INSPECTION REPORT

2022-2023

DUBAI
Knowledge المعرفة

RENAISSANCE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Sports City
	Opening year of School	2018
	Website	www.renaissanceschool.ae
	Telephone	045897717
	Principal	Mr. Badry Bawady
	Principal - Date appointed	6/29/2022
	Language of Instruction	English
	Inspection Dates	27 to 03 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 12
	Grades or year groups	KG 1 to Grade 7
	Number of students on roll	592
	Number of Emirati students	13
	Number of students of determination	10
	Largest nationality group of students	Arabic

TEACHERS

	Number of teachers	52
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	23
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	15%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	None
	Accreditation	None

School Journey for RENAISSANCE SCHOOL L.L.C

Outstanding   Very Good   Good   Acceptable   Weak   Very Weak
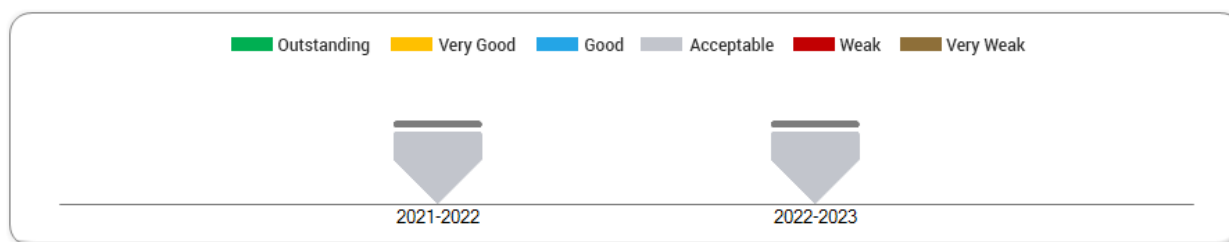
2021-2022   2022-2023

Summary of Inspection Findings 2022-2023

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	
	• Students demonstrate acceptable levels of attainment in almost all subjects across the school. The progress they make in lessons and over time is variable. Specific strengths include students' progress in Islamic Education in the elementary school; in English in Elementary and Middle, and in mathematics and science in Kindergarten (KG). Students have good learning skills. Students of determination get sufficient support to enable them to make appropriate progress in most subjects.
	• Students behave well and show positive attitudes towards learning. However, in a few lessons, students lose focus on the learning activities. Their understanding of Islamic values and the UAE culture and other world cultures is good. Students' social contributions and environmental awareness have improved in the elementary and middle schools. Many students volunteer in activities that have a positive impact on the school and the local community.

PROVISION FOR LEARNERS	
	• The quality of teaching is good in the KG and elementary school and acceptable elsewhere. In the more effective lessons, teachers provide opportunities for students to learn independently, as well as in groups. The systems in place to collect and analyze assessment data have generated some information on students' performance, but this information is not totally reliable. The use of assessment data in planning and delivering lessons is emerging.
	• The school curriculum follows New York Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the Ministry of Education (MoE) standards. The school reviews the curriculum regularly to ensure it is balanced in terms of content and skills. Curriculum implementation provides appropriate learning choices in most lessons. Modifying the curriculum to result in differentiated instruction is more evident in KG than in the other two phases. Curricular opportunities for enterprise and innovation are emerging.
	• The school has effective procedures in place to keep students safe at all times. It provides a pleasant, hygienic, and secure environment for students and staff. Staff keep updated records of all incidents and any subsequent actions. The new school canteen provides some healthy food choices. The school has a process to support the early identification of students of determination and provides adequate support for them both inside and outside the classroom.

LEADERSHIP AND MANAGEMENT	
	• School leaders demonstrate sufficient capacity to move the school forward. The school's self-evaluation process does not make sufficient use of assessment data to improve teaching and learning outcomes. The improvement plans are based on the recommendations of the previous inspection report but are not well linked to the self-evaluation processes. Parents are highly satisfied with the school. The governing board has a direct impact on the school's performance. The school resources and staffing are adequate for teaching and learning.

The best features of the school:

- The school's effective arrangements to secure students' health and safety and to provide them with care and support

- Students' good personal responsibility and understanding of the UAE and other world cultures

- Parents' strong support for the school and their satisfaction with the communication by the new senior leadership team.

Key recommendations:

- Accelerate the progress students make in all subjects and phases.

- Improve the quality of teaching by ensuring that teachers:

  o understand the curriculum better and how it should be taught,

  o challenge students more in lessons,

  o make better use of assessment information to plan activities that meet students' varying learning needs, and

  o use more effective classroom management skills in lessons.

- Ensure that the school self-evaluation process makes effective use of the available information, including assessment data, to produce a more realistic view of the school's performance and to identify priorities for school improvement planning.

- Improve the quality of support for students of determination and accelerate their progress by:

  o developing and implementing an Inclusive Education Improvement Plan,

  o improving communication with parents, including their involvement in the development of their children's Individual Education Plans (IEPs) and the monitoring of progress, and

  o ensuring qualified and experienced learning support teachers (LSA) are available to provide targeted support both in and out of the classroom.

Overall School Performance

Acceptable.

1. Students' Achievement

		KG	Elementary	Middle
Islamic Education	Attainment	Not applicable	Acceptable.	Acceptable.
	Progress	Not applicable	Good	Acceptable.
Arabic as a First Language	Attainment	Not applicable	Acceptable.	Acceptable.
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable.	Acceptable.
	Progress	Not applicable	Weak ⬇	Acceptable
English	Attainment	Acceptable ⬇	Acceptable	Acceptable.
	Progress	Acceptable ⬇	Good	Good
Mathematics	Attainment	Good ⬆	Acceptable	Acceptable.
	Progress	Good	Acceptable ⬇	Acceptable ⬇
Science	Attainment	Acceptable	Acceptable	Acceptable.
	Progress	Good	Good	Good ⬆

	KG	Elementary	Middle
Learning skills	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

Focus Areas

National Agenda Parameter

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

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

	Whole school	Emirati cohort
Progress in international assessments	is approaching expectations	is approaching expectations

- Progression is limited for whole-school performance in English and in mathematics. Science progression is good in Elementary and outstanding in Middle. English is good in Grade 5 and has improved for Emirati students. Weaknesses in English achievement are attributed to deficits in students' acquisition of language skills.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- The school has coherent assessment processes although data analysis procedures are not clear. Data are shared with leaders and teachers. The school provides some training for teachers on the use of data. However, their use of data to inform teaching strategies and adapt the curriculum is not secure. The use of evidence from the external test reports is not common practice for teachers or leaders.

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

- Students' reading skills are not strong across all subject areas. In the better lessons, students' wider learning skills are well developed, but this is not a common feature across the school.

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

For Development:

- Implement a whole-school approach to the development of reading literacy.

- Urgently prioritize the improvement of teachers' understanding and use of assessment data to influence teaching and curriculum adaptations to meet the needs of all students.

Wellbeing

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

- Wellbeing is a priority for the school. The governors and senior leaders understand the relationship between the wellbeing of students and staff, and their positive engagement with learning. A wellbeing committee oversees the wellbeing of students and provides support. The school has, from time to time, collected data from stakeholders on specific wellbeing-related matters. However, it does not systematically collect, analyze, or use this information to improve its approach to wellbeing.

- Teachers demonstrate care and concern for students through their many interactions. They show kindness and a high level of sensitivity. Classrooms are supportive and caring environments where students are engaged and responsive. Students feel safe and can communicate comfortably with adults about their needs and wants. The student voice is heard through the student council who maintain a suggestion box for students to express their views and opinions. Teachers select representatives to convey their concerns and opinions to the school management.

- Assemblies and home-room time focus on wellbeing topics, and students improve their wellbeing through moral education, Islamic Education, and life-skills lessons. Students improve their knowledge and understanding of healthy eating and healthy lifestyles through the work of the medical staff and the physical education program. Students are well motivated and demonstrate their wellbeing through positive attributes, attitudes, and engagement with others and the curriculum. The school asserts that students feel safe and valued but does not have evidence to support this.

UAE social studies and Moral Education

- The moral, social, and cultural (MSC) framework is used in separated moral education and social studies lessons from Grades 1 to 7. The lessons are stand alone and are taught in English. Social studies is taught from Grades 1 to 7 and students are divided into Arabic and non-Arabic speaking groups, with the latter group taught in English. Both groups follow the set framework and standards for each subject.

- Teachers follow the framework and individualized approaches to enhance the curriculum, teaching, and learning. Assessment procedures are more explicit in social studies than in moral education. Classroom activities enhance engagement, improve interactions, and raise outcomes. Cross-curricular links are evident. Themes explored include values, characteristics, traditions, pollution, recycling, and sustainability. Activities beyond the classroom are limited.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The internal assessment data is inflated and does not reflect the actual levels of attainment in lessons. Students in Elementary make better progress in lessons because teachers use time more effectively and plan learning activities which support students' different ability levels.

- Students have a basic knowledge about the key elements of faith such as, the Pillars of Islam and Iman, the day of judgement and the importance of reading The Holy Qur'an. They have strong knowledge of Islamic values and good deeds and manners they should observe in their daily lives. Their knowledge of Seerah is developing.

- Students' understanding of Holy Qur'an verses and their ability to cite them in their own work is underdeveloped. Students' recitations and memorization skills of The Holy Qur'an are variable.

For Development:
- Improve students' recitation and memorization skills of The Holy Qur'an.
- Ensure that in all lessons, teachers plan and implement tasks to meet the differing needs of students.

Arabic as a First Language

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

- In Elementary and Middle, the available data is inconsistent in its rigor and accuracy. Consequently, the starting points for teaching in these phases do not reflect the studnets' needs and learning styles. Inconsistent teaching and learning in Elementary is also leading to varying levels of students' progress in lessons.

- Students have strong listening skills, but their speaking skills are less secure. They can read and understand the main ideas and some details of the text. In Middle School, students can understand the general meaning of a poem and use online dictionaries. However, their ability to infer implicit meanings is underdeveloped. Students' writing skills are weak.

- The school has started to use a diagnostic review process and has planned some helpful interventions to support struggling students. However, these plans are not being implemented fully, or consistently in lessons. In Elementary, little is done to support students who are having difficulty.

For Development:
- Accelerate the acquisition of language skills for elementary students who are unable to decode and write in Arabic.
- Improve students' writing skills in all phases.

Arabic as an Additional Language

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

- In Elementary, internal assessment data is inflated and does not accurately reflect students' achievement. External assessment data in Middle is more closely aligned with students' attainment. Students' progress in Elementary is hindered by teaching that focuses almost entirely on the most able students.

- In Middle, students can read and understand appropriate level text. They can use vocabulary in personal contexts and create simple sentences. Students' written work shows that tasks are the same for all students, with no account taken of their differing needs and abilities. Elementary students can copy single words or short sentences into their workbooks. Their reading skills are mostly operating at a basic decoding level. Speaking and conversation skills in this phase are underdeveloped.

- Although the written curriculum plan follows the MoE standards, its implementation lacks rigor, and teachers do not modify it to meet the needs of all students.

For Development:

- Ensure that all students, improve their literacy skills and make at least adequate progress in lessons.
- Improve students' speaking and conversation skills to enable them to use Arabic in everyday communication.

English

	KG	Elementary	Middle
Attainment	Acceptable ⬇	Acceptable	Acceptable
Progress	Acceptable ⬇	Good	Good

- Internal assessment data indicate that students are attaining at higher levels compared to external standards. Elementary and middle school students continue to make better than expected progress in learning English. Students' written work is an underdeveloped feature across the phases because there are too few challenging tasks presented in lessons.

- In the elementary and middle schools, students' weaker literacy skills are hindering extended learning and overall attainment. Students' reading comprehension skills are also often limited in breadth and depth. The use of a scheme for the teaching of phonics in KG is similarly underdeveloped and does not lay a sound foundation for future progres.

- Across all grade levels, students' listening and speaking skills are more developed than their writing and reading skills. In the most effective lessons, students are more engaged because teachers promote collaborative learning. The promotion of critical thinking and the provision of differentiated learning activities remain weak.

For Development:

- Improve students' language skills by moderating lesson plans to ensure that they include appropriately challenging learning activities.

- Prioritize the development of reading and writing skills across all phases to improve students' reading literacy, and their language acquisition to grade level.

Mathematics

	KG	Elementary	Middle
Attainment	Good ⬆	Acceptable	Acceptable
Progress	Good	Acceptable ⬇	Acceptable ⬇

- Almost all students achieve the curriculum expectations. In the KG, children are accelerating their progress because of the recent introduction of investigative learning stations.

- In the elementary and middle schools, students cannot extend their learning beyond the curriculum standards because lessons lack pace or are too teacher directed. Students have limited opportunities to deepen their understanding or carry out investigations because of the excessive adherence to the textbook.

- Students in all grades are making progress in calculations, but they have too few opportunities to apply their knowledge in open-ended problem-solving and critical thinking activities. Students are not given sufficient opportunities to apply their mathematical skills in everyday contexts.

For Development:

- Provide more opportunities for students to apply their knowledge and develop their skills in open-ended problem-solving and critical thinking activities.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good ⬆

- In all phases, students are making good progress in developing the basic knowledge of science. In the middle school, the improved level of challenge and rigor in lessons is accelerating learning and improving students' critical thinking skills. This is less consistent in the elementary school.

- Students' problem-solving skills are enhanced through the use of engineering design principles. Children in KG build models, elementary school students design energy conversion devices and middle school students develop methods for reducing the environmental impact of solid waste generated by the school.

- Students' use of scientific vocabulary has strengthened their knowledge, skills, and understanding of scientific concepts. Students apply their understanding of chemical and physical properties of matter in their reading about the UAE chemical industry.

For Development:

- Improve students' scientific skills by increasing the levels of challenge and rigor in learning activities, especially in the elementary school.

Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Good	Good

- Most students are attentive and eager to learn in lessons. This is more evident in KG and Elementary than in the middle school. In the upper phases, students do not get sufficient opportunities to learn independently or to work above the curriculum expectations.

- Students throughout the school are happy to discuss their learning and have a developing insight into their achievement as they progress through the school. Opportunities for students to build and discover things on their own are often hindered by teachers' strict adherence to the lesson plan.

- There are limited opportunities for students to develop their critical thinking, problem-solving, and investigative skills across all phases. The school recognizes that this is an area for development.

For Development:

- Increase opportunities for students to develop their critical thinking, problem-solving, and investigative skills across all phases.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Students are happy, settled, friendly, and say they enjoy school. They have good relationships with teachers but are sometimes unaware of the need to listen when other students are speaking. There are a few incidents of bullying which the school is working to address.

- Students' behavior in classrooms is variable. Much of the consistency in good behavior is dependent on the effectiveness of the teachers' classroom management skills.

- Students' attendance is good, and they are mostly on time for lessons. Students know the importance of healthy eating and exercise, and they are encouraged to take care of their wellbeing.

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

- Students across all phases appreciate and respect the values of the UAE and have a secure understanding of how the country has progressed but maintained its traditions. Students are helped to expand their understanding through cross-curricular links.

- Students enjoy taking part in themed assemblies, celebrations for National Day and other special UAE events. They respect and appreciate the core values of Islamic beliefs and understand how these positive characteristics can be incorporated into their daily lives.

- Students welcome the opportunity to share experiences and eagerly contribute to class discussions. They appreciate listening about other students' cultures and engage in thought-provoking discussions in, for example, moral education, social studies lessons.

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

- Students talk with passion about how they contribute to the school community, for instance, in donating to the relief fund for earthquake victims. They hold responsibilities as student representatives and classroom monitors, where they dutifully fulfil expectations with pride.

- The school devotes curriculum time to help students know how to improve the environment. An example is their participation in recycling and completing litter picks at the beach. Students learn about types of renewable energies and can reflect accurately on the issue of global warming.

- Most students have a strong work ethic, particularly the children in KG. This extends into the upper phases most effectively when lessons are well matched to students' learning needs. Students show some creativity when involved in an engineering design process and when creating models.

For Development:

- Provide more opportunities for students to initiate and manage projects that allow them to innovate and to show that they can improve their school environment.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Good	Acceptable

- Most teachers have secure subject knowledge and understand their students' needs. However, they do not always accommodate them. Assessment data is not used effectively to inform planning, and effective differentiation is not a strong component of classroom practice. Teachers do not challenge students' thinking to extend their learning often enough.

- In some lessons, the flow of learning is restricted by teachers' lack of effective classroom management skills. Some teachers have the strategies to deal with the low level disruption, but this is inconsistent, particularly in the elementary school.

- In the more effective lessons, teachers provide students with a rich range of activities that engage them and encourage their independence, critical thinking, and problem-solving. skills However, this is not a regular feature across phases and subjects.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- The school's internal assessment processes are coherent and are used to track students' progress effectively. The external benchmark test results are analyzed to enable the school to develop adequate strategies to improve students' outcomes.

- Across the school, students' low reading levels have a negative impact on attainment and progress in internal and external assessments. In the most effective lessons, opportunities for reading and writing are embedded and have a positive impact upon students' literacy, communication skills, and reading comprehension.

- Teachers do not make enough use of all available assessment data to influence teaching effectively or to make useful curricular adaptations. Differentiation is rarely personalized to align with students' needs, including the needs of the higher achievers and students of determination.

For Development:

- Use assessment data securely to design appropriately challenging learning activities for all students.

- Improve teachers' skills in providing students with activities that encourage their independence, critical thinking, and problem-solving skills.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum is broad and balanced and aligns well to New York CCSS and NGSS. The school is exploring the use of a software program for curriculum mapping more effectively. Writing and reading textbooks are appropriately aligned to the curriculum standards.

- Cross-curricular links and differentiated activities to support students of all abilities are not consistently implemented in daily lessons and across all phases. Middle school students are beginning to have access to a range of opportunities to broaden their interests.

- In English, mathematics, and science, the school has fully implemented the NYSS. The school continues to improve continuity and progression in students' learning across grades and phases. Islamic Education, Arabic, and social studies programs are fully compliant with the MoE requirements.

	KG	Elementary	Middle
Curriculum adaptation	Good	Acceptable	Acceptable

- The KG curriculum effectively meets the needs of most children. Teachers in elementary and middle school lessons make limited modifications to the curriculum to meet the needs of student groups. Across the phases, there is inconsistent support for students of determination and those with gifts and talents.

- Opportunities for students to engage in activities that promote innovation, creativity, and social contribution are emerging. Science lessons are often differentiated to provide students with a choice of activities.

- Most aspects of the curriculum enable students to develop a clear understanding and deep appreciation of the UAE's values, culture, and society. This is particularly apparent in moral education and social studies where students develop their understanding of UAE history and traditions.

- Arabic is taught in KG1 and KG2 for four 45-minute lessons each week.

For Development:

- Ensure that the cross-curricular links and differentiated tasks are fully implemented across all phases.

- Ensure the curriculum is always appropriately adapted to meet the needs of all students, with an emphasis on adaptations for students of determination.

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

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

- The school has established clear procedures and policies to ensure that all staff are trained on child protection and safeguarding. However, guidelines for the appropriate physical restraint, particularly with the more vulnerable students, are not yet reviewed or shared with staff.

- This growing school has generous facilities for existing students. The clinic has a doctor and a nurse. The school counselor oversees attendance, behavioral issues, and wellbeing, but the focus on psychological and emotional issues is less evident. The inconsistent classroom management sometimes has a negative effect on the safety of the learning environment.

- Transport is safe and secure, but buses depart too early which shortens the daily learning time. Building maintenance and evacuation procedures are in place, but signage is not sufficiently clear

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Staff and student relationships are respectful and support learning. Effective practices ensure good attendance and punctuality. The school's behavior policy promotes a positive approach, but methods for managing students' behavior in some lessons are not always successful.

- The school maintains an inclusive ethos through its policies and practices. The well-established procedures identify students of determination and those who are achieving below grade level. This data informs the planning of interventions. Students with gifts and talents are identified, but they are not always supported well.

- The school's support team fosters a whole-school approach to pastoral care. They work in partnership with teachers to monitor and develop students' physical and mental wellbeing. Personal and academic guidance is available to all students.

For Development:

- Address the adverse impact upon students' learning by reviewing departure times of the buses and ensure signage is improved.

- Ensure students' behavior is well managed in all classrooms.

- Increase the level of challenge and support for the academically gifted students in all lessons.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The governor for inclusive education, and the support team demonstrate a commitment to an inclusive ethos. The school development plan has inclusion-related goals, but these are not sufficiently targeted or measurable. There is insufficient investment in resourcing the provision.

- Some formal assessments, observations and parent disclosures assist the identification of students of determination on entry in KG and on entry to the school at other grade levels. The identification process and subsequent planning of interventions are limited by the narrow range of assessment tools.

- Parents agree that the school is inclusive in welcoming their children. However, they are not invited to planning meetings, and they do not have copies of their children's IEPs. Parents would like to be more involved in the provision for their children.

- Learning support assistants are funded by the parents. They collaborate effectively with teachers to ensure they provide students with personalized support. Lesson plans and IEPs are not always effective in engaging students or ensuring their progress. There are insufficient learning support teachers to provide the individualized instruction that some students need.

- Students of determination show positive attitudes and a developing independence as they strive to overcome their barriers to learning. Students' work and lesson observations show progress in their academic, personal, and social development. However, the progress of many students is limited by the lack of targeted interventions.

For Development:

- Provide more qualified and experienced learning support teachers to ensure targeted support inside and outside of classrooms.

- Develop an inclusive education improvement plan with specific, measurable targets to guide the development of the provision.

6. Leadership and management

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

- The new principal has a clear vision for the school which he has begun to share with all stakeholders. The senior leadership team has an adequate understanding of the curriculum and best practices in teaching and learning. However, they have not been able to transfer this understanding into classroom practices. The senior leadership team is working to clarify leaders' roles and responsibility and to fill some vacant roles. School leaders have been able to maintain the adequate performance of the school.

- The school's self-evaluation process does not make sufficient use of the available internal and external assessment data and does not produce a fully realistic view of the school's performance. School leaders monitor teaching and learning but do not focus enough on their impact on students' outcomes. The school's improvement plans are adequate but are not sufficiently based on the self-evaluation process. They address the recommendations of the previous inspection report. Leaders are working to produce a strategic improvement plan for the school.

- Parents are more engaged in the education of their children than in the life of the school. They appreciate the quality of the reports they receive on their children's academic and personal development. They are happy to serve on the parents' council once it is established. They speak highly of the new senior leadership team and their approach to the handling of issues. They say that they would like the school to extend its partnerships with other schools and entities to enhance their children's learning experiences.

- The governing board has representation of most stakeholders. It is well informed about the school's performance through regular visits to the school. The board holds the senior leadership team closely to account for the school's performance, but this is not done through a systematic or a structured process. Governors support the school by ensuring it has the resources and staffing it needs to improve. Therefore, they have a direct impact on the overall performance of the school.

- The school runs smoothly on a day-to-day basis. The specialist facilities, including the technology and science laboratories and the library are appropriately resourced. Access to all areas is appropriate for all students. Students and staff enjoy a generally positive school environment. Resources are sufficient to support the delivery of the curriculum. Most teachers are suitably qualified, and the school is working to provide them with more regular professional training opportunities through an online platform.

For Development:

- Ensure that the self-evaluation process makes full use of internal and external data to produce a realistic view of the school's performance.

- Ensure that the school's improvement planning is based on the priorities identified from the self-evaluation work conducted in all sections of the school.

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**