

GOOD



2019-2020



























INSPECTION REPORT

US CURRICULUM

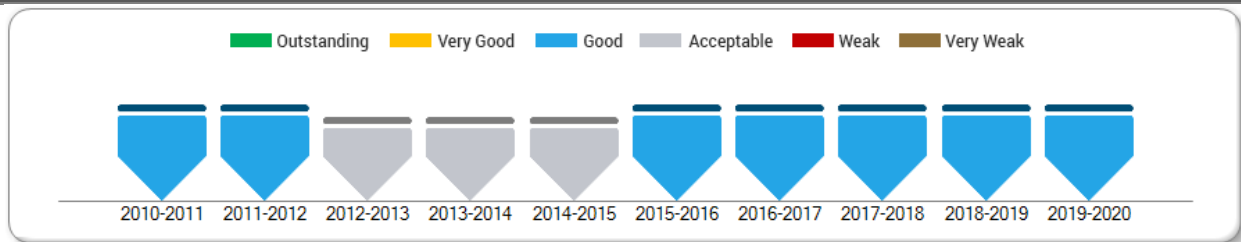
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School Information

General Information	 Location	Al Twar
	 Opening year of School	2006
	 Website	www.dns.sch.ae
	 Telephone	0097142988555
	 Principal	Malek Daradkeh
	 Principal - Date appointed	9/1/2014
	 Language of Instruction	English
	 Inspection Dates	13 to 16 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1500
	 Number of Emirati students	1004
	 Number of students of determination	124
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	149
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	24
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	4
	 Teacher turnover	14%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/Massachusetts
	 External Tests and Examinations	SAT1, MAP, CAT4, AP
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for DUBAI NATIONAL SCHOOL (BRANCH)



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • Across the school, students possess strong learning skills. All groups of students, including students of determination, make good progress in lessons and over time. There remains a significant gap in achievement between internal and external benchmark assessments, because the progress over a full year in Measures of Academic Progress (MAP) assessments remains persistently weak. • Students have a very strong sense of personal and social responsibility. Rates of school attendance are excellent. Relationships between students and with staff are respectful and considerate. Older boys are increasingly more engaged in their learning. However, in relation to girls, they are only beginning to close the gap in achievement. Too many students report that they do not choose to eat fruits and vegetables on a regular basis.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Across the school, teaching is consistently good or better in most lessons. Increasingly, teachers draw up plans for lessons to personalize learning through differentiation and to meet the needs of individuals and groups of students. However, the extent to which this planning is then apparent during the actual lessons remains too variable. Assessment processes are now a consistently strong feature across all phases. • The school closely follows the Massachusetts State Standards and is fully compliant with all of the curricular requirements of the UAE Ministry of Education (MoE). A very strong curriculum is enhanced through an increasingly broad range of enrichment and extra-curricular activities. There is some adaptation to meet the needs of all groups of students, including students of determination and those with gifts and talents. • Systems and procedures to ensure the health, safety and safeguarding of students are very strong, as are those for their guidance, care and support. The support for students of determination in this very inclusive school is a particularly strong feature of provision. Systems and procedures for managing students' behavior and engagement in learning are strong across the school.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leadership is strong and increasingly successful in improving the attitudes to learning of older boys. The gender gap in achievement is narrowing but remains a focus for the school. The school is well governed and enjoys very good relationships with parents and the wider community. The leadership of inclusion is a strong feature of the school, but senior leaders lack the capacity to focus sharply on reviewing the drives to improve teaching, learning and students' progress.

The best features of the school:

- The strong relationships and communication with families, alongside the very good arrangements for health and safety, care and support of all students, including students of determination
- The good quality of teaching evident in most lessons across the school
- Students' strong social responsibility and community engagement and their consistently very good and improving personal development
- Students' outstanding appreciation of Islamic and Emirati cultures across the school
- The very good curriculum that is enhanced by an appropriate range of subjects, electives and enrichment activities.








Key recommendations:

- Simplify improvement planning, so that it primarily focuses on raising standards of teaching, assessment and learning skills, leading to higher rates of progress for all students, across the school.
- Ensure that all school improvement drives, especially those explicitly linked to teaching, assessment and learning, are monitored effectively.
- Evaluate Initiatives for their actual impact on students' achievement and quickly adapt them, where necessary.
- Governors to ensure that there are enough leaders in place to support the principal in developing their school self-evaluation and improvement planning.

Overall School Performance

Good

1. Students' achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Good	Good	Good +
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good +
 UAE Social Studies	Attainment	Good			

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

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

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 (NAP), 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 for the academic year 2019-2020.

The school's progression in international assessments is approaching expectations.

- The school has improved its scores on the Program for International Student Assessment (PISA) between 2012 and 2015 but did not meet the set targets. On the PBTS 2017, students showed further improvement in their scores in reading, mathematics and science. The results for the Trends in Mathematics and Science Study (TIMSS) 2015 indicated that students' scores exceeded the set targets in Grade 4 mathematics and science, and in Grade 8 science. Students' attainment, as measured by Measures of Academic Progress (MAP), remains weak in science, mathematics, language usage and very weak in reading. The comparison of students' measured potential with their achievement scores demonstrates that, on average, they exceed their potential in mathematics and science, but not in English.

Impact of leadership is approaching expectations.

- The school has a separate National Agenda action plan that aims to improve students' results in external examinations. However, the impact of the plan on students' achievement is not appropriately monitored. The school collects and analyzes a range of information from internal and external assessments. School leaders, however, have not been successful in using the data analysis to improve students' outcomes, especially their scores in the NAP test.

Impact on learning is approaching expectations.

- In the best lessons, teachers ask questions and provide opportunities that develop students' critical thinking. Yet, this is variable across the school. Although students have many opportunities to work on practical activities, they do not always have full control over their outcomes. Therefore, students' inquiry, research and investigative skills are still developing.

Overall, the school's progression towards achieving its UAE National Agenda targets is approaching expectations.

For Development:

- Improve students' scores in the MAP test in mathematics, science, language usage and reading.
- Ensure that students exceed their measured potential in English.
- Monitor the impact of the National Agenda action plan on students' outcomes and modify it as required.
- Provide students with more opportunities to work independently and to carry out their own investigations.

Moral education

- In accordance with the requirements of the MoE, the moral education program is taught for one discrete lesson per week. Students have opportunities to talk about their personal experiences. Links to other subject areas are not often explored as widely as they could be.
- Teachers use the moral education textbook, often supplemented with engaging resources such as videos or stories, to create lessons that inspire most students to reflect and engage in learning. Questioning is sometimes used effectively to encourage critical thinking and to promote useful discussions of key topics.
- Unit tests ensure regular formative assessment of key concepts. In the higher grades, assessment includes some reflection on moral and cultural issues. Teachers share assessment information with parents on a regular basis.

The school's implementation of the moral education program is meeting expectations.

For Development:

- Ensure that the key concepts of moral education are embedded into the school through integration with the school's code of conduct and cross-curricular links.

Reading across the curriculum

- The school has effective systems in place to track students' reading progress. They indicate some improvement over time.
- Information on reading assessment is analyzed and shared with teachers to assist them in their planning and instruction.
- School leaders are committed to improving reading across the curriculum. Effective planning for whole-school development of reading, and investment in resources and training, are leading to improvements in students' reading literacy.
- Frequent guided reading and focused instruction impacts positively on raising the quality of students' reading and comprehension across the school. However, some teachers in the elementary school lack the skills needed to teach reading. The use of the libraries is not fully aligned to this agenda.

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

For Development:

- Provide teachers in Grades 1 to 5 with training on the teaching of reading.
- Ensure that the libraries become an integrated part of the school's 21st century learning environment by providing planned activities that foster independent learning.

Innovation

- Across all phases, students take part in creative projects that promote innovation and are developing a collective sense of community and global social responsibility.
- Teachers provide some opportunities for students to work on projects. The school enables students to succeed in a range of projects outside lessons, in local and regional events.
- Personal devices are used in lessons to support learning, but this is not a consistent feature. Students are encouraged to display critical and independent learning skills, but they are sometimes not sufficiently challenged.
- Extra-curricular opportunities enhance the development of enterprise and innovation skills, especially in the high school, where students are more independent and participate in community enterprise.
- Leaders have an increasingly clear understanding of innovation. The three-year improvement plan illustrates high commitment to innovating further in teaching, curriculum adaptation and the use of pervasive technologies.

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

For Development:

- Improve the effectiveness of the use of technology in lessons.

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' achievement across the school is strong. In Sunnah and Seerah, students in the elementary school make very good progress. Their recitation skills are developing quickly and are assisted by the additional Holy Qur'an classes they attend.
- There is good progression in learning. By the time students reach the high school, they are able to demonstrate high levels of conceptual knowledge, skills and understanding.
- Students know some characteristics of the Prophet's (PBUH) Companions and their effects on Islamic society. They understand the role the UAE Government plays in supporting Islamic charities and can describe their global benefits.

For Development:

- Improve students' skills of reciting the Holy Qur'an across all phases.
- Increase the level of personalized challenge in middle and high school lessons to enable students to make more rapid progress.

Arabic as a First Language

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

- Internal assessment information illustrates marked improvements in students' attainment and progress. Students' achievement is consistently above the MoE curriculum expectations.
- High school students are developing strong conversational and writing skills. They participate actively in discussions and answer questions confidently. The addition of a weekly library period is impacting positively on students' reading and writing skills. In the middle school, students improve their writing skills by regularly writing summaries of library books. This is particularly true for girls.
- Assessments are strongly aligned to the MoE curriculum standards. The use of assessment data to inform teaching and learning is beginning to impact positively on student outcomes.

For Development:

- Reduce the gap between boys and girls in the development of language skills.

Arabic as an Additional Language

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

- Students in the elementary and middle schools are continuing to improve their language skills. School assessment information show no significant differences between boys and girls.
- Students are increasingly confident users of vocabulary and learn to express themselves when discussing familiar contexts. Students' writing skills in the middle school are improving. Students' vocabulary development and sentence construction, using accurate grammar, is enabling them to communicate effectively in writing and speaking.
- The department plans lessons using the new MoE standards, but this is not fully effective, particularly in the middle school. Because the assessments in this phase lack rigor and challenge, students do not make sufficiently rapid progress in all language skills.

For Development:

- Ensure that the assessments and lesson plans are linked more closely to the MoE standards and are based upon the years of study of Arabic for each class.

English

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

- As learners of English as an additional language (EAL), Kindergarten (KG) and elementary school students rapidly acquire English language skills. This enables them to learn successfully in a language immersion program. In the middle and high schools, lessons change from foundation language to the application of skills.
- Good progress is evident across all skills, and students successfully access the school's curriculum in English. In the high school, greater rigor and challenge are facilitating stronger learning. However, tasks to promote the very highest order of thinking are not always prominent features of lessons.
- The introduction of Achieve3000 and RazKids provides students with a differentiated adaptive program to extend their reading skills. They develop increasing oral fluency and have a good foundation in grammar, but their independent writing skills are not fully developed.

For Development:

- Develop students' verbal reasoning by integrating higher order thinking tasks into lesson planning using analysis, synthesis and the evaluation of texts.

Mathematics

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

- Internal assessment information indicates that students achieve higher than the levels evident in external tests and work scrutiny. The majority of students make better than expected progress. Girls outperform boys in all phases. In the elementary school, attainment is constrained due to lack of challenge in lessons.
- Children in the KG show a strong sense of number, shape and measure. Elementary students do not always display a secure recall of number. In the high school, students are developing strategies to solve increasingly complex problems in trigonometry and calculus.
- The department's initiatives to enhance students' critical and independent thinking skills to solve meaningful problems are beginning to have a positive impact on students' achievement.

For Development:

- Ensure that lesson activities offer an appropriate level of challenge for all groups of students to develop their higher order thinking and problem-solving skills.

Science

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

- In lessons and their most recent work, the majority of students demonstrate higher than expected knowledge and understanding of scientific concepts across all phases. Although internal assessment information indicates higher levels of attainment and progress, external information does not support such levels.
- Scientific skills are developing at an appropriate rate, with students acquiring new knowledge and understanding through practical activities in class. However, these activities do not always provide students with opportunities to think independently or to carry out independent investigations.
- The department has recently increased students' use of technology in lessons by subscribing to new online learning platforms, which is enabling them to become increasingly familiar with online test taking. The impact of this on students' outcomes is yet to be measured.

For Development:

- Ensure that students' good attainment and progress levels evident in lessons are reflected in their external assessment results.
- Provide students with more opportunities to work independently on tasks that develop their investigative skills.

UAE Social Studies

All phases

Attainment

Good

- Across all phases, at least the majority of students possess conceptual knowledge and understanding that are above curriculum expectations.
- In the elementary school, students know the names and locations on a map of the seven emirates and can talk confidently about traditional clothes, sports and food. In the middle school, students are knowledgeable of the history of the Union and the names of the UAE presidents over time.
- In the high school, this is taken further, and students possess an understanding of the work of Sheikh Mohammed Bin Rasheed in his efforts to develop the UAE into the highly successful country that it is now.

For Development:

- Improve students' interrogation of sources, including maps.
- Explore how students' good ideas in the subject can be translated into practical projects.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Across all phases, students are willing learners who complete tasks promptly. In the upper phases, they display highly developed skills when, for example, participating in local and regional events and acting as teachers for younger students. Although the gender gap is narrowing, girls display attitudes to learning that are stronger than those of boys.
- Students interact positively with their peers and teachers and collaborate effectively in pairs and groups. Opportunities for students to display skills in critical thinking and independent learning are improving but are not consistently promoted across all phases and subjects.
- Strategies to improve boys' skills are having a positive impact, especially in the high school. The use of technology to support learning is increasing. However, devices are not always used as purposefully as they should be.

For Development:

- Provide more opportunities for all students, and especially the boys, to develop high quality critical thinking and independent learning skills.

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

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

- Students display positive attitudes towards learning. They work independently and collaboratively and respond well to critical feedback. Older students develop a strong sense of personal responsibility. Most are well behaved, and this contributes to the highly positive learning environment in almost all lessons.
- Students are respectful of both peers and adults, and this fosters positive relationships. They show concern for others and readily support their peers. Students are sensitive to the needs and differences of others, especially students of determination. Bullying is rare.
- From KG, students develop an understanding of safe and healthy living. Not all consistently make healthy eating choices, but they keep fit through a range of physical activities. Attendance is excellent, and students are punctual in arriving to classes.

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

- Students possess excellent understanding and appreciation of the values and principles of Islam. The student council helps in promoting Islamic values and culture across the school. Students are proud of their involvement in a range of activities that support orphans and the needy.
- Across the school, students show an excellent understanding of Emirati culture and are able to describe life in the UAE in the past and how it has evolved over time. Students enjoy celebrating all UAE events such as National Day and Flag Day.
- Students display a strong understanding of their own cultures. They show respect to other nationalities and religions in the school. Their understanding of wider world cultures is improving as evident in the celebration of International Day.

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

- Students participate in a wide and increasing range of community activities both inside the school and in the community. This is a particularly strong feature in the high school.
- Consistently illustrating a positive work ethic, students are proactive in taking the initiative in planning and organizing activities that benefit the school and the wider community. Many share their creative ideas with others and enjoy developing their own projects.
- Students' enterprise, entrepreneurial actions and innovative projects are adding considerable social benefit to the school community and beyond. They enthusiastically participate in many events, such as World Peace Day, World Breast Cancer Day and the anti-bullying week.

For Development:

- Increase students' participation in social and innovative projects in the KG, elementary school and middle school to match that in the high school.

3. Teaching and assessment

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

- Across all subjects and phases, teaching is consistently effective and enables students to make good progress. It is most effective in the high school because lessons, especially in English and mathematics, provide consistent challenge, enabling students to develop critical thinking and independent learning skills.
- Most teachers have secure subject knowledge. In the best lessons, teachers' questioning probes students' thinking, enabling them to share their learning in depth. In the KG, teachers set appropriate learning objectives and are beginning to use assessment information to provide personalized learning tasks for children.
- The school has a clear focus on providing more opportunities for students to develop and use higher order thinking skills. However, this is not applied consistently in the lower grades.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good

- The school aligns its internal assessments well with the curriculum standards. School leaders collect and analyze a range of internal and external assessment information. They are aware of the gaps between their internal and external assessment data and are working to reduce them.
- School leaders use data analyses appropriately to modify the curriculum. Teachers' use of data analyses to plan tasks that meet students' needs or match their ability levels is effective only in the best of lessons.
- The school has systems in place to monitor the progress that students make as individuals and groups. Teachers regularly check students' workbooks and correct their mistakes, but they rarely provide them with information on how to improve their work.

For Development:

- Ensure that all teachers provide students with more opportunities to develop their higher order and independent thinking skills.
- Ensure that all teachers use data analyses more effectively to inform lesson planning and delivery.

4. Curriculum

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

- The broad, balanced curriculum is compliant with the Massachusetts State Standards, Next Generation Science Standards and the requirements of the MoE. It is successful in motivating students and promoting their engagement in learning. Students are well prepared for the next stage of their education.
- The use of Atlas Rubicon software is ensuring greater consistency in provision and fostering opportunities to target the standards and learning outcomes. The addition of Advanced Placement (AP) courses is providing opportunities for students to study challenging material and acquire university credit.
- Cross-curricular links are embedded in most lessons. In Islamic education and Arabic, programs develop students' knowledge, understanding and appreciation of UAE culture, heritage and traditions. The center-based learning in KG is providing children with themes related to real-world experiences.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The effective adaptation of the curriculum provides the majority of students with opportunities to develop personally and academically. Many students of determination access learning through a curriculum that is personalized to meet their individual needs. More challenging opportunities are increasingly offered to students with gifts and talents.
- The wide range of extra-curricular activities offers older students access to opportunities that encourage enterprise, innovation and social contribution. All students benefit from a range of clubs held during the school day, many of which enhance learning.
- The culture and values of the UAE are an intrinsic aspect of all the curricular provision in the school. The systematic development of the UAE social studies curriculum is supporting students in improving their understanding of Emirati culture.
- Arabic is taught for 120 minutes per week in the KG.

For Development:

- Fully utilize the capabilities of Atlas Rubicon in planning lessons that promote active learning and student engagement.
- Widen the partnerships with community organizations in order to enhance opportunities for students, in all phases of the school, to become leaders and entrepreneurs.

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

- Staff, parents and students are aware of the school's policies and procedures to ensure that students are safe on campus. Effective child protection and cyber-safety protocols are shared with the school community. However, parents occasionally enter the school without proper identification.
- Students are always properly supervised around the school and on school transport. Premises, equipment, resources are well maintained. The school meets all legal and regulatory requirements, including emergency evacuation drills.
- Students are made aware of healthy food choices and the benefit of exercise. They enjoy shaded outdoor areas. All maintenance and medical record keeping is secure.

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

- The mutual respect between staff and students and students' positive attitudes towards learning result in good behavior across the school. The very high rates of attendance and punctuality are the outcome of robust management systems.
- The well-established practices facilitate the early and accurate identification of students of determination. The school provides for them effectively, through support in and out of lessons. The school has also begun to identify students with gifts and talents and to provide additional challenge to help them realize their potential.
- The well-being and personal development of all students is closely monitored through a whole-school system of care. High school students receive advice on life choices and careers and are guided successfully through the college application process.

For Development:

- Review the school's arrangements that control parents' entry into the school.
- Implement a policy to guide the procedures for identifying and supporting students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- School leaders display a strong commitment to inclusion through the enrolment of students with diverse and significant needs. The inclusion team implements a comprehensive improvement plan. However, its impact on student outcomes is not clearly evaluated.
- The well-established practices facilitate early and accurate identification of students of determination. Effective support is planned through differentiation, personal support and additional classes. Diagnostic testing and assessment data are not used effectively to plan and implement specific interventions for individual needs.
- Parents are informed of their children's academic progress and personal and social development through various communications. Parents contribute to Individual Education Plans (IEPs) and have access to helpful guidance. However, they indicate that they like to get further training opportunities and more regular contact with other parents of students of determination.
- Well-planned curricular modification and effective personal support are in place for students enrolled in the additional classes. Students in the mainstream classes are provided with differentiated instruction and individual support, but this does not always sufficiently match the individual needs of some students of determination.
- Students' progress is monitored and recorded on a regular basis. The monitoring of IEP targets, analysis of assessment data, teacher observations and student work samples indicate that the majority of students of determination are making better than expected progress in their learning.

For Development:

- Provide opportunities for parents to meet more regularly and to get more training on helping their children at home.
- Develop the capacity of all teachers to provide personalized support and to modify the curriculum to improve students' outcomes.

6. Leadership and management

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

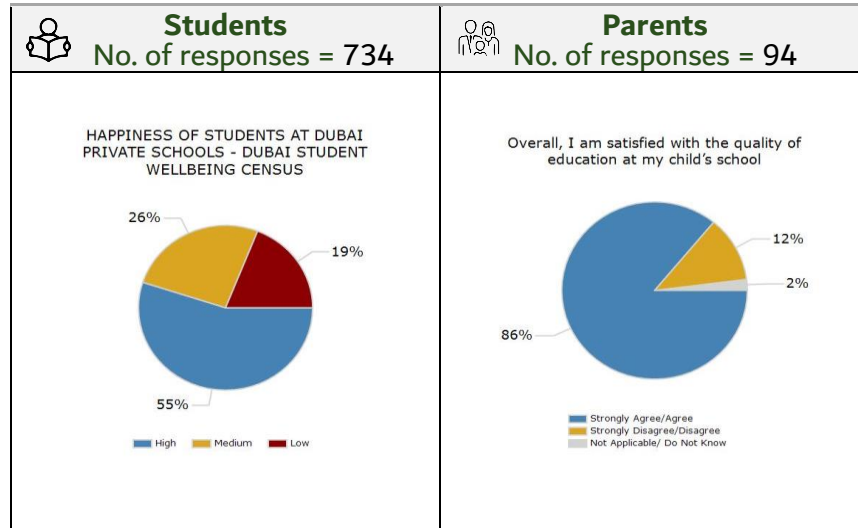
- Senior and middle leaders share a common vision and lead a school where students' well-being, personal and social development, high morale and community engagement are key priorities. Leaders embed a very good curriculum and continue to secure good attainment across all subjects and in all phases. Leaders have a strong focus on inclusion, and provision in this area continues to improve. Leaders' drive to improve older boys' engagement in their learning is increasingly successful.
- Leaders know most of the strengths and areas for development in the school. There are elements of over-inflated self-evaluation in some aspects of provision and outcomes. The monitoring of teaching and learning takes place and informs useful interventions. Yet, it remains insufficiently focused on students' actual progress in lessons. Improvement plans are comprehensive and coherent. Leaders are aware that they now need to invest more of their time in improving classroom teaching, learning and students' progress.
- Exemplary in the early years, the school's engagement with parents is very strong across the school. Parental involvement makes a very positive and effective contribution to the collective work of teachers and leaders. The school continues to make sustained social contributions to communities locally and globally, which enhance the climate for learning in the school. Through the effective use of an online platform, reporting on students' academic attainment and personal and social development is ongoing and comprehensive.
- Strong governor representation from all stakeholder groups is in place. Governors visit regularly and meet formally to talk about key aspects of leadership, provision and outcomes. They possess detailed knowledge about the school and the wider educational landscape. They monitor the actions of the principal and the senior leadership team and aim both to support them and to hold them accountable. The governing board has increasing impact on the overall performance of the school.
- The school is well managed and runs smoothly. Facilities meet the needs of the broad and balanced curriculum. The new curricular and extra-curricular initiatives are well-resourced. Leaders are beginning to address the deficit in the teaching credentials and English language proficiency of their staff. The full impact of the extensive professional development on teaching, learning and students' attainment is not always evaluated accurately.



For Development:

- Refine school improvement planning to concentrate on securing improvement in teaching, learning, assessment and student achievement.
- Improve the rigor of monitoring of all school improvement and action plans to complete the annual cycle of school self-review.

Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> All students in the middle and high schools participated in the survey. The majority of students are happy at school and have positive attitudes. They feel that they are safe at school, although they have some concerns about cyber-bullying. They indicate that they connect well with adults in the school and develop strong friendships with their peers.
 Parents	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the quality of education provided for their children. They consider that school leaders and staff listen to and act on their views. They agree that their children are kept safe at school, but a minority have concerns about bullying. While the inspection supported most of parents' views, inspectors found that incidents of bullying are rare.

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