

INSPECTION REPORT

2022-2023



DUNECREST AMERICAN SCHOOL L.L.C

US/IB CURRICULUM


GOOD

CONTENTS








Contents.....	2
School Information	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance.....	6
Focus Areas	8
Main Inspection Report	11

SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Barari
	Opening year of School	2018
	Website	www.esoeducation.com
	Telephone	04-5087444
	Principal	Jeffrey Sidney Smith
	Principal - Date appointed	8/1/2021
	Language of Instruction	English
	Inspection Dates	13 to 17 February 2023





STUDENTS

	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	598
	Number of Emirati students	52
	Number of students of determination	73
	Largest nationality group of students	Arabic

TEACHERS

	Number of teachers	89
	Largest nationality group of teachers	USA
	Number of teaching assistants	9
	Teacher-student ratio	1:8
	Number of guidance counsellors	3
	Teacher turnover	15%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US/IB
	External Tests and Examinations	IBDP, AP
	Accreditation	IB, MSA

School Journey for DUNECREST AMERICAN SCHOOL L.L.C



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

- Progress in all subjects is at least acceptable and attainment is generally good. The increasing numbers of students who are learning English, as an additional language, are beginning to have an impact on overall students' achievement in each phase. The school provides a solid start for children in Kindergarten (KG). Students' learning skills are good across the school. Students completing the IB Diploma also achieve good results.
- Students participate in a range of extra-curricular activities. They have developed a strong understanding of sustainability and of helping others. They are developing a deeper understanding of Islamic values and the culture of the UAE. In KG and Elementary, students demonstrate responsible behavior and positive attitudes to school. This is not as evident in Middle and High, where there is a number of new students.

PROVISION FOR LEARNERS

- Teaching is good across all phases but not consistently so. Assessment practices in general are good, but variable in their application. Internal assessments are not always aligned to the curriculum standards, especially for skills and understanding, and therefore do not provide a reliable awareness of students' achievement.
- The school curriculum is aligned to the American Education Reaches Out (AERO) and Next Generation Science Standards (NGSS), with the International Baccalaureate Diploma Programme (DP) also offered in Grades 11 and 12. In the High School, students are predominantly working towards the school's US High School Diploma, but the number of DP students is increasing. A limited Advanced Placement (AP) choice is available.
- The support and care provided for students are effective. New students are welcomed into the school. There is significant counseling support available for all students, including for careers and college admissions for High School students. The identification of and provision for students of determination is good. The general health and safety the school community including child protection, is effective.

**LEADERSHIP AND
MANAGEMENT**

- The senior leadership team is managing a growing school. Leaders are developing a stronger vision and direction as the school changes to guide and focus its priorities on students' achievement. The governing body has been very supportive through the school's early development but does not adequately ensure that it holds leaders accountable for their responsibilities. School facilities are managed well, as is the daily organization of the school.

The best features of the school:

- The wide range of facilities and resources to meet students' learning needs
- The support of the parents for the school community
- The progress made by children in KG from their starting points, especially in English
- Students' social responsibility in the school and wider community



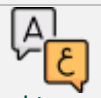



Key recommendations:

- The governing body should ensure that the school leadership delivers and is held accountable for actions to address all the recommendations of this report, and the previous inspection reports.
- Ensure that all staff holding positions of responsibility are held accountable for meeting those responsibilities including the development and implementation of appropriate action plans.
- Distinguish between the needs of students of determination, and those who are learning English, as an additional language, and provide planned interventions and support in all classes.
- Raise teachers' and students' expectations of academic performance in all phases by providing greater challenge and accelerating the progress of all students.
- Ensure that the use of assessment data becomes an embedded practice in the planning of lessons to meet the needs of all groups of students.

Overall School Performance

Good

1. Students' Achievement

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

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

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

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	Good	Good	Good	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	Good	Good	Good	Good
Care and support	Very good	Very good	Good ↓	Good ↓

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable ↓
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



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

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

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

- TIMSS 2019 students' scores exceeded the targets in mathematics and science in Grades 4 and 8. Students' scores on the MAP benchmark tests have improved over time and are better in Middle and High than in Elementary.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	meets expectations.	meets expectations.

- The school has a National Agenda action plan that focuses on provision and students' outcomes. School leaders use MAP and CAT4 data to identify gaps in students' learning. They have adapted the curriculum to focus on those gaps. In the classroom, the use of curriculum adaptation in lesson planning and differentiated tasks, is not yet evident.

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

- The school collects and analyzes data on students' reading literacy skills. The success of using this information in supporting students' learning is uneven. Some teachers promote students' higher-order thinking skills through open-ended questioning and project-based learning, but this is not embedded practice. The IBDP is enabling students to develop their critical thinking and problem-solving skills further.

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

For Development:

- Ensure that teachers use the available assessment data to personalize learning to enable all students to accelerate their progress.
-

Wellbeing

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

- Plans to implement a whole-school approach that consistently promotes and develops wellbeing practices have yet to feature as a key priority for leaders and governors. Leaders support and believe in the value of wellbeing and view it as expected and normal practice within the school community. The counseling team has commenced planning to develop wellbeing initiatives which will be based on key findings from surveys. Improved collection and use of data from a range of sources to influence wellbeing provision and outcomes is an important priority for development.
- Students are monitored by the counselling team, and regular data points inform decisions ensuring student needs are quickly addressed on both an academic and personal level. The school has an open door policy where teachers, staff, parents, and students themselves can recommend or access counseling services. Teachers and students value this level of support provided by the counseling team
- Across all phases, counselors support wellbeing practices in advisory lessons by linking moral education themes to behaviors and attitudes. The school's curriculum design and lesson planning process require more alignment with wellbeing matters. School leaders acknowledge the need to address these gaps in planning and practice. Most students demonstrate a strong belief in healthy living, and with support from the clinic staff, participate in various activities to build and maintain healthy lifestyles.

UAE social studies and Moral Education

- Social Studies is offered as discrete lessons in KG2 to Grade 5 and integrated in Grades 6 to 12. Moral education lessons are delivered as separate, stand-alone subjects to students in Grades 1 to 12.
- The implementation of UAE social studies and moral education programs meets the Ministry of Education (MOE) requirements. Both subjects are regularly assessed, and results reported to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in all phases achieve in line with curriculum standards. The school's internal assessment results are unreliable, and do not reflect what is seen in lessons and in students' work. Students in the elementary school have a secure knowledge of the Islamic Pillars and etiquette.
- Students in Middle and High relate Islamic concepts to everyday life. They can explain contemporary societal issues from an Islamic perspective. However, their skills to cite evidence from the Hadith and the Holy Qur'an are less secure.
- Students' memorization and recitation skills using Tajweed rules are still developing, particularly in the upper two phases. Language barriers are restricting Arab students' understanding of Islamic concepts and their ability to share their learning effectively.

For Development:

- In Middle and High, develop students' skills in citing evidence from the Hadith and the Holy Qur'an.
- Improve students' memorization and recitation skills using Tajweed rules.

Arabic as a First Language

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

- Students' achievement has not changed since the previous inspection report. Students' progress is stronger in Elementary than in the other phases. All groups of students show progress that is in line with MoE curriculum expectations.
- Students' reading comprehension skills and responses to a range of texts and literary types are underdeveloped, particularly in Middle and High. Students identify the main and supporting elements of simple and extended texts using direct verbal clues. They have difficulty in responding other than to closed questions.

- Students' abilities to engage in tasks related to the topics and open discussions vary across all phases due to teacher-led lessons and limited opportunities for them to elaborate their ideas using standard Arabic.

For Development:

- Raise the level of challenge in lessons while using standard Arabic.
- Enhance students' reading comprehension skills and their responses.
- Improve students' language acquisition by providing more opportunities to engage in discussion and writing.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
Progress	Not applicable	Acceptable ↓	Acceptable	Acceptable

- Students' progress in Elementary has decreased, as has attainment in High, compared with the previous inspection report. This is a reflection of their limited exposure to Arabic, which is preventing them from developing their understanding and use of the language.
- Students' oral communication skills, particularly in Middle and High, are underdeveloped, as are their creative and independent writing skills. The ability of students to respond to questions and prompts orally, and in writing using simple and short sentences, varies across the phases.
- Students' reading ability is developing across the school. However, their understanding and response to short and familiar texts is dependent on teachers' interventions. As a result, in class, students often lack confidence in taking responsibility for their own learning.

For Development:

- Improve students' reading and writing skills, so that they are enabled to understand and respond to a wider range of texts and genres.
- Improve students' oral communication skills by providing them with more opportunities to express themselves in lessons.

English

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

- Children in KG are making better than expected progress in early language development. In Middle, lessons are effectively promoting students' literacy progress. Internal assessment data indicate that students are achieving at higher levels but this is not supported by external data or lesson observations.
- In Elementary and Middle, students' weaker literacy levels are preventing more rapid progress with extended learning and their achievement. In High and IBDP lessons, students have more opportunities to develop their reading and writing skills.
- Across most grades, students' listening and speaking skills are promoted more often than their writing and reading skills. The use of data is not being used as effectively as it could be to inform lesson planning to differentiate reading literacy and writing activities for students.

For Development:

- Ensure threading literacy is prioritized and taught across all grade levels to improve students' reading and language skills and their attainment.
- Provide more writing opportunities to support students' literacy development.

Mathematics

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

- Mathematics taught through everyday contexts supports good achievement across the school. The IB diploma and US High School Diploma enable students to graduate successfully. Younger students do not always have regular daily practice in written number work or opportunities to explore number and mathematical patterns independently.
- Improvements in the use of technology allow students to access online resources as they develop their independent learning skills. However, teaching strategies do not always ensure that there is a balance with writing, calculation and graphing skills. Accurate folders of well-corrected work are essential in supporting student revision.
- Older students use mathematical language confidently to explain their work, reflecting a stronger emphasis on the key vocabulary. Problem-solving and reasoning skills are integral, while inquiry, research and critical thinking are not yet fully embedded.

For Development:

- Provide a balance between book and online work in mathematics lessons.
- Ensure the further development of well-organized, corrected mathematics folders to support students' skills and their revision for tests.

Science

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

- Students' internal assessment data show higher levels of attainment and progress than external assessment data results. In the high school, students' internal and external data are more in line with each other than they are in the other phases.
- In most lessons, students develop their knowledge and understanding of concepts quite well. They often learn through hands-on experiences and collaborative work. However, they have only a few opportunities to develop their scientific skills, for instance, with hypothesizing and experimentation. In Middle and High, students' progress is delayed by excessive teacher talk and lack of personalized learning.
- There are increasing numbers of students following DP science courses. Improved lesson planning and delivery support these students to achieve well in the external examinations.

For Development:

- Ensure that students in all grade levels receive sufficient opportunities to develop their scientific skills, especially their scientific method skills.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students in KG and Elementary are enthusiastic, keen to learn and often engaged in activities. In lessons, excessive teacher control sometimes prevents the progress of students' learning skills. Technology is not consistently utilized across subjects to extend and enhance learning.
- Students can use vocabulary with differing degrees of accuracy, although there are many throughout the school who are building their confidence using the English language. Teachers' questioning is often too closed, limiting dialogue and the application of knowledge and understanding.

- Students in the upper high school grades often take responsibility for their learning, collaborate in groups, communicate effectively, and share their learning, especially in DP lessons. Research, investigation and outside-world application work is part of the better lessons.

For Development:

- Ensure that teachers’ questioning helps to develop students’ critical thinking and problem-solving skills.
- Provide more opportunities for students to become self-directed and independent learners.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Good ↓	Good ↓

- Students have a strong rapport, as evidenced by their understanding of needs and differences during break times and tutoring sessions. However, this is not always reflected in their attitudes in class or especially in the senior phases.
- Students display a strong understanding of how to lead a safe and healthy lifestyle. As a result, they make well-informed decisions about their own safety and participate in physical activities and field trips that boost their overall health and morale.
- Student-teacher relationships are founded on mutual respect in KG and Elementary. This is not as clearly seen in Middle and High where the tone of relationships is sometimes reflected in students’ absenteeism, tardiness, and their classroom behavior.

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

- Students across the school demonstrate a clear understanding and appreciation of Islamic values such as, tolerance and peace. They show a good understanding of how Islamic values intertwine with Emirati culture to play a key role in shaping the society in the UAE.
- Students have a good knowledge of the culture and heritage of the UAE. They can provide various examples of different activities that the school conducts each year in support of this, including National and Flag Days.

- Students enjoy celebrating the highly multi-cultural population of their school on the annual International Day. They appreciate and share their own cultures with pride as well as understanding a range of world cultures.

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

- A large number of students enthusiastically participates in roles to support the community through the student council and National Honors Society. Children in KG act as ‘Kindness Helpers’ and class leaders. Students make significant contributions to the wider local and global community.
- A strong work ethic is evident from the youngest children onwards. Students show initiative by suggesting and running extra-curricular clubs. There are fewer opportunities for students to initiate and manage innovative projects.
- All students have a mature understanding of global issues relating to sustainability. Children in KG know about the importance of planting trees and keeping oceans clean. Older students have set up a sustainability club and understand the United Nations’ goals as well as desalination and recycling.

For Development:

- Improve students' attendance and punctuality at all levels.
- Improve students' attitudes, behavior and responsibility for their own learning, in Middle and High.
- Enhance opportunities for students to develop their innovative, enterprise and entrepreneurial skills.

3. Teaching and assessment

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

- Teachers’ planning links clearly with the curriculum standards. Teachers in KG regularly and effectively encourage children to work independently and to persevere with their tasks. In Middle and High, students take responsibility for their learning when teachers provide the best possible learning environments.
- Teachers have secure subject knowledge. Questioning is often focused on knowledge and recall rather than asking more probing questions. This is limiting the development of students’ critical

thinking and higher-order thinking skills. In too many Islamic Education and Arabic lessons, incompetent classroom management skills hinder learning.

- Across the school, teaching strategies are variable with opportunities for group discussion, investigation and problem-solving seen only in the stronger lessons. Differentiated tasks are not always sufficiently personalized to provide for the needs of all groups of students, including challenge for the more able.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school benchmarks students’ outcomes in the key subjects against international standards. School leaders collect and analyze the internal and external assessment data. A substantial performance gap exists between the two types of data in most areas. This gap reduces in the upper grade levels.
- School leaders use assessment information to group students and to provide them with appropriate support in lessons. The information is used less often to plan activities that meet students’ different learning needs.
- Teachers know their students well, providing them with written and digital feedback and enabling them to extend their learning or improve their work. This is not yet embedded practice. The school is working to improve the quality of its internal assessment through regular moderations.

For Development:

- Support teachers in Islamic Education and Arabic in improving the quality of their classroom management skills.
- Ensure that assessment information is used more effectively in lessons to plan activities that match students’ varying learning needs.

4. Curriculum

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

- The curriculum has a clear rationale and is mostly broad and balanced. Further improvements are required in all IB diploma subjects, Islamic Education and Arabic to ensure that the appropriate teaching time is maintained. There is an effective balance of skills and knowledge in most subject areas.

- Current cross-curricular links are developing but still insufficient to develop students’ skills across a range of subjects. There is little provision for independent learning, research and critical thinking and some lost opportunities for the effective transfer of learning between different subjects.
- The development of scope and sequence for all subjects is improving and is especially evident in Islamic Education and Arabic. A three-year whole school curriculum review process is in place to support this work further.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The school makes adequate modifications to the curriculum to meet the needs of most student groups. However, there is not always the appropriate support for the students of determination, or for those who are learning English, as an additional language, the more able and for new students.
- The curriculum offers a range of opportunities to motivate and inspire the students. A program of extra-curricular and community service activities, within and outside the school, is well supported by students and enhances their academic and personal development.
- Appropriate experiences are embedded throughout most aspects of the curriculum to enable students to develop a clear understanding of the values, culture and society of the UAE.
- Arabic is taught for one lesson per week in KG1 and for two lessons per week in KG2.

For Development:

- Ensure that all lessons meet the learning needs of all groups of students.
- Accelerate curriculum development and mapping to produce documentation which aligns with the school's chosen curriculum.
- Implement meaningful cross-curricular links between different subjects.

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

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

- All staff are rigorously trained in safeguarding and child protection procedures with policies readily available to parents. School counselors act on any concerns swiftly and appropriately. Students feel safe and well protected from all forms of bullying.
- The accessible site is clean and well maintained. Students are properly supervised on school transport and during pick-up and drop-off. A few issues identified during the inspection, such as access to science laboratory preparation rooms and lack of finger guards in KG, have not been addressed.
- Medical personnel provide high levels of care. Good physical and mental wellbeing are promoted well throughout the school with advice and support given to students as well as to their parents.

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

- Staff and students have positive and generally respectful relationships. Staff in KG and Elementary are fully aware of the needs of the children and students. School policies to promote and manage behavior, attendance and punctuality are not yet effective.
- The school has well-organized systems to identify students of determination and developed plans to enable them to overcome barriers to learning. Support for students, both in and outside class settings, is appropriately managed.
- The counseling team monitors the personal development of students in every phase. Wellbeing themes are promoted in an informal manner. The career counselor provides essential advice to older students. Plans are being considered by the counselling and inclusion teams to offer alternative career pathways to students of determination.

For Development:

- Implement more effective behavior and attendance measures and ensure that parents and students understand their importance on learning and career choices.
- Plan and provide for alternative career pathways for students of determination.
- With immediate effect, address the health and safety matters identified during the inspection.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- The inclusion governor is committed to enabling the inclusion leaders and team to fulfill the school's ethos. This will include providing the resources to ensure the department's ability to monitor its provision and outcomes.
- The school's register reflects a group of students with wide ranging abilities, including those with gifts and talents. The department continues to refine the identification processes to ensure that resources and support are comparable to students' needs, including the provision required for English language learners.
- Parents rate highly the personal support of the team. They receive regular progress reports on all aspects of school life and report that their children are making steady progress. Some parents would like greater involvement, from an earlier stage, in the individual education planning (IEP) process.
- Although the team has plans for an extensive range of curriculum modifications and accommodations that students may require in lessons, subject teachers do not always adhere to these plans.
- The school has collated a wide range of assessment data over time and, in a majority of cases, students demonstrate good levels of progress. To date, IEP goals are not reliably tracked to demonstrate that all interventions are effective.

For Development:

- Support the inclusion team to monitor the practices and interventions that support students of determination.
- Distinguish between the needs of students of determination and those who are English language learners.
- Ensure that planned interventions and support are fully implemented in all classes.

6. Leadership and management

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

- School leaders have a supportive and inclusive vision, but it is not sufficiently aligned to the context of a school in Dubai. Senior leaders recognize that working even closer together and monitoring the work of the school will help to support students' achievement. Communication between leaders and other members of the school community is respectful and professional. Morale throughout the school community is positive.
- Processes for school self-evaluation have identified priorities that the school considers are needed for improvement. However, the lack of a strong school direction and accountability systems are barriers to its success. Subsequent development plans are comprehensive in coverage but lack the detail and interim targets to make them fully effective. The monitoring of teaching is not sufficiently linked to students' achievement.
- The school is effective in engaging parents. They report that the school listens to them and is open to their suggestions. School reports are appropriate and provide information on students' academic and personal achievements. Parents are positive about the school's community spirit. There is an increasing number of links with the wider community, which offer opportunities for teachers and students.
- The corporate board has been very supportive during the development of the school. Members seek the views of stakeholders and review the data from the school. However, with the current changes in the nature of the school, this support lacks adequate accountability for the direction, vision and performance of the school.
- The day-to-day management of the school is effective. The monitoring of students' behavior and attendance, especially in the senior phases, is not rigorous enough. The school is appropriately staffed in most areas. However, middle leaders do not have adequate support to pursue their monitoring role. The campus provides the facilities to deliver its different curricula, though children in KG do not have enough opportunities to enhance their learning through the use of the outside areas.

For Development:

- Ensure that all leaders are held accountable for delivering on their responsibilities, and that middle leaders have enough resources to do so.
 - Make sure that development plans are focused on students' outcomes and their implementation carefully monitored.
 - Ensure that the governing body holds the school's leaders accountable for their actions and students' outcomes, including planning for the changing nature of the school population.
-

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