

INSPECTION REPORT

2022-2023



AL NIBRAS INTERNATIONAL PRIVATE SCHOOL

US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Green Community
	Opening year of School	2005
	Website	www.nisdubai.ae
	Telephone	04-885-3330
	Principal	Dr. Jay Teston
	Principal - Date appointed	8/1/2020
	Language of Instruction	English
	Inspection Dates	16 to 20 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4-19
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1352
	Number of Emirati students	24
	Number of students of determination	101
	Largest nationality group of students	Arab

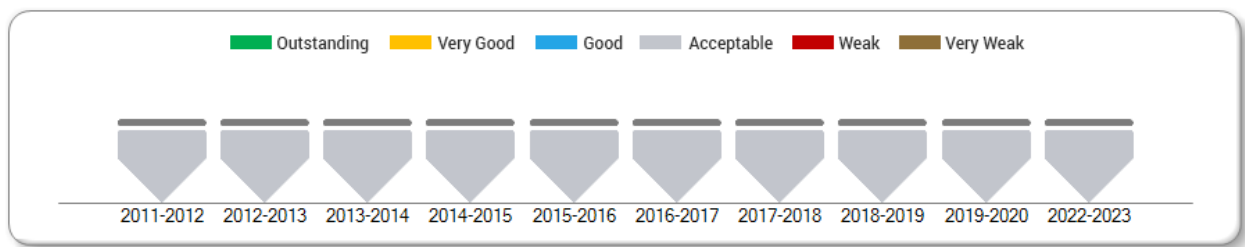
TEACHERS

	Number of teachers	93
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	29
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	5%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP,
	Accreditation	NEASC

School Journey for AL NIBRAS INTERNATIONAL PRIVATE SCHOOL



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

- Across the school, students' Arabic achievements have improved, sometimes from low starting points. Attainment and progress in mathematics have risen to good in every phase, and students have improved their abilities to explain what they are learning. Achievements in science have improved to good in all phases, except attainment in Kindergarten (KG). Older students show particular strengths in their thinking and reasoning during science lessons.
- The students' personal development has improved to very good in all phases. They demonstrate very positive relationships with one another and with adults. They have responsible attitudes and a willingness to be independent learners. Students of all ages demonstrate positive behaviors and are often very courteous outside classes. Most notably, students are particularly sensitive toward students of determination, showing care and kindness.

PROVISION FOR LEARNERS

- Teaching quality has improved in much of the school, with effective strategies well suited to students' ages and the curriculum, particularly in science and mathematics. Teachers' consistent approaches are common in the KG, while teaching is less consistent in other phases. Assessments of learning are good across the school and integral to tracking students' growth and planning for school improvements.
- Curriculum design is good across the school and deeply ingrained, as teachers use the AERO and Ministry of Education (MOE) standards to plan lessons and assess learning. Curriculum enhancements, such as the schoolwide focus on inquiry, positively affect students' learning skills. Curriculum adaptations to address learning gaps for new or other groups of students are developing.
- Students are well-protected in a secure learning environment. Improvements to the school, such as accessibility ramps and other enhancements, give additional benefits. The care and support for students are consistently positive, with a focus on wellbeing pervading all aspects of the school community. Wellbeing is a strength of the school. Guidance for older students supports their life choices and next steps in learning.

LEADERSHIP AND MANAGEMENT

- School leaders at all levels demonstrate deep knowledge of the school, its students and its teachers. They take purposeful actions to strengthen teaching and enhance student learning, focusing on developing students' thinking skills. The steps to create an inclusive learning environment are effective and contribute to students' willingness to be actively involved in their learning.

The Best Features of The School:

- Students' very good personal and social development skills
- The initiative to incorporate inquiry across the school
- The caring environment, wherein all students feel included, and the very good health, safety and safeguarding standard
- The quality of leadership and vision demonstrated by leaders at all levels
- The purposeful use of data to better understand the needs of students and inform improvement plans

Key Recommendations:

- Develop reading literacy across all subjects by appointing an individual or team to monitor and promote the whole-school development of this skill.
- Ensure that students' progress judgements rise to good through:
 - analysis and removal of potential barriers to learning in Islamic education,
 - review of students' needs across all domains of English, with focused interventions and adaptations of the curriculum to accelerate progress,
 - establishing best practices in Arabic, alongside a review of the ABT data, to enhance learning and support all groups of students.
- Adapt the curriculum for innovative, creative and self-motivated learning across various subjects.

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	Good ↑	Acceptable ↑	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↑
<p>English</p>	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
<p>Mathematics</p>	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good	Good	Good ↑	Good
<p>Science</p>	Attainment	Acceptable	Good ↑	Good ↑	Good ↑
	Progress	Good	Good	Good	Good
Learning skills		Good	Good	Good ↑	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
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	Very good	Very good	Very good	Very good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	is approaching expectations

- The school exceeded its targets in the PISA and TIMSS international assessments. In the PISA assessment, students' progress in science is above expectations, while in mathematics and reading, progress overall is approaching expectations. The school's overall results in the MAP benchmark assessments are below expectations.
- On average, the school's Emirati students have met their targets in the PISA and TIMSS international assessments. In the TIMSS tests, Grade 8 Emirati students' progress is above expectations. Their progress in the MAP adaptive assessments is at the expected levels.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders at all levels support the vision and goals of the National Agenda (NA). The school's NA action plan identifies and describes the interventions and curricular adaptations required to overcome student skills and knowledge gaps.

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

- Leaders implement an original program using the Measures of Academic Progress (MAP) results to measure the reading literacy levels of most students. This provides basic awareness to most teachers about their students' literacy levels without a specific diagnostic measure. However, this information supports the development of reading literacy in lessons through enhanced planning to meet the identified needs of individuals and groups of students.
- Emirati students across the school access reading material via online platforms and the Elementary and Secondary school libraries. When additional support is required, Emirati students receive personalized interventions. The Student Learner Profiles and Class Profiles support monitoring Emirati students' reading levels.

Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.

For Development:

- Implement a reading literacy assessment to measure and track reading literacy, while ensuring it is embedded into all areas of the curriculum.
- Appoint a National Agenda leader to oversee the systemic development and evaluation of all facets of this initiative.

Well-being

The quality of wellbeing provision and outcomes is at a high level:

- The school has a clear vision of well-being, informing a clear mission, core values and policy. More can be done to reflect the school's commitment and clarity of vision within the school environment. The Governors and leaders review wellbeing data and other information, including student feedback. This informs monitoring and leads to general wellbeing provision development. Improvements in provision for students of determination has positively influences their wellbeing. The use of data analysis to fully inform targeted improvement planning is a current focus for the school.
- The care and well-being of students are considered as everyone's responsibility. All staff receive professional development and workshops prioritising wellbeing. The impact of this can generally be seen in their engagement with students. The student support team and the guidance counselor are available and accessible to all students. Parents, as partners, are involved in meetings and discussions with teachers and leaders. Leaders make a significant efforts to address the staff's needs through access to the counsellor and coaching. The Governors listen to the opinions of the school community.
- Home room time and student-led assemblies often feature the topic of well-being. The moral, social and cultural curriculum includes relevant topics. Further work is taking place to introduce and embed wellbeing-based programmes of study within in the core curriculum. School activities promote good habits, digital citizenship and ways to improve mental health. This supports students in making safe and healthy choices. They demonstrate positive engagement, self-discipline and concern for their peers' well-being, consistently showing tolerance and sensitivity toward their peers. They are self-motivated and enjoy strong interpersonal relationships.

UAE social studies and Moral Education

- The UAE social studies curriculum follows the Ministry of Education (MoE) standards and uses teacher-made resources, videos and engaging strategies to deliver the curriculum. Lessons align with the curriculum and have learning outcomes linked to specified standards. Teachers are knowledgeable and provide well-structured and interesting lessons which are taught in English (Grades 1 to 10). They use a variety of approaches to encourage students' participation. Moral Education and UAE social studies classes use many of the same teachers; hence, the teaching approach is similar in both programs. In Grades 1 to 5, social studies is a stand-alone course that uses the UAE standards.
- The Moral Education Program uses the Moral, Social and Cultural (MSC) framework, ensuring that all standards are learned and assessed. The program prepares students with the values and ethics of citizenship and loyalty. Teachers plan lessons to enhance students' learning with activities that involve them all. The lessons are taught in English in Grades 1 to 5 as stand-alone courses, then integrated in Grades 6 to 10. The MSC curriculum framework uses UAE textbooks in the elementary phase and teacher-constructed materials in the other phases.

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 elementary school are able to discuss Islamic etiquettes in relation to everyday life, such as cleanliness and the etiquette of entering a house or a mosque. However, they do not deeply understand the reasons for these manners and their impact on society.
- Middle and high school students demonstrate a better understanding of Islamic values and principles of worship than Islamic Law. Their understanding of the Holy Qur'an, Hadiths and Sirah is adequate. However, references to them for evidence of values or rulings are not secure.
- The school has improved students' Qur'an recitation skills this year. Weaknesses in students' Arabic language skills impede some Arab students' understanding of the content of Islamic education lessons.

For Development:

- Ensure that the Holy Qur'an, Hadith and Sirah are closely linked to their applications.
- Improve students' Holy Qur'an memorization and recitation skills by providing more opportunities to practice and improve their Arabic language skills.

Arabic as a First Language

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

- Students' attainment across the phases is in line with the curriculum requirements. A majority of students in Elementary and Grade 10 show remarkable progress. Although the internal data look inflated, the external data from the ABT reflect the Grades 3 to 9 students' acceptable attainment and progress.
- Elementary students show improvement in their independent writing and comprehension skills. They follow clear strategies, such as using FRAYER graphic organizers to build coherent paragraphs. They are interested when using technology to practice Arabic. Older students are developing their literature, analysis and debating skills.
- Students' skills are developing through independent learning, reading and writing, using classroom libraries and the ASAFEER platform. Students' understanding of Arabic grammar is less than strong.

For Development:

- Spread good practices for students' comprehension and independent writing across the three phases.
- Build students' understanding of grammar by linking it to linguistic activities when reading and writing.

Arabic as an Additional Language

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

- Most students' attainment is in line with the appropriate learning objectives. Students in the lower grades demonstrate evident progress in writing and vocabulary acquisition. Internal assessment results are high but are supported by the external ABT data, confirming that students' skills in Grades 3 to 9 have improved.
- Language skills in the upper two phases are just sufficiently developed for speaking and independent creative writing. Younger students, particularly in Grade 3, can create mind maps to build their writing and speaking skills through a daily routine that builds confidence.
- Students' skills are developing according to clear strategies for independent learning, reading and writing. However, opportunities for students to apply their learning in different contexts are inconsistent. This results in apparent differences in the levels of students.

For Development:

- Address differences in individual students' learning according to clear standards and modified lesson pacing.
- Enhance students' linguistic skills by building language patterns and linking them to real-life situations.

English

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

- Internal assessments show that most students achieve good and very good standards. However, these strengths were not reflected in external benchmark assessments in Grades 3 to 9. Children in the KG develop confidence when speaking, acquire a good range of vocabulary and take strides in developing their phonics skills.
- Students in all phases demonstrate strengths in their speaking and listening skills. With a focus on expanding vocabulary in most lessons, students progressively use appropriate academic terms when discussing their work. Improvements in many students' writing skills is beginning to be seen in their extended written prose.
- Developing students' reading skills has been a priority. This has resulted in gains for most students. The momentum in the rate of students' progress is being sustained, and a love of reading continues to be promoted. Internal and external assessments indicate that Emirati students achieve broadly acceptable standards, and the majority make acceptable rates of progress.

For Development:

- Rigorously monitor the progress of all students and groups of students including Emiratis, in all grades - especially in reading and writing.

Mathematics

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

- Students are active and engaged learners, demonstrating a clear progression of development from skills to reasoning to theoretical applications. Students are developing problem-solving skills, are engaged in critical thinking activities and, in the upper grades, independently applying their learning to real-world scenarios.
- Students' development of mathematical vocabulary is integrated into lessons across the phases and supports comprehension, communication and proficiency with mathematics. For example, older students can identify which number is a variable or a coefficient in word problems and explain their meanings.
- The school employs problem-solving and some cross curricular themes in mathematics lessons and these begin to enhance students' skills in critical thinking. In better high school lessons, students apply learning and make connections when undertaking projects. Teachers provide opportunities for younger students to explore independently. Emirati students' progress and attainment mirror the progress of the larger school population.

For Development:

- Develop increasingly well thought-through cross curricular learning opportunities to promote the integration of skills and make meaningful connections between areas of learning.

Science

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

- Children in the KG are learning foundational science concepts and demonstrating progress. In the higher phases, students' attainment on internal and external examinations shows good scientific knowledge, skills and understanding.
- Students demonstrate secure knowledge and understanding of scientific concepts. Students' demonstrations of the scientific method, critical and creative thinking and communication skills are developed consistently throughout the school. Students' skills in planning and conducting independent investigations and research are positive features.
- Internal and external assessment evidence across the upper phases indicates that most Emirati students attain acceptable levels, with a few above. The curriculum is enriched using an inquiry approach which encourages analyzing, comparing, contrasting and problem-solving. These initiatives have helped students strengthen their scientific thinking skills and deepen their understanding of different scientific concepts.

For Development:

- Track Emirati students' progress more rigorously, and intervene to ensure that their progress more closely matches that of their peers.
- Apply the internal and external data analyses to better identify students' needs, and thus inform teachers' lesson plans.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good ↑	Good

- Almost all students have positive attitudes and are keen to learn and engage fully in lessons. They demonstrate effective communication skills when working in pairs and small groups. Children in the KG work together enthusiastically and make meaningful connections between their learning and real-life experiences.
- Students' inquiry and problem-solving skills are developing well, especially in science and mathematics. When given opportunities, students work independently and find things out for themselves. These things are regular features of Arabic lessons. Students' innovation, enterprise and research skills are underdeveloped.
- Students use an increasing range of technology to support their learning effectively. They apply their knowledge, skills and understanding to new situations. Older students are gradually making purposeful connections between different areas of learning.

For Development:

- Students should develop their innovation, enterprise and research skills within lessons.

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

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

- Students across the school demonstrate very responsible attitudes and respond positively to critical feedback by teachers. They are aware of healthy lifestyles; they make healthy choices for their food and drinks and are keen on doing sports.
- Particular strengths are students' commendable behavior and their excellent relationships across the school. Students are respectful, friendly in lessons and at break times to their peers, teachers and staff. They are willing to help each other and are sensitive to the needs of others, including students of determination.
- The overall attendance rate is still just acceptable. Students generally arrive at school and to lessons on time. A few students are not punctual in the morning, especially those who come to school with their parents in cars.

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

- Students across the school are aware of Islamic values and understand their impact and relevance to the UAE's modern society. However, this awareness is not widely integrated into the curriculum or lessons for most subjects.
- Students' knowledge of UAE's heritage and culture is enhanced by a range of activities, such as assemblies and national events or those initiated by the school's extracurricular events leaders.
- Students are proud of their home countries and can give details about their own heritage and cultures. Students are knowledgeable of world cultures, and many of them can give details about other places in the world, such as food, art and tourist attractions.

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

- Students across the school are highly motivated. They understand their roles in the school and the wider community. Older students participate in volunteer work and campaigns.
- The Student Council contributes positively to school life by being 'the voice of the students.' They initiate, organize and lead many of the school's events and activities. They have been especially successful in raising money for several charitable organizations.
- Environmental awareness is becoming a strength in the school. This has resulted in students' increased involvement in recycling activities and taking care of the school environment. Innovation and enterprise are emerging throughout the school and through student-initiated community projects.

For Development:

- Improve students' attendance and punctuality in the mornings.
- Students should initiate activities to raise awareness of Islamic values and the UAE's culture around the school.

3. Teaching and assessment

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

- Across the school, there are examples of good teaching, although it is not yet consistent in all subjects and grades. Teachers in the KG understand how young children learn best and provide opportunities for active learning. Teachers support students in developing inquiry skills, particularly in mathematics and science classes.
- Teachers have good subject knowledge, which leads to accurate, confident teaching. They know their students' needs well and this is reflected in consistently good quality lesson planning. However, when lessons are actually taught, teachers do not always robustly follow through on this good planning.
- In better lessons, teachers promote thinking skills and probe students' understanding through effective questioning. Techniques to help students visualize and plan, such as graphic organizers, are effectively building their organizational skills. Some lessons need a more significant challenge to extend the learning of high-achieving students.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Coherent and consistent assessment procedures are in place across all phases. In KG, entry assessments benchmark each child's knowledge and skills and are linked to the AERO curriculum standards.
- Across all phases, assessment data are compiled to help teachers determine the differentiated groups and track each student's progress. In some senior classes, students use testing platforms to demonstrate and follow their own progress throughout a unit of learning.
- Teachers know their students well through observations, close interactions and formative and summary assessments. Reviews during lessons provide teachers with specific information about their students' knowledge and understanding. Some students, particularly in elementary school, are unaware of their next learning steps.

For Development:

- Ensure that all teachers provide their students with learning targets for each lesson and feedback on their next learning steps, particularly in their written work.
- Ensure greater consistency in the quality of teaching across all subjects and phases.
- Provide additional challenge to students, including the high achievers, to work independently at their own pace and levels of challenge.

4. Curriculum

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

- The curriculum provides elective course opportunities beginning in middle school with art, music and ICT. High school options include Advanced Placement (AP) courses, robotics, mixed media, coding and French. The limited AP course offerings mean that students have few opportunities to engage in rigorous and challenging learning.
- The curriculum is well-developed, closely aligned with standards and assessments that provide a balanced and comprehensive program of study. Vertical and horizontal alignment efforts ensure that students benefit from appropriate learning opportunities in their lessons and activities.
- Cross-curricular links are not a consistent feature of most lessons. Connections are made more often in the upper phases, and just a few fully enable the transfer of learning between subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum effectively meets the needs of most students, including students of determination, through modification and adaptations. Modifications of the curriculum for students with language barriers, such as those found in Islamic education in Arabic are partially effective.
- The curriculum offers enhancement, enterprise and innovation opportunities through participation in extra-curricular clubs, activities and events. Students develop research and problem-solving skills through mini-projects that support their personal and academic development.
- The curriculum provides appropriate learning experiences integrated in some lessons, such as Islamic education, enabling students to clearly understand the UAE's values, culture, and society. These things are featured in only some lessons.
- Children in the KG receive 45 minutes of Arabic teaching once each week.

For Development:

- Implement cross-curricular learning opportunities that are linked to the curriculum standards and integrate learning skills and knowledge across the different subjects.

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

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

- Highly effective procedures for students' safety and security are well implemented throughout the school. Safeguarding students and child protection are high priorities. Bus arrivals and dismissals and parent drop-offs and pick-ups are well-supervised and orderly.
- Provision for and promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices, as is evidenced by their snacks and lunches. Components of healthy living and students' wellbeing are embedded in the school's ethos.
- The school buildings, the equipment and resources continue to be updated to match the growing educational needs of the students. Easy access to and within the school allows all students to navigate independently during their daily routines.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The mutual respect between teachers and students results in good behavior throughout the school. Comprehensive behavior, attendance and punctuality policies set the school's high expectations for students. The management of students' punctuality for arriving to school needs to improve.
- Established procedures ensure the identification of students of determination, gifted or talented students and those who lack proficiency in English. The Inclusion Department provides effective support to assist these students in reaching their potential.
- A school counselor collaborates with teachers to provide a whole school pastoral care system that safeguards students' wellbeing. An external company provides comprehensive career guidance and supports students in transitioning from school to higher education or careers.

For Development:

- Improve the management of punctuality in the mornings and ensure the whole school community understands the effects of lateness on students' learning and achievement.

Inclusion of students of determination

Provision and outcomes for students of determination

Good 

- The Governor for inclusive education and the Inclusion team maintain a fully inclusive ethos which is experienced throughout the school. The leaders are in place to further improve the provision, but their capacity is limited by the low number of learning support teachers.
- The school understands the categories of disability and applies this knowledge effectively to identify students. Current practices effectively recognize students of determination, but the use of additional assessment tools would increase accuracy when identifying barriers to learning.
- The school maintains good communication links with parents and issues regular progress reports. The Inclusion team ensures that parents are involved in the planning process and receive guidance. Many parents desire opportunities to meet socially as parents of students of determination.
- Ongoing support and professional development enable teachers to provide inclusive classrooms. Appropriate accommodations and curriculum modifications assist students in actively participating in lessons. Effective personal support promotes the development of confidence and learning skills.
- Assessment data are used to inform curriculum and individual lesson planning. The tracking of Individual Educational Plan (IEP) goals demonstrates that interventions lead to progress. Students' work and teachers' assessments indicate that students are acquiring skills and understanding such that the majority make progress over time.

For Development:

- Enhance the identification process with diagnostic assessment tools to collect more detailed information on barriers to learning and students' individual needs.
- Improve the capacity of the Inclusion team by recruiting additional learning support teachers.

6. Leadership and management

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

- Professional and experienced school leaders hold a keen vision for developing the whole school, creating a stable foundation for improving students' academic growth and wellbeing. They have successfully implemented changes to bolster the quality of teaching, focusing on developing inquiry skills and lifting students' achievements, particularly in mathematics and science. Relationships and communication are positive, and staff morale is high. Leaders have the capacity to continue to improve the school.
- School leaders have a deep understanding of what is needed for improvement and have identified strengths across each department in the school. Data inform planning and are used increasingly well to analyze what is necessary for the school's improvement. Strategies to systematically monitor the quality of teaching are leading to steady improvements. Whole-school improvement plans may be further refined to better fit short-term goals and address any inconsistencies.
- Relationships between parents and the school have significantly improved, and parents believe their voices are integral to the school. They have high praise for changes in the positive learning environment and improvements to their children's achievements. Reporting of their children's progress includes access to work online and regular written reports, including High school transcripts. Communication is a strength, and parents are comfortable reaching out to the leaders. There are partnerships with universities and corporate organizations, benefitting students and the community.
- The Governing Body has a broad representation of parents and values their perspective across various areas, including wellbeing. They oversee the school, including students' achievement data, improvement planning and teacher appraisals. They conduct full systematic reviews, holding leaders to account. Governors have admirably risen to provide the needed resources to support new approaches to teaching and learning. They brought specialists in the short term to augment particular areas of need.
- The school is managed well, with clear policies and practices. New teachers are hired based on their qualifications and experiences matching the vision of the school. Most, but not all, middle leadership roles are filled. The facilities offer a wide range of opportunities for learning and have been upgraded well, contributing to positive wellbeing. The range of resources contributes to active learning. The best use of technology is evolving as new opportunities arise to fit students' more advanced skills.

For Development:

- Leaders should expand their innovative approaches to school development.

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