



ام دبي
Knowledge المعرفة



AMERICAN SCHOOL DUBAI US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

CONTENTS

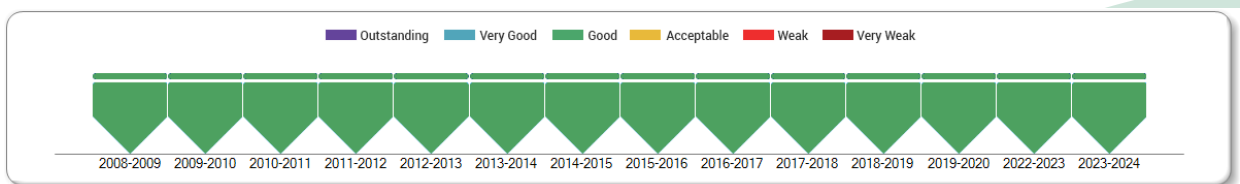
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha
	 Opening year of school	1966
	 Website	www.asdubai.org
	 Telephone	+97143950005
	 Principal	Stephen Lawrence Druggan
	 Principal - date appointed	8/1/2022
	 Language of instruction	English
	 Inspection dates	13 to 17 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2065
	 Number of Emirati students	29
	 Number of students of determination	161
	 Largest nationality group of students	US
 <p>TEACHERS</p>	 Number of teachers	169
	 Largest nationality group of teachers	United States of America
	 Number of teaching assistants	58
	 Number of guidance counsellors	13
 <p>CURRICULUM</p>	 Curriculum	US
	 External Curriculum Examinations	AP
	 Accreditation	MSA

School Journey for AMERICAN SCHOOL DUBAI



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Students' achievement levels range from weak to outstanding across the key subjects. Specific strengths include students' outcomes in English, mathematics, and science. Specific weaknesses include students' outcomes in Islamic Education and Arabic. In almost all lessons, students are highly engaged in learning and collaborate very effectively. They often apply their learning to the wider world and make connections between different areas of learning.
- Students show positive attitudes towards learning and their school. They are consistently well-behaved in lessons and around the campus. They demonstrate a secure understanding of Islamic values and their influence on the culture of the UAE. Students' social contributions and environmental awareness are strengths of the school. They initiate and lead projects that have an impact on the environment and other people's lives.

Provision For learners

- The quality of teaching is outstanding across the phases. Teachers provide numerous opportunities for students to work on open-ended projects, carry out research, and collaborate in groups. The school has very effective systems in place to collect and analyze different types of assessment data. Teachers make very good use of assessment information in planning and delivering lessons.
- The curriculum follows the American Education Reaches Out (AERO) curriculum standards in the majority of subjects. The curriculum does not meet the Ministry of Education (MoE) regulatory requirements in Islamic Education and Arabic as an additional language. The curriculum features many cross-curricular links and connections to Emirati culture and society. Curriculum adaptation to meet students' differing learning needs is strong across the school.
- The school buildings and equipment are very well-maintained. The school's procedures to ensure the health, safety and wellbeing of students and staff are highly effective. Comprehensive health-related information and records of evacuation procedures and fire drills are maintained. The school has highly effective systems in place to manage students' attendance, punctuality and behavior. The quality of care and support for students is outstanding.

Leadership and management

- The principal has a clear vision and mission for the school that he shares with all stakeholders. The school has made limited progress in addressing the recommendations made from the previous inspection. The school's partnerships with parents are very strong. Governors know the school well and hold school leaders to account but have not yet ensured the school is compliant with all statutory requirements. The school has excellent resources and staffing to support high-quality teaching and learning.

Highlights of the school:

- Teachers' excellent practices in the Kindergarten (KG) leading to children's strong achievement
- The highly effective teaching and learning in most subjects and high achievement in English, mathematics and science
- The very strong partnerships with parents and the community, and the high quality of care and support provided for all students
- Students' exceptional personal and social development and their contributions to the school and the wider community

Key recommendations:








- Ensure that the provision of Islamic Education and Arabic, as an additional language, is fully compliant with the MoE statutory requirements.
- Improve the quality of teaching and raise students' achievement in Islamic Education and Arabic as a first, and as an additional language.
- Ensure that assessments are more closely aligned with the expectations of the UAE Inspection Framework.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

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

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

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Very good	Very good	Very good

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Good	Weak	Weak
Curriculum adaptation	Outstanding	Very good	Very good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



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

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- With an average score of 621, the school just exceeded its set target in PIRLS 2021 (Progress in International Reading Literacy Study). In benchmark assessments, students sustained an outstanding level in English, mathematics, and science over two years. This placed the school at the high international benchmark.

C. Leadership: International and Emirati Achievement	Very good
---	------------------

- Most leaders understand how the subject content and skills align to the proficiency levels in the Program for International Student Assessment (PISA) and the international benchmark levels in PIRLS and other external assessments. They analyze the results of these assessments and implement action plans to address any gaps identified in the benchmark reports. The plans highlight the appropriate improvement priorities.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

- The school's most recent reading literacy skills assessment shows that a large majority of students' reading literacy scores are above age-related expectations. The school plans interventions aimed at improving students' reading skills. The monitoring of implemented interventions suggests that most students in the school are making at least the expected progress in their reading proficiency. However, the reading literacy skills of Emirati students are generally below those of other students. The school is working closely with families to foster a strong reading culture in almost all curricular areas.

Overall school standards in the National Agenda Parameter are Very Good.

For Development:

- Raise the level of Emirati students' reading literacy skills to be more closely aligned with those of other students.

Well-being



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

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

- Wellbeing is a high priority for the school and is integrated into its ethos and culture. Leaders at all levels are actively involved in prioritizing and modelling wellbeing principles. Policies underpin a clear vision for wellbeing development and have a positive impact. Informal methods of information gathering deepen understanding of the specific and general wellbeing of students and staff. A targeted professional training program supports the school's capacity for continual improvement.
- Leaders are highly committed to pursuing an aspirational wellbeing vision. Students' suggestions are encouraged, and they have increasing input into the development of wellbeing provision. Students' wellbeing concerns are managed by skilled and trusted adults. Precise interventions ensure sustained improvements in wellbeing outcomes. Staff benefit from comprehensive induction and personalized guidance, contributing to high levels of teacher retention. Staff report much work satisfaction in a supportive and collaborative atmosphere where their contributions are valued.
- A wide range of curricular and extra-curricular programs support the wellbeing of students and staff. Students have an increasing understanding of their wellbeing needs. Using a variety of effective strategies, most students manage their wellbeing with increasing independence. Students demonstrate responsible online behavior. Teachers successfully create a positive classroom culture enabling students to flourish academically and personally. Most students have a strong sense of belonging to the school community and express high levels of positivity.

For Development:

- Supplement the informal information gathered on wellbeing through more formal methods.

UAE social studies and Moral Education

- The school teaches the social studies and moral education through an integrated approach following the most recent UAE Moral, Social and Cultural Studies (MSCS) Framework. Lessons are taught in English by appropriately qualified teachers for all students between Grades 1 to 10. Students in Grades 11 and 12 receive a separate moral and social education program.
- The schemes of work and lesson plans for each MSCS unit are closely aligned to the curriculum standards for each grade. Teachers make use of a range of resources, including MSCS textbooks, to promote learning. Students receive one timetabled lesson each week plus engagement in a variety of projects. In social studies, students are assessed by a mix of formative and summative assessments. There is no assessment plan for moral education.

Arabic in Early Years

- Children in KG have five 25-minute periods of Arabic per week. Arabs and non-Arabs are combined and taught the same content. The approach is to immerse children in Arabic through singing and responding to stimuli. The emphasis is on the development of oracy rather than reading and writing at this stage. There is a clear focus on the local environment and Emirati culture. Teachers use appropriate strategies that engage children, making learning Arabic enjoyable and relevant. Teachers' use of practical activities are effective. At the end of KG2, the children undergo an informal oral assessment.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In the middle and high schools, a minority of Muslim students are enrolled in combined elective Islamic Education courses. Most students find it very challenging to recite the Holy Qur'an and understand the meaning of Hadith because of their lack of prior knowledge.
- This year, the school has introduced the subject for Emirati students in the elementary school. These students are taught in combined Grade 2 and Grade 3, and Grade 4 and Grade 5 classes. All are being taught according to Grade 1 curriculum standards.
- The school does not offer Islamic Education to all Muslim students in the school. Therefore, it does not comply with the MoE curriculum requirements.

For Development:

- Ensure that the school is fully compliant with the MoE statutory requirements by offering Islamic Education to all Muslim students.

ARABIC AS A FIRST LANGUAGE

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

- Students' attainment levels remain below curriculum expectations in all phases. In Elementary, students make better progress because they are given more opportunities to read, write, and speak during lessons. Throughout Middle and High, students focus mainly on producing comparisons between short stories.
- Students can read and understand short stories. In Elementary, students identify the main features of short stories. Their ability to speak using standard Arabic is limited. Students' writing skills are limited to personal narrative, with the use of dialect words in their writing.
- The curriculum standards in Middle and High are much lower than the required standards. The introduction of a reading program is improving students' reading comprehension.

For Development:

- Improve students' use of modern standard Arabic, particularly in Middle and High.
- Broaden the scope of students' writing skills to include different genres.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons, students in High make slightly better progress when asking and answering questions about everyday events. Students' work samples in Elementary lack depth and clear progression in the development of language skills. Internal data show weak progress in this phase.
- Students in Elementary can read words and use them correctly within sentences. A minority of students can ask and answer questions about themselves and family. Their reading comprehension skills are underdeveloped, and their conversations skills are too variable. Teachers' overuse of English slows progress.
- Only a minority of Middle and High students are enrolled in Arabic, as an additional language classes. Therefore, the school is not meeting the MoE requirements in these two phases. This year, the school has introduced an online language proficiency test in Grade 5.

For Development:

- Ensure full compliance with MoE requirements in Middle and High.
- Improve students' reading, speaking, and writing skills.

ENGLISH

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Children in KG rapidly develop their language and literacy skills through enjoyable play-based learning. These skills are progressively developed as students move up the school. Students' attainment in internal and external benchmark assessments in all phases is consistently very high.
- Students demonstrate strong speaking, listening, and reading skills which enhance their vocabulary. Most can communicate their learning confidently and articulately. Students are developing their knowledge and understanding of English writing conventions and techniques, which they apply effectively in their written work.
- Students are adept at using technology and library resources to research, plan, and present their work. Older students make effective use of assessment guidelines to evaluate their work. The new phonics program in KG and Elementary is accelerating the development of students' literacy skills.

For Development:

- Improve students use of grammar, punctuation and spelling by ensuring they routinely check their work for accuracy.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the phases demonstrate exceptional levels of procedural and conceptual mathematical understanding which they apply to everyday contexts. In KG, children use manipulatives for number sense, and older students create visual representations.
- Elementary students demonstrate highly effective problem-solving skills to find solutions for word problems. Students translate words into mathematical symbols and numbers and describe their reasoning strategies. High school students evaluate response bias in surveys.
- Students across the phases are challenged by greater complexity in thinking and depth of knowledge. Challenge by choice differentiates levels of rigor in learning tasks and meets the needs of students from their differing starting points.

For Development:

- Ensure choice activities are aligned to students' needs and abilities.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Children In KG and students in Elementary apply scientific vocabulary to their developing understanding the wider world. The scientific method underpins all studies in the middle and high schools, with AP students designing their own experiments.
- Critical thinking and problem-solving are strong from the outset, as seen when KG children explore how to keep their water bottles cool. Elementary students understand why some places are always hot and eventually explain the centrality of water to human survival.
- Middle school students express opinions about economic and environmental costs of using natural or synthetic materials. High school, students use concept maps confidently. In Grade 12, students model complex concepts and explain problems such as, how cholera affects the digestive system.

For Development:

- Increase opportunities for students in all grades to devise their own methods of modelling everyday problems and designing their own experiments to test their hypotheses.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- From KG onwards, students take responsibility for their own learning and increasingly become independent learners. This makes a significant contribution to their very high achievement in almost all subjects. Opportunities for students to apply their learning skills are less consistent in Islamic Education and Arabic.
- Students interact exceptionally well with their teachers and one another. They regularly engage in collaborative learning activities to share their thinking and develop their ideas. Students frequently apply their learning to complex everyday issues and make meaningful links to other subjects.
- Students enjoy practical, problem-solving, and investigative learning activities which enable them to apply and develop their critical thinking skills. Most students are adept at using technology and library resources to conduct research, develop their innovation skills, and present their work.

For Development:

- Ensure that students are provided with sufficient opportunities to apply their learning skills in Islamic Education and Arabic.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students' attitudes towards learning and to others result in excellent behavior. Students are sensitive to the needs of others, displaying a clear understanding of safety. Older students are confident and sociable, and they collaborate well.
- Students enjoy excellent relationships with staff. They feel safe, valued, and supported which makes a significant contribution to the school's calm and purposeful learning atmosphere. Students conduct themselves very responsibly.
- Students work well together to resolve differences. They also support and respect their classmates and adults. Their understanding of the value of healthy eating and maintaining an active lifestyle is reinforced by their participation in a wide range of sporting and other physical activities.

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

- Students across the school have a clear understanding of Islamic values and awareness of Emirati culture and how these influence life in the UAE. They put into practice Islamic values such as, tolerance and giving.
- Students are very knowledgeable and respectful of the Emirati culture. They have very good awareness of the features of Dubai and can discuss the heritage and customs of the Emirates.
- Students demonstrate a deep awareness and appreciation of their own cultures, which they compare to that of the UAE. Across the school, students are interested in learning about other cultures and benefit from interactions with fellow students with diverse cultural backgrounds.

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

- Students are very well engaged in school, local, and international efforts to serve and help others. They are highly skilled in leading and implementing these initiatives. They are very aware of local and global issues and are enterprising in finding creative solutions.
- Students demonstrate innovation and entrepreneurship in their participation and success in numerous programs and activities, both in the school and locally. They challenge one another in their thinking, planning, and solving contemporary problems.
- Students show an excellent understanding of environmental issues and are proactive in seeking solutions to them. They collaborate on issues of local and global impact, demonstrating depth and scope in their problem-solving, and seeking creative explanations.

For Development:

- Further enhance students' appreciation and understanding of the role and values of Islam in the UAE.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, most teachers demonstrate strong subject knowledge and effectively use a range of teaching strategies and high-quality resources to accelerate learning. In KG, teachers skillfully apply their knowledge of how children learn best. These skills are less evident in Islamic Education and Arabic.
- Most teachers know their students very well and use this knowledge to ensure that lessons provide appropriate levels of challenge for students. Teachers adeptly use questioning to engage students in dialogue, check understanding, promote thinking, and encouraging them to explain their reasoning.
- Teaching is strengthened by frequent collaborative reviews of students' progress. Problem-solving, critical thinking, and investigation activities are embedded in almost all lessons. Teachers provide frequent opportunities for students to be innovative and to take responsibility for their own learning.

	KG	Elementary	Middle	High
Assessment	Outstanding	Very good	Very good	Very good

- In most subjects, internal assessment processes are coherent, consistent, and linked well to the curriculum standards. These procedures are less consistent in Islamic Education and Arabic. In the other key subjects, they enable the close tracking of individuals' academic, personal, and social development.
- In High, the external examinations are linked to the curriculum expectations. In the other phases, students participate in a range of assessments that are benchmarked against international standards. The rigorous and comprehensive analyses of data are providing a more accurate and detailed picture of students' progress.
- Teachers use assessment information very effectively during most lessons to meet the learning needs of all groups of students. In written feedback, most teachers provide students with guidance for further improvement.

For Development:

- Improve the quality of teaching and use of assessment in Islamic Education and Arabic.

04 CURRICULUM

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

- The curriculum for Arabic, as an additional language in Elementary is compliant with the MoE requirements. However, the curricula for Islamic Education in Elementary, Middle and High, and for Arabic, as an additional language in Middle and High, are not compliant.
- The curriculum is regularly reviewed to verify the alignment of standards and progression of content. The middle school curriculum ensures students are equipped with the knowledge and skills for success as they transition to the next phase.
- The curriculum provides opportunities for diverse experiences and develops well rounded skills that support students' personal and academic goals. High school students are appropriately challenged by AP courses, and electives that enable them to pursue their interests.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding	Very good	Very good	Very good

- The school analyzes and reviews data from internal and external assessments to evaluate students' progress and identify any learning gaps. Teaching programs are adapted as appropriate in response to the outcomes of these reviews.
- The curriculum provides a variety of experiences for students to deepen their understanding of UAE culture, heritage, and values. School wide National Day celebrations and other activities reflect the rich history and vibrant traditions of the UAE.
- The curriculum embeds aspects of global awareness, sustainability, and service learning with opportunities such as, the Week Without Walls. Students gain insight into other cultures, broaden their understanding of world issues, and develop leadership skills as future change makers.

For Development:

- Ensure that the curricula in Islamic Education and Arabic are fully compliant with MoE requirements.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Comprehensive policies and procedures for safety and security are in place and are rigorously followed. The proactive approach of the school has led to an overall ethos where students can thrive both personally and academically.
- The promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices. The medical staff and the physical education curriculum also support the components of healthy living and wellbeing in the school.
- The school buildings, equipment and resources are well suited to the personal and educational needs of all students, including students of determination. Care is taken to ensure that students are safe while participating in the wide range of learning activities.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The care and support of students is a key feature of the school. Staff-student relationships are exemplary. Procedures for managing students' behavior are highly effective. The school effectively promotes attendance and monitors individual absence levels. Any issues are promptly addressed.
- Excellent systems enable the swift identification of students of determination and those with gifts and talents. Highly effective support is provided for most students of determination but occasionally there is insufficient support in lessons for the higher achievers.
- Students' wellbeing and personal development is closely monitored, and information is used to identify individual, and group needs. A highly effective wellbeing team works with students to provide personalized guidance and support. Careers services and advice are excellent.

For Development:

- Refine systems for identifying higher achieving students and ensure they are fully supported in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
---	-----------

- The principal and governing board ensure a highly inclusive ethos which is firmly embedded and demonstrated across the school. Support and commitment are evident in high levels of sustained investment in students’ learning needs. The well-qualified head of inclusion leads a highly capable team.
- On entry, assessment procedures ensure barriers to learning are identified. Specialist staff and a school-based educational psychologist use carefully selected assessments to identify accurately the specific needs of most students of determination. Targeted and expertly delivered interventions significantly improve student learning outcomes.
- Effective communication between the school and parents contributes to students' progress. The school keeps parents fully informed of their children's progress through formal and informal reporting methods. Most parents are actively involved in the development and review of their children’s personalized programs.
- Students receiving personalized learning support progressively overcome barriers to learning and increase their levels of independence and resilience. Students who are dependent on support from subject teachers experience more variance in the quality and consistency of the help they receive.
- Samples of work and teacher assessments indicate that overtime, almost all students make better than expected levels of progress. Students achieve qualifications in line with their potential, enabling them to access a broad range of further education and career paths.

For Development:

- Ensure greater consistency in the quality of support provided by subject teachers for students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders successfully share the vision, mission, values and attributes of the school with all stakeholders. They have established a professional learning community in which relationships are highly professional and communication is clear and effective. As a result, staff morale is very high. Although leadership is distributed well, not all middle leaders are equally effective in bringing about improvement. School leaders have not yet ensured that the school is compliant with all statutory and regulatory requirements.
- The school uses different types of data in the self-evaluation process and engages a wide range of staff. However, the process has not produced a fully realistic view of the school that is sufficiently based on the UAE Inspection Framework. The school action plan includes the key recommendations and the development points identified in the previous inspection report. It contains appropriate actions, responsibility, and success criteria. This plan, however, has led to only limited progress in addressing the report's key recommendations.
- Parents are very well engaged in the life of the school and feel that their opinions are always taken into consideration in making decisions that affect their own, and other children. They are highly satisfied with the information they receive through the online platforms about the personal and academic progress their children are making. The school's extensive partnerships with the local and wider communities enrich students' learning experiences and successfully contribute to their excellent personal development.
- The board of trustees have a secure understanding of the school's strengths and areas for development. The board has representation of most stakeholders, especially from the school community. It supports the senior leadership team and formally holds them to account for the school's performance. The board ensures that the school has the staffing and resources needed to maintain the highly effective teaching and learning. Although the board has a plan to meet all statutory requirements, these are not yet met.
- The school has very effective procedures in place to ensure it runs smoothly on a daily basis. Almost all teachers are suitably qualified and deployed to promote student outcomes. Teachers benefit from high-quality professional training opportunities that are aligned with the school's priorities and their personal aspirations. The premises are maintained in an excellent condition and allow full access to all students and staff. The excellent resources available, including the libraries, laboratories and sporting facilities, meet the needs of the delivered curriculum.

For Development:

- Governors must ensure that the school is compliant with all statutory and regulatory requirements related to Islamic Education and Arabic as an additional language.



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