

INSPECTION REPORT

2022-2023



DUBAI NATIONAL SCHOOL (BRANCH)

US CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Twar
	Opening year of School	2000
	Website	www.dns.sch.ae
	Telephone	97142988555
	Principal	Malek Ahmad Saleh Daradkeh
	Principal - Date appointed	4/7/2016
	Language of Instruction	English
	Inspection Dates	16 to 20 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1230
	Number of Emirati students	793
	Number of students of determination	98
	Largest nationality group of students	Emirati

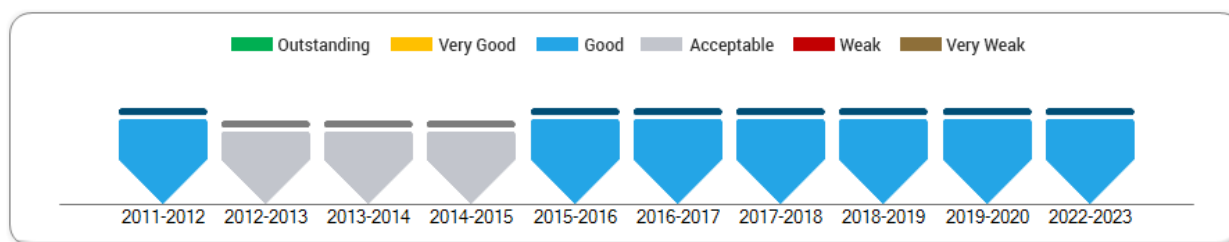
TEACHERS

	Number of teachers	129
	Largest nationality group of teachers	Jordanian
	Number of teaching assistants	12
	Teacher-student ratio	1:10
	Number of guidance counsellors	4
	Teacher turnover	9%

CURRICULUM

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

School Journey for DUBAI NATIONAL SCHOOL (BRANCH)



Summary of Inspection Findings 2022-2023

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

- Students' achievement is mostly good across subjects and phases. There is a considerable gap between the internal and external assessment data in the three key subjects of English, mathematics, and science. The quality of learning skills is also good across the school. However, teachers have not developed students' collaborative learning, higher-order, and critical thinking skills appropriately.
- Students display commendable standards of behavior in the school. Their understanding of Islamic values that characterize the society of the UAE, and their appreciation of its culture, their own heritage and the world at large is outstanding. Students demonstrate high levels of commitment in supporting the community and the environmental and entrepreneurial schemes in which they are involved.

PROVISION FOR LEARNERS

- Teaching is effective across the subjects and phases. However, there are inconsistencies in quality in a minority of lessons. The promotion of deeper learning and higher-order and critical thinking skills development is not evident in some lessons. Differentiation activities are planned but not delivered effectively. Assessment systems are systematic, and data analyzed well. Information from assessments is still not used effectively enough to inform curriculum adaptation or the modification of teaching.
- The curriculum is broad and balanced and meets the adopted state and Ministry of Education (MoE) requirements. It is enriched, particularly in Arabic and Islamic Education, providing opportunities for students to develop their personal, social, and entrepreneurial skills. Further Advanced Placement (AP) courses support students' choice of study. The curriculum is adapted to enhance students' learning and to develop their understanding of the UAE, but it does not always meet the needs of students of determination, or those with gifts and talents.
- The school has robust systems to always ensure safety and security. There are comprehensive maintenance and monitoring procedures for the premises. The quality of support provided for most groups of students is very good. These standards do not apply to students of determination or those with gifts and talents.

LEADERSHIP AND MANAGEMENT

- Leadership and management are securely good across almost all indicators. The strongest aspect of leadership is the relationship with parents and the community. The school has a clear and shared vision. The leadership skills of most leaders are secure. There are some variations in their evaluation of teaching and learning. The governing board is supportive of the school. Governors have not yet contributed as effectively as possible to enable leaders and teachers to progress the school.

The best features of the school:

- Students' commendable personal development, social responsibility, and their excellent understanding of Islamic values and Emirati and world cultures
- The breadth and balance of the curriculum
- Health and safety arrangements that always ensure the security of students and staff, and the care demonstrated by leaders and teachers at all levels
- Strong partnerships with parents and the community





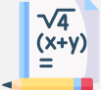

Key Recommendations:

- Improve the quality of teaching and learning across the phases by:
 - providing better opportunities for all students to collaborate and take more responsibility for their own learning
 - ensuring that lesson activities promote the development of higher-order and critical thinking skills
 - differentiating instruction more effectively to meet the needs of all students.
- Ensure that internal and external assessment information is used effectively to inform curriculum adaptation and the modification of instruction so that all students develop a deeper understanding of their work and apply their reasoning, inquiry, and investigative skills.
- Develop the quality of provision and outcomes for students of determination through:
 - improving the leadership of the inclusion department
 - establishing robust systems to track accurately students' progress as measured against their starting points and their Individual Education Plans (IEPs)
 - effectively monitoring and developing the quality of support provided for students across the school.
- Provide individualized and customized professional development for all leaders and teachers to enhance their understanding of an American education system and their skills in delivering the curriculum at a high quality.
- Significantly raise the literacy level for all students to enable each to access the curriculum and perform to their potential.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable ↓	Good
	Progress	Good	Acceptable ↓	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	Elementary	Middle	High
		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	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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	Very good	Very good	Very good	Very 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 assessments	meets expectations	meets expectations

- In PISA, students improved their scores in mathematics and reading, but not in science, between 2015 and 2018. The scores did not reach any of the targets set for the school. On TIMSS, scores in mathematics and science in Grades 4 and 8 have improved and exceeded their targets between 2015 and 2019. On the MAP tests, students' achievement levels are below expectations in most of the areas tested. Their results in science are stronger in the high school.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The school has a national agenda action plan in place. It lacks priorities, measurable success criteria and monitoring procedures. The school analyzes external assessment data to identify gaps in students' learning. School leaders use the data analyses to adapt the curriculum in terms of content and skills. The impact of curriculum adaptation is limited in the classroom. Only a small number of teachers plan lessons that take into consideration students' variable achievement levels.

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

- The school collects data on students' reading literacy levels and plans interventions accordingly. This has slightly improved students' reading literacy skills, but overall, these are still below grade level expectations.

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

For Development:

- Improve students' scores on the MAP tests in science, mathematics, language usage, and reading.
- Ensure that the planned curriculum adaptations are used more effectively by teachers in personalizing learning.
- Develop students' reading literacy skills so that they can access the curriculum more successfully.

Wellbeing

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

- Leaders and members of staff promote wellbeing and prioritize it through policies and practices. This has been evident in discussions with the governing board, the school's senior leadership team and the teaching staff. The school uses internal systems to collect data on wellbeing from students and staff. However, systems to analyze this information and use this to inform future planning requires significant development.
- There is a positive learning environment through well-established relationships between students and members of staff. Nominated staff ensure that wellbeing issues are identified as early as possible. Necessary and appropriate interventions take place. Training opportunities are provided for staff and students using internal resources as well as through partnerships with the community. The evaluations of the impact of such training programs and initiatives do not occur regularly enough to inform next steps for development.
- The school promotes wellbeing through organizing appropriate initiatives as well as by providing a range of extra-curricular activities that have been proposed mostly by students. Sessions organized by heads of departments and counselors ensure that students are continuously engaged in conversations that address their wellbeing. However, the full integration of social and emotional teaching as an integral part of the curriculum is not implemented consistently in lessons.

UAE social studies and Moral Education

- The Salama series is taught in Grades 1 to 4 in Arabic, followed by Grades 5 to 9 in Social Studies classes taught in Arabic and using the MoE Social Studies standards. Alternatively, Grades 3 to 9 have the MSC program taught in English. All Grades have Moral Education as a separate class weekly, taught in English.
- Teachers in the MSC and Salama classes follow the textbook guidance and relate their teaching to students' experiences. Formative assessments are conducted twice each semester. Moral Education increasingly uses cross-curricular links as students develop their understanding of identity and diversity. Activities, presentations, and links to European and other cultures are all successful initiatives in these subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment results reflect higher attainment levels than those observed in lessons and in students' work. Students in Elementary make better progress due to more effective engagement during lessons.
- Students have very strong skills in memorization and recitation of the Holy Qur'an. In other phases, students have equally strong skills in aspects of the subject appropriate to their stage. They show a strong understanding of Islamic manners, such as respect and kindness.
- The school provides effective additional teaching of Holy Qur'anic recitation skills. Teachers also offer many curriculum enrichment opportunities, for instance, midday prayers, Islamic competitions and Umrah visits to Mecca.

For Development:

- Use assessment data more effectively to inform teaching and curriculum planning.
- Provide students with even more opportunities to develop their independent learning and communication skills.

Arabic as a First Language

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

- High school students speak and respond more fluently to questions in class discussions than those in other phases. Girls' achievement and progress are slightly better than those of boys in Grades 6 to 10.
- Students' listening, speaking, and reading comprehension skills are more advanced than their oral reading and writing skills across all phases. They are beginning to expand their vocabulary, which is resulting in the development of stronger language skills.
- Increased opportunities for students to read extensively and to apply language in real-life situations have improved their language skills in general. However, teachers do not always implement appropriate differentiation strategies to meet the needs all students and their abilities.

For Development:

- Improve students' analytical language skills by providing more opportunities for them to apply critical thinking and independent learning in lessons.
- Improve students' writing skills by aligning the teaching of writing more closely to the curriculum standards.

Arabic as an Additional Language

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

- Younger students respond well to learning Arabic. They use the language in different contexts appropriate to their age. Listening is better developed across all phases.
- Students understand and respond well to their teachers' questions. Independent writing skills are less developed. Their vocabulary is limited to the terms and expressions covered in lessons and not from any further study of Arabic.
- Reading skills have improved through giving students more opportunities to practise. However, students still have difficulty in making sense of words and in understanding what they read.

For Development:

- Improve students' writing and speaking skills by providing more opportunities for them to practise extended writing and speaking in real-life situations.

English

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

- Internal assessments reflect stronger attainment and progress levels than those displayed in external assessments.
- Speaking and listening skills are the predominant skills developed in lessons, with writing and reading literacy skills not fully promoted in the Elementary and Middle school classes. The use of learning technologies is adequately supporting students' English language development.
- Kindergarten teachers create meaningful and age-appropriate activities to support the children's development of English language skills. Across grade levels, students' listening and speaking skills are stronger than reading and writing. In the better lessons in Grades 11 and 12, students demonstrate proficient reading comprehension and analysis of language.

For Development:

- Improve literacy skills across all grades by providing more frequent opportunities for reading and writing.
- Ensure that internal and external data results are more closely aligned to support students' learning and their progress.

Mathematics

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

- Older students show improving progress from their starting points in classwork and assessments. Kindergarten children display strengths in counting. Across all phases, students perform better in internal assessments than they do in the more comprehensive Massachusetts curriculum-based external assessments.
- Students have a developing understanding of number and operations. They are less skilled in geometry, analysis and interpretation of word problems and higher-order thinking. Students' low expectations of what they can master are linked to limited opportunities to reason and solve problems independently in lessons.
- Initiatives to help identify gaps in learning and to give targeted online practice opportunities are providing individualized support to students. These initiatives engage students and help them to improve any underdeveloped foundation skills. Students are motivated by new AP Calculus opportunities being provided for them.

For Development:

- Raise teachers' expectation of what students can learn and increase the frequency and quality of practical mathematics for Kindergarten and Elementary students.
- Identify and address gaps in students' understanding of each grade's Massachusetts mathematical curriculum standards and skills.

Science

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

- Students' internal assessment data indicate higher levels of attainment and progress than is evident from their external data outcomes. Students are often engaged in practical work that enables them to develop their knowledge and understanding of scientific concepts.
- In the lower grades students' scientific skills are less developed than their knowledge and understanding due to the lack of sufficient practical opportunities to develop them and to use appropriate scientific terminology. Students are not always encouraged to write at length when completing tasks in lessons.
- The department is beginning to promote more investigative work to enable students to link their theoretical learning to their own lives and to enable them to think about solutions to real-life problems.

For Development:

- Provide students with more opportunities to develop their scientific skills and to learn independently for prolonged periods of time.
- Ensure that teachers use a full range of scientific terminology so that students develop an accurate knowledge and understanding of scientific concepts.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Learning skills are better promoted in the girls' section of the High school where students are more proficient at developing higher-order thinking skills. In Elementary, Middle, and High, students use learning technologies effectively to access information and to complete activities.
- Most students are enthusiastic learners who interact and collaborate purposefully in lessons. Independent learning skills are better developed in the High School when students take responsibility for their learning. In the stronger lessons, critical thinking strategies are beginning to impact positively on students' learning.
- In some Elementary and Middle school lessons, students have limited opportunities to demonstrate increased responsibility for their own learning. In the High School, students apply their understanding of real-world connections, especially in the elective courses.

For Development:

- Ensure that all teachers use open questioning more consistently to develop students' higher-order thinking skills.
- Provide more opportunities for all students to become more self-directed and independent in their learning.

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 have very positive attitudes towards school and their learning. Children in Kindergarten are motivated to learn. They enjoy working with one another. Students are self-disciplined and mature. Responsible behavior and self-discipline contribute to a safe and harmonious learning community.
- Relationships between staff and students are mutually respectful and considerate. Students are sensitive to the needs and differences of others and consistently help one another to be successful.
- Students have a strong understanding of the values of living a healthy life. They participate in sporting activities and choose healthy food most of the time. Although attendance in all phases is very high, a few students arrive late during the day after breaks and when moving between classes.

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

- Students have an excellent appreciation and understanding of Islamic values such as tolerance, charity, integrity, and respect of elders. They link these values to their own community and school, and they cite their own experiences when applying these values to their own lives.
- Students fully respect and appreciate the Emirati culture and heritage that underpin and influence life in contemporary UAE society. They have an excellent understanding of how the country has developed over the last 50 years. They initiate and participate in different school events to celebrate Emirati culture, for instance, National Day and Flag Day.
- Students demonstrate a deep understanding of their own culture. They experience other world cultures through interaction with students from different countries and personal travel. Global Day at the school offers students opportunities to learn about different world cultures.

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

- Students participate in a wide variety of community involvement initiatives in Dubai. They support numerous projects, for instance supplying water and working with orphan children.
- Students are clearly aware of local and international environmental issues. They are actively involved in projects and activities that are aimed at making the world a better place. Students demonstrate a high level of work ethic and entrepreneurship by taking the initiative, demonstrating creativity, and successfully implementing a variety of meaningful projects.
- Students at all levels of the school demonstrate a keen interest in protecting the environment. From Kindergarten through High School, children and students have initiated projects with recycling, water purification and in creating less pollution. Many students have received awards in local competitions in the area of environmental awareness for the work they have done.

For Development:

- Encourage the involvement of younger students in environmental, innovative, and creative projects.

3. Teaching and assessment

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

- In Elementary and Middle schools, the quality of teaching is inconsistent with some overly didactic practice. The lack of open-ended questioning impedes the promotion of students' higher-order thinking skills. High school lessons promote more independent learning as students are more self-directed and responsible for their work and achievements.
- Interactions between students and teachers are very positive across grade levels. Differentiated tasks to meet the needs of all students are not promoted consistently, especially for students who would benefit from greater rigor and structure in lessons. In core subjects, learning objectives in a minority of classes are not always focused or clear.
- The quality of teaching across subjects varies with some improving examples of teaching for effective learning to support higher-order thinking skills. The promotion of cross-curricular links and real-life applications are emerging features in the better lessons and especially in High School.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school has effective systems in place to collect and analyze different types of assessment data. However, most key subjects still have a substantial gap between internal and external assessment data.
- School leaders closely monitor the progress of individuals and groups of students and enable them to set their individual goals in learning. However, teachers' use of assessment information to plan lessons that meet the needs of the different groups of learners is variable across the school.
- Teachers provide written and electronic feedback which enables students to improve their work or to extend their learning. The school has recently put systems in place to enable teachers to get direct access to students' assessment data. The impact of these initiatives on students' outcomes has yet to be measured.

For Development:

- Improve the quality of teaching by ensuring that the monitoring of teaching is more robust.
- Reduce the gap between students' internal assessment data and their external assessment data.
- Ensure that teachers' use of data analyses meets students' different learning needs more consistently.

4. Curriculum

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

- The curriculum is designed well to provide rigorous academic content with the Massachusetts curriculum standards and the MoE curriculum requirements. Students in different phases benefit from core and elective courses supplemented with opportunities to build physical strength and creative talents.
- The curriculum has clear progression, addressing the skills and understanding needed within each subject, although not always consistently taught at age-appropriate levels. The kindergarten curriculum still lacks the necessary alignment with the American active-learning, play-based, integrated approach.
- The school has improved its monitoring and review of the curriculum, including data monitoring. It has introduced new textbooks strategically and online study programs in core subjects to support students more effectively. It has added assessment programs, especially for Arabic. Programs to develop Islamic values and competitions are now incorporated, to supplement learning.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curricular modifications address the needs of some students based on identified gaps in their learning. Challenge is a necessary part of modification that is not yet consistently practised within regular classes, and particularly for students with gifts and talents.
- Enhancements to the curriculum are a regular feature in Moral Education classes, school events, and some of the High school electives. Special activity rooms offer opportunities for younger students to explore. Project-based learning and extra-curricular activities broaden ideas for older students.
- The school links the Emirati culture and UAE society consistently in classes across the school. Programs and events build students' awareness of tradition. Social studies lessons ensure that students have a secure understanding of the history and current events in the UAE and their global role.
- Students in Kindergarten study Arabic for four hours, weekly.

For Development:

- Address the full curriculum grade-level standards in each subject, ensuring that students work towards the mastery of these standards.
- Modify the curriculum to address the learning needs of all groups of students enabling all to learn at their full potential.

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

- Safeguarding and child protection are priorities for the school. All stakeholders understand the detailed procedures for safeguarding and child protection of students. In turn, students state that they feel safe and protected from all forms of abuse, including cyber-bullying.
- The supervision of students is effective at all times. The school buildings and equipment are well maintained. The school provides comprehensive records of health issues, incidents, and any follow-up procedures. The premises are designed to meet the needs of all students.
- The school's promotion and support of safe and healthy living are evident in all phases. Students are encouraged to be actively involved in a variety of projects that support good nutrition, exercise, and health and safety.

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

- Positive relationships between staff and students are evident across the school and during lessons. Behavior is managed well by teachers and staff responsible for the wellbeing of students.
- The school has effective systems, through the use of internal and external assessments, to identify students of determination according to the KHDA categories of need. These include students who may have gifts or talents. Students of determination receive varying levels of support in lessons, although this is less developed for those with gifts and talents.
- Students' wellbeing and their personal development are promoted effectively across the school by various key members of staff. Academic guidance is available for students. It is accessible through events organized by the school and through partnerships with universities on national and international levels.

For Development:

- Ensure that systems are more developed to promote punctuality consistently in all lessons.
- Ensure that assessment information from the identification of students of determination and those with gift and talents is used more effectively to provide personalized interventions.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable 

- Leaders have a clear commitment to inclusion. This is reflected in the policies and the admission of students with significant barriers to learning, and the establishment of specialist provision that enables access to therapeutic interventions. Monitoring systems are not robust enough to ensure that provision and its impact are improved.
- Qualified staff identify students according to the KHDA categories of needs, using a range of assessment tools. However, assessment information is not always used effectively to design Individual Education Plans (IEPs) and to identify the targets and appropriate support strategies relevant to students' needs.
- Partnerships with parents have been further developed through open communication channels with staff and regular updates about the progress of their children. The school has plans to continue to engage parents in designing and implementing IEPs.
- Positive relationships between staff, including learning support assistants and students, are a common feature across the school and impact on the personal support for students. However, modifications and differentiation vary in lessons and are not always evident in teacher planning and instruction.
- In the better lessons, differentiated teaching and well-developed learning activities enable students to make good personal and academic progress. Detailed IEPs are in place for students attending the specialist unit. There are no systems to track students' progress consistently against IEP targets and their starting points.

For Development:

- Ensure that all teachers have sufficient knowledge and skills to modify the curriculum and address the learning needs of students of determination.
- Develop rigorous data systems to evaluate students' progress and then ensure that this information is analyzed to monitor their achievement in helping to reach their targets.

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

- The school's leadership team has a clear vision for improvement, focused on inclusivity, preserving culture, and promoting the Arabic language. Leaders have varied levels of management skills, and a developing understanding of curriculum and best practices in teaching and learning. They are dedicated to improving standards and have recently introduced systems and procedures to support improvement. Relationships between all stakeholders are positive and professional. Senior leaders put much effort into school's growth, but the impact is inconsistent.
- The school has a comprehensive self-evaluation process for gathering information from all stakeholders and for analyzing student data. Leaders have a good understanding of the school's strengths and areas for improvement. The evaluation of teaching and learning and their impact on students' outcomes still lacks rigor and has not yet resulted in improved practices. Improvement planning considers inspection recommendations and self-evaluation priorities, but there is no clear evidence of plans being reviewed or adaptations made to support faster progress.
- Parents are actively involved in their children's education through ongoing communication with school leaders, teachers, and their participation in school activities. The school provides parents with regular updates on their children's academic achievement and personal and social growth. Teachers' feedback and comments inform parents of their children's strengths and areas for improvement. The school has established partnerships with various local organizations and universities. It participates in many events to improve students' learning experiences and to develop their social, innovation, enterprise, and entrepreneurial skills.
- The governing board has appropriate representation but lacks members with educational expertise. It is supported by the Parents' Council which provides expertise and advice on school-related topics. The board is aware of the school's priorities and challenges. It provides the necessary resources for the school to function effectively. It is well informed about the school's self-evaluation and improvement plans but does not contribute effectively to their production. The governing board and its Chair sometimes lack objectivity in their dealings with the school.
- The school has an efficient management system that focuses on supporting students' learning and utilizing resources effectively. The school has effective recruitment procedures. Some recently appointed leaders and teachers have yet to gain the appropriate qualifications and experience in delivering an American curriculum and education experience. The school has sufficient facilities and resources. Adjustments are required to accommodate the needs of students of determination more effectively. All staff members have access to regular professional development opportunities based on the school's priorities but not their individual needs.

For Development:

- Improve the rigor in monitoring teaching and learning across the subjects and phases.
- Ensure that all leaders and teachers receive high-quality professional development opportunities that help them to develop stronger instructional leadership skills.
- The governing board should endeavour to be more objective and accountable in its relations with school leaders.

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