

th



المعرفة
Knowledge



DWIGHT SCHOOL L.L.C

IB CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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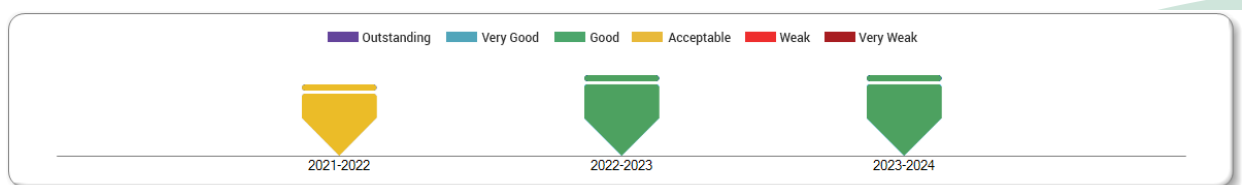
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Dubai Sports City
	 Opening year of school	2018
	 Website	www.dwightschooldubai.ae
	 Telephone	800394448
	 Principal	David Hutson
	 Principal - date appointed	9/1/2020
	 Language of instruction	English
	 Inspection dates	19 to 23 February 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	Pre-KG to Grade 12
	 Number of students on roll	579
	 Number of Emirati students	12
	 Number of students of determination	44
	 Largest nationality group of students	US
 <p>TEACHERS</p>	 Number of teachers	71
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	26
	 Number of guidance counselors	2
 <p>CURRICULUM</p>	 Curriculum	IB
	 External Curriculum Examinations	MYP eAssessment, DP
	 Accreditation	IBO

School Journey for DWIGHT SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- In PYP and MYP student learning skills are showing improvement, especially where learning opportunities allow students to fully demonstrate these. There are notable improvements in the Kindergarten (KG), where all outcomes are good. In Islamic Education and Arabic, both attainment and progress have improved. Attainment in English in DP is outstanding. In PYP and MYP, learning skills are showing improvement.
- In all phases, students have positive attitudes to school. They are self-disciplined. They show respect and tolerance for others, particularly in DP. There is a strong community spirit. Students' understanding of Islamic values and of Emirati culture is sound. Students regularly volunteer as leaders, ambassadors, buddies and mentors. They have a well-developed environmental awareness. The student council engages in and supports students' initiatives, giving students a say in school improvement.

Provision For learners

- Effective teaching has led to improvements, particularly in KG. However, the quality of teaching varies across subjects. Lessons are sometimes overdirected by teachers. Efficient time management and skilful questioning techniques foster the development of reasoning, problem-solving and critical thinking. Opportunities for independent, inquiry-led learning vary. Effective systems assist the collation and analysis of assessment data. In PYP, teachers adeptly use assessment data to inform planning. Leaders at all levels identify and effectively support students who may need additional help.
- In KG, the early learning goals foster inquiry-based learning. The International Baccalaureate (IB) curriculum, aligned with the IB learner profile, is supporting improved outcomes. The Spark of Genius initiative links key learning skills in KG, PYP and MYP to career aspirations. The personalised curriculum is based on cognitive ability test (CAT4) projections and Measures of Academic Progress (MAP) results. Extra-curricular opportunities support personal development.
- Robust health and safety measures include child-protection training and anti-bullying policies. The premises are well maintained, with efficient transport arrangements. The health committee and medical personnel promote healthy living. Respectful interactions and appropriate attendance policies foster a positive environment. Effective procedures identify student needs, with personalized support from the inclusion team and teachers. Members of staff monitor wellbeing. Senior students receive well-judged careers advice.



Leadership and management

- Effective leadership offers ongoing commitment to improvement. Leadership skills have strengthened, impacting positively on the school, and especially on KG. Leaders encourage an open, welcoming environment. Self-evaluation and monitoring of teaching are effective. Coherent action plans support improvement. Links with parents are productive. Contacts with all Dwight Schools enhance community involvement. The board of governors holds leaders accountable and has a positive impact on the school's performance. Resources are used effectively, ensuring a positive learning environment.

Highlights of the school:

- Leaders' commitment and their vision for school improvement.
- The involvement of the parents and the Dwight Board in supporting the development of the school.
- The community spirit.
- Improving achievements in KG and improving progress in PYP.
- The school facilities and resources.

Key recommendations:








- Implement a shared understanding of effective teaching and inquiry-led learning, underpinned by IB philosophy and practice.
- Enhance the curriculum provision to develop students' understanding of Islamic values and UAE culture, and to provide for 'Service as Action'.



OVERALL SCHOOL PERFORMANCE

Good

01 STUDENTS' ACHIEVEMENT

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Good	Good	Outstanding ↑
	Progress	Good ↑	Very good ↑	Good	Outstanding ↑
 Mathematics	Attainment	Good ↑	Very good ↑	Good	Good
	Progress	Good ↑	Very good ↑	Very good	Good
 Science	Attainment	Good ↑	Good	Good	Good
	Progress	↑ Good	Very good ↑	Good	Good

	KG	PYP	MYP	DP
Learning skills	Good	Very good ↑	Very good ↑	Very good

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Very good	Good	Good

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Very good	Very good	Very good
Curriculum adaptation	Good	Very good	Very good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Very good
Parents and the community	Very 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

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	Acceptable

- In the recent Progress in Reading Literacy Study (PIRLS 2021), the school exceeded its targets by a considerable margin, therefore demonstrating very good progression. In the National Agenda Parameter Tests, across all subjects, the average progression was good, with English Language standing out as a strength. For the small Emirati cohort, overall progression was acceptable.

C. Leadership: International and Emirati Achievement	Very good
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- Most leaders have a very clear understanding of their responsibilities to the National Agenda. They conduct thorough analyses of all the data and make adaptations to the curriculum where they are deemed to be necessary. Leaders in PYP are highly effective in monitoring teachers' use of these data in lesson planning.

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

- Leaders identify struggling readers and put into place appropriate intervention and support strategies which are highly successful. Most students are reading at least at their age-related level. The impact of leaders' actions is seen in the outcomes for all groups of students, including the Emirati cohort.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Target individual groups of students who would benefit from further intervention strategies.
- Set measurable targets that can be used to evaluate the success of interventions.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- Wellbeing is a high priority for governors and leaders. Its promotion is visible throughout the school. Data from an annual survey of students and weekly check-ins inform the planning of initiatives. The wellbeing policy and action plan lack information from other sources of data. Wellbeing features strongly in staff training and in the weekly staff pastoral care briefings.
- The dedicated wellbeing team collaborates with teachers and parents to ensure the timely identification of wellbeing issues. Members also listen to concerns raised by the student council, the wellbeing champions and the counselor. Parents attend school meetings and events. They appreciate the school's open-door policy, but they are not always aware of the many wellbeing initiatives. Teachers are very positive about their induction and the support provided by their colleagues.
- The wellbeing curriculum and the many extra-curricular activities foster students' wellbeing. Teachers are generally kind and caring. They strive to embed wellbeing into their lessons. Students behave well and are respectful. They demonstrate a secure understanding of their own wellbeing and that of others. They can identify strategies to maintain their own wellbeing. They understand the importance of on-line safety and the potential dangers of social media.

For Development:

- Measure the impact and effectiveness of activities and interventions designed to improve and maintain wellbeing across the school.

UAE social studies and Moral Education

- Teachers have integrated and mapped the moral, social and cultural studies (MSCS) framework into the whole school curriculum. Moral education is taught as a separate subject for 45 minutes per week. Subject specialist teachers present the lessons.
- In MSCS lessons, students make links with other subjects, especially history. They are enabled to explore how, or if, ethical values change in times of conflict. Students develop a strong understanding of Emirati culture and customs, and also of those in the wider world. Assessment is ongoing. In addition, there are final assessments in MYP and DP. Students have opportunities for reflection and discussion.

Arabic in Early Years

- Children in KG learn Arabic for 90 minutes weekly. The program aligns with MoE standards. It develops listening and speaking skills, early reading and writing, and appreciation of Arabic culture. Comprehensive assessments effectively track children's progress and identify areas for targeted support. Teachers engage young learners through songs, role plays and online platforms. Parental involvement is encouraged. The program prioritizes continuous improvement and expanding opportunities for the use of Arabic beyond the classroom.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Good ↑

- In MYP and DP, students attain levels that meet curriculum standards. In PYP, students' understanding of Islamic creed, worship rulings and knowledge of the Prophet's (PBUH) Seerah exceed curriculum standards. This is supported by observation and by internal and external data.
- PYP students demonstrate a thorough awareness of Islamic manners and etiquette. They generally integrate them into their daily lives. In MYP and DP, students explore and discuss contemporary Islamic issues. They reinforce their thoughts with references from the Holy Qur'an, Hadith and the Seerah of the Prophet (PBUH).
- Enriching the curriculum with various topics related to the Seerah and the principles of Aqeeda has positively impacted on attainment in PYP. The effective use of information from external assessments has led to good progress in MYP and DP.

For Development:

- Strengthen students' ability to justify their answers with references to the Holy Qur'an, Hadith and the Seerah of the Prophet (PBUH).
- Reinforce the connection between students' learning and everyday situations.

ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
Progress	Not applicable	Good ↑	Good ↑	Not applicable

- External and internal data reflect attainment observed during lessons and in work samples. Students in PYP and MYP use standard Arabic when analyzing texts. They can identify literal and implied meanings. They consistently extend their vocabulary and make steady progress in speaking.
- Students in PYP can describe characters in stories. They have secure listening and reading comprehension skills. They can respond to questions using correct grammar. In MYP, students enhance their fluency and comprehension by memorizing and analyzing classical Arabic poetry.
- Students have opportunities to extend their reading and writing skills. Speaking and writing have strengthened. However, some students persist in using dialect in speech. Independent writing, at length, is evident in students' notebooks. Handwriting, and accuracy in dictation, are not well developed.

For Development:

- Emphasise the consistent use of standard Arabic during lessons.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good ↑	Acceptable	Not applicable

- External and internal data reflect attainment observed during lessons and in work samples. Students have secure listening, reading and comprehension skills. They are steadily improving their extended writing and speaking and can apply appropriate grammar rules. This is more evident in PYP.
- In PYP, students can greet others and introduce themselves confidently in Arabic. They extend their speaking by using conjunctions and adjectives, and have an appropriate recall of vocabulary. Beginners are well supported in PYP, but less effectively in MYP.
- The grouping system and learning objectives in MYP do not accurately reflect the number of years of learning Arabic. Students' notebooks record a relevant and rich vocabulary on diverse topics. Handwriting is generally clear and neat.

For Development:

- Develop students' extended speaking and writing by building their learning on prior knowledge.
- In MYP, base learning outcomes more accurately on the years of learning Arabic.

ENGLISH

	KG	PYP	MYP	DP
Attainment	Good ↑	Good	Good	Outstanding ↑
Progress	Good ↑	Very good ↑	Good	Outstanding ↑

- The majority of students have attained knowledge, skills and understanding above curricular standards in KG, PYP and MYP, and well above in DP. Children and students make better than expected progress, particularly in PYP and DP.
- Students in all phases express their views with clarity. The systematic teaching of phonics effectively supports reading in KG and PYP. Writing in DP is of high quality. Students in lower phases do not regularly benefit from teachers' modelling to enhance their writing skills.
- Initiatives in handwriting have improved students' cursive style. Reading comprehension skills, including inference and interpretation, are strengthening. However, this is not yet embedded in all phases.

For Development:

- Ensure that reading to support inference and interpretation remains a regular feature of lessons.
- Ensure that students participate in small focus groups with an adult, to help them to enhance their writing skills.

MATHEMATICS

	KG	PYP	MYP	DP
Attainment	Good ↑	Very good ↑	Good	Good
Progress	Good ↑	Very good ↑	Very good	Good

- Attainment data and lesson observations, in most phases, indicate that a majority of students are working above curriculum expectations. The outcomes of students in PYP are better. Similarly, progress in PYP and MYP is stronger.

- Children in KG acquire a solid foundation in the understanding of number. As they move into PYP, they are able to use this conceptual understanding to help them to write numbers in standard form. By Grade 12, students can solve problems of binomial probabilities.
- Strategies introduced in PYP to help students to solve word problems are having a positive impact. Students can analyze word problems in a systematic way in order to identify the correct mathematical operation. In MYP and DP, students lack exposure to research and open-ended problems.

For Development:

- In MYP and DP, give students more opportunities for research, and challenge them with more open-ended problems.

SCIENCE

	KG	PYP	MYP	DP
Attainment	Good ↑	Good	Good	Good
Progress	Good ↑	Very good ↑	Good	Good

- In KG, children's outcomes have improved, as their natural curiosity is stimulated. The latest MYP eAssessments and DP results lack validity due to the small numbers. The MAP benchmark assessments are considerably more secure. They identify essential gaps that are now being addressed.
- The scientific method underpins all studies in PYP, MYP and DP. Inquiry learning in PYP leads students in Grade 5 to prepare microscope slides enabling them to compare the stomata of desert and house plants. Such activities provide a foundation for older students to design their own experiments.
- The practical nature of most learning leads to greater engagement. However, too often students follow a detailed, prescriptive practical guide. Progress is sometimes constrained by a failure to record and reinforce learning.

For Development:

- Allow older students the freedom and challenge of devising their own experiments and designing their own methods.
- Provide opportunities for students not only to review but also to record and evaluate their learning.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Good	Very good ↑	Very good ↑	Very good

- Learning skills develop rapidly in KG. These skills are further nurtured in other phases, where students engage in collaborative discussions. They share and communicate their learning effectively.
- Children and students have positive attitudes and are keen to learn. They can sometimes apply their skills to everyday situations and establish connections across the different areas of the curriculum. Students’ critical thinking skills are generally secure.
- Students in all phases confidently use technology, less so in mathematics. However, opportunities for engagement in independent, inquiry-led learning vary across subjects and phases.

For Development:

- Ensure that students have more regular opportunities to engage in independent, inquiry-led learning, in accordance with IB philosophy and practice.

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Outstanding ↑

- Students generally enjoy coming to school. They feel safe and appreciated. They are supported by their teachers when they face difficulties or personal issues. Some DP students demonstrate strong leadership skills, confidently making suggestions, and initiating and leading events in the school.
- Students demonstrate self-discipline and a positive attitude towards learning. Behavior is generally very good. There are strong, kind and respectful relationships between students and members of staff. Students offer support to those in need, especially students of determination, either socially or in their schoolwork.
- Students are committed to maintaining safe and healthy lifestyles. They show responsibility through their choices of food and snacks, and through participation in sporting activities. Almost all are punctual in arriving at school and for lessons.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- In the main, students demonstrate a clear appreciation and understanding of Islamic values and their influence on UAE society. They participate in Holy Qur'an competitions. They celebrate all Islamic occasions, such as the birthday of the Prophet (PBUH) and Ramadan.
- Emirati heritage and culture are appreciated by most students. They can talk about the traditions, leaders and history of UAE. Students participate in a range of Emirati cultural activities and events.
- Students are proud of their own cultures. They show respect to other nationalities and religions in the school. They are aware of cultural diversity from around the world and celebrate them through the school's international day.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Good	Good	Good	Good

- Some students volunteer as student leaders, ambassadors, buddies and mentors The student council engages in and supports students' initiatives. Students influence decision-making

through the use of surveys and suggestion boxes. Their opinions have made a positive impact on the provision of healthy choices in the cafeteria.

- In all phases, students have a strong work ethic. Some contribute to innovative projects, particularly in the areas of business, engineering and coding. They collaborate in projects such as the Model United Nations.
- Throughout the school, students demonstrate environmental awareness. They have established several clubs to pursue their environmental goals. The student leadership group, Eco-Rangers, is working towards the Green Flag award.

For Development:

- Enhance students' experience of Islamic values and deepen their knowledge of the UAE.
- Encourage more students to participate in initiatives that develop innovation.

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Good ↑	Good	Good	Good

- Teaching in all phases is generally supported by an understanding of how students learn. Teaching in KG is now more effective. However, in all phases, the quality of teaching varies across subjects and is overly didactic at times. Students are not always working at a level commensurate with their ability, hence do not progress at an appropriate rate.
- Teachers generally have secure subject knowledge and engage effectively with students. They use information from assessments to plan lessons, which cater for most groups of students. Time is managed efficiently. Questioning techniques encourage the development of reasoning, problem-solving and critical thinking skills, particularly in mathematics.
- Opportunities for students to engage in independent, inquiry-led learning are variable across the different subjects and phases. They are stronger in science.

	KG	PYP	MYP	DP
Assessment	Good ↑	Very good ↑	Good	Good

- Across the whole school, effective systems are in place to collate and analyze all assessment data. Outcomes are benchmarked against international expectations. In PYP, teachers use assessment data effectively to meet individual needs.
- Leaders at all levels use data to identify any students or specific groups that may be underperforming. The resultant intervention strategies and syllabus adaptations impact positively on students' outcomes.
- Improvements in the way in which teachers in PYP, with the support of the inclusion department, use data to personalize provision and learning, are helping students to make better than expected progress against their starting points.

For Development:

- Extend the use of information gained from assessments to inform lesson planning in all phases.
- Provide consistent opportunities for independent, inquiry-led learning.

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Good ↑	Very good ↑	Very good ↑	Very good ↑

- Recent innovations have enhanced curriculum breadth and balance. In KG 1, the Early Learning Goals are blended with PYP scope and sequence to provide more enquiry-based learning. There is an increase in investigative science in all phases.
- The MoE syllabi in Islamic Education and Arabic are aligned with the IB learner profile to focus on knowledge and language skills. There is an increased emphasis on problem-solving in mathematics. Reading in English is enhanced through the involvement of some parents.
- Students are very well prepared for the next phase of their learning. The Spark of Genius initiative ensures a focus on key learning skills in KG, PYP and MYP. Older students apply these skills to options that support their career aspirations. Interdisciplinary and external links are common. Subject specific reading literacy is embedded in all disciplines.

	KG	PYP	MYP	DP
Curriculum adaptation	Good ↑	Very good ↑	Very good ↑	Very good ↑

- Active individualized learning is central to KG. Elsewhere, the curriculum has been adjusted in response to the results of external assessments. The scope and sequence of topics in mathematics and science have been altered to prepare students better for MAP assessments.
- A notable change in MYP encourages enterprise, creativity and innovation. The majority of students are better prepared for success in DP design and technology, business and economics.
- The wide range of extra-curricular opportunities supports students' personal development, culminating in the creativity, activity and service (CAS) programme in DP. The trans-disciplinary curriculum maintains regular connections with UAE culture and society. Everyday solutions explored in science are always linked to the UAE.

For Development:

- Maximize opportunities for enterprise, creativity and innovation in all subjects.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Teachers rigorously implement health and safety procedures. Ongoing child protection training is provided for all members of staff. Arrangements to protect students from bullying are highly effective. The school counsellor provides a range of effective support for students.
- Well-developed systems are in place to ensure that the school campus is maintained to the highest standards. Risk assessment checks are conducted regularly. Identified issues are rectified immediately. The school transport system is monitored and managed very efficiently. The school is compliant with all regulatory requirements.
- The promotion of safe and healthy living is facilitated by the occupational health and safety committee (OHSC) in collaboration with medical personnel and members of staff. The cafeterias provide healthy food options.

	KG	PYP	MYP	DP
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Mutual respect and trust characterize the interactions between teachers and students and contribute to the school's positive learning environment. Comprehensive policies and constructive management strategies promote good attendance and punctuality. Students' behaviour is very good.
- Well-established procedures ensure the early and accurate identification of students of determination, students who are gifted or talented and those for whom English is an additional language. The inclusion team and teachers plan and implement effective personalized support and interventions.
- The whole-school pastoral care program is led by pastoral leadership team. It actively promotes wellbeing and monitors the personal and social development of every student. The careers guidance counsellor provides effective advice and support for senior students in selecting subjects, identifying careers and education choices.

For Development:

- Ensure that the counseling service develops in line with increasing enrolment.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Leaders encourage an inclusive ethos and a supportive learning environment. The provision for students of determination is headed by a well-qualified senior leader who has the assistance of a skilled team of teachers. An effective policy and action plan aid improvement.
- A deep understanding of the possible barriers to learning facilitates the collaborative process which identifies students of determination. A range of assessment tools is used to determine individual needs and to inform the interventions outlined in the individual education plans (IEPs).
- Parents attend IEP meetings and make valued contributions that improve the effectiveness of the school's support. There are effective communications between school and home. Parents receive personalized guidance for their children as well as frequent reports on progress.
- Support teachers plan lessons with subject teachers to promote curriculum access and to provide meaningful learning experiences. Together, they modify learning outcomes and differentiate learning activities to support the inclusion of students of determination. Discreet personalized support encourages engagement and fosters independence.
- The comprehensive assessment system informs the setting of individual targets. Progress against these targets is expertly tracked. Most students of determination acquire a range of skills and knowledge over time and make appropriate progress. However, they do not have alternative curriculum pathways leading to certification.

For Development:

- Explore alternative curriculum pathways for students of determination to ensure that they have access to appropriate certification.

06 LEADERSHIP AND MANAGEMENT

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

- The school's commitment to improvement is evident. Leadership, particularly in KG, has been strengthened to good effect in all areas. Leaders foster an open and welcoming environment, promoting a positive sense of community. Professional and effective means of communication help to maintain good relationships among all members of staff. Leaders have a clear understanding of the goals for school improvement. Their collaborative efforts are continuing to have positive impacts on all aspects of the school's performance.
- Effective self-evaluation processes use a variety of data to identify areas for improvement. The resulting plans are built on this evaluation and provide a clear overview of necessary actions. The approach is already showing positive impacts on students' outcomes. The monitoring of teaching and learning has identified strengths and areas which require development. Not enough attention is directed to students' progress in lessons. The school is showing improvement over time, notably from the baseline of the previous inspection.
- Leaders are very successful in engaging parents as partners in their children's learning. Parents are actively involved in the life of the school. They feel welcomed and appreciate the opportunities to talk about their children's achievements. Links with other Dwight Schools, and opportunities for students to be involved in the local and wider community, are increasing.
- The board of governors comprises the owners and the board of the Dwight Schools group. Stakeholders' representation is limited. The parent consultancy group, which focuses on local issues, acts as a critical friend to the school. Members of the board have regular meetings with the school's leaders. They are effective in holding leaders to account. They have a direct and positive impact on the school's performance.
- Routine management is efficient, making the best use of the availability of teachers and learning spaces. There are enough teachers to support the curriculum, especially in the upper grades where class sizes are small. The learning environment is conducive to learning. There are spacious classrooms, effective resources and well-used outdoor areas. Use of the library spaces to support inquiry-based learning is underdeveloped.

For Development:

- Ensure the monitoring of students' progress in lessons.
- Develop links with the local and wider community to support 'Service as Action'.
- Increase students' use of enhanced library facilities.



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