



المعرفة
Knowledge



UNIVERSAL AMERICAN SCHOOL - BRANCH

US/IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	12
WHAT HAPPENS NEXT?	22



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Ras Al Khor
	Opening year of school	2005
	Website	www.uasdubai.ae
	Telephone	97145240444
	Principal	Kevin Loft
	Principal - date appointed	1/1/2022
	Language of instruction	English
	Inspection dates	19 to 23 February 2024



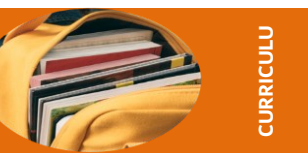
STUDENTS

	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	1243
	Number of Emirati students	90
	Number of students of determination	167
	Largest nationality group of students	Arabic



TEACHERS

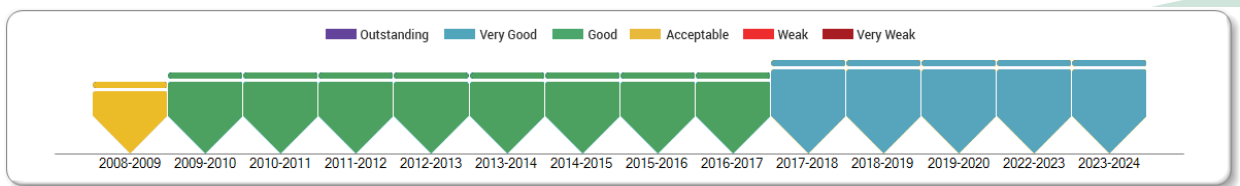
	Number of teachers	103
	Largest nationality group of teachers	USA
	Number of teaching assistants	42
	Number of guidance counsellors	4



CURRICULUM

	Curriculum	US/IB
	External Curriculum Examinations	MAP, CAT4, NGRT
	Accreditation	IB

School Journey for UNIVERSAL AMERICAN SCHOOL - BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Students' performance in English and science is very good in all phases and is supported by strong learning skills and the use of technology. In mathematics, students have consolidated their achievement. There is now a more positive picture for students in Islamic Education, with improvements in teaching helping to strengthen outcomes. The attainment of students in Arabic, as a first language, especially in Middle, lacks focus on the key language skills.
- Students' very positive behavior contributes to a harmonious learning community. Relationships among students and with members of staff are respectful. Islamic values, Emirati culture and heritage are relevant and important for all students. They are eager to learn, show resilience and a positive work ethic. For a minority of students, attendance and punctuality are not sufficiently regular. Care for the environment is a positive attribute among students.

Provision For learners

- Teachers have a thorough knowledge of their subjects and understand how students learn in different ways. In the high school, the extensive and careful planning of lessons is now reflected in very good teaching and learning. Assessment processes are clear and coherent and a strength across all phases. The use of assessment information to influence teaching and the curriculum is well developed.
- The curriculum is aligned to the New York State Standards (NYSS), Primary Years Program (PYP) and the International Baccalaureate Diploma Program (IBDP) in the high school. It ensures an appropriate balance of knowledge, skills and understanding. Continuity of learning is smooth, and students are well prepared for the next phase of education. Modification of the curriculum is secure. The school offers learning experiences to develop students' understanding of the values, culture, and society of the UAE.
- All members of staff, students and parents are aware of the school's rigorous procedures for safeguarding and child protection. The supervision of students is highly effective across all phases. Risk analysis to ensure that all personnel are identified when entering the school is not rigorous enough. The school has caring procedures, which involve parents in supporting students of determination. Students' wellbeing is a priority for the guidance and support staff.

Leadership and management

- Leaders are focused on increasing students' achievement. Self-evaluation processes require closer attention when measuring the impact of the school's strategic planning. Parents have an excellent regard for the changes that have taken place in the school in recent times. They would like more influence at governance level. The school's facilities are of extremely high quality.

Highlights of the school:

- Students' exemplary behavior, deep respect for and modeling of Islamic values
- The very good performance of students in English, mathematics and science, and improving outcomes in Islamic Education
- Very good teaching and learning in the Kindergarten (KG), and in the elementary and high schools
- The excellent commitment of parents to the school, their support and respect for students' wellbeing and inclusion
- The outstanding facilities which promote a positive learning experience

Key recommendations:








- Prioritize the gaps in teaching, learning and students' progress.
- Involve governors fully in the self-evaluation process.
- Ensure that the outcomes of the school's self-evaluation are based securely on the evidence generated by the school's assessment processes.
- Ensure that the capacity and competence of leaders are measured, in terms of their impact on improving provision and students' outcomes.



OVERALL, SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable ↓	Good
	Progress	Not applicable	Very good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Good ↑
	Progress	Not applicable	Very good	Good	Good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good	Good	Very good
	Progress	Very good	Very good	Good	Very good
 Science	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good

	KG	Elementary	Middle	High
Learning skills	Very good	Very good	Good	Very good ↑

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	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Very good	Good	Very good ↑
Assessment	Very good	Very good	Very good	Very good

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	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	Very good	Very good	Very good	Very good

05 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Very good
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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- A score of 563 for the whole school in the Progress in International Reading Literacy (PIRLS) for 2021 was six points above its target and in 2016 was 26 points above the whole school's score of 537. The score of the Emirati cohort in 2021 was 520, which was 43 points below the school's score. On average in the benchmark assessment tests, the school maintained the judgement for each subject in 2023 from 2022. The profile for the Emirati students was lower than for all students in English and mathematics, but in line with other students in science.

C. Leadership: International and Emirati Achievement	Good
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- Most leaders demonstrate a coherent understanding of the subject skills and content required for all students to demonstrate their proficiency in each of the international benchmark assessments. Their action plan highlights some appropriate next steps. However, it lacks a focused reading literacy plan and a clear focus on actions to raise the achievement of Emirati students.

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

- The school's most recent reading literacy skills assessment reveals that the majority of students', including Emirati students' reading literacy scores are at or above age-related expectations. All teachers in English, mathematics and science are provided with the data and reports from benchmark reading assessments. Teachers are at an early stage of using the data to inform their teaching practices. Evidence from some early intervention with students currently in the middle school indicates some direct benefits.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Raise students' attainment in the National Agenda benchmark assessments.
- Improve the achievement of Emirati students.
- Develop students' reading literacy skills.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon 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 very good level.

- The strong wellbeing vision fosters a culture of care and respect, making everyone feel valued and supported. It also provides students with a safe, happy environment for furthering achievement. This very inclusive school emphasizes the importance of wellbeing through its policies and practices. A robust wellbeing framework guides the wellbeing improvement plan. Leaders collect a variety of wellbeing data throughout the year. They use regular surveys, the analysis of which informs effective decision making and steps to improve the wellbeing for members of staff, students and parents.
- Enthusiastic, proactive and caring staff identify and support students' wellbeing and their individual physical and emotional needs. Leaders welcome feedback to influence wellbeing initiatives. Students actively plan and lead innovative wellbeing initiatives that are of benefit to the whole school community. Members of staff actively engage in professional training that helps them to identify and support the wellbeing vision. Leaders prioritize their wellbeing. Parents report that they would appreciate more opportunities to participate in wellbeing initiatives.
- Leaders plan and conduct well-researched curricular activities that focus on students' wellbeing. The classroom atmosphere is supportive, and wellbeing activities are embedded. Teachers plan wellbeing themes into every lesson. Students use a range of strategies to regulate their own wellbeing. They know how to keep themselves safe online and recognize the importance of doing so. Their strong sense of belonging to the school community bolsters and advances their wellbeing.

For Development:

- Provide more opportunities for parents to advise on and participate in wellbeing initiatives.
- Implement wellbeing themes more appropriately into lessons.

UAE social studies and Moral Education

- The school delivers the Ministry of Education (MoE) moral, social and cultural studies (MSCS) framework to students from KG2 to Grade 12. The program seeks to integrate subjects such as history, English, mathematics, art and science into lessons and projects. Students enjoy these lessons and consider them important as they learn about life in the UAE. The emphasis on Islamic values is promoted and underpinned by ethics of good citizenship.
- Teachers develop students' critical thinking skills with discussions that analyze and evaluate current and historical topics. Learning outcomes are aligned to the curriculum standards. Students' progress is carefully monitored using individualized data tracking. Assessment results are regularly communicated to and appreciated by parents.

Arabic in Early Years

- Arabic classes in KG combine native and non-native Arabic speakers. Children in KG1 have three sessions of 30 minutes each per week, and in KG2 they have four sessions. The syllabus is based on the MoE standards and mapped against the school's own Arabic phonics program. Learning focuses on listening, speaking and the beginnings of reading and writing. Lessons are planned with a focus on engagement and age-appropriate strategies. Children participate in a range of activities using a variety of resources. There is one Arabic teacher for the whole KG phase.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- A majority of students demonstrate knowledge and understanding that are above curriculum expectations. Internal assessment information, however, suggests even higher levels of attainment. Students' progress in Elementary and High is stronger than in the middle school.
- Most students demonstrate a secure understanding of Islamic values and key Islamic concepts. Their knowledge and understanding of the Holy Qur'an and the Noble Hadith have improved since the previous inspection. Students' knowledge of Seerah and Islamic Law is improving but is not yet secure.
- The school has improved students' memorization skills of the Holy Qur'an in all phases by providing more opportunities to recite in lessons. However, students' knowledge of Tajweed rules and their ability to apply them within their recitation are still developing.

For Development:

- Improve students' recitation skills and insist on the application of Tajweed rules in their recitation.
- Improve students' knowledge of Seerah by making more references to the life of the Prophet (PBUH).

ARABIC AS A FIRST LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable ↓	Good
Progress	Not applicable	Very good	Good	Good

- Teachers are arranging to participate in external assessments. Meanwhile, internal data show higher levels of attainment than that observed in lessons and in students' work. Building on their previous learning in KG, elementary students are making faster progress than in other phases.
- Reading and spelling skills in Elementary are well developed. Students' analyse short stories and infer what they read. In Middle, students read information texts and understand the main ideas. Their ability to understand and use new vocabulary is still developing. High school students' literary responses show a deepening understanding.
- Teachers use assessment guidelines effectively and provide developmental feedback on students' written work. As a result, students' final drafts of their writing have improved significantly.

For Development:

- Gather external data and use them to inform teaching and learning and to improve students' outcomes.
- Improve students' ability to use contextual clues to understand the meaning of new vocabulary.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal data show higher levels of attainment than that observed in lessons. Students who are beginners of Arabic in the high school make rapid progress from their starting points, resulting in strong levels of attainment and progress. The very good teaching in that phase is helping to support students' achievement.
- In Elementary, students can count, name foods and colors and sometimes create sentences. Students with most years of study can use a variety of adjectives and adverbs. Middle school students can read and understand narrative texts but their ability to produce descriptive language is still developing.
- Raised levels of teachers' expectations and more effective lesson strategies in the high school have resulted in students' stronger oral and receptive language skills.

For Development:

- Improve students' oral language skills, especially in the middle school.
- Ensure consistency in teaching strategies to improve students' language skills even further.

ENGLISH

	KG	Elementary	Middle	High
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Assessment data indicate secure attainment in KG, where children use phonics for decoding. In Elementary, students demonstrate integrated basic language skills. Older students read novels to enhance their understanding of language and literature.
- In the high school, students demonstrate well-developed skills in evaluating and analyzing textual features, including structural techniques. For instance, students can evaluate critically literary concepts in 'The Tell-Tale Heart' and use non-literary examples such as cartoon drawings to identify lines of inquiry.
- Reading and literacy are prioritized within the differentiation strategies seen in lessons. Targeted support in English lessons is yet to be provided for all groups of students including Emirati students. The use of reading data to implement personalized approaches for students to improve their reading skills remains variable.

For Development:

- Use assessment data more effectively to personalize and individualize strategies to improve English reading and literacy for all groups of students.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Very good	Very good	Good	Very good
Progress	Very good	Very good	Good	Very good

- Students' results in the external benchmarking tests have been low in Middle for the last two years. However, these outcomes do not always accurately reflect the strong attainment and progress seen in lessons and in students' work.
- In the KG, children are able to count securely and know how to complete simple addition and subtraction. In Elementary, students know about place value, area and decimals. In High, students demonstrate their knowledge and understanding of increasingly complex mathematical ideas.
- Except for the middle school, students' understanding of mathematical processes develops effectively alongside the growth in their knowledge and understanding of mathematical content and ideas. Students' critical thinking and problem-solving skills are developing.

For Development:

- Raise attainment and progress by improving students' outcomes in external benchmarking tests.
- Plan and promote the development of students' critical thinking and problem-solving skills.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Internal assessment indicates very strong attainment in all phases, which is validated by external assessment outcomes. Students' progress in lessons and work samples is also very strong across all phases.
- A majority of students in Middle and High display secure understanding of scientific concepts and are developing writing skills. Elementary students have an emerging confidence in using scientific terminology in their written work. High school students design and carry out complex investigations and write detailed laboratory reports.
- Investigative work is enabling students to link their theoretical learning to their own lives as well as developing their critical thinking and problem-solving skills.

For Development:

- Improve the scientific literacy skills of all groups of students.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Very good	Very good	Good	Very good ↑

- Across all phases, students make connections in learning and apply their understanding. In KG, students use their language skills to grasp scientific concepts. In Elementary, students establish connections to everyday contexts through integrated approaches to learning.
- Collaboration is a prominent feature in all lessons, with students working productively in pairs and in small groups. Group tasks are well designed and enable meaningful interactions. Students engage enthusiastically in tasks set by teachers thus demonstrating their strong responsibility for learning.
- The development of critical thinking skills varies. In the more effective lessons, students are challenged with activities that promote higher-order thinking and problem-solving. These aspects are more developed in the high school than in other phases.

For Development:

- Strengthen students' critical thinking skills across all phases with opportunities for greater challenge in learning.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- The behavior of students in lessons and at break times is excellent. In all phases, students demonstrate very positive and responsible attitudes towards their school and learning. Relationships among students are strong. Students are respectful to their teachers and to one another.
- Students have a well-developed understanding of healthy living. Most make healthy lifestyle choices and encourage others to do the same. They are aware of the importance of exercise to keep mentally and physically fit.
- Students' attendance and punctuality have significantly improved. Students are now prioritizing arriving at school and to lessons on time, which contributes to a conducive learning environment and a culture of responsibility.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- In all phases, students demonstrate a strong awareness of Islamic values and their impact on modern society in the UAE. This has been further enhanced in many Islamic Education lessons and displayed by students in activities such as the Holy Qur'an Gallery and focused presentations.
- Students' understanding of Emirati heritage and culture is strong across the school. This has been promoted in a series of cultural activities, celebrations and assemblies. As a result, students are strongly aware of the heritage, history and traditions of the UAE.
- Students' celebration of International Day has significantly improved their awareness of other cultures. They take pride in their own cultures and speak knowledgeably about others.

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

- From KG onwards, students willingly undertake a considerable number of responsible positions. Older students play significant roles through the student council, as house captains and in managing groups, including the Emirati committee. Many make significant contributions to local and global charities.
- An excellent work ethic is evident from the youngest children onwards. High school students have a well-developed understanding of entrepreneurship and innovation. Younger students participate in innovatory projects, for instance, creating a 'green energy' car. However, fewer students in Elementary and Middle initiate or manage entrepreneurial projects.
- Many students have a good understanding of global sustainability issues. Children in the KG know about pollution and the importance of keeping oceans clean. The environment committee and sustainability team promote recycling, for example by organizing a fashion event to display recycled designs.

For Development:

- Encourage more students in Elementary and Middle to initiate entrepreneurial projects.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Very good	Good	Very good ↑

- Across all phases, teachers demonstrate strong subject knowledge and plan engaging lessons that routinely enable students to be successful learners. In some middle school lessons, fluctuations in pace and uneven use of well-balanced teaching methods adversely impact the quality of instruction.
- Most teachers, especially those in High, use effective open-ended questioning to promote the development of problem-solving skills. Teaching in science often encourages extended responses by reinforcing the use of scientific language, and thereby enhancing students' reasoning abilities.
- Teachers plan a variety of learning activities and tasks tailored to individual proficiency levels. In the better lessons, the implementation of personalized approaches to learning ensures consistent progression to more challenging tasks.

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

- The school's assessment processes provide a full profile of students' academic, personal and social development. They are based directly on the school's curriculum. They provide reliable measures of students' progress and in most subjects.
- Assessment data are analyzed thoroughly, interpreted accurately and used to identify the strengths and weaknesses of all groups of students. Teachers receive the information. The process of benchmarking the school's internal data against external international data is generally well developed.
- Students' work is marked regularly by their teachers who provide feedback on how students can improve. Although assessment information is used by teachers to inform the planning of their lessons, it is not always used consistently to provide learning activities which meet the needs of different groups of students.

For Development:

- Ensure that assessment information is used consistently by teachers to provide learning activities which meet the needs of all groups of students.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The curriculum is aligned to the New York State Standards (NYSS), Primary Years Program (PYP) and the International Baccalaureate Diploma Program (IBDP) in high school. The curriculum also meets MoE requirements. It is effectively planned to ensure that learning builds on students' previous experiences.
- Students are provided with a wide range of curricular choices at Advanced Placement (AP), IBDP and high school diploma level. Students do not yet have the opportunity to study Arabic, as an additional language, in the IB. Elementary students have a choice of other modern European languages. Cross-curricular links are strong in KG and Elementary.
- The curriculum is reviewed systematically and developed as required with new initiatives being introduced. For example, a new phonics scheme is now in place in KG and the lower grades in Elementary.

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

- The school is generally successful in ensuring that teachers modify the curriculum to meet the needs of groups of students. However, implementation is variable across classes. The introduction of a reading program in Arabic as an additional language, is having a positive impact on students' attainment.
- The curriculum is enhanced through a broad program of enrichment opportunities with many activities led by the students. Enterprise and innovation activities are embedded into most subjects, as well as through extra-curricular activities. Entrepreneurship is promoted in the high school through dedicated timetabled lessons.
- Links with Emirati culture and the UAE society are very strong. Appropriate learning experiences are integrated through most aspects of the curriculum to enable students to develop a clear understanding of life in the Emirates.

For Development:

- Further embed the curriculum initiatives with a systematic evaluation of their effectiveness and consistency of implementation across all classes.

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

- All members of staff are rigorously trained in safeguarding and child protection. The child protection team is alerted to any concerns through a variety of means enabling them to give immediate and effective support, if required. Students are very aware of whom they can consult should the need arise. They feel fully protected against all forms of bullying.
- The school premises are very clean, extremely well maintained and fully accessible to all. Arrangements for the supervision of students travelling by school transport or car are highly effective. Risk assessments, policies and procedures relating to adults coming on-site are not rigorous enough.
- The promotion of healthy physical and mental lifestyles for all members of staff and students is evident throughout the school. Medical personnel provide excellent levels of care. They are highly effective in promoting healthy lifestyles and wellbeing for all.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- Mutually respectful relationships between adults and students are a very strong feature of the school. Students' behavior is exemplary. Attendance and punctuality are promoted through a wide range of different strategies. There are no monitoring measures to assess these strategies.
- The school is very inclusive and welcomes students of all abilities. Students of determination and those who are gifted and talented are accurately identified. Students' learning needs are very well supported across all phases.
- A school-wide pastoral care program very effectively promotes and monitors students' social, personal and emotional health. The career and college counselors provide helpful advice and support to students in identifying and choosing higher education pathways.

For Development:

- Ensure that more robust risk assessments, policies and procedures are put in place and enforced, in relation to visitors to the school, including parents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The senior leadership and inclusion team effectively promotes an inclusive ethos in the school, welcoming students of all abilities. The school's inclusion improvement plan provides robust strategic guidance which enables high quality provision and practice.
- The school employs a range of assessments and procedures to identify the differing needs of students of determination and those who are gifted and talented. The quality of the individual education plans (IEPs) has improved since the previous inspection. IEPs now focus on students' needs and measurable goals.
- Partnerships with parents are very positive. Parents appreciate the quality of advice and support that their children receive. They assist in monitoring their children's progress and in contributing to their children's IEPs. The inclusion team routinely provides reports and feedback and gives guidance on ways that parents might support their children further.
- The school modifies the curriculum well to meet most of students' needs. Teachers, aided by some learning support assistants (LSA), provide strong support for students' learning. Individual student support is given when necessary. Students with moderate to severe learning needs participate in a highly differentiated program within their class.
- Most students make good progress and acquire a range of knowledge and skills over time. The school monitors the progress of students of determination and uses this information to adjust the academic and personal goals within the IEP.

For Development:

- Ensure that appropriate staffing is available to the inclusion department, especially at leadership level.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders are focused on promoting the school’s mission to nurture an internationally minded community of integrity and academic excellence. Senior leaders, some newly appointed, offer developing levels of competence in line with their roles and responsibilities. Distributed leadership has been further enhanced with the addition of middle leaders. Leaders are aiming to retain successful teachers and to improve students’ outcomes.
- The school considers the views of staff, parents and governors when evaluating provision and outcomes. The views of students have yet to be taken fully into account. Data inform action planning but not yet in a systematic manner. Gaps exist between the interpretation of data and strategic planning for the improvement of literacy and outcomes for Emirati students. There is not enough focus on levels of attainment or on how the school responds to their risk analysis priorities. The school has addressed some of the recommendations in the previous inspection report.
- Parents are very supportive and committed to the school’s vision of ensuring a high level of community partnership. They report that school leaders have ensured that they are welcome partners. The addition of a parents’ café is viewed as significant and endorses the school’s welcoming vision. A fully representative parent council is yet to be re-established.
- The owners and governors provide high levels of support. They have engaged in redesigning a mission statement which reflects the school’s international community and American curriculum. Governors have provided excellent resources, modern facilities, new laboratories and extensive science, technology, arts, humanities, and sports facilities. They have yet to ensure a more realistic self-evaluation process and use of accurate data to analyse students’ performance.
- The school operates efficiently on daily basis. Leaders recognise that recruiting qualified staff and leaders with experience in US and IB curriculum is a key priority. Governors’ support for induction and professional development is valued by members of staff. The premises and specialist facilities provide an outstanding learning environment and contribute positively to both the wellbeing of staff and students. Open spaces and external areas are student friendly and demonstrate the school’s commitment to the environment and sustainability.

For Development:

- Improve the processes to measure the impact of all leaders on improving school provision and students’ outcomes.
- Ensure that the self-evaluation processes are based securely on the evidence generated by the school’s comprehensive and accurate assessment procedures.
- Ensure that governors have a secure oversight of risk assessment procedures, self-evaluation processes and the analysis of students’ performance.



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