

INSPECTION REPORT

2022-2023



NEXT GENERATION SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha 1
	Opening year of School	2016
	Website	www.ngsdubai.ae
	Telephone	048517700
	Principal	Mr. David Kinkead
	Principal - Date appointed	9/1/2021
	Language of Instruction	English
	Inspection Dates	20 to 24 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	KG 1 to Grade 10
	Number of students on roll	1184
	Number of Emirati students	187
	Number of students of determination	113
	Largest nationality group of students	Arabic

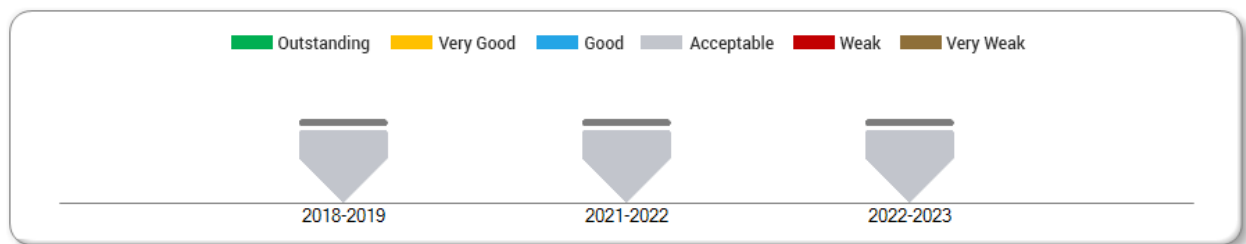
TEACHERS

	Number of teachers	94
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	55
	Teacher-student ratio	1:13
	Number of guidance counsellors	4
	Teacher turnover	13%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	MAP, CAT4
	Accreditation	NEASC

School Journey for NEXT GENERATION SCHOOL L.L.C



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' attainment across the school in Arabic, English, mathematics and science is generally acceptable. It is good in Islamic Education in the elementary and middle phases. Students' progress in middle school is gaining momentum, with strong improvements in mathematics and science. In Kindergarten, children demonstrate good progress in mathematics, while their reading and writing skills develop at an exceptional rate.
- Students recognise that their thoughts, viewpoints, and contributions play a significant role in the school's ongoing growth and improvement. They possess a comprehensive understanding of Islamic values, Emirati and global cultures, and actively engage in community and environmental initiatives at a very good level.
- Across all phases, students show appreciation of the well-being of others and demonstrate positive behavior and attitudes toward learning. Senior students often mentor younger students. Their overall rate of attendance is very good.

PROVISION FOR LEARNERS

- Teachers promote positive student interactions by designing engaging lessons and employing various teaching strategies. In many lessons, they ask thought-provoking questions to reinforce and expand students' learning. However, this practice is less frequent in the upper elementary and high school phases. Teachers utilise assessment data to plan lessons that accommodate students' varying abilities, effectively addressing the learning needs of most students
- The curriculum is well designed to meet the needs of students. There are a few inconsistencies in its delivery and adaptation. The school offers a very broad range of extra-curricular activities which deepen and extend students' learning. The curriculum in the KG is well sequenced and is implemented through interactive and engaging activities.
- A caring ethos permeates the school. All staff take part in regular training and are aware of their collective duty to keep children safe. Staff members ensure that students know how to identify trusted adults to seek help when necessary. The school's educational programmes, including anti-bullying and healthy eating initiatives, foster students' safe and healthy lifestyles.

**LEADERSHIP AND
MANAGEMENT**

- Leaders are hardworking and committed to improving the school. Relationships and communication are professional. Leaders have ensured improvements to the quality of learning and teaching, and which are contributing significantly to improvements in students' progress. However, inconsistencies across the different subjects and phases remain.

The best features of the school:

- Students' very good understanding of Islamic values and their awareness of Emirati and world cultures.
- The good curriculum design and implementation.
- The good reading and writing skills children are developing in the KG and lower elementary grades.

Key recommendations

- Ensure that strategic and subject development plans incorporate measurable and realistic improvement objectives, enabling the evaluation of leaders' performance.
- Enhance the use of external and internal assessment data by teachers to effectively improve learning for all student groups.
- Promote accountability for all teachers in providing support to students of determination, with the aim of reducing learning barriers.
- Elevate the quality of teaching to good levels across all subjects and phases.
- Encourage students to independently engage in research, conduct investigations, and solve problems.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
<p>Islamic Education</p>	Attainment	Not applicable	Good ↑	Good ↑	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑	Good ↑
<p>English</p>	Attainment	Good ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑
	Progress	Good	Good ↑	Acceptable	Good ↑
<p>Mathematics</p>	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good ↑	Acceptable
<p>Science</p>	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good ↑	Acceptable
Learning skills		KG	Elementary	Middle	High
		Good	Acceptable	Good ↑	Acceptable

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	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Acceptable
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](#)

Focus Areas

National Agenda Parameter



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

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

	Whole school	Emirati cohort
Progress in international assessment	is below expectations	is below expectations

- The school has no recent TIMSS or PISA test scores due to interruptions in the provision of the tests. Students' scores on the benchmark assessments have been below expectations over the last two years in mathematics, science, reading and language usage. This applies to all students, including Emiratis.

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

- The school analyzes assessment information to identify gaps in students' learning. This information is used to modify the scope and sequence of the curriculum. In the better lessons, teachers use this information to plan activities that meet students' varying levels of ability.

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

- The school collects and analyzes data on all students' reading literacy levels. They use this information to provide individualized interventions outside the classroom. This work has led to some improvement in students' reading levels. The school promotes students' skills in critical thinking and problem-solving across the subjects and phases.

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

For Development:

- Raise students' attainment levels on the MAP tests in all four areas.
- Ensure consistency in teachers' lesson planning and delivery to consider students' learning needs.

Wellbeing

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

- The wellbeing team meets regularly to review and update their action plan, which informs the school's provisions. Although wellbeing is a strategic goal within the school's improvement plan, governors have limited knowledge of the initiatives, and it is not a regular discussion point in their meetings. Data from student, teacher, and parent surveys are collected and shared with staff members. The learning environment is inclusive, welcoming, and fosters wellbeing.
- The school embraces a diverse group of students of determination. Positive relationships exist between teachers and students, and parents actively support the school. Opportunities for parental involvement in wellbeing initiatives are ongoing. Knowledgeable teachers across all grades accurately identify students with wellbeing concerns and closely monitor their progress. Continuous professional development equips teachers with the necessary knowledge and skills to support students' wellbeing.
- The school has introduced lessons in various subjects that incorporate well-being themes across all grades. Students make healthy food choices and exemplify the importance of healthy lifestyles, starting in Kindergarten. Wellbeing is promoted throughout the school, and students feel safe and valued, as demonstrated by their positive attitudes and leadership in clubs.

UAE social studies and Moral Education

- Moral education and social studies are taught as two separate subjects in the elementary, middle and high phases. The school follows both the UAE moral education program and the social studies program very closely. Scheduling is in line with the time-allocation requirements for both subjects. Lessons are taught in both English and Arabic.
- Teachers provide regular, engaging lessons in which students have opportunities to develop a variety of skills. They extend their knowledge of an extensive range of topics in both subjects. Lessons are focused on developing students' values. Teachers encourage reflection and critical thinking on ethical, historical and current global issues. Effective arrangements are in place for the regular assessment of all students' progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The school has developed an enrichment program to enable students in develop their skills of memorization and recitation. It has also implemented weekly lectures on relevant Islamic issues and events. As a consequence, students' attainment is strong in the elementary and middle school, but in the high school phase, for less-focused students, particularly boys, levels of attainment are not as secure.
- In the elementary school, students make good progress in learning about Islam. However, in the middle and high schools, students' progress stalls due to a lack of challenge and limited connections to real-life scenarios
- Students in the elementary school are making good gains in their knowledge of Islamic etiquette. In the middle school students' knowledge and understanding of the Seerah of the Prophet (PBUH) is just acceptable. Students' progress in the high school is impeded by their limited higher order thinking.

For Development

- Require students to develop their independent learning and research skills.
- Require high school students to think critically and creatively in lessons.

Arabic as a First Language

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

- The recent improvements in teaching are having positive effects on students' progress in the middle school. However, across all phases, inconsistencies in the use of assessment information, insufficient challenge and generally low expectations are impeding students from achieving their full potential.
- In the elementary and high schools, most students grasp the main ideas from the texts they read. In the middle phase, students participate in debates, and the majority can confidently discuss their experiences. However, across the school, students' grammar and creative writing skills are not consistently strong.

For Development:

- Improve students’ extended writing and speaking skills by providing more opportunities for them to practice.
- Offer higher levels of challenge in lessons and raise teachers’ expectations, particularly in the high school.

Arabic as an Additional Language

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

- Most students in the elementary phase understand simple instructions, can read familiar words and write simple sentences. A majority of students in the upper two phases have developed their comprehension and speaking skills and they can present their ideas clearly.
- In the elementary phase students’ handwriting is clear but may contain errors. In the middle and high phases students write simple sentences. They are less confident when writing longer sentences, due to limited vocabulary and insecure understanding of grammar.
- Using language and topics that are close to students’ interests improves students’ levels of motivation in Arabic. However, some students may not acquire and apply their language skills sufficiently well outside of Arabic classes.

For Development:

- Make sure that students develop their Arabic speaking and writing skills to good levels.
- Require students to widen their vocabularies when speaking and writing about unfamiliar topics.

English

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

- In the KG children rapidly develop their speaking and listening skills in English. These skills are a good foundation for the subsequent development of English literacy. Language skills are built as students’ progress through the school. By the high school phase most students can express their opinions with confidence.
- The focus on enhancing reading skills has expanded the range of reading activities available to students. A variety of new initiatives, combined with three well-equipped libraries, promote a greater interest in reading for pleasure.

- The school's ongoing focus on developing students' writing skills is showing improvements across all phases. This includes extended vocabulary and accuracy in spelling, punctuation and grammar. There is scope to extend the range of writing genres in the high school.

For Development:

- Require high school students to write in a greater variety of genres.

Mathematics

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

- In the KG and middle phase, students engage in activities that utilize an inquiry approach to problem-solving, resulting in good progress. In the other phases varying structures and teaching quality, limit students' progress.
- Students' critical thinking skills improve when given challenging tasks in lessons. Children in the KG use objects to identify mathematical patterns well. Elementary school students skillfully practice addition with place value cubes. Middle school students solve word problems, and high school students independently graph linear functions.
- The integration of mathematical language into lessons effectively supports students' English language development. Students communicate their understanding proficiently and employ the appropriate vocabulary in their explanations.

For Development:

- Raise the levels of challenge for all students, particularly those in the elementary and high phases.

Science

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

- External assessment data suggests lower levels of attainment and progress compared to the school's internal information. Middle phase students demonstrate rapid progress, as evident in both external assessments and their in-class work. In Kindergarten, children make good progress through hands-on explorations.
- Students' knowledge and understanding of scientific concepts are stronger than their scientific skills. In the better lessons, students make predictions and test them through experiments. However, some students may find it difficult to complete independent tasks, especially in the lower elementary grades.

- The science department has enhanced cross curricular links with English, mathematics, arts and other subjects. It is also promoting problem-solving and inquiry-based learning to accelerate students' progress.

For Development:

- Provide students with frequent opportunities to conduct scientific investigations independently.
- Accelerate the progress students make in the elementary and the high phases.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Good ↑	Acceptable

- Almost all students display positive attitudes during lessons, taking responsibility for their learning and working well independently when given the chance. Students interact harmoniously with their teachers and collaborate effectively with their peers on learning tasks.
- In many lessons, students make clear connections between different subjects. They can relate these meaningfully to their understanding of the world. These skills are strongest in English and mathematics lessons but underdeveloped in other subjects.
- Students enjoy using digital technologies and this supports their learning. In the stronger lessons, technology is also used to stimulate students' higher order thinking skills. Technology is underutilized in some lessons, particularly in kindergarten, which limits its effectiveness.

For Development:

- Ensure that students make connections between different subjects during lessons.
- Provide all students with increased opportunities for more effective and meaningful use of digital technology.

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

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

- Almost all students have positive and responsible attitudes toward members of the school community and learning. They are self-reliant and respond well to advice and guidance from their teachers. Students exercise self-control and follow school rules.
- Children's and teachers' relationships are warm, friendly and supportive, especially in the KG. Students are sensitive to the needs of others and extend support when needed. There is an established culture which encourages resolving differences in mature ways.
- Students understand the importance of healthy eating and maintaining active lifestyles. Most students engage in a variety of regular sporting activities. The rate of attendance is very good, and students are punctual when arriving to school and for their lessons.

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

- Students have a solid grasp of the positive impact that Islamic values and Emirati culture have on society. Additionally, they possess a comprehensive understanding of the mosques, heritage sites, archaeological sites, and museums within the UAE.
- Students display confidence in discussing their own cultures, and their ability to recognize the similarities shared by both the UAE and global cultures is evident.
- Students exhibit excellent comprehension and appreciation of life in Dubai, as well as the region's religion and heritage. Furthermore, they thoroughly enjoy participating in a multitude of Islamic and national occasions and celebrations.

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

- Student leaders in the lower phases care for each other and their classroom environments. In the higher phases there are more voluntary opportunities for student leadership. For example, as peer tutors or as part of the editorial team for the school magazine.
- Most students have a positive work ethic and take their responsibilities in the school community seriously. They develop business skills as they manage the budgets of the clubs they lead, take part in 'Kidpreneurs' and run stalls at school events.

- Students learn about sustainability and environmental issues, such as the damaging impact of human activity on the oceans and the need to act quickly. Older students understand the difference between renewable and non-renewable energy. Students take part in recycling and re-using a variety of materials.

For Development:

- Require students to develop stronger understanding of global cultures.
- Require students to initiate, lead and conduct projects that develop their passions and interests.

3. Teaching and assessment

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

- Almost all teachers apply their subject knowledge consistently, plan purposeful lessons and use a range of strategies to engage their students. Most teachers create attractive learning environments and make good use of high-quality educational resources.
- In general, teachers' classroom interactions with students ensure that they are interested. In many lessons, teachers ask probing questioning to consolidate and extend students' learning. This practice is less frequent in the upper elementary grades and the high school phase.
- Teachers and learning support assistants provide a range of supports for lower ability students and students of determination. However, the manner in which support is provided to students varies between subjects.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good ↑

- School leaders collect and analyze different types of internal and external assessment information. They use their analyses to identify gaps in learning and to monitor students' progress over time. The school has strengthened its procedures for monitoring students' progress.
- Teachers regularly use assessment information to plan lessons that consider students' different ability levels. The results meet most students' learning needs. Teachers often check on students' understanding at the end of lessons. The written feedback teachers provide may vary in quality and usefulness.

- The school's assessment procedures produce internal data that may be higher than the external test data. The school is aware of this gap and is working to reduce it further.

For Development:

- Use assessment information to meet the learning needs of all students, especially the low achievers.

4. Curriculum

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

- The curriculum is well-defined, with clear progression of standards, learning objectives and outcomes. Vertical and horizontal alignment in the core subjects ensure consistency and balance of foundational knowledge, skills and understanding.
- Extended curricular opportunities include sports, clubs, an Islamic Council and Student Council. Student led clubs such as the 'Ignite Writers and Editors' follow the English writing standards and guidelines.
- The curriculum is regularly reviewed to ensure continuous provision for students. The KG curriculum review includes phonics and writing programs that are incorporated daily into reading, mathematics and writing activities.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- Curriculum adaptation is evident in most lessons, as teachers consider students' varying levels of ability and provide appropriate levels of challenge. Accommodations for students with different needs, such as English language learners, are developing.
- Opportunities that promote innovation are developed through activities. For instance, the Red House poster competition for creative solutions to the problem of water scarcity. The 'Kidpreneur' scheme develops students' financial literacy and money management skills.
- The curriculum provides activities that foster deep understanding and appreciation of the UAE's heritage and Emirati culture. The Serenity Society supports the school's vision and mission through the promotion of Islamic values and knowledge.
- Arabic is taught to all children in the KG 2 for six lessons weekly.

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

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

- The school has implemented robust safeguarding and child protection policies and procedures. All adults, including staff members, participate in regular training to ensure that they are aware of their responsibilities in keeping children safe. In addition, staff members help students identify trusted adults whom they can approach for help when necessary.
- The school environment is well-kept through regular safety checks and a program of maintenance. Accurate records of incidents, subsequent actions and risk management are maintained securely. The premises, equipment and resources are effective for meeting the needs of most students.
- The organization of vehicles on the school site is managed well and ensures that students and pedestrians are safe at arrival and departure times and on buses. Educational programs such as anti-bullying and healthy eating promote safe and healthy lifestyles throughout school.

	KG	Elementary	Middle	High
Care and support	Good	Good ↑	Good ↑	Good ↑

- A caring ethos permeates the school and teachers have positive relationships with students across all grade levels. Behavioral expectations are clear and successfully followed by almost all students. Effective monitoring systems ensure high levels of attendance and punctuality to school and to lessons.
- The school has established mechanisms to identify students who are gifted and talented, as well as those who require additional support, including students of determination. While most teachers take appropriate responsibility in providing support for students of determination, the extent and effectiveness of this support may vary. The level of support often relies on the skills of individual teachers and learning support assistants.
- The care and well-being of all students are carefully monitored by highly qualified counselors and the well-being team. Students are advised on life choices and careers through special events and field trips to local universities.

For Development:

- Ensure that all teachers support students of determination during lessons as indicated on their IEPs.
- Train teachers to better support students of determination and those who are gifted.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- School leaders have made significant strides in fostering an inclusive culture within the institution. The school's admission policy is a testament to this, as it welcomes a diverse population of students, including those of determination. However, the impact of the training provided to teachers has been limited so far, resulting in inadequate outcomes for these students in the classroom.
- The school's assessment tools are effective in identifying barriers to learning and students' specific needs, resulting in well-crafted Individual Education Plans (IEPs) that provide comprehensive learning profiles. In most classrooms, the provision for students of determination is deemed acceptable.
- Most teachers take on the responsibility of supporting students of determination, but the quality of the challenge and support in lessons can vary.
- The school prioritizes open communication between parents and the institution, resulting in positive partnerships that enable parents to provide support for their children at home. Some parents of students with individual learning support assistants may request additional support from the school in the absence of these assistants.
- The progress and outcomes of students of determination are closely monitored, with progress trackers used to monitor their progress towards the goals outlined in their IEPs and to adjust the goals as necessary.

For Development:

- Provide training and ongoing evaluation of the learning support assistants to ensure greater consistency in the quality of support they offer to students of determination.

6. Leadership and management

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

- Leaders understand how to lead effectively the necessary improvements to provision and outcomes for students. Consequently, the improved quality of teaching and learning have hastened students' progress. However, inconsistencies across different classes and subjects remain. For example, upper elementary teaching is not improving as quickly as in Grades 1 and 2 where reading initiatives and improvements in the learning environment are having a positive impact on outcomes in writing.
- Evaluations of teaching and learning highlight both effective practices that can be shared and areas of weakness that need to be addressed. However, the form used for recording lesson observations primarily focuses on teacher behavior, rather than student progress. The school's strategic and subject development plans do not have clear, measurable, and realistic improvement targets, milestones, and monitoring and evaluation procedures that hold leaders accountable.
- The school provides effective channels of communication to parents through a website, newsletters and regular updates about their children's learning opportunities. Parents report that the school deals with their concerns promptly and effectively and their children are safe and enjoy coming to school. They appreciate the regular assessment information they receive which details their children's achievements. There are regular opportunities to discuss reports with teachers.
- The governing board is committed and ambitious, however governance does not include representation from the majority of stakeholders. Board members are supportive of the school's leaders. The information they receive about students' achievements and the monitoring and evaluation of teaching provides governors with a predominantly accurate overview of standards. Systems to collect the opinions of stakeholders are underdeveloped.
- The school is managed efficiently to ensure that students and staff members benefit from well-organized routines. Most teachers are qualified with appropriate experience in their subjects. Leaders ensure that new teachers are given appropriate inductions to the school. All teachers take part in regular professional training. The school is well-maintained. There are specialist facilities for sport and swimming. In each phase there are well designed science laboratories and libraries.

For Development:

- Establish school wide, high-quality monitoring of classroom practices in order to inform self-evaluations and improvement priorities more accurately.
-

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