

INSPECTION REPORT

2022-2023



IGNITE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Warqa'a 3
	Opening year of School	2018
	Website	www.igniteschool.ae
	Telephone	+97142110777
	Principal	Ms. Wedad S Saada
	Principal - Date appointed	4/14/2021
	Language of Instruction	English
	Inspection Dates	06 to 10 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 15
	Grades or year groups	KG 1 to Grade 9
	Number of students on roll	1012
	Number of Emirati students	244
	Number of students of determination	102
	Largest nationality group of students	Arabic

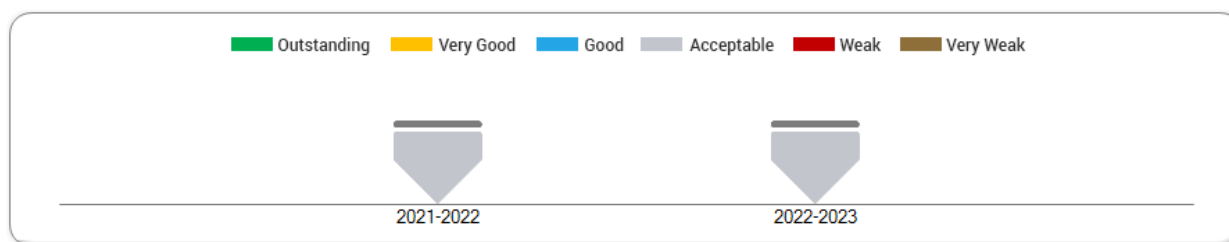
TEACHERS

	Number of teachers	63
	Largest nationality group of teachers	American
	Number of teaching assistants	27
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	10%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	NA
	Accreditation	NEASC candidate

School Journey for IGNITE SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

- Most students make appropriate progress and show acceptable attainment across the subjects. However, achievement is still weak in Arabic as an additional language. In the Kindergarten (KG), children make good progress in English and mathematics. Students' learning skills are better in the KG and elementary school, than in the upper two phases. In most lessons, students are well engaged in learning and collaborate effectively when given the opportunity.
- Students behave well and show positive attitudes towards learning and the school. Their understanding of Islamic values, the UAE culture and other world cultures, is above expectations. Their social contribution and environmental awareness are a strength. They volunteer in activities that are having a positive impact on the local community.

PROVISION FOR LEARNERS

- The quality of teaching is good in the KG and acceptable in the rest of the phases. In the better lessons, teachers provide opportunities for students to learn independently. The school has systems in place to collect and analyze assessment data. The effective use of assessment data in planning and delivering lessons is uneven across the school.
- The school curriculum follows the New York Common Core State Standards (CCSS) and the Ministry of Education (MoE) requirements. It is reviewed regularly to ensure its continuity and progression. It links well with Emirati culture and society. Curriculum adaptation to meet students' needs is good in the KG but only adequate in the upper three phases.
- The school has effective systems in place to ensure the health and safety of students and staff. The premises are well maintained, and records of incidents are securely kept. The school has adequate systems to manage students' attendance and behavior. The quality of care and support for students, including students of determination, is good across the phases.

LEADERSHIP AND MANAGEMENT

- The school principal has distributed leadership well across the school. The school improvement plans are based on the recommendations of the previous inspection report. The partnerships which the school has established with parents are strong. Governors hold school leaders to account through a systematic process. The school has very good resources to support teaching and learning.

The best features of the school:

- The improved quality of provision and outcomes in the KG
- Students' strong understanding of Islamic values and their awareness of Emirati and world cultures
- The improved provision for care, support, and wellbeing across the school
- The school's wide range of high-quality resources and specialized facilities.

Key recommendations:

- Improve teaching in the upper three phases of the school by ensuring that teachers:
 - use open-ended questioning techniques to extend students' learning;
 - follow more closely the requirements of the curriculum to raise the level of challenge in planning and delivering lessons, and
 - use differentiated instruction to meet the needs of all groups of learners.
- Improve middle leaders' management skills and provide them with the time needed to fulfil their roles and bring about improvements, especially in supporting students' progress.
- Ensure that the self-evaluation document is more realistic and identifies specific areas for development.
- Make sure that the school improvement plan has specific prioritized goals that are based on the areas of development identified by the school's self-evaluation process.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good ↑	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			Good ↑	
Management, staffing, facilities and resources			Very good ↑	

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

Focus Areas

National Agenda Parameter



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

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

The school does not fully meet the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is below expectations.	is approaching expectations.

- The school's TIMSS 2019 data are weak. The school did not achieve its targets and was in the low international benchmark category. The MAP results have weak elements. There are weaknesses in all three subjects in the different grades, showing an inconsistent picture. In the most recent MAP assessments, mathematics and reading results are weak, but science results are acceptable.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- New procedures and systems for assessment have been recently introduced but have not yet shown sustained impact. There is some emerging evidence that attainment and progress are improving, but this is not constant across the grades and subjects. Leaders use assessment reports to help them with the writing of the school's action plans. The curriculum is not sufficiently adapted to meet the needs of all groups of students, particularly the more able.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations.	is below expectations.

- Reading levels across the school are not showing measurable improvement. In the most recent assessments, students' results are weak, with only non-Emirati girls achieving at a good level. Wider learning skills are inconsistently developed across the school.

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

For Development:

- Ensure that all activities are precisely matched to the needs of all groups of students.
- Support students with the skills necessary to investigate and solve problems independently.
- Provide students with strategies which help them to decode unfamiliar words and improve their reading skills.

Wellbeing

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

- The school's vision strongly promotes wellbeing, and this is reflected in the senior leaders' promotion of its development. The wellbeing of staff, students and parents is an item on the governing board's agenda and all senior leadership meetings and is embedded in the school improvement plan. Data collected from surveys of staff, students, and parents are analyzed and used to inform self-evaluation and to guide provision across all grades. The learning environment is welcoming, safe, and inclusive.
- The school addresses parents' and stakeholders' feedback from surveys and acts quickly on matters of wellbeing. Programs for staff include gatherings, events, and celebrations. Parents are informed when there are issues with students' emotional wellbeing. They are encouraged to meet with the leaders to learn more about how to deal with issues quickly and effectively. At the time of the inspection, the school only had one counselor to work with students across all grade levels.
- The school provides opportunities for students to develop their understanding of wellbeing through assemblies, the student council, and by serving as wellbeing and cultural ambassadors. The school has supported students' understanding further by implementing the Second Step program, which is focused on social and emotional learning. The school supports students so that they make healthy choices and adopt a healthy lifestyle. Students feel safe, valued and supported at school and are developing an understanding of their own wellbeing.

UAE social studies and Moral Education

- The school's provision for the UAE social studies and moral education program is compliant and uses the moral social and cultural (MSC) framework.
- The school teaches MSC in Grades 5 to 9, the Salama series in Grades 1 to 4, and the UAE social studies from KG1 to Grade 9. The units are developed through comprehensive lesson planning. Teachers engage students in activities and discussions that enable them to learn independently and think creatively.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in all phases work with equal efficiency, gaining skills and knowledge related to the curriculum within the expected levels. A small group of students achieves competencies that exceed expectations in many aspects of the subject.
- Students' skills of reciting The Holy Qur'an are at expected levels across the school. However, their memorization skills are weak. They show appropriate knowledge of Islamic history and civilization. Most can apply their knowledge of Islamic concepts in everyday situations.
- Across the phases there are still differences in achievement among different groups of students. The low expectations set by some teachers is preventing more rapid progress of students' learning skills, especially their skills.

For Development:

- Provide more opportunities in lessons for students to develop their critical thinking skills.

Arabic as a First Language

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

- Students in all phases demonstrate similar levels of language skills and usage in a variety of contexts. Fewer students in the elementary school are working at a more advanced level than are in the other phases.
- Students' speaking, using standard Arabic, is variable. Their knowledge of grammar is within the expected levels. A few students are able to produce some notable writing, but most find the production of extended writing challenging. Students' skills in decoding texts and in expressing their understanding of what they are reading are within the expectations of the curriculum.
- Enriching the curriculum, through the guided reading program and the digital platforms, is beginning to improve students' learning. It is, however, difficult for students to make more rapid progress because of the lack of differentiated tasks in the classroom.

For Development:

- Provide support to all students but especially the lower achievers, by setting activities that enhance their skills in speaking and writing.

Arabic as an Additional Language

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

- Due to improved strategies for learning Arabic in the elementary school, students are achieving stronger results than those in the middle and high schools.
- Students in the elementary school display a strong ability to acquire Arabic as most have Arab origins. Their listening and speaking skills are the result of extensive immersion in the language, which enables them to decode audiovisual texts. In the upper two phases, students' language skills develop at a slower rate and are below curriculum expectations.
- In the upper two phases, inadequate modifications of the curriculum and the lack of teaching to the curriculum standards is preventing the development of students' language skills.

For Development:

- Teaching to the curriculum expectations, based on students' years of studying Arabic, and
- Raise student expectations by providing classroom activities that consider their differences and needs.

English

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

- Children in the KG are making good progress in early reading and writing skills. Middle school students are also effective in developing their literacy skills. Internal assessments, compared with internal data, show that students are attaining at a higher level.
- In the KG, children follow a clear process for writing by planning and drawing. Across most grade levels, students' listening and speaking skills are stronger than their skills of writing and reading. The timed activities used in lessons often limit the depth and breadth of students' skills in reading comprehension.
- In the better lessons, teachers promote collaboration that engages students. Opportunities for more thoughtful dialogue and discussions are variable, however. In the elementary and high schools, students' limited literacy skills are preventing them from achieving more in English.

For Development:

- Ensure that reading literacy is prioritized across all grade levels.
- Provide students with more opportunities to write across all subject areas.

Mathematics

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

- Students develop an increasing understanding of mathematical concepts and skills. In the elementary and middle schools, the analysis of external benchmarking data shows that students' attainment is not meeting curriculum expectations. Students' achievement is stronger in their work and during lessons.
- The majority of students makes progress in lessons, but insufficient challenge and rigor limit their ability to achieve their very best. In the elementary school, students' development of conceptual understanding is not always secure because of the inappropriate pacing of lessons.
- Students are developing their mental mathematical skills and number sense in the elementary and middle schools. They are making progress in calculations and in their recall of mathematical facts. Across the phases, differentiated targets and activities are not regularly planned, and this has a negative effect on students' achievement.

For Development:

- Implement teaching strategies that use the assessment data to maximize learning for all students.

Science

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

- Students' attainment and progress are in line with curriculum expectations across all phases of the school. The most recent assessments show an improving picture in some grade levels, but this is not yet consistent.
- Students in all phases are beginning to develop investigative skills to improve their understanding of the scientific method. However, they are not given sufficient opportunities to hypothesize or to manage their own investigations independently. It is too early for the impact of this recent initiative on improving students' attainment and progress to be evident.
- Students throughout the school now have regular opportunities to engage in practical work in the laboratories. Students' use of scientific vocabulary is still a developing feature of learning in science.

For Development:

- Provide opportunities to engage students in more open-ended, problem-solving investigations, where they can apply their understanding of a fair test.
- Ensure that students are consistently introduced to the correct scientific vocabulary at the beginning of each lesson.

Learning Skills

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

- KG children and elementary school students are engaged in and enthusiastic about their learning. In some middle and high school classes, the pacing of lessons and curriculum design contribute to occasional disengagement by students. In these phases, students are often unsure about how to improve their learning.
- Where lessons are effective and challenging, students are actively engaged. In a majority of lessons, technology is not used fully to extend or enhance learning. Critical thinking skills and problem-solving strategies are emerging features, particularly in the middle and high schools.
- Across the school, there is some evidence that students are beginning to take responsibility for their learning. They can collaborate in groups, communicate effectively, and share their learning when provided with the appropriate structures. In most lessons, students are making connections between their learning, and the wider world.

For Development:

- Ensure that teachers develop students' critical thinking and problem-solving skills.
- Provide more opportunities for students' critical reflection so that they understand how to improve their learning.

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

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

- Students' behavior is good, and their attitudes mostly positive. Children in the KG are self reliant and quickly learn how they are expected to behave. Most students are engaged in their learning during lessons and willingly receive and respond to feedback from their teachers and peers. Students' display respectful attitudes towards one another and adults.
- Students' positive attitudes and willingness to help one another contribute to a harmonious atmosphere within the school community. As proud ambassadors of their school, students take their roles and responsibilities seriously.
- Students demonstrate a good commitment to safe and healthy living. They enjoy participating in various sports to support healthy lifestyle choices. They are deepening their understanding of how healthy food affects all aspects of their lives. Students' attendance is good and improving.

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

- Students demonstrate a deep understanding of the Islamic values of tolerance, justice, kindness, and honesty. They can talk in detail about how they practise these values within school. They show consideration to fasting students or when engaging in celebrations for Hijri Year or the birthday of the Prophet Mohammed (PBUH).
- In all phases, students have a strong understanding of Emirati culture and history. They are aware of the key features of everyday life in the UAE. They are knowledgeable about Emirati symbols and features of the landscape and are well engaged in national activities within school.
- Students demonstrate an appreciation of other world cultures. They participate in multi-national activities, including charity trips and cross-curricular projects.

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

- Students are well aware of their roles within the school and local community. The student council makes significant contributions to the work of the school. They organize many projects, including Red Crescent Book Drive and other charity initiatives.
- Students have a positive work ethic and a basic understanding of enterprise. They are beginning to display leadership skills in all aspects of school life. The culture of innovation in the school is resulting in several new clubs that are initiated and led by the students.
- Students have a broad awareness of environmental issues. They appreciate the importance of caring for the environment. They promote sustainability and extend their knowledge of conservation issues. High school students have been successful in planting a sustainability garden and in selling the produce during the school's Harvest Market.

For Development:

- Increase opportunities for more students to be involved in the local and wider communities, through charity and environmental work.

3. Teaching and assessment

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

- KG teachers understand how children learn best and use lesson time effectively to engage the children through investigative learning. Teachers are appropriately qualified and have strong subject expertise. Most know their students well, and lesson plans include the use of data to support learning.
- Teachers' planning includes clearly stated learning objectives, but the learning outcomes are not always differentiated. Their use of questioning and their application of technology in lessons are variable. In the stronger lessons, differentiated tasks ensure that students meet the learning objectives.
- In the KG, teaching strategies offer both support and challenge. Opportunities for critical thinking and the application of knowledge to new learning are not strong features of lessons in any phase.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases of the school, the recently adopted internal assessment processes are adequately linked to the curriculum standards. However, the internal assessments themselves are not yet rigorous enough to produce valid and reliable data.
- The school benchmarks and analyzes assessment data against international standards. Senior leaders use the detailed information on individual students and groups to identify and address gaps in learning. However, teachers do not yet use the data effectively enough to plan lessons which meet the learning needs of all groups of students.
- In most lessons, questioning techniques are beginning to enable teachers to check students' understanding. However, the marking of students' work is irregular and does not always provide clear guidance on next steps in their learning. There is evidence of self-assessment, but peer-assessment is not a feature in lessons.

For Development:

- Plan teaching strategies to meet the learning needs of all students.
- Ensure that internal assessments produce valid data which are closely aligned to external assessment results.
- Use assessment information to inform the planning and delivery of lessons.

4. Curriculum

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

- Aligned with the New York CCSS and the MoE requirements, the broad, balanced curriculum is developed systematically. It provides continuity and progression, particularly in the KG and high school. In the other phases, a focus on the acquisition of knowledge limits students' development of a deeper understanding and application of skills.
- In the better lessons, cross-curricular links and everyday examples are successful in ensuring the transfer of learning between different subjects. The curriculum effectively develops the skills required for the next stages of education.
- Opportunities for enhancement, enterprise and innovation are not a feature of most lessons. Lessons regularly make links with the history and culture of the UAE.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- Curriculum adaptations are planned to help teachers to support and meet the needs of students of determination. Although data are available to adapt the curriculum for students with gifts and talents, this remains an undeveloped area. In the KG, the enhancements to and modifications of the curriculum include a stronger focus on play-based learning.
- The curriculum provides opportunities for activities and clubs that complement learning and development beyond the classroom. Visits to local areas are providing opportunities to enhance the curriculum for students.
- The awareness of Emirati culture and the heritage, values and traditions of the UAE are embedded into the curriculum and reinforced by the moral education program and the Emirati Club. Links with culture and UAE society are evident in most classes.
- In the KG, Arabic is taught three times a week for a total of 150 minutes.

For Development:

- Ensure that all teachers make better use of data to modify the curriculum to meet the learning needs of all groups of students, particularly those with gifts and talents.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school provides a safe and secure learning environment. A range of detailed policies and procedures is understood and promoted by all stakeholders. Safeguarding of children is a priority for the school. The arrival and departure of school buses, and parental drop-off and pick-up, are well supervised and orderly.
- The school actively promotes healthy living among students and members of staff. Students understand the value of nutritious food and exercise for their wellbeing. Healthy choices in the canteen and PE classes support healthy lifestyles. Medical staff support the health education program across the school.
- A rigorous risk assessment and analysis of the buildings, equipment and resources is undertaken on a regular basis. Any issues are immediately addressed. Students report that they feel supported and safe at school.

	KG	Elementary	Middle	High
Care and support	Good ↑	Good ↑	Good ↑	Good

- Members of staff have positive relationships with students and care about their wellbeing. The school has established an inclusive, supportive environment to meet the needs of students with diverse learning needs. Effective systems are now in place to monitor attendance and punctuality. Systems and procedures for managing students' behavior are effective.
- The school has robust systems to identify students of determination, but the programs to meet the needs of students with significant learning issues are insufficient. Support for students of determination is variable, and programs for those with gifts and talents are being implemented.
- The personal development of students across the school is monitored closely by teachers who communicate regularly with the school's counselor and leadership team.

For Development:

- Ensure that support programs meet the needs of all students of determination, including those with more significant requirements.
- Provide challenge and support in lessons for students with gift and talents.
- Provide counseling and support services for students across all grade levels.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion governor, champion and inclusion team promote an ethos of inclusivity, which is reflected in the daily life of the school. School leaders also ensure that this vision is reflected in the admissions policy, resulting in a diverse student population.
- Students of determination are accurately identified. The specialist team provides support and planning so that most students experience academic, social, and personal gains.
- Parents are strong partners with the school and consider that their opinions are heard. A few feel the need for better communication from school to home.
- Overall, the provision for students of determination is mostly effective and matches individual needs. However, some students require more specialized support and programs to suit their individual learning needs and their ability levels. Learning support teachers give focused support in lessons for students of determination.
- The schools' focus on care and support ensures that students develop independence and confidence in their abilities and is helping to improve their learning and development. Across all grade levels, where teachers differentiate their lessons and modify the curriculum, students of determination make good progress.

For Development:

- Modify the curriculum and lessons for students with more complex learning needs

6. Leadership and management

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

- The principal has effectively distributed leadership across the school. The newly formed quality assurance teams are allowing the school to monitor the different areas of the school's performance closely. Senior leaders have developed their understanding of the inspection requirements. They now understand the importance of assessment data in planning and delivering lessons and the importance of measuring the impact of provision on students' outcomes.
- The school improvement plan is strongly based on the recommendations of the previous inspection report, but not sufficiently on the self-evaluation process. The self-evaluation document contains judgments that are not realistic. The school improvement plan is comprehensive and includes appropriate success criteria and time frames. However, it contains too many goals as a result of insufficient prioritizing. The school has been able to improve several aspects of its performance in a relatively short period of time.
- Parents indicate that the school listens to their views and acts upon them. They serve on the parents' council and the quality assurance teams. Most are highly satisfied with the communication with the school. They are happy with the access which they have to their children's learning through the online student profiles. They report that they receive appropriate guidance on how to support their children at home. They say that they would like their children to participate in more inter-school sports competitions.
- The governing board has appropriate representation of all the school's stakeholders. Governors now hold senior leaders to account for the performance of the school through clear key performance indicators. They are working to ensure that the school has appropriate staffing and resources to meet the requirements of the adopted curriculum. They have a direct impact on the overall performance of the school and have supported the school in successfully increasing its enrolment.
- Leaders have effective systems in place to ensure that the school runs smoothly on a day-to-day basis. The large majority of teachers is suitably qualified, and most have experience in American education. They receive appropriate training to develop their skills, understanding and classroom practices. The school has a very wide range of specialist facilities that are relevant to the curriculum requirements. Students have easy access to all learning areas and regularly use the available facilities.

For Development:

- Develop the management skills of all middle leaders to support improvements in teaching, learning and assessment.
- Ensure that the school's self-evaluation is more realistic, and that improvement planning features clearer and more achievable goals for development.
- Extend the school's partnerships with other schools in Dubai and with the local and wider community.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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