



INSPECTION SUMMARY REPORT PARENT EDITION

2024-2025

DUBAI SCHOOLS CORPORATION NAD ALSHIBA L.L.C. US

ACCEPTABLE

<p>544 Students</p>	<p>508 Emirati Students</p>	<p>82 Students of Determination</p>	<p>38 Teachers</p>	<p>24 Teaching Assistants</p>	<p>1 Guidance Counsellors</p>
--------------------------------	--	--	-------------------------------	--	--

[LEARN MORE ABOUT THE SCHOOL](#)

[LEARN MORE ABOUT THE SCHOOL FEES](#)

OVERALL SCHOOL PERFORMANCE



ACCEPTABLE

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The teaching, learning and progress made by children in the Kindergarten (KG)
- Students' personal and social development including their awareness of Emirati culture and heritage
- Arrangement to ensure the health, safety and protection of students in the school
- The leadership of the principal supported by her senior and middle leaders
- The promotion, celebration and commitment to inclusion and well-being

POINTS TO IMPROVE

- Improve teaching and learning to raise student attainment and accelerate their progress by:
- Eliminating inconsistencies and sharing best practice
 - Raising expectations and ensuring tasks are consistently challenging
 - Supporting students to become independent learners, critical thinkers, problem solvers and entrepreneurs
 - Developing English and Arabic reading
- Ensure self-evaluation and development planning are linked to school performance and student outcomes

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**.



Student, staff, and visitor well-being is a clear school priority. Leaders actively model and promote well-being using data to inform decisions. Trusted adults support students effectively, contributing to sustained improvements. Positive relationships foster confidence, independence, and collaboration. Staff feel valued and well supported. Teachers address diverse student needs, and well-being is embedded in the curriculum through wellness clubs, assemblies, and survey-informed initiatives that nurture thoughtful, motivated learners.

STUDENT'S ACHIEVEMENTS

In KG, children's attainment is only acceptable but their progress is good. Across the elementary and middle phases, attainment is weak in English, mathematics and science. It is weak in Arabic in the middle phase. Across the elementary and middle phases, progress is only acceptable. It is good in Arabic in the elementary phase. Girls generally perform better than boys. Opportunities to develop critical thinking, problem-solving, independent learning and research skills remain limited and underdeveloped.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
KG: ACCEPTABLE / GOOD	KG: ACCEPTABLE / GOOD	KG: ACCEPTABLE / GOOD
ELEMENTARY: WEAK / ACCEPTABLE	ELEMENTARY: WEAK / ACCEPTABLE	ELEMENTARY: WEAK / ACCEPTABLE
MIDDLE: WEAK / ACCEPTABLE	MIDDLE: WEAK / ACCEPTABLE	MIDDLE: WEAK / ACCEPTABLE

ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
KG: NOT APPLICABLE / NOT APPLICABLE	KG: NOT APPLICABLE / NOT APPLICABLE	KG: NOT APPLICABLE / NOT APPLICABLE
ELEMENTARY: ACCEPTABLE / ACCEPTABLE	ELEMENTARY: ACCEPTABLE / ACCEPTABLE	ELEMENTARY: ACCEPTABLE / GOOD
MIDDLE: WEAK / ACCEPTABLE	MIDDLE: NOT APPLICABLE / NOT APPLICABLE	MIDDLE: ACCEPTABLE / ACCEPTABLE

LEARNING SKILLS
ATTAINMENT
PROGRESS
KG: GOOD
ELEMENTARY: ACCEPTABLE
MIDDLE: ACCEPTABLE



STUDENT'S PERSONAL AND SOCIAL DEVELOPMENT

Students respond well to routines and quickly develop positive, enthusiastic and responsible attitudes. They are sensitive to the needs and differences of others. Students demonstrate a secure understanding of Islamic values and a strong appreciation of Emirati heritage and culture. They actively take on roles of responsibility in school life and the wider community. Students are enthusiastic participants in school and student directed programs to promote sustainability, recycling and conservation.



PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
KG: VERY GOOD	KG: GOOD	KG: GOOD
ELEMENTARY: GOOD	ELEMENTARY: GOOD	ELEMENTARY: GOOD
MIDDLE: GOOD	MIDDLE: GOOD	MIDDLE: GOOD

PROVISION FOR LEARNERS

Teachers apply strong subject knowledge, especially in KG where hands-on, play-based learning is effective. Lessons are well-planned although teacher talk sometimes limits active learning. Questioning checks knowledge but less often promotes deeper thinking. Support is well considered although challenge for higher achievers varies. Consistent assessment practices lead to data-informed planning. While tracking is effective, assessment for learning and student-led evaluation remain inconsistent.

The NY State Standards and MOE framework offer a balanced, well-developed curriculum. It includes ECAs like entrepreneurship, sustainability, and financial literacy. Differentiated planning supports students of determination and challenges students who are gifted and talented. While innovation programs like STEM and AI are developing, they're not fully embedded. UAE culture and values are effectively integrated across subjects, enhancing relevance and engagement. The curriculum is better in the KG and elementary phases.

The school has strong safeguarding policies and promotes healthy living through PE, health campaigns, and medical support. Students thrive in a safe, supportive environment. Facilities meet all needs, including students of determination. Staff-student relationships are respectful. Behaviour, attendance, and punctuality are well managed. Identification systems for students of determination, EAL, and G&T are effective, with targeted support. Wellbeing is closely monitored through counselling and trusted staff support.

TEACHING	ASSESSMENT	CURRICULUM DESIGN
KG: GOOD	KG: GOOD	KG: GOOD
ELEMENTARY: ACCEPTABLE	ELEMENTARY: GOOD	ELEMENTARY: GOOD
MIDDLE: ACCEPTABLE	MIDDLE: GOOD	MIDDLE: ACCEPTABLE

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
KG: GOOD	KG: VERY GOOD	KG: GOOD
ELEMENTARY: GOOD	ELEMENTARY: VERY GOOD	ELEMENTARY: GOOD
MIDDLE: GOOD	MIDDLE: VERY GOOD	MIDDLE: GOOD



INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**.

The principal and governing board promote an inclusive ethos, embedded in school culture and policies. The Head of Inclusion ensures tailored strategies address individual needs. Admissions procedures include screening for learning barriers which guide assessments and support. Teachers collaborate with specialists to support differentiated learning. Strong home-school partnerships foster parental involvement. Individualised interventions and portfolios effectively track student progress.



LEADERSHIP AND MANAGEMENT

The principal, capably supported by her leadership team provide clear direction and demonstrate strong commitment to inclusion and UAE priorities. Roles are defined, morale is high, and safeguarding is secure. Self-evaluation is improving but lacks clarity. Parent partnerships are positive, although engagement varies. Governance meets requirements but needs to offer more strategic support. The school is well resourced, clean, accessible, and staffed with qualified professionals, all of whom are committed to student success.

THE EFFECTIVENESS OF LEADERSHIP	GOOD
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	ACCEPTABLE
PARENTS AND THE COMMUNITY	GOOD
GOVERNANCE	ACCEPTABLE
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	GOOD



[CLICK HERE TO ACCESS THE FULL INSPECTION REPORT FOR THIS SCHOOL](#)