



المعرفة
Knowledge



INTERNATIONAL ACADEMIC SCHOOL

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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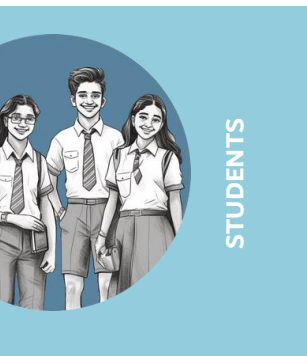


SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of school	2006
	Website	www.iasdubai.com
	Telephone	97142800993
	Principal	Acting: Jennifer Miller
	Principal - date appointed	11/1/2023
	Language of instruction	English, Arabic
	Inspection dates	04 to 08 March 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1488
	Number of Emirati students	381
	Number of students of determination	51
	Largest nationality group of students	Arab



TEACHERS

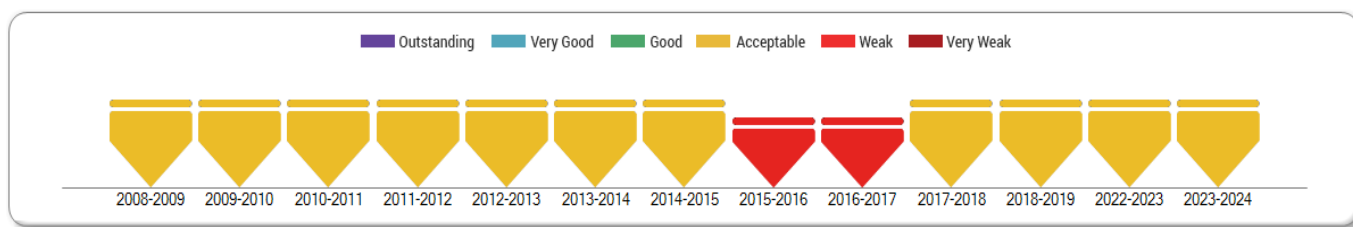
	Number of teachers	85
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	17
	Number of guidance counsellors	1



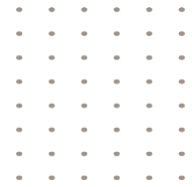
CURRICULUM

	Curriculum	US
	External Curriculum Examinations	US
	Accreditation	US

School Journey for INTERNATIONAL ACADEMIC SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

- In Kindergarten (KG), children show good achievement in English and mathematics, and good progress in science. There is improved progress in students’ performance in the Ministry of Education (MoE) subjects, except for middle school, where Arabic, as an additional language remains weak. High school students’ achievement in mathematics has declined to acceptable. Apart from KG, students’ learning skills lack a solid foundation for achieving better outcomes.
- Students demonstrate self-discipline and positive behavior, which foster a supportive environment. Bullying is rare. Most students understand and respect the needs of others. Students show a good understanding of health and safety practices. However, punctuality to school remains a challenge for some. A number of students exhibit responsible leadership qualities, although entrepreneurial skills are insufficiently developed, especially in Elementary and Middle.

Provision For learners

- Teachers generally possess strong subject knowledge but lack the ability to foster independent learning and effective differentiation on a consistent basis. Children in the KG actively engage in their lessons. Teachers’ use of questioning is variable and lacks depth. Assessment processes are consistent, with KG assessment particularly effective. The alignment between internal and external assessments remains a challenge for the school and affects the accurate evaluations of students’ learning.
- The school’s curriculum integrates multiple standards, focusing on knowledge acquisition while addressing the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Ministry of Education (MoE) guidelines. The high school curriculum offers a broad range of courses including Advanced Placement (AP) options. Curriculum reviews ensure relevance and alignment with students’ needs. However, personalization of learning varies across subjects. There is lack of integration of extra-curricular activities and Emirati cultural experiences in the curriculum.
- The school ensures effective safeguarding measures, providing child protection training for staff and maintaining formal procedures against abuse and online risks. Safety and hygiene are prioritized, although dismissal procedures for leaving the school are challenging. Regular safety checks and supervision maintain security. Systems for risk assessments have been reviewed for enhanced efficiency. However, ineffective classroom management in some lessons impacts adversely on learning, despite adequate support systems and interventions for students’ learning needs.

Leadership and management

- The acting principal and senior leadership prioritize inclusive education and wellbeing. Stakeholders’ engagement in the school’s self-evaluation is limited and improvement plans prioritize task completion over measurable students’ outcomes. Parental engagement is mostly successful. Governance lacks effective engagement, with high turnover in teaching staff impacting against curriculum delivery and students’ outcomes.

Highlights of the school:

- Achievement in English, mathematics and science in the KG as a result of effective teaching and learning
- Student's personal development and awareness of Islamic values and Emirati culture
- Health and safety, including arrangements for child protection and safeguarding

Key recommendations:








- Ensure governors fulfil their statutory obligations by:
 - appointing a permanent school principal and recruit teachers of high quality.
- Improve the quality of teaching and learning in all subject areas.
- Use assessment information to plan and implement lessons that challenge all students.
- Improve leaders' capacity to address potential barriers associated with the school's demographic intake, drive improvement and contribute to sustained student outcomes.
- Improve the self-evaluation process by developing leaders' capacity to bring about improvement.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Weak	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good ↑	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	↑ Good	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable	Acceptable	Acceptable

02 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	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Acceptable	Acceptable	Acceptable

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak
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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- In the recent Progress in Reading Literacy Study (PIRLS) test, the progression of the school, as a whole, was very good because targets were exceeded. The Emirati cohort did not achieve their target but did show some improvement against the previous test. Progression on the National Agenda Parameter tests, for the whole school and for Emiratis, in English, mathematics and science, remains weak.

C. Leadership: International and Emirati Achievement	Acceptable	
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- All leaders, including those who have recently been appointed, are starting to understand their responsibilities in relation to the National Agenda. They are aware of the importance of using the data from the benchmark tests, in order to help them to identify areas in which the students had specific difficulties.

D. Teaching and Learning: Improving reading literacy	Whole school	Emirati cohort
	Acceptable	Acceptable

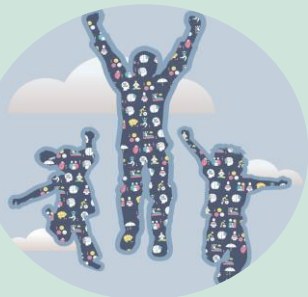
- The percentage of students who are reading in line with age-related expectations indicates that a majority of the whole school are at this level. However, these figures also indicate that most Emirati students are reading at a level below their chronological age. As a consequence of this information, the school has put into place a number of reading interventions and strategies, designed specifically to help those students who are struggling with their reading.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Improve performance in the Measures of Academic Progress (MAP) test by raising the profile and stressing the importance of these tests. both with students and parents.
- Ensure that all leaders analyze assessment data carefully in order to identify areas for improvement.
- Ensure that the Emirati students are performing, at least, in line with all other groups of students in the school.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at an acceptable level.

- Wellbeing is led by an experienced counselor. Her team of staff and students meets weekly and is active in promoting the wellbeing of students and teachers through activities and initiatives including the school's wellbeing website. The wellbeing policies and action plan demonstrate vision and commitment. The team has conducted a survey of students and teachers and analyzed the data. The team's work is beginning to have an impact on the wellbeing of the school community.
- Teachers monitor students' wellbeing and endeavor to resolve issues. Students report that they trust their teachers and feel cared for. The counselor works closely with teachers and advises on appropriate interventions. Students are referred to the counselor as needed. Members of staff report positive levels of wellbeing and feel supported by senior leaders. They do not always feel valued or supported by the governing body. Parents are not yet involved in the school's promotion of wellbeing.
- Students are aware of their own wellbeing, and most have strategies to manage it. They learn about internet safety and are aware of possible dangers on the internet and social media. They try to stay safe and be healthy. There is an ethos of caring in the classrooms and wellbeing is embedded in some lessons. Many students arrive late to school, therefore, do not benefit from the homeroom wellbeing activities. Most students express positivity and a connection to the school's community, and most are concerned about the wellbeing of others.

For Development:

- Improve data collection and analysis, and their use to improve the provision of wellbeing.
- Design and implement a structured curriculum to guide the wellbeing initiatives.
- Seek feedback from parents and engage them in the development of their own and their children's wellbeing.

UAE Social Studies and Moral Education

- The school teaches the Moral Social and Cultural Studies (MSCS) curriculum, using the MoE textbooks and student workbooks. All students in G1 to 9 have one 50-minute lesson per week in which MSCS are integrated. MSCS topics focus on the MoE curriculum with links to the humanities subjects.
- In addition to lessons, students experience exposure to the social and moral values of the UAE through assemblies and competitions. Curriculum enhancements are designed through the celebration of cultural events including, National Day, the Week of Tolerance and school visits within the UAE. Teachers record students' progress through ongoing tasks in workbooks and projects.

Arabic in Early Years

- Children in KG1 and KG2 learn Arabic for 80 minutes per week. In those lessons they learn phonetics and the recognition of the letters. They do very simple writing with inking words or coloring of letters. All the common nursery rhymes are translated so that they can be learned in parallel in English. Children have story telling time every week, which they enjoy.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students in the elementary and high school demonstrate expected knowledge, skills and understanding of Islamic concepts and beliefs. Middle students do not demonstrate curriculum expectations, particularly in the areas of linking their views to evidence from the Holy Qur'an, Hadith and Seerah.
- In lessons and in their recent work, elementary and middle school students have secure knowledge of the principles of faith and Islamic worship. High school students' knowledge of Seerah is in line with expectations, as they recall and debate the Prophet 's (PBUH) factual events.
- Most students develop an appropriate knowledge of Islamic etiquettes and values. However, only a minority know how to apply them into their daily lives. Across the school, students' recitation and memorization skills of the Holy Qur'an are less well developed.

For Development:

- Ensure that students link all areas of Islamic learning to the Holy Qur'an, the Noble Hadith and Seerah.
- Improve students' Holy Qur'anic memorization and recitation skills by providing more opportunities for them to practice.
- Provide students with more opportunities to link their learning to everyday situations.

ARABIC AS A FIRST LANGUAGE

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

- Elementary students can read and write simple passages, but their speaking skills are not sufficiently developed. Middle and high school students can express their views on a variety of topics. Most students demonstrate less proficiency in using standard Arabic in speaking and in writing.
- Most students can analyse elements of literary texts and connect various ideas. A small percentage of students in Middle and High can produce coherent written summaries with the correct use of punctuation. Most students follow the basic rules of grammar in their writing but lack the confidence to apply it to more difficult writing tasks.
- Students supplement their learning with a variety of reading resources, including Arabic books and digital reading platforms. These resources are designed and used well to help them to improve their speaking, reading and writing skills.

For Development:

- Ensure that all students improve their written work by redrafting and editing their independent creative writing.
- Improve students' use of the available resources to develop their language skills, and especially their speaking skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' listening skills are adequate. and They respond to simple, familiar questions but with a limited vocabulary. Most students are able to write short sentences using a simple model to help them. A minority can speak and write extended sentences confidently, particularly in the middle school.
- In Elementary, beginners of Arabic decode familiar words and most students show a reasonable awareness of word intonations. Errors occur in the correct use of demonstrative pronouns. A minority of middle and high school students read confidently and accurately texts on unfamiliar topics, such as, traveling and favorite places in world.
- Elementary students' attainment and progress in reading and writing is developing as a result of the positive classroom environment and students' use of online reading programs. Their listening skills are stronger as students begin to provide answers to longer passages.

For Development:

- Improve students' confidence in speaking, reading, and writing at the expected level for their years of study.
- Improve students' understanding of word intonations.

ENGLISH

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

- In KG progress and attainment are strong, because the majority of children have literacy and language skills that are at age-appropriate mastery levels. Most students in lower Elementary make steady progress in phonics and in speaking English with confidence.
- Most students have a sound understanding of language and grammar. Internal assessments show standards achieved meet the curriculum expectations. Although middle and high students' understanding of vocabulary improves over time, some groups of students, particularly boys and Emirati students, make slower progress in reading and writing.
- Reading skills are underdeveloped. Students' progress in reading has yet to benefit from monitoring and support in lessons. There are insufficient opportunities for the more able students to develop their full potential in writing extensively or in reading texts in greater depth.

For Development:

- Improve students' reading skills by providing more regular and systematic support and monitoring in lessons.
- Enable more able students to achieve their potential to write extensively and read texts in greater depth.
- Improve the reading and writing skills of boys and Emirati students.

MATHEMATICS

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

- Across all phases, most students are attaining in line with curriculum standards and making expected levels of progress. A majority of children in KG demonstrate age-appropriate levels of understanding and skills that are above curriculum expectations, as activities are matched effectively to their needs.
- A strength of mathematics is the development of number skills as students' progress through the school. Older children in KG are able to column subtract with borrowing. By Grade 5, students demonstrate familiarity with multiplication and division. High school students solve problems by applying multiple properties of angles.
- Since the previous inspection, the steps to improve attainment in external assessments and to match results from internal data, have not yet had the necessary impact on students' overall achievement, including their ability to solve problems.

For Development:

- Raise teachers' expectations so that students can deepen their understanding and application of mathematical learning and reach their full potential.
- Ensure that all students achieve well by applying their learning to solving word problems.

SCIENCE

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

- Children in KG demonstrate a good understanding of their world and grasp basic scientific concepts aligned with the NGSS. In other phases, students achieve levels consistent with curriculum standards and effectively apply scientific skills to make connections to everyday issues.
- Children in KG can describe the seasons of the year and appropriate choices of clothing for each. In Elementary, students explain the phases of the moon. Students in Middle compare rocks and minerals. High school students calculate gravitational force to practical examples of space travel.
- An increased emphasis on work in the laboratories and with experiments is improving students' ability to solve problems and apply their knowledge and skills. Too many learning outcomes and levels of challenge in lessons are hindering the progress that students could make.

For Development:

- Increase the levels of challenge and rigor in learning for all students, so that all achieve their full potential.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable

- Children in KG are eager to learn, work together well in small groups and use their strong language skills to respond in lessons. When given the opportunity, they use their developing inquiry and investigative skills. Most older students' use of learning technologies is helping them to improve their research skills.
- A large majority of students are keen to learn, which they communicate clearly. Most link what they are learning to prior knowledge. In lessons, most students are engaged, although occasionally some groups of students are either passive or do not show any interest.
- Most students collaborate to varying degrees of success when given the opportunity to work in groups. Many enjoy applying their learning in everyday contexts, although they rarely have opportunities to take greater responsibility or develop their critical thinking, enterprise and innovation skills.

For Development:

- Challenge all students in lessons by providing them with more opportunities to take responsibility for their own learning.
- Engage students in activities which promote their critical thinking, inquiry and innovation skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Students demonstrate self-discipline and respond well to others, particularly in KG. Bullying is rare. Students' positive behaviour prevails throughout the school, particularly in the girls' section. Students are respectful and respond well to others.
- Students understand the needs and differences of others, and readily help one another. As a result, relationships among students and with members of staff are positive. Most students demonstrate a sound understanding of how to live a safe and healthy life. They make appropriate choices about their own health and participate in physical activities to support them.
- Attendance levels are good, at 94%. Nevertheless, punctuality remain a challenge for a minority of students who arrive late to school on a regular basis.

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

- Students demonstrate a clear understanding of Islamic values. They appreciate how these values influence many aspects of life in the UAE. They can provide examples of the values of respect, modesty, tolerance and equality that are promoted by Islam.
- Students show a strong knowledge and understanding of the culture and heritage of the UAE. They can talk about the history of the country and the significant role of its founders in uniting the country.
- Students are proud of their own cultures. They provide a variety of examples about their own countries and can comment on their history, and places of tourist attraction. Students in the upper grades demonstrate a stronger awareness of other world cultures than those in the lower grades.

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

- Students actively take on roles of responsibility in school and within the wider community. In KG, children enthusiastically participate in fundraising and enjoy helping their friends. Older students organize innovative projects. They are especially successful in leading the Student Council and Emirate Union and ensuring that all students' opinions are heard.
- Students show a positive work ethic through initiating, planning and leading projects and enterprise activities. They demonstrate innovation through their science, business and mathematics fairs. However, these skills are still underdeveloped, especially in Elementary and Middle.
- Students have a broad awareness of environmental issues. They appreciate the importance of caring for the environment. They promote sustainability and extend their knowledge of conservation issues in lessons. This was most evident during the school's environmental sustainability week.

For Development:

- Ensure that students arrive punctually to school at the beginning of the day.
- Raise students' awareness and understanding of wider world cultures.
- Encourage more leadership opportunities for all students.

03 TEACHING AND ASSESSMENT

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

- Teachers in KG provide time for children to make choices in lessons and enable them to be independent learners who lead their own learning. Most teachers' subject knowledge is secure, and they plan lessons with clear learning objectives linked to differentiated activities. In practice, differentiation is more effective in Elementary because teachers use assessment information to plan for students' learning needs.
- The quality of teachers' questioning is variable. Their expectations are not often high enough to ensure that all students achieve their potential. Too often teachers accept students' responses to questions without challenging them to think more carefully or to explore their learning in greater depth.
- Relationships between teachers and students are generally positive. Most teachers expect all students to work on the same closed tasks at the same pace and rush them through timed activities. This means that some students do not complete their work.

	KG	Elementary	Middle	High
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Internal assessment processes in the school are consistent and aligned with the curriculum standards. They provide suitable measures of students' progress. The school benchmarks academic outcomes against external standards, although consistency varies. Assessment in KG is particularly effective, with information being utilized efficiently for the children's advancement.
- The analysis of assessment data is in place but understanding of students' individual and group progress is often superficial. Information informs teaching and curriculum planning adequately, especially in KG and Elementary. Recent efforts to align internal and external assessment outcomes for accurate evaluation have had limited success since the previous inspection.
- Teachers, particularly in the KG, have a reasonable knowledge of the strengths and weaknesses of individual children. Teachers across the school provide some challenge, support, feedback and follow-up. However, this is inconsistent. Students are also sometimes involved in assessing their own learning.

For Development:

- Ensure that all teachers understand the importance of assessment to help them to plan to meet the needs of all groups of students.
- Require teachers to plan open-ended activities which promote independent learning and allow students to work at their own pace and levels.
- Improve teachers' use of questioning.

04 CURRICULUM

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

- The school curriculum encompasses the CCSS, NGSS and MoE standards, with opportunities for Advanced Placement (AP) courses. While the curriculum develops knowledge and skills, it leans toward knowledge acquisition. The curriculum adheres mainly to the authorized curriculum and national statutory requirements, prioritizing relevance and breadth.
- The high school curriculum offers a diverse range of course options including electives, core subjects and AP courses. New additions include AP environmental science, calculus, and psychology as well as pre-AP courses to prepare students for the challenge of advanced placement coursework.
- Cross-curricular connections, particularly in science, technology, engineering and mathematics (STEM), offer practical applications. In KG, children integrate mathematics and science with literacy through writing for meaningful purposes. Periodic curriculum reviews ensure that provision in most subjects meets the academic and personal development needs of most students.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- In the KG, teachers effectively tailor lessons to each child's needs using assessment data. In other subjects and phases, although teachers aim to personalize learning, adjustments do not always cater to individual needs. The school's curriculum modifications are adequate but do not fully address the needs of all groups of students.
- Various extra-curricular activities such as, the environmental club and sports days, foster students' personal and academic growth. Expanding activity options within and beyond school are beginning to enhance connections to the community. Opportunities for innovation and social contribution vary.
- The curriculum includes experiences to enhance students' understanding of Emirati culture and society. High school students established the Emirati Union to promote their heritage and serve as role models. However, these experiences, although a strong feature, are not fully integrated into the curriculum.

For Development:

- Improve the implementation of the curriculum to provide a balance of knowledge, skills and understanding, and to promote innovation and challenge.
- Ensure that curriculum modifications meet the individual needs of all groups of students.

05 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 implements effective safeguarding measures, including child protection training for all members of staff and qualified safeguarding officers. It effectively protects students from abuse, including bullying and online risks. Formal procedures are known to most staff, students, and parents.
- The school prioritizes safety and hygiene, although dismissal procedures face challenges. Regular safety checks and effective supervision, on transport, maintain security. Buildings and equipment are well maintained, with accurate records of any incidents. A safe and inclusive environment is fostered.
- Following the previous inspection, systems underwent a review for enhanced efficiency and effectiveness. Changes include improved risk assessment practices and quick maintenance responses through the use of technology for reporting perceived risks. These have been mostly effective in practice.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- The relationships between members of staff and students are mutually respectful in most areas of the school. However, some ineffective classroom management in middle and high school lessons results in poorer behavior. This has a negative impact on learning, as does poor punctuality to school.
- Effective processes identify students of determination and provide personalized support and interventions. The procedures for identifying and supporting those who are academically gifted or talented has improved. Students are starting to be supported in working toward realizing their true potential.
- The wellbeing and personal development of all students is closely monitored through a whole-school system of pastoral care led by the counselor. The counselor also provides guidance to high school students, but the school does not yet have a careers guidance counselor with US qualifications and experience.

For Development:

- Monitor the effectiveness of the new security practices and remedy any potential issues.
- Provide additional support and strategies to improve the behavior management skills of teachers who are experiencing difficulties.
- Provide high-quality and effective academic and careers guidance for high school students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The acting principal and senior management are promoting an inclusive ethos and welcome students with a diverse range of learning needs. The new head of inclusion is well qualified and experienced with capacity to improve the quality of provision.
- Established processes at admissions ensure the accurate identification of abilities, needs and barriers to learning. Most students of determination have individual education plans (IEPs) or behavior plans. While there are five school learning support assistants (LSAs), there is only one qualified support teacher.
- Parents agree that the school staff are kind and caring and support their children's learning. They attend IEP meetings and receive progress reports. Parents do not receive any training or support in helping their children at home or in understanding their learning needs.
- Most classrooms are welcoming and supportive learning environments, but many teachers lack the skills to implement differentiated instruction based on students' needs. Many lesson plans have no information on how students of determination will be included in the lesson.
- Progress is monitored and tracked efficiently using data from a range of sources including IEPs, teacher observations, and informal and standardized assessments. The data show that a majority of students are making expected levels of progress.

For Development:

- Consider increasing the number of qualified learning support teachers to improve the quality of the inclusive provision for students of determination.
- Provide additional professional development and support for all teachers to ensure appropriate inclusive practices in every lesson.

06 LEADERSHIP AND MANAGEMENT

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

- The acting principal and the new senior leadership team are prioritizing inclusive education and wellbeing. Roles have moved with instructional leaders now crucial in shaping the development of teaching and learning. However, their focus is on supporting teachers rather than on setting clear targets for sustainable improvement in educational standards. Leaders acknowledge their challenges, especially concerning the retention of teachers. They currently rely on external support to help them and therefore, their own capacity for lasting progress remains constrained.
- The school has engaged different agencies for the school's self-evaluation, utilizing both internal and external data, but the process is neither thorough nor accurate. While key priorities are recognized, there is limited attention to the effective monitoring of teaching and learning and to aligning judgements with students' achievement. Improvement plans outline the general measures and success criteria prioritize task completion rather than achieving measurable outcomes. Although some recommendations from the previous report have been addressed, progress has been limited in achieving high students' outcomes.
- The school, particularly in KG and Elementary, is successful in engaging parents. However, the scope of parental representation is limited. Parents appreciate the school's open-door policy. The instability of staffing and leadership are their main cause of concern. Various communication channels, including social media, enable regular updates. Parents value the detailed termly academic reports in the lower two phases. The school is beginning to expand partnerships locally, nationally and internationally.
- The structure of governance includes representation from various stakeholders but lacks consistent engagement with parents and students. Governors do not address concerns about the stability of staff or leadership. Although supported by external consultants, governors have not rectified the gaps in teaching and learning. They have yet to prioritize resource allocation to address these weaknesses and to meet statutory requirements, including the appointment of a permanent principal.
- The day-to-day management of the school is generally well organized, with appropriate procedures and routines in place. There is a constant turnover of teaching staff. A majority lack teaching qualifications and struggle to deliver a US curriculum. Teachers do receive some professional development. Most learning areas are clean and well maintained. Access to the school's premises is suitable for all.

For Development:

- Define the roles of all leaders and set targets for improving the quality of teaching and learning.
- Implement a comprehensive self-evaluation process incorporating all data and provide an improvement plan with measurable targets.
- Provide stable leadership and high-quality, qualified teachers, and ensure that all leaders are held accountable for improving students' outcomes.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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