thorough evaluation of the school's provision and outcomes. He is aware of the school's strengths and areas for development. Leaders and governors are presently working on action planning that seeks to prioritise wellbeing, transparency, high levels of accountability and better outcomes for all students.

Highlights of the school:

US:

- Students' commitment to Islamic Education and Arabic
- Students' positive attitudes, behavior and deep appreciation of Emirati heritage and culture
- The engagement and support of parents in their children's education
- The inclusive education that students experience across all phases

MoE:

- Students' commitment to Islamic Education and Arabic
- Students' positive attitudes, behaviour and deep appreciation of Emirati heritage and culture
- Good teaching and learning in all phases
- The engagement and support of parents in their children's education

Key recommendations:

US:

- Ensure that governors and leaders engage in systematic self-evaluation and prioritize levels of accountability and transparency across all areas of the school.
- Urgently review and update the roles and responsibilities of all teaching, and operational staff so that they focus on the smooth running of the school and improving students' outcomes.
- Ensure that governors and leaders emphasize, in both short-and long-term planning, staff wellbeing, their appraisal and professional development.
- Review the curriculum and improve teaching, learning and assessment as a priority of the school's strategic plan.
- Consider re-aligning the counseling department to ensure a balance between pastoral and career guidance, including pathways to university and other workplace options.

MoE:

- Ensure that owners, governors and leaders engage in systematic self-evaluation and prioritise high levels of accountability and full transparency in terms of valid assessment data, across all areas of the school.
- Urgently review and update the roles and responsibilities of all leaders, teaching, administrative and operational staff so that their primary focus is on the smooth running of the school and improving students' outcomes.
- Ensure that owners, governors and leaders emphasise, in both short-and long-term planning, staff wellbeing, appraisal and professional development.
- Review the curriculum and improve teaching, learning and assessment as a priority of the school's strategic plan.
- Consider re-aligning the counselling department to ensure a balance between pastoral and career guidance, including pathways to university and other workplace options.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' OUTCOMES

		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
		US curriculum				MoE curriculum		
Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable	Good	Good	Good
	Progress	Not applicable	Good	Acceptable	Good ↑	Good	Good	Very good
Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good	Good	Acceptable	Good
	Progress	Not applicable	Acceptable	Good	Good	Good	Good	Good
Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Acceptable	Acceptable	Acceptable ↑	Acceptable	Good	Good	Good
	Progress	Acceptable	Acceptable	Acceptable ↑	Acceptable	Good	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

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

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Personal development	Good	Good	Good	Very good ↑	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good	Outstanding ↑	Very good	Very good	Very good
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good ↑	Good	Good	Good

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

04 CURRICULUM

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good	Very good	Very good	Very good
Care and support	Good ↑	Good ↑	Good ↑	Good ↑	Good	Good	Good

06 LEADERSHIP AND MANAGEMENT

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

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.



- US curriculum**

A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Acceptable

- In the 2021 Progress in International Reading Literacy Study (PIRLS) assessment, the school achieved its target. The school has improved its performance between two PIRLS cycles and is now performing at the intermediate international benchmark. Nevertheless, the school's performance is still significantly lower than the PIRLS centre point. Girls' performance exceeds that of boys. The overall progression is very good. Progression of Emirati students is at an acceptable level.

C. Leadership: International and Emirati Achievement	Acceptable
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- Subject leaders are aware of and knowledgeable about the information given from international and benchmark assessments. They understand that the curriculum must be adapted to ensure that the required skills and knowledge are covered. Teachers and leaders use the data information to inform lesson planning. However, the school has yet to provide the details regarding the skills and strategies required to support learning and how they will meet the needs of individual students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- Most teachers have a limited understanding of students' reading literacy levels. The new librarian has implemented intervention plans to address low literacy for groups of students. A levelled reading literacy program is beginning to address gaps in reading skills across grade groups. Teachers have implemented some strategies to enhance the development of vocabulary, but practice is variable in lessons. There is no evidence noted in lesson planning of how reading data are or will be used.
- There are some opportunities for critical thinking through the use of questioning strategies and some activities that require students to synthesize information, particularly in the high school lessons. The low level of challenge in most lessons, however, does not promote the development of critical thinking skills.

Overall school standards in the National Agenda Parameter are good.

• **MoE curriculum**

A. Registration Requirements	Partially Met
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good

- Over two cycles of the Progress in International Reading Literacy Study (PIRLS) assessments, students in Grade 4 improved their performance and exceeded the school's target. Progression for PIRLS assessments is outstanding. The school has exceeded the PIRLS centre point and is now performing at intermediate international benchmark level. The performance of girls exceeds that of boys. Emirati students perform in line with the whole school.

C. Leadership: International and Emirati Achievement	Good
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- Senior and subject leaders have a good understanding of the international and National Agenda Parameter (NAP) benchmark tests data. This information is used effectively in reviewing the curriculum, identifying gaps and planning for the adaptations needed to bring about change and improvements. Data are well analysed and used effectively to differentiate tasks and promote higher-order thinking in lessons. The attainment of Emirati students is a focus for leaders.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- The school uses the New Group Reading Test (NGRT) to identify gaps in reading provision and has begun to use the outcomes to align students' reading ability to appropriate reading materials. Dedicated reading lessons in the library have now been introduced but have not yet raised the reading levels of all students. Critical thinking, inquiry, research and problem-solving are seen consistently in lessons, especially in Arabic and science.

Overall school standards in the National Agenda Parameter are good.

For Development:

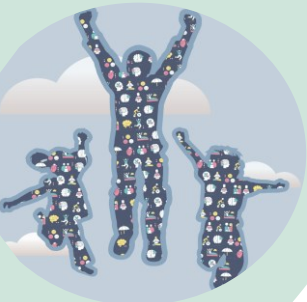
US:

- Increase the opportunities in mathematics and science for teachers to promote reading literacy in their subjects, and, in all subjects, teach students to think critically, to conduct research and to solve problems.
- Improve students' reading literacy skills.

MoE:

- Raise the reading levels of all students by providing a better structured programme with a wider range of strategies to support the development of reading.
- Monitor the impact of reading intervention strategies.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on 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.

US:

- A comprehensive policy outlines the school's wellbeing vision and commitment. This is supported by the new principal and governors. The wellbeing provision is led by an experienced team. Senior managers hold them responsible and monitor the provision of wellbeing. Data from wellbeing surveys of stakeholders are used to inform the wellbeing curriculum and the initiatives to promote and maintain the wellbeing of the school community.
- Students feel well cared for and safe in the school. The provision is informed by their opinions, which are heard through the Wellbeing Ambassadors, surveys and the wellbeing app. The rapport between teachers, counselors and students is a strength, and demonstrates nurturing and trustful relationships. Teachers are satisfied in their work. Their morale is high. They report that they feel valued and supported. Students are comfortable in approaching teachers if they have any concerns or worries.
- Extra-curricular clubs, initiatives and activities, many requested by students, promote good physical and mental health. A social and emotional curriculum is delivered during assemblies, MSCS classes, home room time and integrated into lessons across the curriculum. Students understand the state of their own wellbeing and needs, and those of others. They have strategies to manage anxiety and stress. Students understand internet safety and its potential dangers and are cautious when online. They demonstrate a strong sense of belonging within their school community.

MoE:

- A comprehensive policy outlines the school's wellbeing vision and commitment. This is supported by the new principal and governors. The wellbeing provision is led by an experienced team. Senior managers hold them responsible and monitor the provision of wellbeing. Data from wellbeing surveys of stakeholders are used to inform the wellbeing curriculum and the initiatives that are designed to promote and maintain the wellbeing of the whole school community.
- Students feel well cared for and safe in the school. The provision is informed by their opinions which are heard through the Wellbeing Ambassadors, surveys and the wellbeing app. The rapport between teachers, counsellors and students is a strength, and demonstrates nurturing and trustful relationships. Teachers are satisfied in their work. Their morale is high. They report that they feel valued and supported. Students are comfortable in approaching teachers if they have any concerns or worries.

- Extra-curricular clubs, initiatives and activities, many requested by students, promote good physical and mental health. A social-emotional curriculum is delivered during assemblies, MSCS classes, home room time and integrated into lessons across the curriculum. Students understand the state of their own wellbeing and needs, and those of others. They have strategies to manage anxiety and stress. Students understand internet safety and its potential dangers and are cautious when online. They demonstrate a strong sense of belonging within their school community.

For Development:

US:

- Ensure that the wellbeing development plan has specific and measurable targets.
- Ensure that the findings from all analyzed survey data inform the goals of the wellbeing development plan.

MoE:

- Ensure that the wellbeing development plan has specific and measurable targets.
- Ensure that the findings from all analysed survey data inform the goals of the wellbeing development plan.

UAE social studies and Moral Education

US:

- UAE social studies and moral education lessons are taught in English and Arabic in Grades 1 to 12. Both are discrete subjects taught twice per week for Grades 1 to 8. Moral education is integrated within UAE social studies in Grades 9 to 12. In Grades 10 to 12, UAE social studies is integrated with US world history. Curricular provision is aligned to the Moral, Social and Cultural Studies (MSCS) framework and the MoE standards.
- Lessons are well planned to engage students. They feature project-based learning through sustainability themes. In Grades 9 to 12, learning is through independent research-based projects. Monthly themes, such as tolerance, are featured across subjects, using various resources to enhance learning. There is a range of formative and summative assessments, students' portfolios and projects.

MoE:

- The school is implementing the combined Moral, Social and Cultural Studies (MSCS) framework through Arabic. In Cycles 1 and 2, MSCS is taught as a stand-alone subject. It is taught as an integrated subject in Cycle 3. Time allocation is appropriate. Teachers have developed a wide range of high-quality digital and illustrative resources to support the delivery of the programme.
- The social studies syllabus features the history, geography and economy of the UAE, together with global perspectives. An MSCS coordinator works with the subject teachers to review the development of various themes and topics. Students are keenly interested in the subject and demonstrate high levels of knowledge and understanding. Assessments include evaluations of students' knowledge and project-based learning.

Arabic in Early Years

US:

- Children in the early years receive 175 minutes per week in a combined program taught by four teachers. The syllabus focuses on children's different needs. Children can relate pictures to words, write three-letter familiar words, and are beginning to differentiate between colloquial and standard Arabic words that have the same meanings. For assessment, KG1 children's evaluation comes through the various class activities. In KG2, children have more formal assessments.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Attainment	Not applicable	Good	Acceptable	Acceptable	Good	Good	Good
Progress	Not applicable	Good	Acceptable	Good ↑	Good	Good	Very good

US:

- A majority of elementary students demonstrate knowledge of Islamic principles that are above curriculum standards. Students' attainment in the other two phases is in line with these expectations. Students' progress is stronger in Elementary and High than it is in Middle.
- Most students are developing an understanding of the use of appropriate references from the Holy Qur'an, Hadeeth and Seerah in discussions. Elementary students' knowledge of Islamic etiquette is well developed. Students in High demonstrate knowledge of the Islamic Faith that is above the curriculum expectations.
- Most students have improved their skills in applying their knowledge of Islam to the wider world. Students' skills in Holy Qur'anic recitation and memorization, particularly in the lower year groups, have improved. They are still inconsistent across other phases.

MoE:

- A majority of students in all cycles demonstrate levels of knowledge, understanding and skills that are above the curriculum requirements. They have secure understanding of Islamic principles, laws and etiquette. There is little difference in the progress of different groups of students.
- In lessons, most students can make relevant links between the Islamic concepts which they learn and everyday situations. Cycle 3 students demonstrate more advanced learning, when debating issues and themes. They can use the relevant Holy Qur'anic verses and Hadeeth to justify their arguments.
- The adoption of inquiry and discussions in lessons is helping to improve students' outcomes in Cycle 3. In Cycle 1, students have strong Islamic knowledge but are less secure in linking that knowledge to everyday situations.

For Development:

US:

- Improve students' memorization and recitation of the Holy Qur'an by providing more opportunities for them to practice.
- Improve students' knowledge and skills, especially in the lower year groups, by improving the rigor of internal assessment and by increasing the level of challenge in lessons.

MoE:

- Ensure that all students develop key skills in linking their knowledge of Islam to everyday experiences.

ARABIC AS A FIRST LANGUAGE

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Attainment	Not applicable	Acceptable	Acceptable	Good	Good	Acceptable	Good
Progress	Not applicable	Acceptable	Good	Good	Good	Good	Good

US:

- Students' attainment is in line with curriculum expectations in the elementary and middle phases. It is stronger in High. This is evidenced by students' use of Arabic in lessons, their reading aloud of texts and the quality of their extended writing.
- In upper Elementary, students can write simple paragraphs. In Middle and High, students read with more confidence. A minority feel insecure in their use of Arabic to express their opinions.
- Improved approaches to teaching are motivating and engaging students more actively in their learning, which is impacting positively on their progress. Teachers' marking of students' work does not always provide them with appropriate guidance on how to improve further.

MoE:

- A majority of students have maintained their progress since the previous inspection. Assessment data indicate that Cycle 1 students are performing with greatest consistency. There are some slight differences between the achievements of groups of students, most notably in their acquisition of key language skills.
- Students' use of standard Arabic when speaking is consistent. They rarely use colloquial language. Writing in Cycle 2 remains underdeveloped. Overall students' listening and expressive skills are strong, especially in Cycles 1 and 3. In Cycle 2, students' comprehension and speaking are less well developed.
- Teachers' promotion of active learning is helping to support the development of students' linguistic skills. The basic use of language and application of grammar require more focus to support students' expressive writing.

For Development:
US:

- Improve students' written work by providing more accurate feedback to them on how to improve their work further.
- Ensure that teachers' expectations of students' speaking, and writing are consistently high, particularly in Elementary and Middle.

MoE:

- Ensure that students pay appropriate attention to grammar in all phases.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Attainment	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable

US:

- Elementary students understand repeated instructions from their teachers. They comprehend general ideas, but some lack the confidence and vocabulary to answer questions. Grammatical accuracy is insecure across both phases.
- Most students engage well in learning Arabic across the school. Elementary students make stronger progress in listening, speaking and reading in relation to their individual starting points. Students' progress in writing independently is not clearly evident for those who have been studying Arabic for several years.
- Plans to improve students' progress in the middle phase are in place, but their impact has not yet been measured nor is it evident.

For Development:
US:

- Provide all students with even more opportunities to enhance their listening skills and to engage in extended conversations in Arabic, particularly in Middle.
- Improve all students' understanding and acquisition of a wider Arabic vocabulary.

ENGLISH

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Attainment	Acceptable	Acceptable	Acceptable ↑	Acceptable	Good	Good	Good
Progress	Acceptable	Acceptable	Acceptable ↑	Acceptable	Good	Good	Good

US:

- Middle school students have improved their attainment and progress as evident in lessons. Children's phonic skills in KG are improving with the new phonics program which has been introduced to address their learning. Reading and writing skills in Elementary and Middle are still lower than expected. However, high school students' reading and writing fluency is showing increased proficiency.

- Listening and speaking are the most developed skills. Elementary and middle students have too few opportunities to improve their reading and writing. Children in KG can listen to stories and retell ideas using pictures as prompts effectively.
- High school students' reading and writing skills are proficient and improving. The department recognizes that Elementary and Middle school students' reading and writing skills remain an area for further improvement. The intervention plans to address the low literacy levels of students have yet to make an impact.

MoE:

- The consistent development of oral language, literacy and writing skills from Cycle 1 onwards leads to improved attainment and progress across all cycles. Evidence from classroom visits and outcomes from internal and external tests confirm this.
- Reading and literacy skills are developing across all cycles. Library sessions have also increased the focus on reading throughout the school. Students' increased confidence in speaking during listening and speaking lessons is evident, particularly in Cycles 2 and 3.
- Cycle 3 students have a well-developed vocabulary, knowledge of grammar and skills in the analysis of various texts including literature. Students engage in extended writing in Cycles 2 and 3 and this is beginning to impact positively on writing standards in the school.

For Development:

US:

- Prioritize the improvement of all students' literacy rates through focused instructional strategies.
- Ensure that elementary and middle students have frequent opportunities to read and to write.

MoE:

- Improve the writing skills of students even further throughout the school.

MATHEMATICS

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Progress	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- A consistent level of attainment and progress has been maintained in comparison with the preceding year. This stability supports the effectiveness of the department's ongoing efforts to improve students' achievement.
- Children in KG learn to draw and name two- and three-dimensional shapes. Calculation skills are stronger than other areas of mathematics. Solving word problems and the use of mathematical terms remain challenges for most students.
- Elementary students have secure numerical skills, but their reasoning skills are less well developed. Middle school students can apply their knowledge of shapes and spaces when computing surface areas. High school students integrate their learning successfully when studying geometry, algebra and calculus.
- Students' enquiry, research and reasoning skills are developing gradually. Critical thinking skills are still absent from many lessons in mathematics.

MoE:

- Lesson observations and external benchmark assessments confirm that attainment and progress are above expectations in all cycles. Frequent problem-solving in Cycle 1 increases critical thinking in Cycles 2 and 3, where students' achievement is sustained through more regular opportunities to think mathematically.
- In Grade 4, students can add fractions with denominators using tiles. In Cycle 2, students use their spatial reasoning skills to interpret outcomes and justify their solution. In Grade 12, students use mathematical processes to solve differential equations.
- A focus on problem-solving skills through group activities is a feature in most lessons. However, students' abilities to practice new learning independently, to develop mental mathematical skills and to apply knowledge to wider world contexts is inconsistent, particularly in Cycle 1.

For Development:
US:

- Across all phases, ensure that all lesson planning considers the specific needs of all groups of students and outlines strategies to improve mathematical vocabulary and problem-solving skills.

MoE:

- In all phases, enhance students' mental mathematical skills through regular practice.
- Improve students' ability to solve problems independently and to apply knowledge to everyday contexts.

SCIENCE

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Progress	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- Students' progress and attainment remain acceptable. There are limited opportunities for critical thinking and there is a lack of challenge in the curriculum. The impact is particularly evident in the weak progress of Emirati students in Elementary. Girls consistently outperform boys across all phases.
- Problem-solving skills develop adequately through inquiry-based learning. Children in KG can describe the seasons of the year. Older students use iron filings and magnets to explain the Earth's magnetic field. In High, students can calculate the percentage composition of a compound from its molecular formula.
- Elementary and middle students demonstrate a basic understanding of science terminology, evidenced through their oral and written communication skills. High school students exhibit a stronger command of scientific vocabulary through more opportunities for everyday applications.

MoE:

- Internal and external assessment data indicate strong levels of achievement across all cycles, and especially Cycle 3. In lessons, students' achievement is positive with a majority of students in all phases achieving above curriculum expectations.
- In Cycle 1, students' scientific knowledge develops as they establish investigative skills. In Cycle 2, students continue to investigate, but the application of the scientific method is not fully established. In Cycle 3, students have become skilled in carrying out both real and virtual investigations. Across the school, the application of science to technology is underdeveloped.
- Science leaders have been successful in developing an active learning approach, with scientific investigations at their core. As a result, students' skills of inquiry, prediction and the application of knowledge to wider world situations are improving.

For Development:
US:

- Improve students' scientific skills and understanding by providing opportunities for greater challenge in learning.

MoE:

- Ensure that the different steps in the scientific method are applied more consistently in the lower cycles.
- Expand the application of science to technology in more creative and meaningful ways.

LEARNING SKILLS

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills	US curriculum				MoE curriculum		
	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- Students demonstrate positive attitudes to learning and collaborate effectively with their classmates. Children in KG have insufficient opportunities for engaging in challenging activities, resulting in passive learning. Group activities in Elementary and Middle often result in some students having limited engagement. Students in High are independently more motivated and engaged in their learning.
- Students' critical thinking and higher-order skills are effectively promoted in high school lessons but limited elsewhere. Opportunities for innovation and enterprise also occur in the upper grades. Students are now benefitting from linking learning to more outside applications to support their understanding.
- Regular opportunities for students to make connections to the UAE and their own experiences extend their learning further. However, adult-led learning results in too many instances of passive learning. Students use their devices to access subject content, but not for research.

MoE:

- In all cycles, students are active and motivated participants in their learning. As they progress through the school, they begin to take increasing responsibility for their work. Sometimes they use different resources and digital devices to support their learning. Most have an accurate understanding of their progress and how to improve further.
- In Cycles 2 and 3, students are reflective and analyse learning tasks to identify the best solutions to solving problems. Students in all cycles work well in small collaborative groups. However, insufficient opportunities are offered in the upper cycles for students to develop their higher-order research skills.
- In the prescribed 'listening sessions', students have learned to listen to others' views, analyse them and respond to them when debating. Students in Cycles 2 and 3 are successful in applying their skills to problems of the world beyond school.

For Development:
US:

- Ensure that students have increased opportunities to be active participants in lessons.
- Increase opportunities for students to research and improve their critical thinking and problem-solving skills.

MoE:

- Ensure that students have opportunities to develop research activities that use their critical thinking and problem-solving skills.

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

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Personal development	Good	Good	Good	Very good ↑	Very good	Very good	Very good

US:

- Students across the school, including children in the KG, demonstrate positive attitudes towards their school and learning. Most students behave well and show high levels of self-discipline, especially in the high school.
- Students develop respectful and strong relationships with members of staff and with one another. They know how to live a healthy lifestyle and demonstrate this in the habits which they adopt. They know the benefits of regular exercise and enthusiastically take part in physical activities.
- Bullying is rare. Almost all students are keen to come to school on time and regularly. Their attendance is very good overall.

MoE:

- Students show positive and responsible attitudes towards school life. They regularly demonstrate self-reliance, especially in Cycle 3. The behaviour of students in Cycle 3 is relatively stronger. All cycles are influenced by the exemplary attitudes of the members of the student council.
- Students' positive approach ensures that bullying is rare, and they enjoy involvement in the 'Star of the Class' initiative which encourages positive behaviour. Respectful relationships with members of staff and consistent consideration for other students' needs is well embedded.
- Across the school, students show a secure understanding of how to keep themselves safe and healthy. They understand the impact of the food they choose and participate in healthy activities, occasionally initiating them. The rates of attendance are very positive across the school. Students almost always arrive at school and to lessons on time.

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good	Outstanding ↑	Very good	Very good	Very good

US:

- Students demonstrate respect and appreciation for Islamic values and culture, and how these impact on modern Emirati society. They understand and appreciate the values of modesty and respect. High school students reflect well on how Islamic values influence their own lives.
- Students are developing a deep understanding and appreciation of the heritage and culture of the UAE. They can give details about the Emirates' history and economy, and their leaders. Students can also talk about how the country has changed rapidly.
- Students are proud of their own cultures. They show respect and appreciation for other world cultures and for other nationalities in the school. Their understanding of wider world cultures is improving, especially in the high school.

MoE:

- Students in all cycles demonstrate a very secure understanding of UAE traditions and culture and a thorough knowledge of Islamic values. The Emirati Sana'a reflects the values of respect for elders, kindness and generosity.
- The school celebrates all related national and Islamic occasions by involving parents in initiatives led by students. The celebration of National Day is exceptional. An atmosphere of compassion prevails in the school.
- As a majority of students are Emirati nationals, they show a clear appreciation of their own culture. They also demonstrate a strong awareness of other nationalities. However, students' understanding of the similarities and differences between their own and other cultures is still variable

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good ↑	Good	Good	Good

US:

- Students are keen to be involved in fundraising causes in the spirit of helping others less fortunate than themselves. They regularly take the initiative through the student council to create opportunities to volunteer and to support their school and community.
- Students have a positive work ethic and a basic understanding of enterprise. They plan and organize Entrepreneur and Business Days which successfully involve students in developing business plans and in delivering innovative presentations.
- Students have a broad awareness of environmental issues. They appreciate the importance of care for the environment. They are actively involved in school projects that promote sustainability and extend students' knowledge of environmental issues. They are especially proud of their focus on conservation in their Science Fair projects.

MoE:

- Students in all cycles have a well-developed sense of civic responsibility. They contribute to the school and wider community in a variety of ways, including acting as sustainability and wellbeing ambassadors as well as effective fundraising organisers.
- Students have creative ideas and a positive work ethic. They take a keen interest in science, technology, engineering and mathematics (STEM) activities, where they work collaboratively to design and build, mostly using recycled materials. Students have been successful in local and national STEM-focused competitions. However, while projects are creative, the technology and engineering aspects are less developed.
- Since the previous inspection, students have had more opportunities to be involved in sustainability projects such as, waste management and the school garden. Students in the lower phases are yet to initiate activities in a more consistent way.

For Development:
US:

- Ensure that high levels of responsible behavior are consistent across all phases.
- Consider extending the student council leadership model to the lower grades to enable all students' opinions to be heard.

MoE:

- Ensure that students in all cycles have greater opportunities to initiate activities and projects.
- Ensure that STEM projects have a strong technology and engineering dimension, as well as being creative.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	US curriculum				MoE curriculum		
	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- Teachers have sufficient subject knowledge and a basic understanding of how students learn best. Lessons in most phases of the school, except for the high school, are often too much led by teachers. The pace of lessons often leaves very little time for students to complete activities. In KG, teachers use resources well to develop children’s learning.
- Relationships between teachers and students are positive throughout the school. Although teachers use question and answer strategies well, they are not always well designed to foster students’ critical thinking skills. In some lessons, teachers’ questioning lasts for too long, resulting in lost learning momentum.
- Teachers do not yet use assessment data to differentiate teaching strategies which would effectively address all groups of students. In some lessons, low levels of challenge fail to meet the needs of higher achieving students.

MoE:

- Teachers have secure knowledge of their subjects and how students learn best. Most plan purposeful and challenging lessons. Students’ learning is assessed regularly through self- and peer-assessment. Across all cycles, effective questioning strategies enable teachers to review how well students have learned.
- Teachers encourage students to engage in collaborative and sometimes self-directed learning, especially in Cycles 2 and 3. Some teachers are skilful in planning activities which include the use of digital technology to carry out research. Most provide regular opportunities for more in-depth reflection, problem-solving and critical thinking.
- Across all three cycles, the quality of teaching is effective. Most teachers create positive learning environments, where they ensure that students feel respected. Where teaching is least effective it is usually because students do not have the opportunity to take ownership of their own learning.

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Assessment	US curriculum				MoE curriculum		
	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- In KG, teachers use a developing system of assessment that includes a skill tracker and is linked to learning outcomes. Although they use several different forms of data, the ensuing information is not always reliable in terms of indicating how well the children have mastered the skills and understood the concepts.
- Across other areas of the school, assessment data are analysed adequately. The school has a tracking system that provides teachers with information about students’ progress as individuals and as groups. When used well, it provides an accurate tracking record of students’ progress over time and can assist in the setting of individual targets.

- The quality of teachers' written feedback to students is inconsistent, with varying responses from students to suggested next steps. While teachers actively monitor progress and offer individual support, lesson plenaries are uneven. Some examples of self-reflection and use of success criteria exist. The use of data for differentiated instruction remains variable.

MoE:

- The school conducts external assessments linked to curricular expectations and participates in a range of tests to benchmark students' performance to international standards. The analysis of available assessment information provides teachers with generally accurate information related to students' progress as individuals and as groups.
- Senior leaders are effective in their analysis of data which they share with teachers. However, its use by teachers to inform lesson planning is variable. In some mathematics lessons, the use of data does not ensure that tasks meet the needs of individual students, particularly the more able. In science, data are better applied to meet students' needs.
- Teachers provide ongoing feedback in class and in students' workbooks. Almost all work is looked at by teachers and has at least a tick and an occasional comment. In some subjects, students' follow-up on the feedback is not as productive. Self- and peer-assessment are still at a developmental stage.

For Development:

US:

- Ensure that the pace of lessons engages all students and that differentiated activities meet their needs.
- Ensure that the quality of written feedback to students is effective, with clear next steps in their learning.
- Make sure that the analysis of data supports personalized learning for all students.

MoE:

- Ensure that, in all lessons, teachers enable students to have regular opportunities to take ownership of their own learning.
- Improve teachers' use of assessment information so that learning activities are more closely matched to students' needs.
- Ensure that feedback is consistently given and that next steps are clear.

04 CURRICULUM

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- Regular reviews of the curriculum ensure appropriate progression and usually highlight areas for improvement. However, the design of the curriculum lacks sufficient development in identifying standards for creating effective lessons and assessments. The low level of curriculum challenge is hindering improvements in students’ outcomes.
- The high school curriculum offers a diverse range of elective courses, core subjects and Advanced Placement (AP) options. In response to students’ requests, a ‘Blockchain and Cryptocurrency’ course has been introduced, and AP biology is available as an independent study.
- Cross-curricular learning supports the transfer of skills and knowledge between subjects. In English, the theme of excluded students is linked to moral education. These connections are more developed in the high school than other phases.

MoE:

- The curriculum has a clear rationale that meets the MoE requirements. It builds on students’ prior knowledge through well-designed scope and sequence which ensure smooth transition between the different cycles. The curriculum provides breadth and develops knowledge and skills in all key areas.
- The recent additional two hours of curriculum time is allowing more choice for older students to study subjects in which they are interested. Other initiatives are provided for students in terms of a debating club and an English language laboratory.
- Students are provided with a good choice of learning activities to develop their knowledge and skills. Scientific thinking, the development of practical skills and application to the outside world are strengths. Cross-curricular links are well established, for instance, exploring vectors in both mathematics and physics.

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	US curriculum				MoE curriculum		
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- Most teachers generally demonstrate successful use of assessment data to gain insights into students’ strengths and their abilities. However, the development and implementation of tailored curriculum modifications that are personalized to individual needs vary across grades and subjects.

- The curriculum provides a good array of activities that support students' personal and academic development. Elementary and Middle students participate in drama and problem-based learning (PBL) once per week. High school students engage in entrepreneurial competitions and hydroponics projects.
- The curriculum integrates activities aimed at deepening students' appreciation of the rich heritage of Emirati society and culture. A monthly focus on core values is school wide and aligned to Islamic Education and MSCS.

MoE:

- The curriculum is effectively adapted to include tasks with appropriate support to ensure that most groups of students develop well academically. However, the level of challenge for the most able is not always consistent, particularly in some subjects in Cycle 1.
- Students benefit from participation in extra-curricular and inter-school activities. These include timetabled STEM lessons, English and Arabic debates, poetry events and physical education competitions. Opportunities for enterprise and innovation are more limited.
- Students' understanding and appreciation of the heritage of the UAE, including Emirati traditions, culture and values, are well developed through the Sana'a programme in Islamic Education and in MSCS lessons. Core values are further developed through assemblies and the observance of significant national events.

For Development:

US:

- Evaluate the curriculum design of core subjects to ensure proper scope and sequence, pacing and the development of appropriate and challenging learning expectations.
- Ensure that curriculum modifications effectively personalize learning to meet individual needs.

MoE:

- Ensure that the curriculum is well planned to meet the needs of individual students, including the more able and students of determination.
- Improve students' opportunities to engage in activities that promote innovation and enterprise.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	US curriculum				MoE curriculum		
	Very good	Very good	Very good	Very good	Very good	Very good	Very good

US:

- The school has very effective policies and procedures for safeguarding and protecting students from harm and bullying. Students are well supervised around the school. When issues arise, leaders act quickly to resolve problems and keep students safe.
- The school’s premises are clean and secure. Regular checks, including fire drills each term, ensure that children are mostly safe throughout the day. School transport and drop-off and pick-up by parents are well organized. The outdoor areas are well supervised during physical education lessons and lunch periods.
- Provision for and promotion of healthy living are strong features of the school. Students understand the importance of nutritional food choices and exercise to maintain their health. The physical education syllabus also supports the components of healthy living and students’ wellbeing.

MoE:

- The school has very effective policies and procedures for safeguarding and protecting students from harm and bullying. Students are well supervised around the school. When issues arise, such as admission to the premises without appropriate checks during the inspection, leaders reacted quickly to resolve problems and keep students safe.
- The school premises are clean and secure. Regular checks, including fire drills each term, ensure that children are mostly safe throughout the day. School transport and drop-off and pick-up by parents are well organised. The outdoor areas are well supervised during physical education lessons and lunch periods.
- Provision for and promotion of healthy living are strong features of the school. Students understand the importance of nutritional food choices and exercise to maintain their health. The physical education syllabus also supports the components of healthy living and students’ wellbeing.

	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Care and support	US curriculum				MoE curriculum		
	Good ↑	Good ↑	Good ↑	Good ↑	Good	Good	Good

US:

- Relationships between staff and students are mutually respectful. Students’ behavior is excellent. Together they create a positive learning environment across the school. Proactive management and effective processes result in high rates of attendance and low rates of lateness.

- The school has thorough systems which ensure the early identification of students of determination and the provision of effective support to promote personal and academic progress. Students who are gifted or talented are identified and supported but not always challenged sufficiently in lessons.
- A whole-school approach to pastoral care monitors and promotes the wellbeing of students. Personal counseling is provided by a team of social workers. Academic counselors support students in their career and future education choices. There is no guidance counselor with US qualifications or experience.

MoE:

- Relationships between staff and students are mutually respectful. Students' behaviour is excellent. Together they create a positive learning environment across the school. Proactive management and effective processes result in high rates of attendance and low rates of lateness.
- The school has thorough systems which ensure the early identification of students of determination and the provision of effective support to promote personal and academic progress. Students who are gifted or talented are identified and supported but are not always challenged sufficiently in lessons.
- A whole-school approach to pastoral care monitors and promotes the wellbeing of students. Personal counseling is provided by a team of social workers. Academic counselors support students in their career and future education choices.

For Development:

US:

- Ensure that all parents and visitors entering the school are properly identified.
- Provide sufficient challenge to all gifted and high achieving students.
- Ensure that one careers guidance counselor has suitable US experience and US qualifications to support and advise high school students.

MoE:

- Ensure that all parents and visitors entering the school are properly identified.
- Provide sufficient challenge to all gifted and high achieving students.

INCLUSION OF STUDENTS OF DETERMINATION

	US curriculum	MoE curriculum
Provision and outcomes for students of determination	Good	Good

US:

- The school's inclusive ethos is fully supported by the new principal and governing board. Admission procedures ensure a diverse school population. The qualified and experienced inclusion leader has a strong vision and the positive energy to drive the improvements in the inclusion policy and action plan.
- Assessment practices inform the identification of barriers to learning and individual needs. The KHDA revised categories are used. Capable bilingual support teachers provide effective personalized teaching and assist students in accessing the curriculum and in achieving their individual education plan (IEP) targets.
- Parents are involved in their children's education and are happy with the provision that they receive. They attend IEP meetings and receive progress reports and welcome advice. Training and support services for parents are not yet as well developed as they might be.
- Almost all teachers maintain inclusive classrooms and work closely with the inclusion department in supporting and accommodating students. Some teachers do not make sufficient reference in their lesson plans as to how students of determination will be supported and included in the lesson. A few teachers are not yet skillful in implementing differentiated activities in lessons to support students of determination.
- Observation and assessment information identify starting points and inform IEP targets. Students' progress in academic and non-academic areas is measured and tracked. A majority of students make better than expected progress.

MoE:

- The school's inclusive ethos is fully supported by the new principal and governing board. Admission procedures ensure a diverse school population. The qualified and experienced inclusion leader has a strong vision and the positive energy to drive the improvements in the inclusion policy and action plan.
- Assessment practices inform the identification of barriers to learning and individual needs. The KHDA revised categories are used. Capable bilingual support teachers provide effective personalised teaching and assist students in accessing the curriculum and in achieving their individual education plan (IEP) targets.
- Parents are involved in their children's education and are happy with the provision that they receive. They attend IEP meetings and receive progress reports and welcome advice. Training and support services for parents are not yet as well developed as they might be.
- Almost all teachers maintain inclusive classrooms and work closely with the inclusion department in supporting and accommodating students. Some teachers do not make sufficient reference in their lesson plans as to how students of determination will be supported and included in the lesson. A few teachers are not yet skilful in implementing differentiated activities in lessons to support students of determination.
- Observation and assessment information identify starting points and inform IEP targets. Students' progress in academic and non-academic areas is measured and tracked. A majority of students make better than expected progress.

For Development:

US:

- Provide additional professional development training and support for specific teachers to ensure appropriate inclusive practices in every lesson.
- Help parents to understand their children's needs and to give support.

MoE:

- Provide additional professional development training and support for specific teachers to ensure appropriate inclusive practices in every lesson.
- Help parents to understand their children's needs and to give support.

06 LEADERSHIP AND MANAGEMENT

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

US:

- Leaders at all levels, guided by the executive principal, are committed to a clear vision for raising students' academic performances and personal development. Well-defined policies and procedures ensure that all members of staff know what is expected of them and contribute to positive staff morale. Leaders are supportive of inclusion and students' wellbeing. They are promoting new initiatives to engage and motivate students. Leaders are working with varied success to improve the quality of teaching as the key factor in raising students' achievements.
- The processes for self-evaluation and improvement planning lack rigor. Leaders are gaining skills in analyzing assessment data which are helping them to gain a more realistic view of students' performances against the curriculum standards. National priorities are a part of improvement planning, including a focus on improving students' reading skills. The school has been partially successful in meeting the recommendations of the previous inspection report.
- Parents are mostly happy with the school and the education that their children receive. Communication is regular and keeps parents informed about the life of the school. School reports and parent and teacher meetings help parents to know how well their children are learning. Parents are supportive of the school. Partnerships between the school and the wider community, such as with universities, add enrichment and provide opportunities for students.
- Governance includes representation from parents, who have an active representation on the board. Governors are very aware of what takes place in the school, including students' performance and the related assessment data. The owner is committed to the wellbeing of members of staff and students, and their families. Governors are more actively involved in their roles and beginning to hold the school's leaders more accountable for students' progress.
- The school runs smoothly on a daily basis, with mainly effective routines and protocols. The insufficiency of staffing has partially been addressed. Professional development training takes place on a regular basis internally but lacks sufficient expertise to augment teaching skills. The school's external environment has been enhanced with sport and play areas, contributing to students' physical health and overall wellbeing. Learning resources have been improved, and both sections of the school are now using them to motivate students, for instance, in the learning center.

MoE:

- After several changes at senior leadership level in recent years, the new governing board has taken steps to address this issue and has appointed a new principal in recent weeks. He is aware of the school's strengths and areas for development and is committed to raising students' academic performance. Policies and procedures are being written to support and improve the quality of teaching, learning and assessment as key factors in raising students' achievements.
- Improving the processes for self-evaluation and improvement planning are now considered a priority for the governing board. For this inspection, the range of data provided was insecure and lacked appropriate oversight. The school now understands that a more robust and analytical process to self-evaluation and action planning underpinned by accurate data will support further school improvement.
- Parents report their satisfaction with the school and are supportive of it. Communication is regular and parents are kept updated on school business. School reports are provided. Parents know how their children are progressing. They indicate that their representation on the new governing board is a sound development. Parents are especially proud of the school's tradition of welcoming and promoting inclusion, Emirati culture and traditions.
- The new governing board includes representation from parents and a range of experts in education, data handling and financial management. Governors are aware of the significant challenges that face them in improving students' performances, ensuring valid assessment data and establishing a culture of transparency. They are urgently reviewing and updating the roles and responsibilities of all leaders and members of staff so that their primary focus is the smooth running of the school and the improvement of students' outcomes.
- The school's procedures and routines are effective and efficient. Staffing levels continue to improve with further plans in place to address leadership in the KG. Professional development needs are beginning to align closer with the curriculum, teachers' appraisal, learning strategies and the use of assessment. The school's environment is improving and has potential for even further development to support all learning for students.

For Development:
US:

- Ensure that governors and leaders engage in systematic self-evaluation and prioritize levels of accountability and transparency across all areas of the school.
- Urgently review and update the roles and responsibilities of all leaders and members of staff so that their primary focus is on the smooth running of the school and improving students' outcomes.
- Ensure that governors and leaders emphasize, in both short- and long-term planning, the wellbeing of members of staff, their appraisal and their workload.

MoE:

- Ensure that governors and leaders engage in systematic self-evaluation and prioritise high levels of accountability and full transparency in terms of valid data, across all areas of the school.
- Urgently review and update the roles and responsibilities of all leaders and members of staff so that their primary focus is on the smooth running of the school and improving students' outcomes.
- Ensure that governors and leaders emphasise in both short- and long-term planning, the wellbeing of members of staff, their appraisal and their workload.



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