

INSPECTION REPORT

2022-2023



DUBAI NATIONAL SCHOOL

US CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	1988
	Website	www.dnsalbarsha.com
	Telephone	97143474555
	Principal	Suad M. A. Abu-Harb
	Principal - Date appointed	9/1/2014
	Language of Instruction	English
	Inspection Dates	02 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	2472
	Number of Emirati students	1441
	Number of students of determination	282
	Largest nationality group of students	Emirati

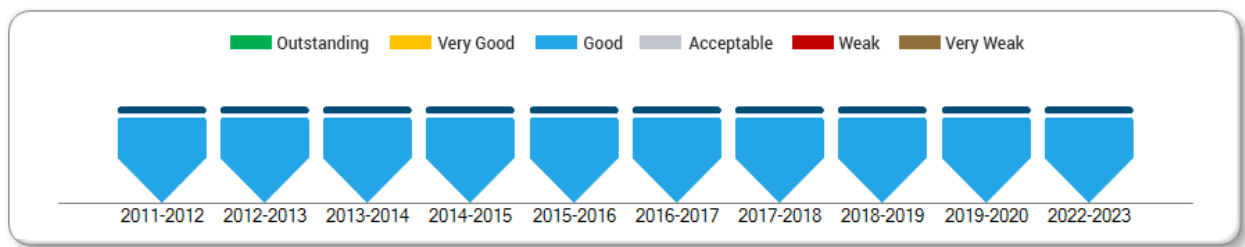
TEACHERS

	Number of teachers	255
	Largest nationality group of teachers	Jordanian
	Number of teaching assistants	18
	Teacher-student ratio	1:10
	Number of guidance counsellors	8
	Teacher turnover	9%

CURRICULUM

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

School Journey for DUBAI NATIONAL SCHOOL



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

- The majority of students demonstrate levels of knowledge, understanding and skills that are above curriculum expectations in all subjects. There is a gap between internal and external assessment results which the school is attempting to close. The achievements of students in international assessments and in the Measures of Academic Progress (MAP) test are rapidly increasing. Students demonstrate very good learning skills across the phases, except in the Kindergarten (KG), resulting in clear improvement in their use of technology and independent and enquiry-based learning.
- Students' personal responsibility, appreciation and understanding of Islamic values and the Emirati and world cultures, and their entrepreneurship and community and environmental involvement, are excellent. Students exhibit high levels of respect and responsibility in their relationships and learning behaviors. Their appreciation of other cultures is solid, but their understanding of world history is less secure. Students' social and environmental responsibility and their innovation skills are outstanding. They are engaged in numerous projects, schemes, competitions and initiatives related to the environment.

PROVISION FOR LEARNERS

- Teachers generally have a well-developed understanding of teaching strategies and apply a variety of approaches that engage students actively. The use of technology is a strength. However, the level of challenge and the use of assessment data in lesson planning are under developed. Assessment processes and procedures have improved due to establishing rigorous systems. The evaluation of students' attainment and progress is more accurate; the use of assessment information to differentiate instruction is not fully embedded, particularly in the lower phases.
- The curriculum is well planned and provides an appropriate balance between curricular and non-curricular activities, which contributes to the development of students' independent and critical thinking skills.. The curriculum is skillfully modified to meet the needs of most students including those with educational challenges. Reviews of the curriculum have resulted in an increase in opportunities for students to engage in a wider of clubs and community and environmental schemes. In addition, modifications have enhanced students' appreciation of the UAE and world cultures and their entrepreneurial skills.
- The school's health, safety and safeguarding systems are robust and thorough. Child protection and wellbeing is a high priority for the school community. School transport procedures and supervision are meticulous and very well organized. The school provides students with a high level of medical and health care.. Attendance and punctuality are effectively managed. Counselling and career guidance helps students to explore course choices and study after school. The upper floors are not easily accessible for not physically disabled students, and learning opportunities for students with gifts and talents and for students of determination are underdeveloped.

LEADERSHIP AND MANAGEMENT

- Leaders at all levels are effective. School self-evaluation systems are well-established and rigorous, as are the improvement planning processes. Parents are well-informed and active in supporting their children's learning. The school has effective communication systems. Although governors support the school with an appropriate level of resourcing, they are not sufficiently engaged in self-evaluation and improvement planning. Professional development opportunities are customized, but a good number of teachers do not have a formal teaching qualification.

The Best Features of The School:

- Students' excellent personal development, social responsibility, innovation skills and understanding of Islamic values and Emirati and world cultures.
- The improvements in curriculum design and adaptation, assessment processes and students' learning skills.
- The school's enhanced systems of self-evaluation and improvement planning.
- The school's strong partnerships with parents and the community.

Key Recommendations:

- Ensure that in all lessons, teachers make full use of assessment data to match learning activities to the attainment levels of students.
- Ensure leaders at all levels have clear understanding of what constitutes effective teaching and share the best practices through targeted professional development.
- Ensure governors contribute more effectively to school self-evaluation and are more active in holding leaders to account for the performance of the school.
- Ensure the information of students' reading proficiency assessments are used to accelerate the closure of gaps in their literacy levels particularly in the lower phases of the school.

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	Very good	Good	Good
	Progress	Not applicable	Very good	Very good ↑	Very good
 English	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Very good	Very good
 Science	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Very good	Very good

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

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

	KG	Elementary	Middle	High
Personal development	Very good	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

3. Teaching and assessment

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

4. 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

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			Very 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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	meets expectations

- In the Program for International Student Assessment (PISA) test, students exceeded targets in mathematics and science but not in reading. In the Trends In International Mathematics and Science Study (TIMSS) test, students in Grade 4 and 8 exceeded the targets in mathematics and science. In the Progress in International Reading Literacy Study (PIRLS), students improved their scores over the previous two cycles, but did not reach the set targets. In MAP, mathematics and science, Middle and High students improved their attainment levels.
- In PISA, Emirati students exceeded their targets in mathematics and science but not in reading. In TIMSS, they exceeded their targets in Grade 8 mathematics and science but not in Grade 4. In PIRLS, they improved their scores over the previous two cycles, but did not reach their targets. In MAP, mathematics and science, Emirati students in the High school improved their attainment levels.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The school has effective systems in place to analyze internal and external assessment data and the information is shared with all staff. Heads of departments effectively adjust the curriculum to ensure gaps in learning are addressed in a timely manner. However, teachers are inconsistent in their use of assessment information to meet the needs of individuals and groups of students. Internal assessment data does not align with the results of external benchmark tests.

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

- Students' reading levels have slightly improved over time but are not at the expected levels.
- Students' research and critical thinking skills are well developed across the school, especially in the Middle and High schools.

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

For Development:

- Ensure the school registers the required number of students for an external benchmarking test in Arabic.
- Accelerate the development of students' reading skills across the school.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- School leaders strongly promote wellbeing and set a clear direction. Specific leadership roles has ensured that a clear vision for wellbeing is evident in school practice and policy. In response to a range of wellbeing data, a variety of activities and resources are available to promote and support the wellbeing needs of students. The Governing Board has some awareness of the wellbeing issues in the school; however, they do not review regular updates and issues facing the school.
- Student wellbeing is promoted by a variety of teaching, support and specialist staff. Strong relationships between adults and students further promotes wellbeing development. Parents and students have opportunities to provide feedback on wellbeing issues. The wellbeing of staff is regularly reviewed and is a continuing focus for school leaders. A variety of programs are offered to meet their needs. These include, stress management and self-discovery workshops, as well as professional development programs. A review of staff induction processes will provide further support.
- Student surveys show that they feel safe, valued and well supported. Students demonstrate positive engagement, self-reliance, positive attitudes and are well-behaved. A variety of lessons focus on student wellbeing. However, there are missed opportunities to include wellbeing in the main curriculum through literacy, social studies, and other subjects. An increased emphasis is being placed on the promotion of a healthy lifestyles. The wellbeing team are in the process of developing healthy body and mind campaign to address this issue.

UAE social studies and Moral Education

- The UAE social studies curriculum follows the Ministry of Education (MoE) standards and uses the Salama series in Grades 1 to 4. The program promotes understanding of the values and ethics of citizenship. The moral education program uses the Moral, Social, and Cultural Framework and the Salama series in Grades 1 to 4. The teaching and learning approaches are effective in both programs. Lessons are well-planned and organized with learning activities that engage the students.
- The UAE social studies and the moral education are taught as stand-alone lessons in the school. Each program has its own curriculum standards and distinct learning outcomes. The school has an effective curriculum planning model that aligns standards and learning objectives, with specific lesson learning activities.

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

- Students in Elementary make better progress than students in other phases. Internal assessment data and work in lesson show that, girls make better progress than boys in High.. Internal data also demonstrates that non-Emirati students make better progress than Emirati students.
- Students have strong recitations skills and memorization of required Holy Qur'an verses. In their work, they reflect on Islamic values and how they can apply them. They also reflect on social issues and link them to Islamic teachings.
- Curriculum planning and assessment procedures have improved with the use of a commercial curriculum development platform. The use of technology in lessons is effective and consistent. Students benefit from the variety of Islamic enrichment initiatives of the curriculum.

For Development:

- Accelerate the rate of students' progress by ensuring effective use of time in lessons.

Arabic as a First Language

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

- In lessons and in their recent work, the majority of students attain better than expected in Arabic language skills. External assessment data indicate good attainment through all phases. All groups of students make similar progress.
- Students' listening, reading and speaking skills are strengths. Students understand and use a range of vocabulary and text types. However, their writing is less well-developed, particularly their extended writing and ability to engage in lengthy conversations.
- Increased opportunities for students to read extensively and apply language in real-life situations have improved their language skills in general. However, students' ability to express themselves accurately using classical Arabic is underdeveloped.

For Development:

- Improve students' extended writing and speaking skills by providing more opportunities for them to practice language more freely using classical Arabic.

Arabic as an Additional Language

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

- The attainment of a large majority of students in Elementary and a majority of students in Middle and High, is above curriculum expectations. A large majority of students in all phases make better than expected progress with an improvement in Middle..
- Based on their individual starting points, students demonstrate strong listening, speaking and reading skills. They engage in lengthy conversations as they discuss life topics such as poverty, unemployment and work, using a variety of vocabulary and applying grammatical rules.
- Students across the school have made significant improvements in writing short simple paragraphs, using key words, but their free writing skills are less well-developed.

For Development:

- Improve students' free writing skills by providing more opportunities for them to practice using Arabic in real life situations.

English

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

- Students in all grades develop critical thinking skills that enhance their ability to engage in reflective and independent thinking. In the more effective lessons observed in High, progress is enhanced through skilled questioning techniques.
- An emphasis on building the use of academic vocabulary in students' spoken and written work is improving their communication skills.. Students identify context and picture cues, suffixes, prefixes and roots which improves their comprehension and understanding,
- The foundation for the development of reading and literacy skills is established in KG. In the more effective lessons, activities that promote reading, enhance students' knowledge and aid in the transfer of skills and knowledge across subjects.

For Development:

- Embed reading strategies across all grades to enhance students love of reading, deepen their knowledge and improve their comprehension skills.

Mathematics

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

- Mathematics taught through real world contexts supports very good attainment in High and very good progress in Middle and High.. The good attainment judgements in Elementary and Middle reflect the external MAP assessment data. Advanced Placement (AP) calculus results continue to be strong. Emirati students form the main cohort and perform well in mathematics.
- Improvements in the use of technology have allowed students to access online resources as they develop independent learning skills. Children in KG apply number skills to everyday life. Grade 5 students, add and subtract decimals whilst Grade 7 use Pythagoras' theorem to solve problems. Students in High enjoy the challenge of more complex topics.
- Students use mathematical language confidently in explaining their work, reflecting a strong emphasis on key vocabulary. Inquiry, research, problem solving and reasoning skills are developing well whilst critical thinking is not yet integral within mathematics.

For Development:

- Integrate more opportunities for critical thinking into all mathematics lessons.

Science

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

- External assessment data show students make better progress in Middle and High than in Elementary.. Internal data point to higher levels of attainment and progress. Across the school, students make better than expected progress in lessons through investigations and practical activities.
- Students' scientific skills, such as observation and hypothesizing, are well developed in the upper grades. In the lower grades, students are steadily developing these skills through group work. Across the school, students demonstrate a strong understanding of scientific concepts.
- The department's focus on design and engineering has been more successful in Middle and High than in the other phases. This is having a positive impact on students' progress.

For Development:

- Accelerate progress in the lower grades by ensuring that students have a full understanding of the purpose of the practical activities provided to them.
- Improve students' attainment and progress on the external assessments, especially in Elementary and Middle..

Learning Skills

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

- The improved learning skills in the Elementary and Middle reflect the effective use of technology which underpins improvements in learning outcomes. In KG, children exercise choice based upon their personal learning styles and preferences. Choice is a very early learning skill for children in KG.
- Students take responsibility for their learning and enjoy opportunities to access online resources and develop as independent learners. Strong communication and collaboration skills are a strength allowing students to articulate their learning effectively.
- The improvement in inquiry, research and problem-solving skills are key features across the three upper phases. The project-based learning tasks support critical thinking and independent learning whilst generating greater creativity. They also help students make clear connections between areas of learning.

For Development:

- Provide more regular opportunities for students to reflect upon their learning, evaluate strengths and weaknesses and take targeted action to improve.

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

	KG	Elementary	Middle	High
Personal development	Very good	Outstanding	Outstanding	Outstanding

- Students have an exceptional sense of personal responsibility and independence. They are proactive and resilient, and thrive on critical feedback. Children in KG seamlessly integrate into school and increasingly demonstrate the impact of opportunities the school provides for them.
- Students' commendable behavior and their excellent relationships are particular strengths. Students are friendly and willing to help each other in lessons and during break times. They are highly respectful towards their teachers and peers.
- Students are fully aware of healthy lifestyles and make healthy food choices. They are punctual to school and lessons, and they take full responsibility for their attendance.

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

- Students have excellent appreciation and understanding of how Islamic values influence life in the UAE. They link different aspects of communal harmony in Dubai to the observation of Islamic values such as tolerance, compassion, charity and fairness.
- Students are immersed in a rich Emirati environment throughout the school. They have excellent understanding of Emirati heritage and culture. They initiate and involve themselves in different initiatives to promote Emirati culture and celebrate UAE national events.
- Students demonstrate a deep understanding of their own culture. Pictures and biographies of influential world figures are displayed throughout the schools. Their knowledge of world history is developing.

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

- Students are dynamic members of the school community and through clubs and activities contribute to the life of the school and the world in which they live. They show care and concern for others and often volunteer in projects that benefit the wider community.
- As active participants in lessons and other activities students show an excellent work ethic. Through well-planned projects, Middle and High students show innovation and entrepreneurship skills. In KG, children learn to be decision makers by choosing learning activities.
- Throughout the school, students have a strong understanding of environmental issues and conservation. They actively participate in projects that promote environmental sustainability.

For Development:

- Increase opportunities for students to be innovative and creative.
- Extend students' awareness and understanding of world history and cultures.

3. Teaching and assessment

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

- Most teachers demonstrate secure subject knowledge and are understand of how students learn. The quality and consistency of teaching is strongest in High. Teachers use varied strategies and activities to create a stimulating learning environment. They use technology very effectively to support learning.
- Lesson plans are standardized, with the use of assessment data to ensure planning meets the needs of all students. However, the work set for higher achievers is not always challenging enough.
- Teachers encourage students to take responsibility for their own learning and routinely provide work that involves problem-solving, research or inquiry. This allows students to gain confidence in their own abilities to innovate and reduce their reliance on the teacher.

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

- The school uses a very wide range of assessments, which are used to rigorously evaluate students' attainment and progress. Teachers provide students with constructive feedback to enable them to improve the quality of their work and to guide them in their next steps in learning.
- Teachers' use of assessment information to differentiate learning tasks is inconsistent. In the most effective lessons, teachers use their knowledge of students' strengths and weaknesses to provide activities that meet their differing needs.
- The school has adopted several online portals that make the monitoring of students' achievement much easier and more accurate. This is also enabling the school to identify appropriate learning paths for individual students.

For Development:

- Ensure the school's analyses of assessment data are used to make a more substantial impact on teaching strategies and students' outcomes.
- Reduce the gap between students' internal and external assessment data.

4. Curriculum

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

- The curriculum has a clear rationale and progression that provides students with a well-balanced approach to learning. The school uses the Massachusetts Standards, Next Generation Science Standards (NGSS) , MOE and Advanced Placement (AP) requirements to ensure a balance of theoretical learning and skill development.
- The curriculum provides High students with a range of curricular choices in the form of electives and AP courses. The range of choices is not wide enough in scope for students interested in the arts, literature, government or economics.
- The curriculum provides well-planned cross-curricular links that are carefully planned to develop literacy, numeracy and technology skills. Students have opportunities to learn independently and develop research and critical thinking skills.

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

- The school has successfully implemented processes that ensure modifications of the curriculum provides sufficient challenge to meet the needs of most students, including students of determination. These processes effectively support students' personal and academical development.
- The curriculum offers students a wide range of activities, clubs and community events that provide many opportunities for creativity, innovation and enterprise. Students participate in entrepreneurial competitions, field trips, and humanitarian schemes.
- Through arranging special days, inviting speakers, conducting field trips and initiating programs, the curriculum provides students with opportunities to develop their knowledge and understanding of UAE heritage and the Emirati traditions and values that influence UAE society.

For Development:

- Ensure that curriculum modification meets the needs for all groups of students including students with gifts and talents.
- Provide a wider range of choices in Middle and High to meet students' talents, interests, and abilities.

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

- Child protection and safeguarding procedures are thorough and supported by rigorous policies and protocols. All staff receive appropriate training. Protection from any form of abuse is given high priority.
- The school is clean and well maintained. Effective practices are in place to ensure that all areas are safe and secure. Students are carefully supervised when arriving and departing from school, and when on school transport. Access to the upper floors is difficult for students with physical difficulties..
- The medical facilities are well organized by the medical staff and provide a high level of care. Wellness care, including vaccinations, the promotion of healthy eating and fitness is a high priority at the school.

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

- Staff have very positive relationships with students and care about their wellbeing. The personal development of students is monitored by school counselors, heads of sections and supervisors. The school has established an inclusive, supportive environment to meet the needs of all students
- The school promotes good attendance and punctuality as an expectation for all students in the school, and students are eager to arrive on time. Systems and procedures for managing student behavior are effective and closely monitored by section supervisors.
- Counselors know their students well and attend to their social, emotional and academic needs. Students in the High school are guided effectively through the college application process and advised on course choices, internships and career options.

For Development:

- Ensure that all students have access to all buildings and premises..

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders ensure that an inclusive ethos is reflected in the admission policy. Students of determination are welcomed and result in a diverse population across all phases.
- There is a thorough system for the identification and assessment of students of determination and intervention plans are appropriately targeted to meet their needs.
- The school effectively empowers parents to be full partners in their children's education. Parents feel fully informed of their children's progress and value the support that is enabling their child to develop confidence and resilience.
- Curriculum modifications are generally appropriate; however, some teachers do not effectively differentiate lesson plans or teaching approaches to match the needs of the student. Personal support is focused and promotes the development of self-confidence and resilience.
- The progress of students of determination is variable and dependent upon the quality of teaching. Not all teachers fully understand the instructional practices and intervention strategies that promote good progress.

For Development:

- Ensure that all teachers match learning activities to the needs of students of determination so that they have full access to the curriculum.
- Improve the quality of teaching and support in lessons to ensure students of determination make the best progress possible.

6. Leadership and management

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

- Leaders at all levels are strategic and have a clear vision for continuous improvement. They are focused on raising students' achievement, promoting inclusiveness and supporting students' personal and social development. Leaders possess well-developed leadership skills, commendable work ethic and work well together. This has impacted positively on improving students' learning skills, assessment and curriculum design and adaptation. The capacity of leaders to innovate and improve the school is evident in their performance. However, they have not succeeded in ensuring teaching is of a sufficiently high quality to raise students' attainment and progress in several subjects.
- The school has robust processes and systems for collecting data, gathering stakeholders' views and analyzing and evaluating all aspects of its performance. The improvement plan is comprehensive with clear priorities, objectives, actions and success criteria. The analysis of internal and external assessments and performance reviews are all incorporated into the improvement plan. Almost all of the previous inspection recommendations have been tackled successfully. It has sustained the good performance in many indicators and succeeded in improving several aspects across the school.
- Parents are well-informed and involved in their children's learning. The effective use of several learning platforms, in addition to sending parents different types of academic progress and personal and social development reports, allows them to know how their children are progressing. The parents' council and the parent governor do not have clear lines of communication with the parental body so that they can represent them effectively. The school has many external partnerships and students participate in a range of competitions, projects and sporting events which have boosted students' learning skills and confidence.
- The Governing Board has good representation of different stakeholders. It supports teachers' growth by providing effective professional development opportunities for all. They invest in facilities, systems, policies, and training to ensure continued improvement. Governors do not have an accurate understanding of the implication of external benchmarking assessments. They are reactive rather than proactive in holding leaders to account for the school's performance. Governors rely on the results of external reviews to evaluate leaders' effectiveness and make a limited to self-evaluation and improvement planning.
- The management of the school day-to-day operation is effective. Most of the staff are appropriately qualified in the subjects they teach. However, there is still a number of staff who lack a teaching qualification. The premises are well designed and maintained and have necessary facilities and learning equipment. However, they are not of a high quality. School areas are well resourced, particularly in terms of technology.

For Development:

- Ensure that all leaders have a greater impact on the improvement of teaching and the acceleration of students' progress.
- Ensure Governors are more actively involved in the processes of self-evaluation and improvement planning.

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