

ACCEPTABLE



2019-2020



























INSPECTION REPORT

US CURRICULUM

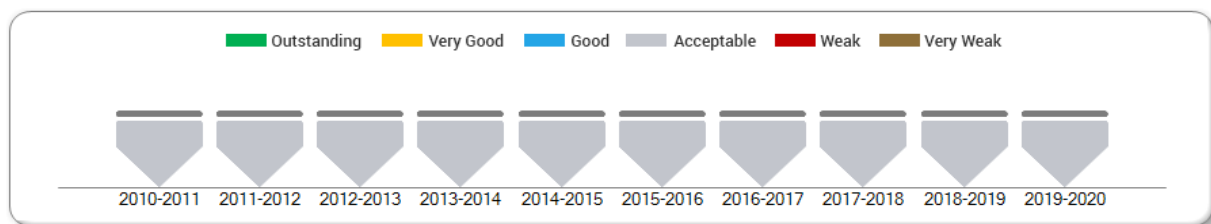
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School Information

General Information	 Location	Green Community
	 Opening year of School	2005
	 Website	www.nisdubai.ae
	 Telephone	97148853330
	 Principal	Michael Cipriano
	 Principal - Date appointed	9/1/2018
	 Language of Instruction	English
	 Inspection Dates	11 to 14 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4-20
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1141
	 Number of Emirati students	38
	 Number of students of determination	61
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	68
	 Largest nationality group of teachers	British
	 Number of teaching assistants	23
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	1
	 Teacher turnover	35%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/AERO/Next Generation Science (NGS)
	 External Tests and Examinations	SAT 1, AP, CAT 4
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for AL NIBRAS INTERNATIONAL PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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

Students Outcomes	<ul style="list-style-type: none"> Children in the Kindergarten (KG) make good progress in all their subjects due to the investigative learning environment created by teachers. Across the school science students achieve good progress by relying on the scientific method to guide their analysis. However, in other subjects, progress is slowing, and in English declining, in most phases of the school. Although the learning skills of students are good overall, limited proficiency in reading is preventing students from demonstrating their true potential. Children quickly develop positive attitudes and behaviors, thus demonstrating their very good personal development. Students in the upper phases also exhibit a good level of personal development. They interact well with their peers and are becoming self-reliant in their choice of activities. Students are cordial and respectful in their conduct to one another and to staff. A majority have a clear understanding of Islamic values and awareness of Emirati and other world cultures.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching remains strong in the KG. Planning for discovery, and moment-by-moment analysis, ensure that students are making good progress. The quality of teaching for effective learning in other phases of the school, has declined since the last inspection. The school has not made successful efforts to monitor and support the needs of developing teachers. This has led to a decline in students' levels of achievement. The AERO curriculum, used in the majority of subjects, has been adopted as the primary building block for lesson planning. Teachers align their lessons carefully with these curriculum standards. Most students are reaching but not exceeding the expectations of the curriculum standards. The Ministry of Education (MoE) standards for Islamic education, Arabic, moral education and UAE social studies are presenting a significant challenge for the school and its students to achieve. The school provides very good provision for the health and safety of all students and staff. Building maintenance, overall cleanliness, and effective child protection practices are now embedded in the culture of the school. Students of determination are welcomed but effective support for their learning needs is still developing. Too many students do not arrive on time to school or to their first lesson. The school does not have effective practices in place to develop the importance of punctuality.
Leadership and management	<ul style="list-style-type: none"> Frequently changing leadership is impacting adversely upon the process of school improvement. At the time of inspection, some leadership positions were vacant or only very recently filled. The support and development of teachers has been limited by these challenges. Governors and senior leaders do not provide defined roles and responsibilities across the leadership structure to support ongoing school improvement.

The Best Features of The School:

- The school's very good provision for the health and safety of students and staff
- The personal development of students as demonstrated by their positive attitudes and good behavior
- The clear understanding of Islamic values and the awareness of Emirati and other world cultures
- The effective partnership between the school and parents resulting in more positive outcomes for students








Key Recommendations:

- Governors and school leaders should take immediate action to improve teaching in all key subjects to at least good levels by:
 - selecting an experienced school leader, with proven success, to guide the teacher improvement project
 - providing time and resources to support and encourage improvement efforts.
- Provide the time, during the school day, when subject leaders can visit the lessons of the teachers that they are mentoring, so that they may become effective in supporting school improvement.
- Renew the commitment of senior leaders to national priorities and to making better provision for students of determination.

Overall School Performance

Acceptable

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	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Weak
 English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable ↓	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
 UAE Social Studies	Attainment	Acceptable			
Learning skills		Good	Good	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	Good	Good	Good	Good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

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.

School's Progression in International Assessments

is approaching expectations.

- Students' progression in international assessments over time is negligible. The last TIMSS and PISA results showed declines. In TIMSS, this decline was evident in both mathematics and science, with the exception of Grade 4 science which improved. Results for PISA 2012 to 2015 show a sharp decline in all three subjects, mathematics, science and reading, with a drop from close to the center point, to scores in the 400s.

Impact of Leadership

is approaching expectations.

- The impact of leadership on promoting the analysis and use of data to improve students' outcomes is not sufficiently strong. While school leaders are often aware of what takes place in their subject or section, the capacity across the school for using data to improve learning is not robust.

Impact of Learning

is approaching expectations.

- A few students, in well-designed lessons, use reasoning skills to explore possible ways to solve problems. Their solutions are realistic, based on their experience and knowledge of the world. In these few lessons students are able to guide and drive the development of their critical thinking skills.

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

For Development:

- Ensure that all leaders develop a systematic and whole school approach to the gathering, analysis and sharing of data.
- Use international assessment data analysis to support the setting of appropriate assessment for each subject area and in identifying and supporting gaps in students' learning.
- Expand opportunities for all students to develop the skills of critical thinking, reasoning and enquiry.

Moral Education

- The curriculum meets requirements for students in Grades 1 to 12. Lessons are aligned to the required textbooks and taught during 'home class' periods. There is, however, inconsistency in the quality of implementation of the curriculum across the school.
- As the teaching of moral education is undertaken by different subject teachers, with various levels of subject expertise, it is leading to an inconsistent quality of teaching and learning in class. Leaders have not formulated an action plan to remedy this issue.
- At present, the school does not have a consistent approach to the assessment of students' outcomes in moral education. As a result, students' learning is not assessed effectively. Reports to parents do not include the students' outcomes, as required, for moral education.

The school's implementation of moral education is below expectations.

For Development:

- Review the timetabling of moral education lessons and ensure that they are taught by teachers who are best equipped to teach the subject.
- Implement a consistent approach to the assessment and evaluation of students' outcomes and ensure they are reported to parents.

Reading Across the Curriculum

- The data used to mark elementary students' progress in reading shows progress over three semesters and three years. The data for students in Grades 6 to 12 are linked to Lexile scores and the Common Core standards, but dates are missing from the analysis.
- There are generally effective measures to improve literacy levels and reading achievements in Arabic and English.
- The teaching of reading has improved significantly in English lessons due to the change to a literature-based curriculum. Reading in Arabic is taught best in the elementary grades.
- Fostering the skills of reading is an immense challenge, as students come from many different first language groups. The school has taken a team approach to this challenge, but lacks a single, accountable leader of Reading Across the Curriculum.
- The school's provision for developing reading is weak, because the library collections are insufficient in all ways.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Encourage students to read aloud at all available opportunities during lessons.
- Ensure that there are more resources and opportunities within and outside of school for engaging students in active reading.

Innovation

- Most students have effective collaborative and communication skills which they are using with increasing confidence in applying learning to new contexts and personal experiences.
- Students are beginning to take greater responsibility for their own learning, by sharing ideas in lessons and by taking part in project work. This is leading to more social contributions to the school and the wider community.
- Insufficient opportunities are provided by teachers for innovative learning in class. Students asked to think critically, to solve problems and to generate new ideas in only a minority of lessons.
- The use of technology as a tool for learning is becoming a common feature, especially in the upper grade math lessons. Middle and high school students use online resources more consistently as they become independent learners.
- So far, leaders have not been successful in supporting and promoting a culture of innovation within the school.

The school's promotion of a culture of innovation is emerging.

For Development:

- Provide more training for teachers and students on how to use technology effectively in the classroom, in order to develop stronger independent and collaborative learning skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the middle and high schools, most students attain and make expected progress with aspects and curriculum standards of Islamic education. The Holy Qur'an memorization skills, understanding and recitation, is still underdeveloped, especially for the Arab students.
- Students in the high school, have appropriate knowledge of Seerah, Islamic rulings and the role they play in the understanding of Islam. In elementary school, most students have a deep understanding of Islam, the Pillars of Iman and a knowledge of the divine revelation. Students in the high school are developing their ability to blend Islamic values with the social life of the UAE.
- The improvements in the quality of teaching and assessment, particularly in the middle school, are leading to slightly better progress for students in this phase.

For Development:

- Accelerate students' progress across all grade levels.
- Increase students' understanding of the divine revelation, and memorization skills, especially in the middle and high school phases.

Arabic as a First Language

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

- Students in the elementary phase make steady progress in most skills. Attainment in middle and high school grades is less secure because of inconsistencies between grade level and gender outcomes. Internal assessment results indicate levels that are higher than external results and those observed in lessons.
- Students' listening skills, and their responses to oral conversation, are acceptable in most phases. However, their oral responses to unfamiliar topics are more limited in the middle school. Across the school, students' writing, reading, comprehension, and independent writing skills are developing more slowly.
- Reading and writing are improving as a result of the provision in the reading and independent writing programs.

For Development:

- Improve students' progress in all phases by:
 - modifying the curriculum for students who are less confident in Arabic
 - challenging students' oral and written responses in lessons and in their work
 - ensuring that activities are separated to meet the learning needs of all students.

Arabic as an Additional Language

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

- Students in the elementary and middle phases show steady progress in most language skills. However, in the high school, students' progress from their starting points and over time is less secure.
- In high school, language skills are insufficiently developed, particularly the skills of speaking and independent creative writing. Students' reading comprehension is improving. In other phases, students are developing age-appropriate writing skills when they respond to questions related to information presented in their texts.
- Recent changes in curriculum provision and improved teaching in the middle school are resulting in improved progress for students. Elementary students do not develop new vocabulary as rapidly as they should to help them to communicate effectively. As a result, their progress is slowing.

For Development:

- Enhance all students' language skills, particularly those of speaking and writing.
- Motivate students by planning lessons that stimulate their interest and are appropriate to their starting points.

English


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

- Almost all students make acceptable progress through the English curriculum from the many different first language groups and their starting points. A few students make better than expected progress and become skilled speakers and writers by Grades 11 and 12.
- A particular strength is the students' enthusiasm for learning English, as evident in their high levels of participation in discussions. A second strength is the students' engagement with literature and their abilities to build their own skills from the novels they read. This outcome is the result of a revised strategy by the teachers of English.
- However, weaker areas are the ability of students to demonstrate their knowledge in external tests and to produce extended pieces of written work.

For Development:

- Encourage students in all phases to read a variety of fiction and non-fiction books and to sustain this habit over the vacations.
- Challenge students in all phases to produce age-appropriate and lengthy pieces of written work.
- Support students in developing their skills in taking tests and examinations.

Mathematics

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

- Students learn mathematics best in the KG, where active learning opportunities are common. In the other phases, students' achievement varies significantly across classes. Assessment results show that mathematical understanding and application are not strong, with some slight improvements in the high school.
- In KG, children actively build number bonds. In a few elementary classes, students develop practical understanding of measurement through manipulating concrete objects. Older students are beginning to demonstrate mathematical precision in their work. Across the school, problem-solving is not a strong feature, and in some cases, is adversely affected by low reading skills.
- The focus on mental mathematics has not been fully successful, due to the low levels of challenge. Too many students do not make the progress they should because of low expectations by their teachers, and lack of interventions to address identified gaps in their learning.

For Development:

- Ensure that the purpose and context of the mathematics lessons are made clear to students.
- Provide opportunities to apply knowledge in different ways, so that students make significant gains in their reasoning skills.

Science

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

- Attainment is acceptable across the school, although students are making stronger progress by relying on the scientific method and their developing investigative skills to guide their analysis. Critical thinking skills are promoting scientific inquiry through questioning strategies that are purposeful and embedded into lessons in each phase.
- Students' learning is monitored in lessons and in the better lessons, the use of technology provides immediate feedback to students.
- Students exhibit deeper learning and understanding when the pacing, delivery, and level of challenge of lessons are appropriately developed through data analysis, and then aligned to students' needs and abilities.

For Development:

- Use the available data more effectively to adjust teaching strategies that have a maximum impact upon students' learning and attainment.

UAE Social Studies

All phases

Attainment

Acceptable

- Middle and high school students demonstrate higher levels of achievement than do students in earlier grade levels. A lack of rigor and excessive directed teaching prevent elementary students from learning independently and from investigating social studies with a critical eye.
- In Elementary, students locate the UAE on maps and describe the location relative to continents, and the surrounding countries. Older students compare and contrast the history and culture of their country of origin with the history and culture of the Emirates.
- In the upper grades, social studies is providing a forum for students to deepen their understanding of government, traditions, as well as the influences that the culture of other countries has had on the UAE as an evolving nation. For instance, students are beginning to analyze how resources or the lack of them have driven development.

For Development:

- Improve the quality of internal assessments across the school, but especially in Elementary.
- Analyze the data more carefully to plan lessons that raise students' achievement to well above the curriculum standards.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Acceptable	Good

- A positive feature of students' learning skills throughout school is their ability to collaborate and work well in groups. Independent learning is a strong feature in KG, although less well developed in other phases.
- In some lessons, such as in the high school, students' use of technology aids their research and learning well. However, this is not routinely or consistently developed across all subjects and phases, including KG.
- Students are now taking more risks in their learning and are exploring areas they are less sure about, for instance, in mathematics where they try their skills of reasoning. Students' critical thinking skills are less well-developed across the school, but particularly in the Middle School.

For Development:

- Provide more opportunities in all subjects for students to develop the use of technology to aid independent research and learning.
- Enhance the development of students' critical thinking skills across the school but especially in the Middle School.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Children and students display responsible attitudes and positive behavior. They are self-disciplined, energetic, enthusiastic and most are engaged in their learning. They respond well to the feedback from their teachers and peers.
- Students have friendly and respectful relationships with the staff and one another. They readily help those who are in need. In KG, children demonstrate positive and responsible attitudes and are self-reliant and independent even at so young an age.
- Across the school, students show a commitment to safe and healthy lifestyles. They make wise choices regarding their meals, and they participate in various sporting activities. However, not all students are punctual at the start of the school day. Attendance remains acceptable.

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

- Students have a clear understanding of Islamic values and their positive impact on school and society. They appreciate the value of tolerance and modesty and practise those values in their daily lives at school.
- Students are very knowledgeable about the UAE culture and traditions, identifying them through the cross-curricular links in lessons. They enjoy participating in national celebrations, learning about Emirati history, and the transformations of the city of Dubai.
- KG children also show a secure understanding of how Islamic values influence people's lives. They are respectful of the heritage and culture of the UAE and aware of the main landmarks in Dubai.

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

- Across all phases, students understand their personal responsibilities and make contributions in their lessons and school activities. A positive work ethic is displayed across the school. Students are active in participating in the care of their classrooms and the environment of the school.
- Students have well-developed civic responsibility and contribute to their community in a variety of ways. This has been evident in the charitable projects in which they participate, such as, raising money for breast cancer research and for the Red Crescent.
- Most students show a clear awareness of environmental factors which are impacting on the UAE. Many are taking increasing responsibility to address them, for instance, with recycling initiatives. In school, however, there are limited opportunities for students to think innovatively and apply their ideas.

For Development:

- Improve students' attendance and punctuality by establishing school-wide procedures for monitoring.
- Create more opportunities for students to innovate, especially in respect of environmental issues.

3. Teaching and assessment

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

- The quality of teaching is best in the KG because the children are enabled to be active learners in most lessons. In Grades 1 through 12, most teachers plan and deliver interesting lessons that allow almost all students to achieve the learning objectives.
- With the exception of the KG, only a minority of teachers know their students' achievements well enough to provide meaningful experiences in lessons. In other lessons, the teaching is based on textbooks or on plans that do not match what the students have already learned.
- In a few lessons, teachers lack the classroom management skills to deal with their students' behavior. Consequently, little learning takes place. Conversely, in a few lessons, teachers do ask questions skillfully, and successfully promote critical thinking, investigations and students' independence.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Improvements to the systems of assessment have been maintained with external assessment data in Arabic added to the process. Tracking and monitoring of skills takes place successfully in the KG and in some subjects and grades.
- The school is aware of the value of analyzing students' results related to the domains in international assessments and internal tests. However, this analysis has not resulted in actions that reduce gaps in students' learning or lead to improvement.
- For most subjects with external assessments there continues to be a significant gap between the external and internal results. Teachers' expectations, challenge and the rigor of the internal assessments is not sufficiently high. The use of electronic feedback in the senior school is proving successful as a means for checking for immediate understanding.

For Development:

- Strengthen teachers' skills in using data to:
 - plan effective lessons that meet the learning needs of the whole class
 - identify groups of students with specific learning needs, and
 - address those areas with targeted interventions.

4. Curriculum

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

- The AERO curriculum, used in the majority of subjects, is the primary focus for lesson planning. Curriculum development and mapping are ongoing for alignment with standards. Where monitoring is most effective, students exceed curriculum standards.
- Curricular choices provide students with appropriate access to electives and advanced courses such as, Advanced Placement. Outcomes, however, indicate that additional training for teachers will lead to more positive results.
- Cross-curricular links are strong in Islamic education and Arabic as an additional language. Other content areas are developing projects that allow students to make relevant connections in their learning.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Strategies for curriculum modification, adaptation, enhancement and enrichment are stronger in KG, with opportunities for children to enrich their learning experiences through investigation and exploration. The use of data to identify necessary modifications is slowly developing.
- Students have many opportunities to engage in extra-curricular activities such as, clubs, sports, internships, and student leadership. Innovation experiences are more orientated towards activities than based on the curriculum.
- Links with Emirati culture and UAE society are stronger in UAE social studies, Islamic education and Arabic as a first language than in other subject areas.

For Development:

- Ensure that the monitoring of the curriculum leads to improved outcomes and provision to meet the needs of all students.
- Implement more effective approaches to the development of innovation linked to the curriculum.

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

- The school has effective procedures for the safeguarding of students, including child protection policies and practices. Effective e-learning modules, and comprehensive induction for new staff on child protection, are in place. Policies are periodically updated and well understood by all stakeholders.
- The building and the equipment are well maintained. Records of all incidents and unsafe conditions are in place and issues are quickly resolved. A new shaded play area has been installed to keep the students safe from the heat. Maintenance teams ensure that the premises are clean and hygienic.
- The school is effective in promoting a healthy lifestyle. The nurse plays an active role in supporting the health of students. The recent upgrading of the canteen means that students have better and healthier food. Most students contribute to keeping healthy by taking part regularly in sporting activities.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- A caring ethos and an atmosphere of mutual respect between teachers and students are evident throughout the school. In the KG, the children thrive in a nurturing environment. In other phases, students respond well to their teachers. They are courteous in lessons and around the school.
- The school is beginning to help families and students to understand the importance of attendance and punctuality, through focused policies and procedures. Other initiatives have begun to promote more engagement in school-wide activities, which is a factor in improving attendance overall.
- Students of determination and those who are gifted and talented, are identified and supported individually and through in-class guidance. The school monitors students' well-being and their personal and social development. Older students benefit from early guidance about education pathways and careers.

For Development:

- Ensure that all families and students understand the importance of punctuality to school and how it links to overall learning and achievement for their children.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Leaders recognize the importance of demonstrating a commitment to inclusive education, and to developing a more targeted and focused improvement strategy to address key areas of development. A governor of inclusive education has recently been appointed, which is helping to provide the necessary resourcing and systems of accountability.
- Identification procedures and systems of intervention are not yet effective. Only a few students have a current individual education plan (IEP) that identifies and addresses their particular learning needs. Consequently, the effectiveness of interventions is inconsistent.
- Parents are appreciative of the support provided for their children but have only limited opportunities to contribute to the development of the educational programs and personalized plans.
- The implementation of effective support strategies, and curriculum modifications within classrooms, is inconsistent across the school. Professional development has been provided for Learning Support Assistants (LSAs) but has not yet enabled consistent and effective practices or improvements in students' learning and outcomes.
- All students benefit from the caring and supportive ethos in the school. However, inconsistent instruction in classrooms, and the variability of support provided, are restricting the progress of the students of determination.

For Development:

- Ensure that systems of assessment to identify barriers to learning experienced by students of determination are more rigorous and secure.
- Provide IEPs for students of determination that are appropriately focused and functional, and which enable them to make more rapid progress.

6. Leadership and management

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

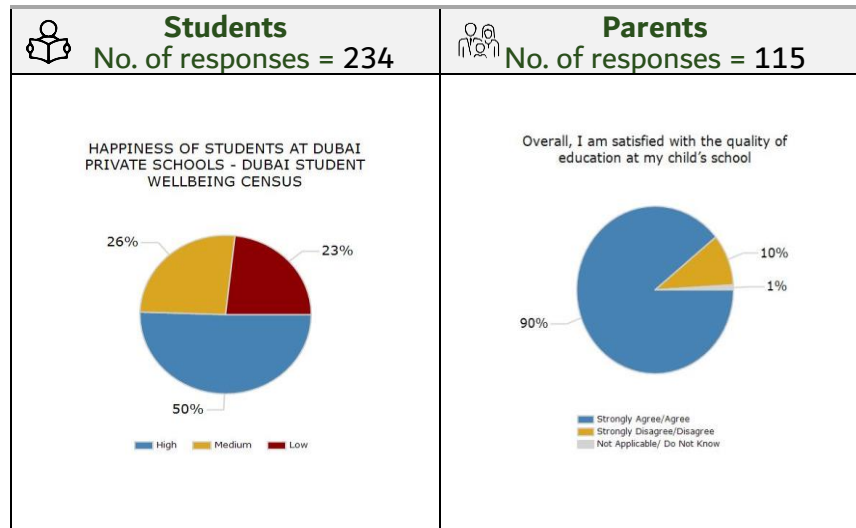
- Leaders have an appropriate vision for the school, but have had difficulty moving the achievement of the school forward. Gaps in the structure of leadership have made this task more difficult. There is a lack of expertise within the team for the direct improvements to be made in the quality of teaching and in raising student achievement. Newly appointed subject leaders are determined to improve provision for students in their subject areas, but do not have sufficient time to do so.
- Senior leaders have an understanding of the school's strengths and weaknesses, but their self-evaluation is overly aspirational. In reviewing and analyzing the external and internal data, leaders recognize the outcomes that could now be expected from all groups of students. A school improvement plan to guide the process is in place but leaders have been unable to implement it successfully.
- Partnerships between parents and the school continues to be successful. Parents report that senior leaders are approachable and listen to their views. Information regarding the progress of their children is delivered regularly through various forms of communication. An appreciation of the secure environment is noted by parents, who send their children to school with little anxiety. Parents are active partners in securing internships for their children as well as in participating in charitable activities sponsored by the school.
- The governing board is not fully representative of all stakeholders in the school. A parental advisory board is in place but meets only twice a year. The governing board monitors the performance of the school but does not hold senior leaders sufficiently accountable for the school's performance. Governors ensure that all statutory requirements are met. They are more aware of the barriers which are limiting the development of the school and of their actions for improvement.
- Most aspects of the day to-day management of the school are well organized. The premises are clean and well maintained. Staff are suitably qualified for the areas of their responsibilities. While the school is equipped with suitable learning resources such as, textbooks and practical equipment, resources in the library do not support the reading programs in Arabic and English. Facilities and resources for technology to support independent learning are still variable across different phases and subjects.



For Development:

- Provide a leadership structure which identifies a senior school leader who has proven capacity to support and develop teachers to teach good quality lessons that result in improved outcomes for students.
- Reconsider the membership of the school board to ensure that it is fully representative and make members aware of their responsibility to hold senior leaders to account.

Views of parents and students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> A representative sample of middle and high school students in responded to the survey. Most students express medium to high levels of satisfaction with life. Their levels of distress are low compared to those of other students across Dubai. Most report that there are adults important to them at the school. Most feel safe at school, and only a few report that they are bullied
 Parents	<ul style="list-style-type: none"> Over 90% of parents report that they are satisfied with the quality of education at the school and that it represents good value for money. Almost all believe that their children are safe at school. The large majority of parents consider that the school listens to their opinions and takes their concerns seriously. Parents state that communication is regular and helps them to support the development of their children. Inspection findings reflect these views.

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 inspection@khda.gov.ae