

INSPECTION REPORT

2022-2023



DUBAI INTERNATIONAL PRIVATE SCHOOL - BR

US CURRICULUM









ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Quoz
	Opening year of School	1998
	Website	www.dips-alquoz.ae
	Telephone	97143385530
	Principal	Dr. Akram Zayour
	Principal - Date appointed	10/2/2000
	Language of Instruction	English
	Inspection Dates	13 to 17 February 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Year 12
	Number of students on roll	1911
	Number of Emirati students	1057
	Number of students of determination	61
	Largest nationality group of students	Emirati

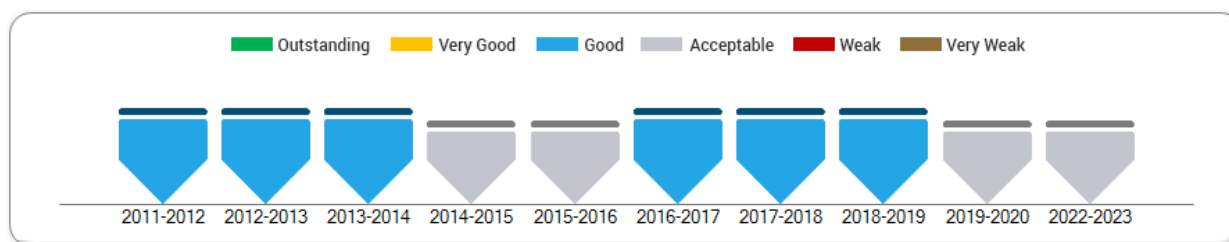
TEACHERS

	Number of teachers	124
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	17
	Teacher-student ratio	16
	Number of guidance counsellors	2
	Teacher turnover	15%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP
	Accreditation	NEASC

School Journey for DUBAI INTERNATIONAL PRIVATE SCHOOL - BR



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

- Children in the Kindergarten (KG) make good progress in English, mathematics and science. In elementary students' achievement is good in Arabic, as an additional language and English. In other subjects' achievement is mostly acceptable. Students in the high school and particularly girls, progress well in Islamic Education, Arabic as a first language and mathematics. Achievement in science is acceptable except in KG where progress is good.
- Students have positive and responsible attitudes to school. They are self-reliant, exercise self-control and follow school rules. They understand Islamic values and the Emirati culture well. Children in the KG, enthusiastically celebrate the diversity of world cultures. A variety of activities are available for students to improve their leadership, creativity, innovation, and sustainability skills. In the KG, children have ample opportunity to create individual and group projects.

PROVISION FOR LEARNERS

- Almost all teachers plan differentiated tasks to meet the needs of all groups of students, but they are not always delivered effectively. In the middle school, most lessons are teacher-led, and questioning is often closed. Assessment systems are consistent and produce overall valid internal assessment data. However, teachers do not use this data effectively to deliver successful lessons.
- The curriculum has a clear rationale. It is planned to ensure progression across all phases. In the KG, the curriculum is planned around children's interests. This thematic approach is extended and developed in the primary school. In the upper phases, students are provided with an increasing range of choice and pathways to support their needs. Curriculum adaptations to meet the needs of students of determinations and those who are gifted and talented are limited.
- The provision for safeguarding and child protection ensures that students are kept safe and secure, including on school trips. The school's social and emotional learning program supports students' personal and social education well. School counselors support students' wellbeing effectively, through individual advice and guidance. Comprehensive advice supports senior students' applications for future careers.

LEADERSHIP AND MANAGEMENT

- Senior leaders are keen to improve the quality of education in line with the UAE's national agenda. The progress in the lower elementary demonstrates that leaders have the capacity to improve, although, there is still variability among the skills of middle leaders. The quality of teaching and learning is monitored regularly but is not rigorously focused on student progress. This is impacting on the accuracy of their judgements in self-evaluations and the setting of priorities for improvement planning.

The best features of the school:

- Progress in English, mathematics and science in KG.
- Students' personal development and social responsibility.
- The care, guidance and support for students.
- The strong leadership in KG and lower Elementary.
- The strong partnership with parents including parents of students of determination.





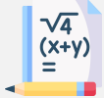

Key Recommendations:

- Senior leaders should rigorously and systematically ensure improved outcomes for all students by:
 - improving teachers' use of assessment data to deliver lessons that meet the needs of all groups of students
 - the prompt and rigorous identification and completion of Individual Education Plans (IEPs)
 - making sure self-evaluation is based on accurately measured and analysed assessment information
 - formulating an improvement plan which has measurable and realistic improvement targets, which can be monitored over time, and
 - developing the capacity of middle leaders to identify accurate priorities and establish a rigorously and systematic approach to monitoring, and improving the quality of teaching, learning, assessment and the curriculum.
- Ensure that governance includes educational practitioners and experts who will support and challenge leaders to deliver high-quality, effective and inclusive education.


Overall School Performance

Acceptable

1. Students' Achievement

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

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

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




3. Teaching and assessment

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


4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Very good	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	Acceptable 
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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	is approaching expectations

- Student outcomes moved above the school's 2018 targets in PISA in mathematics and matched the target in science. In mathematics and science TIMSS outcomes in Grade 4 and Grade 8 were significantly above the 2019 targets. In the NAP assessments student performance was not as strong in reading and language arts. i

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders at all levels are committed to the vision and goals of the National Agenda. Leaders use data from benchmarking assessments effectively to identify where adjustments to the curriculum may need to be made. The National Agenda action plan identifies key areas for improvement. The school has yet to introduce an external diagnostic reading assessment against which improvements in students' reading and comprehension skills can be measured.

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

- The school does not use an external standardized benchmarking assessment tool to track the development of students wider reading skills. Students' critical thinking skills are better supported in lessons.

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

For Development:

- Introduce a standardized external assessment that assesses students' reading skills.
- Link the school's reading program to the external benchmarking assessment to monitor and ensure it is having a positive impact on student outcomes.
- Extend the skills of all teachers to help students build their skills of reading for understanding.

Wellbeing

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

- The school's revitalised vision for wellbeing aims to support all in the community to be happy, healthy, safe and resilient. The governing board and leaders know the wellbeing strengths and areas for development. They seek stakeholder views when deciding appropriate next steps, informing a well-considered wellbeing improvement plan. The school provides a safe environment, especially nurturing in the KG.
- Positive relationships between students and staff enable effective care and support across the school. The school promotes staff wellbeing in a range of ways including health checks for all. Leaders take account of stakeholder views and respond appropriately. The school supports parents with advice to ensure students adopt healthy behaviors such as, getting enough sleep.
- The school's social and emotional learning program (SEL) contributes to students' personal development. Across the school, students adopt healthy lifestyles through their choice of food, participation in a range of sport and their active understanding of cyber-safety. Survey findings show students' positive engagement with school life. The school is developing further its inclusive education provision and is addressing the demand for a wider range of extra-curricular trips and visits.

UAE social studies and Moral Education

- The moral, social and cultural studies (MSCS) program is delivered through separate moral education and social studies lessons. Moral education is integrated with other subjects from Grades 1 to 12. Social studies is delivered to Grades 1 to 12 one lesson per week in the elementary phase and two 50-minute lessons in Grades 6 to 8. There are six social studies teachers and three moral education teachers, who are supported by two subject leaders.
- The standards used are those of the Ministry of Education (MoE). The ABT social studies tests assess students' achievement from Grade 3 to Grade 9. Students in Grade 11 and Grade 12 are assessed through the California College board half-credit electives. In moral education, students are assessed through student portfolios. The provision has been designed and adapted by providing resources to enhance students' knowledge and understanding. In both subjects, lessons are too teacher-led and there is limited evidence in students' MoE workbooks that activities are completed regularly.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the elementary and high schools, students make increasingly good progress in lessons. Students in the middle school demonstrate appropriate levels of achievement. The school's internal assessment data are aligned with the external ABT results. A minority of students demonstrate the ability to produce creative Islamic related projects.
- Students' ability in the recitation and memorisation of the Holy Qur'an is variable across the school. In the high school, students and particularly girls link their understanding of Islamic laws to real life applications in marriage and divorce. In the elementary and middle schools, students' knowledge of the basic principles of Islam are adequate.
- The school's enrichment of the curriculum through various projects helps to develop the skills of independent research. However, this is not yet a secure skill of students.

For Development:

- Ensure that teachers develop student's oral and writing skills by using evidence from the Holy Qur'an, Hadeeth and Sunnah.
- Make effective use of the assessment data to deliver lessons that meet student needs and develop their skills of understanding, application and inference.

Arabic as a First Language

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

- External assessment data indicates that attainment is above Arabic curriculum standards in all phases. However, the internal data indicates a decline at the end of elementary and middle grades. High school students achieve well particularly in reading and writing.
- Students' listening and reading comprehension skills are secure in all phases. Speaking and independent writing skills are still emerging in the elementary and middle schools. In the high school, students show confidence in debating familiar topics and demonstrate secure skills in analysing texts.

- Plans and initiatives such as, the reading programs, spelling and writing activities and lessons in the KG, are impacting positively on the development of vocabulary, comprehension, and writing skills across the school. Improvements in the middle phase are not as strong when compared to other phases, particularly in the boys' section.

For Development:

- Provide students with opportunities to extend their writing and speaking skills in lessons, especially in the middle school and for students who are underachieving.

Arabic as an Additional Language

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

- External and internal data, lesson observations, and students' workbooks in both phases demonstrates that students' listening, reading and speaking skills are above curriculum standards. In writing students are steadily improving their vocabulary using a wider range of texts.
- Students make more rapid progress in their listening skills and reading comprehension. This is enabling the majority to engage with higher levels of Arabic. Small grouping of students allows teachers to assess and interact effectively with students on a one-to-one basis, resulting in stronger confidence for students.
- Most students are enthusiastic about learning Arabic. They demonstrate good learning skills, working independently and in using technology. They enjoy sharing their basic language knowledge of simple phrases.

For Development:

- Ensure that teachers prepare lessons based on the number of years students have been studying Arabic and develop their skills accordingly.

English

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

- Students in Grade 12 achieve well in the International English Language Tests (IELTS) and EmSAT English examinations. In external Measures of Academic Progress (MAP) tests most students' outcomes in the middle and senior phases are weaker. Students' achievement in the elementary school is good because they develop strong reading and writing skills, particularly in Grades 1 to 3.
- By the time students reach Grade 8, most are articulate speakers who express opinions, and their reading skills improve. However, a majority of older students' writing skills are inaccurate. This is due to the limited opportunities to write.

- Almost all the KG children learn English, as an additional language and their speaking and listening skills progress well. Their understanding and use of phonetic knowledge are insecure. Consequently, their reading and writing skills develop more slowly.

For Development:

- Ensure students in the middle and senior phases have frequent practice in extended writing.
- Improve KG children's understanding of phonics and improve reading strategies throughout upper elementary and middle schools.

Mathematics

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

- The majority of children in the KG and students in the high phase, make better than expected progress in building their mathematical understanding due to more effective teaching. Across all phases most students attain in line with curriculum expectations.
- In the elementary phase students can represent data in the form of pictographs. Students in the middle phase demonstrate a growing understanding of algebra. In the high phase students in Grade 12 apply calculus to solve real-life problems. Opportunities for students to develop their basic arithmetic and mental mathematical skills are limited.
- Students are encouraged to reflect on their own learning in lessons through quizzes and simple self-evaluation activities. Students are encouraged to use mathematical vocabulary correctly, but key words are not always displayed in the classrooms as reminders. The achievement of Emirati students falls behind that of their peers.

For Development:

- Improve students' basic arithmetic and mental mathematical skills.
- Deepen students' mathematical understanding and calculation skills by providing them with opportunities to complete questions linked to the mathematical concepts they are learning.

Science

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

- In the KG, children begin to make sense of the world around them through observations and experiments. In the upper phases, students continue to acquire knowledge and communicate ideas effectively.

- In the elementary phase students' scientific knowledge and understanding is developed through their engagement with technology based projects. This approach supports students' innovation, creativity and enterprise, particularly for the higher attainers and the gifted and talented students. However, these skills are not integrated into all phases.
- Opportunities are provided for students to undertake investigative practical tasks across all phases. However, the sequence of work lacks clear progression in the development of specific scientific skills of enquiry and higher-order learning.

For Development:

- Plan and deliver a clear progression of scientific enquiry skills across all phases so that students can demonstrate them with confidence.
- Ensure that all teaching in science supports the development of all students' practical and investigative skills.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good ↑	Acceptable	Good ↑

- Learning skills are stronger in the KG, elementary and in the girls' classes throughout the school. Group work is common across all phases and students collaborate well and communicate their ideas clearly. However, groups are often too large, which prevents all students from being actively involved in the learning. This is seen particularly with boys in the middle phase.
- Most students are keen to learn and find things out for themselves. They work independently when using technology in applying basic research skills. Problem-solving and investigative skills in mathematics and science are underdeveloped.
- A majority are able to link their learning to their experiences of real life. However, teachers do not challenge students to think more deeply, or develop their higher-order learning skills, such as, inquiry, critical thinking, innovation and creativity.

For Development:

- Extend opportunities for students to explore their learning by challenging them to think critically and develop higher order learning skills.
- Give students in mathematics and science more problem-solving and investigative tasks.

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

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

- Students have positive and responsible attitudes and need little reassurance. They are self-reliant and exercise self-discipline and follow school rules. Students are courteous to adults and to their peers.
- Student and staff relationships are friendly and respectful. Students are sensitive to the needs of others, including students of determination and provide them with support when required.
- Students are aware of healthy eating and how to maintain an active lifestyle. They often follow the school's advice by selecting healthy dietary food. Most of the students participate in sporting activities and competitions. Attendance is very good and most students are punctual in arriving to school and to their lessons.

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

- Students have good understanding of the history, the context and the living experiences that link Islamic values to the Emirati culture. They are aware of key features of everyday life in the Emirates.
- Students demonstrate a good understanding of Islamic principles for instance, kindness, honesty and tolerance. This is evident in their work displayed around the school and in assemblies which begin with the recitation of verses from the Holy Qur'an. In the KG, visits to the UAE museum provides opportunities for children to understand the life of the people of the UAE.
- Students have a deep respect of their own national identity and appreciation of other world cultures. Many visited the Global village in Dubai and Expo 2020 as well as celebrating the international school day.

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

- A variety of activities are available for students to improve their leadership, creativity, innovation, and sustainability skills. In the KG, children have ample opportunity to create individual and group projects such as, in the Space Maker room.
- In the elementary, students are involved in STEM projects and engage with recycling activities. In the middle school, students have positive work ethics and volunteer to plant, recycle, reuse and re-purpose items from around the school.
- Senior students take opportunities to lead as members of the student council and volunteer as class leaders. They demonstrate their entrepreneurial skills during the organization of the Business Day and other environmental projects. Students are happily involved in the Eco School, Diabetes Awareness, Science Fair, and the UNICEF sustainability project.

For Development:

- Increase opportunities in the elementary, middle and high School to develop entrepreneurial and leadership skills.

3. Teaching and assessment

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

- Most teachers plan differentiated tasks to meet students' needs, but these are not always delivered effectively because students are not grouped accurately. In the stronger elementary lessons, teachers plan activities which are closely matched to students' abilities.
- In Arabic, teachers set targets to improve students' comprehension skills and promote good reading. However, most lessons are teacher-led, and questioning is often too closed. Consequently, students are not challenged to explore topics in depth. Where teaching is not strong, students become disengaged. This is particularly the case in the boys' section and the middle phase of the school.
- Most teaching does not consistently promote independent, student-centered, and enquiry-based learning. Extension activities to enable more able students to work independently are limited.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- Assessment procedures in the KG are well thought out and enable children's social and emotional development to be carefully monitored. The school does not use a standardized external benchmarking baseline tool to track students' reading skills.
- Teachers in the KG and the lower grades of the elementary school, use assessment data more effectively in planning to provide most groups of students with well-matched learning activities. Teachers marking does not provide meaningful guidance that helps student in the next steps in their learning.
- Assessment systems are consistent and produce overall valid internal data aligned to the curriculum standards for each subject. Formative assessments during the term, and end of unit tests, enable a student's progress to be tracked against their starting points.

For Development:

- Ensure teachers marking provides clear, meaningful guidance that helps them to progress into the next steps of improvement.
- Ensure that all teachers use assessment data to implement activities that support the learning needs of all groups of students.

4. Curriculum

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

- The curriculum is broad and balanced with a clear rationale. In the KG, the curriculum is led by children's interests and its thematic approach extends and develops through to the elementary school. In the upper phases, students have a growing range of choices and pathways to support different needs.
- The school regularly reviews the curriculum to include a developing range of personalization, providing students across all phases, with numerous opportunities to develop their academic and sporting talents, and interests further.
- The school has been successful in broadening the curriculum to include additional pathways to support all students' needs. This has had a positive impact on student outcomes and the quality of the school's provision.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- In the KG, the curriculum is tailored to support the needs of most children. Across other phases the school has been successful in ensuring that the curriculum matches the needs of the majority of students. Planning indicates strong modification for all students, but it is not evident in practice.
- The KG curriculum offers children a range of experiences, including making their own choices. In the other phases, opportunities for innovation and creativity are developing through project-based work and integrated subject lessons.
- The school has had noticeable success in recent modification to the curriculum, including systems to map students reading skills more closely and the provision for stronger interventions to support literacy in Arabic.
- Arabic is taught in the KG for four hours per week.

For Development:

- Ensure that the curriculum offers more opportunities for enquiry-based to develop students' problem-solving, innovation and creativity skills.
- Extend support for students of determinations and gifted and talented by offering more personalised curriculum and pathways for their futures.

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

- Provision for safeguarding and child protection ensures that all students are safe and secure, including on school trips. The school is effective in protecting students from all types of abuse. The school campus is secure and hygienic at all times with safety checks scheduled regularly.
- A committed Health and Safety team ensures the accurate maintenance of records, good quality outsourcing and health services. Healthy lifestyle information is found in lessons, policies, procedures and in the general philosophy of the school.
- School buildings are maintained in good condition. There are ramps and an elevator ensuring that the school provides an environment that meets the learning needs of all. However, there are no handrails on all stairways.

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

- In the KG, there is a warm and caring approach to the needs of children. This complements the positive behaviour management strategies across the phases. As a result, staff-student relationships are positive and well-managed. Careful monitoring supports students' very good attendance and punctuality.
- More accurate identification of barriers to students' learning, informs well-focused advice to teachers on how best to intervene to meet students' needs. The effectiveness of such interventions varies very considerably across the school.
- The school's social and emotional learning program supports students' personal and social development. School counsellors support students' wellbeing effectively through advice and guidance. Comprehensive advice supports senior students' applications for university and college study at home and abroad.

For Development:

- Ensure teachers' scrupulously follows advice and guidance in students' individual learning plans.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Suitably qualified Inclusion leaders provide clear direction to the Inclusion team. The Inclusive Education Improvement Plan (IEIP) informs improvement in the identification of students. However, this is not consistently effective in meeting students' needs.
- The accuracy of identification of students' barriers to learning is improving through wider application of appropriate diagnostic assessments and partnerships with external specialist agencies. Individual Education Plans (IEPs) identify barriers to learning and set appropriate long-term goals and short-term measurable targets.
- Parents are engaged as partners in their child's education. Their views are heard and taken account of with the compilation of their child's IEP. Parents value the school's formal and informal communications, progress reports and reviews, and support and advice.
- Caring, nurturing KG provision supports Inclusive education well. Learning support assistants (LSAs) promote students' inclusion in lessons. Learning support teachers help students maintain academic progress. Across the school, class teachers demonstrate variably effective skill in applying strategies advised in students' IEPs.
- Across the school most students generally make acceptable progress towards personal development goals and academic targets noted in IEPs.

For Development:

- Ensure more rigorous and prompter identification of barriers to students' learning.
- Ensure the consistency of class teachers use of IEP strategies to meet students' learning and personal development needs.

6. Leadership and management

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

- Senior leaders are keen to improve the quality of education in line with the UAE's national agenda, particularly the wellbeing of all stakeholders. Relationships and communications in the school are professional. Improvements in the KG and the lower elementary phase demonstrate leader's capacity to improve the quality of provision and student outcomes. Leaders have not yet been successful in improving aspects of provision and outcomes in the upper phases of the school.
- The school's self-evaluation process includes the use of internal and external data. Leaders monitor the quality of teaching and learning regularly, but do not focus on students' progress in lessons and overtime. The school improvement plan has detailed action points. It lacks measurable targets and milestones for review. There has been progress in addressing some of the recommendations of the previous inspection, but weaknesses remain, particularly in the middle school and the boys' sections.
- Parents have strong partnerships with the school. The Parents' Council and others volunteer to support the school. For example, reading stories in the KG and elementary classes. Parents appreciate the school's open-door policy and the coherent channels of communication. They are satisfied with the school reports and meetings to discuss their children's progress. The school's partnerships with local, national and international partners are limited.
- The governors have increasing knowledge of the school performance as they meet regularly with the principal to discuss students' performance. They are involved in the self-evaluation process and improvement planning. However, they lack the expertise to validate the accuracy of these documents. Governors are involved in reviewing staffing, resources and technology needs. They are supportive of the drive to improve inclusion and wellbeing in the school.
- The school is managed effectively on a daily basis. Procedures and routines, including timetabling, arrival and dismissal times are appropriate. The school is staffed with increasing number of qualified teachers who benefit from a wide range of professional development programs, although these are not bespoke. The premises and specialist facilities provide adequate opportunities to develop student's academic and physical wellbeing.

For Development:

- Ensure all teaching staff are qualified teachers and provide them with the resources including bespoke training to improve their subject knowledge and teaching strategies in lessons.
- Improve further the school's learning environment, including the classrooms and the specialist learning facilities to promote students' academic learning, physical and mental wellbeing.

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