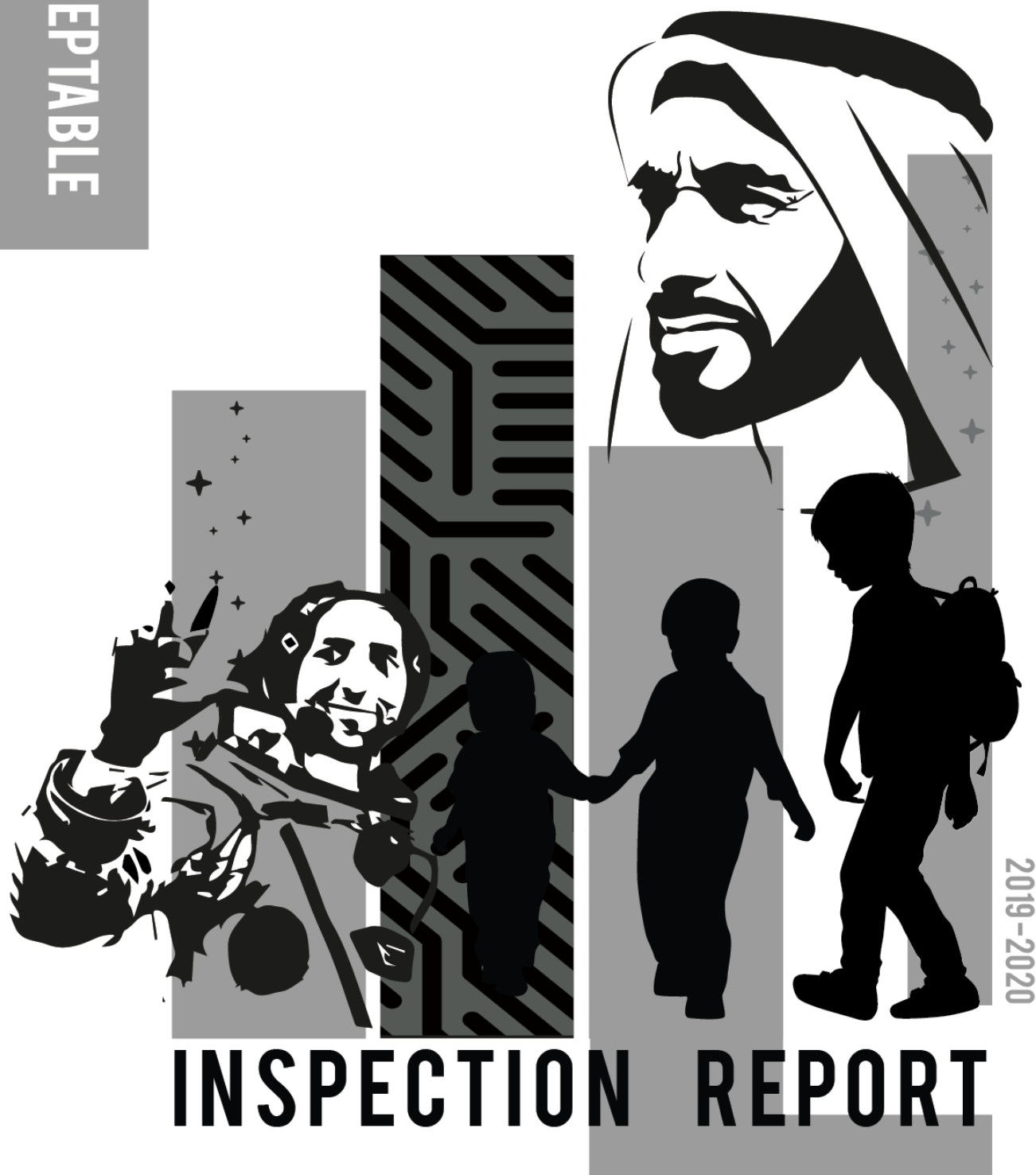


ACCEPTABLE





























US CURRICULUM

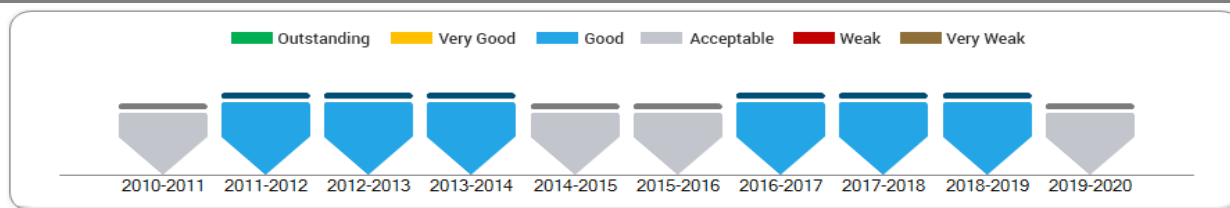
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School Information

General Information	 Location	Al Quoz
	 Opening year of School	1998
	 Website	www.dis.sch.ae
	 Telephone	+97143385530
	 Principal	Dr. Akram Zayour
	 Principal - Date appointed	2/10/2000
	 Language of Instruction	English
	 Inspection Dates	17 to 20 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2079
	 Number of Emirati students	1343
	 Number of students of determination	70
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	132
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	2
	 Teacher-student ratio	1:21
	 Number of guidance counsellors	2
	 Teacher turnover	27%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/California State
	 External Tests and Examinations	Measures of Academic Progress (MAP), Emirates Standardized Test (EMSAT), Student Aptitude Test (SAT1)
	 Accreditation	None
	 National Agenda Benchmark Tests	MAP

School Journey for DUBAI INTERNATIONAL PRIVATE SCHOOL - BR



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Children's achievement in the Kindergarten (KG) is a strong feature and is supported by the welcoming learning environment. In the middle phase, students' performance has declined this year in Islamic education, Arabic as a first language, English and science. The inconsistent quality and range of learning skills and poor classroom environments are contributory factors. Improving students' literacy in Arabic and English also remains a challenge for the school.
- Children in KG and students in the elementary and high school phases are respectful and sensitive to the needs of others, including students of determination. Boys in the middle phase display less positive behavior. Outstanding levels of appreciation and respect for Islamic values and UAE culture are evident in the KG. Girls in the middle and high schools, in particular, demonstrate strong self-reliance and positive attitudes to school and work.

Provision for learners

- The balance between teacher-led and student-led activities is insecure. In the KG, teachers provide more effective lessons than in the other phases. The school aligns its internal assessments appropriately to the curriculum standards. Teachers in KG know their children well and support them effectively. In the upper phases, the quality and range of assessment information used to improve teaching and learning remain underdeveloped.
- Teachers understand well the US Common Core and California State (CCCS) standards and the Next Generation Science Standards (NGSS) curriculum. However, curriculum plans do not provide sufficient balance between the acquisition of knowledge and the development of skills. An appropriate range of extra-curricular activities and community links benefit students' academic and personal development. Teachers' ability to adapt the curriculum is not effective in meeting the needs of more able students and those of determination.
- Leaders see health and safety as a key priority for all students and staff, and systems for monitoring are good. However, the supervision of boys in the upper phases is not consistently effective. Systems and procedures to identify, support and modify lessons for the most able and those of determination are underdeveloped.

Leadership and management

- The restructured governing board does not hold senior leaders to account for students' outcomes. Leaders demonstrate basic knowledge of student-centered learning and best practices in teaching and assessment. Self-evaluation processes are not fully aligned with the UAE Inspection Framework. Parents appreciate the school's open-door policy. Most aspects of school management are adequately organized, with best practice seen in the KG.

The best features of the school:

- The good quality provision in the KG and the outstanding awareness among children of Emirati culture
- Students' understanding of their responsibilities as members of a school community, especially among older girls
- The quality of the curriculum and the arrangements to ensure health, safety and security
- The willingness of parents to provide support to the school, and their inclusion in the governance structure.









Key recommendations:

- Governance must:
 - establish and implement clear lines of accountability in the roles, responsibilities and expectations of all leaders for improved outcomes for all students
 - improve the quality of resources and ratio of staffing for students of determination
 - make effective use of the UAE Inspection Framework to evaluate all aspects of school performance.
- Leadership must improve students' achievement by:
 - establishing a clear and cohesive system to evaluate and support teachers' performance, with a focus on students' outcomes
 - improving senior and middle leaders' skills to judge the quality of teaching and learning accurately, and to develop fully their understanding and use of assessment data
 - documenting the rationale, purpose and strategic development of the schools' move to student-centered learning
 - providing professional development for all teachers to embed the school's vision of student-centered education
 - developing robust systems to manage and track students' progress, staff-student relationships and behavior in lessons and around the school.
- Leadership must improve students' reading skills by:
 - providing high quality training for teachers and teaching assistants to equip them with the necessary skills to develop reading and comprehension skills systematically
 - enabling students to access a wide range of age-appropriate reading materials to allow them to develop skills and fluency more rapidly
 - identifying and providing intervention programs for students who are reading below grade level and monitor their progress regularly.

Overall School Performance

Acceptable ↓

1. Students' achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable ↓	Good
	Progress	Not applicable	Acceptable	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	Acceptable ↓	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable ↓	Acceptable
 UAE Social Studies	Attainment	Acceptable			

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable ↓	Acceptable

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Acceptable ↓	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	Acceptable ↓	Acceptable ↓	Acceptable ↓

6. 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](#).

National Priorities

National Agenda Parameter



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

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments

is below expectations.

- Between 2015 and 2018, the school's scores on the Program for International Student Assessment (PISA) declined in reading and science and improved in mathematics. The school exceeded its target in mathematics. Between 2011 and 2015, the scores in Grade 4 and Grade 8 mathematics and science improved, but did not reach the set targets. The last two cycles of Measures of Academic Progress (MAP) testing show that scores have improved in mathematics and reading. Comparing students' potential, as measured by Cognitive Abilities Test (CAT4), with their MAP scores, indicates that they achieve well below expectations in English, mathematics and science.

Impact of leadership

is approaching expectations.

- The school has a separate National Agenda (NA) action plan that is too long. It is not effective because it lacks prioritization, consistency and clear timeframes. The school analyzes internal and external assessment data but has not been able to use this information to improve teaching and learning outcomes sufficiently.

Impact on learning

is approaching expectations.

- The promotion of students' critical thinking skills is variable in lessons. Although teachers provide opportunities for group work, they do not give students enough independence in learning. The Bring Your Own Device (BYOD) policy encourages students to use digital technology to carry out basic research. Students are involved in more advanced research through a range of projects, but some of the papers they produce contain plagiarized sections.

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

For development:

- Develop and monitor a NA action plan that is concise, has targets for improving students' outcomes, and contains specific time frames.
- Improve students' scores on the MAP test, especially in science and language usage.
- Provide more opportunities for students to think critically, research and learn independently.

Moral education

- The school has made a positive start in planning a coherent program that covers key concepts through stand-alone lessons and integration with other subjects. The curriculum plans are aligned to the Ministry of Education (MoE) program but are not sufficiently adapted to provide a wide range of resources and group tasks to ensure students' interest.
 - The majority of teachers plan purposeful lessons, use questioning effectively and facilitate interesting discussions. Less skillful questioning and interaction with students do not help them deepen their understanding.
 - There are suitable assessment procedures, but information from these is not used well enough to plan challenge and support in lessons. Ongoing assessment and constructive feedback are not routinely used in lessons.
- The school's implementation of the moral education program is below expectations.**

For development:

- Develop resources to enliven teaching and learning, including resources to engage students in purposeful group tasks.

Reading across the curriculum

- The school has recently implemented online programs that have the potential to improve reading skills in Arabic and English. These have had little impact on improving reading skills for those who read below grade level.
- Children develop a sound knowledge of phonics in KG. In other phases of the school, fluency and comprehension skills develop too slowly, hindering students' ability to access reading materials in other subjects.
- The library provision is underdeveloped. Some students do not have access to library books or graded readers for practice at home.
- The formulation and implementation of an action plan to develop reading literacy is at an early stage of development.

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

For development:

- Implement an action plan that addresses the significant weaknesses in the provision for the development of reading skills.
- Ensure that all teachers take responsibility for raising standards.
- Enhance the library resources and its use to improve the skill of reading.

Innovation

- Students use technology to search for information and gather evidence prior to making presentations. Students are beginning to think critically and generate ideas to support their topics.
- Some students develop their work ethic through aspects of the curriculum. There are not enough opportunities for students to develop enterprise and entrepreneurial actions and innovation projects.
- Teaching provides too few opportunities for in-depth thinking. Innovation in teaching to encourage learning is building with some practical examples in mathematics and science.
- The curriculum encourages some enterprise and innovation. It also provides some opportunities for students to contribute to the development of the school and UAE.
- Leaders are aware of the importance of innovation but are not sufficiently successful in promoting a culture of creativity and innovative practice across all phases.

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

For development:

- Build practice across all phases to promote a culture of innovation and creativity and encourage students to generate their own ideas.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- In the elementary and middle schools, students make steady progress in lessons. Students in the high school demonstrate better knowledge and understanding in most standards. Assessment information does not reflect students' actual levels.
- Students' recitation and memorization of the Holy Qur'an is slowly developing across the school. Students in the high school phase demonstrate better understanding of Divine revelation and can deduce rules from Hadeeth. In the elementary and middle schools, students' knowledge of Seerah and national identity are inadequate.
- The modification of the curriculum to include projects has improved students' learning skills and knowledge when it is linked appropriately to curriculum expectations. However, this is not consistent across all phases. The impact of projects in the elementary and middle schools have not provided the desired outcomes.

For development:

- Raise students' attainment and accelerate progress, especially in the elementary and middle schools, by ensuring that teachers' planning is in line with the appropriate grade level.

Arabic as a First Language

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

- Students' acquisition of language skills is strongest in the high school phase and particularly in listening, reading and comprehension. Most students in the elementary and middle phases can analyze the elements of a story. However, for the majority, writing using accurate grammar is insecure.
- Elementary and middle school students read and analyze literary scripts. Speaking and creative writing skills are inconsistent. Students in the high school read well and infer the implicit and explicit meanings of different types of literary texts. For the minority of students, speaking and creative writing are underdeveloped.
- The use of on-line Arabic reading applications in the elementary phase, together with visits to the library and their participation in Arabic competitions, are helping to improve students' engagement with Arabic. However, this has not had sufficient impact on achievement, particularly in the elementary and middle schools.

For development:

- Ensure that students improve their independent writing skills by redrafting their work and following teachers' marking and diagnostic feedback.
- Ensure that all students, particularly in the elementary and middle schools, provide extended answers in line with the curriculum expectations.

Arabic as an Additional Language


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

- Most students in the elementary school recognize single words and common expressions in context. They write and copy a limited range of familiar words and phrases. Those in the middle phase understand some information in short, cohesive texts that address topics such as animals. The minority repeatedly misunderstand such texts.
- Students in the elementary school answer routine questions and understand simple instructions. Those in the middle phase use their knowledge of grammar to substitute words and write short sentences. Speaking fluently and writing about unfamiliar topics are insecure skills.
- The small class sizes and individual support provide opportunities to build on the memorized vocabulary. However, students' limited reading of external texts, both during and outside of lessons restricts their achievement and the opportunity to develop their language skills, particularly speaking and writing.

For development:

- Develop students' speaking and independent creative writing skills, particularly in the elementary school, by providing more opportunities to read a variety of texts, and present their ideas.

English

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

- Children in KG rapidly develop early speaking, listening and phonics skills. The analyses of internal and external assessment results, and the scrutiny of students' written work, confirm that attainment in other phases is broadly in line with curriculum expectations.
- By the elementary school, most students can read with sufficient fluency to support their comprehension. In the middle and high schools, most students reach grade level expectations. Students' speaking and listening skills are better than their comprehension and writing skills, which remain underdeveloped.
- There are insufficient opportunities for students to develop their skills in reading and writing. In the middle and high school phases, there is insufficient challenge to interest and motivate students, especially boys.

For development:

- Ensure that all teachers across subjects and phases prioritize reading and writing activities to develop students' key literacy skills.
- Ensure that students' workbooks provide clear evidence of progress over time, and is assessed against US Common Core Standards.

Mathematics


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

- Children in KG establish sound foundations in their understanding of numbers and shapes. Elementary and middle school students develop their knowledge of factors, area, space and basic geometry. Those in the high school demonstrate an appropriate command of algebra and trigonometry, and a strong understanding of calculus.
- Students' problem-solving skills are developing over time in the middle and high schools. Practical investigative skills enable those in the high school to use the law of cosine to find the length of the third side of a given triangle, and appreciate the real-life application of compound interest.
- Most students are working in line with the US Common Core Standards. Teachers continue to improve the ways in which they assess students and provide work suitable to different abilities, especially for lower achievers.

For development:

- Ensure that key learning points in lessons are summarized for all students, particularly for low achievers.
- Provide more opportunities for students to use specialist mathematical vocabulary, orally and in writing.

Science

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

- Children in KG make good progress as they use their senses regularly to explore the world around them. In the other three phases, internal assessment data show much higher levels of attainment than those levels shown by external assessment data. External progress data in the elementary school is much stronger than it is in the upper two phases.
- Although students regularly engage in hands-on activities, their progress is hindered in lessons because they depend excessively on the teacher to complete the tasks. Students are more engaged in acquiring new knowledge of scientific facts than in developing their scientific skills.
- The science department is promoting student-centered learning and project-based learning. The impact of these endeavors on students' outcomes is not evident.

For development:

- Provide lessons that enable students to develop better scientific skills.
- Improve students' results in external assessments to reflect better attainment.

UAE Social Studies

	All phases
Attainment	Acceptable

- Most students demonstrate adequate knowledge and understanding of the subject's components. Students in the elementary school attain better than in the other phases. The school's internal assessment information does not reflect students' attainment levels.
- Students in the elementary phase can describe reasons for desertification and the impact of pollution on the environment. Students in the middle school can search for information on migration and population movement in the UAE. Older students offer explanations for unemployment and suggest solutions.
- The UAE social studies program is delivered in Arabic and English and teaching time exceeds the MoE requirements. While projects are planned to develop students' skills, these do not always build students' knowledge and understanding in social studies.

For development:

- Ensure that students are challenged in lessons and in projects through activities that develop a deeper knowledge of the social studies program.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable ↓	Acceptable

- Across the upper phases, students' progress is hindered because of the inconsistent use of resources and an over-reliance on worksheets. Older students have access to technology to develop their independent learning skills.
- Students are beginning to develop some learning skills in the key subjects. However, across the phases, critical thinking, problem-solving and research are not prioritized in most lessons. Students of determination have inadequate levels of support.
- The quality of classroom learning environments is variable, which limits students' engagement in some lessons. Children in KG approach learning with enthusiasm. Older students have inconsistent opportunities to work collaboratively. On occasion, they can make links between their learning and the real world.

For development:

- Ensure that across phases, all lessons fully provide opportunities for critical thinking and creativity to deepen students' understanding of subject content.
- Improve the learning environment, availability and access to resources, so that all students are engaged and enabled to develop independent learning skills.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Acceptable ↓	Good

- Most students demonstrate a positive and responsible attitude. They are self-reliant and respond well to critical feedback. Children in KG and students in the elementary phases are respectful and display sensitivity to the needs of others, including students of determination.
- Students, particularly girls, are generally well-disciplined and follow school rules. However, boys in the middle school display less desirable behavior in and out of the classrooms.
- Students are aware of the importance of healthy lifestyles. They participate in physical education and make healthy food choices, but this is not consistent across all grades. Students' attendance is good. However, the punctuality of boys to lessons in the middle and high schools is less secure.

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

- Across all phases, students display secure knowledge and understanding of the links between Islamic values and Emirati culture. In the KG, children consistently demonstrate high levels of appreciation and respect, appropriate to their age.
- In other phases, students' attitudes, and their response to the National Anthem is less well-developed. UAE cultural awareness is reinforced through various activities related to Flag Day, Martyrs' Day and National Day. The 'Union Museum' in KG enriches and deepens children's knowledge and understanding of old and modern UAE.
- Students appreciate their own culture and have an understanding of how this links to living in a multi-cultural society. They celebrate diversity and are reminded of the global world they live in by participating in the annual International Day events.

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

- Students understand their responsibilities as members of the school community and some take on key roles, such as the leader of the day in KG. In addition, students act as volunteers to raise funds for people in need within and outside the school.
- Students, particularly older girls, show a positive work ethic. To date, innovative practices are underdeveloped across all phases. The minority of students demonstrate initiative, make independent decisions and develop their own projects.
- Students care for their school and engage in activities to improve its environment, such as reducing the use of plastic bottles. They understand the concept of greening the desert, and offer ideas on how to tackle environmental challenges.

For development:

- Ensure that all students behave well, and their work ethic reflects their strong knowledge and understanding of Islamic values and Emirati culture.
- Provide opportunities for students across the school to initiate projects that develop their innovation, entrepreneurial and enterprise skills.

3. Teaching and assessment

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

- In KG, most teachers provide more effective lessons. In the elementary, middle and high schools, teachers plan and deliver competent lessons, using some appropriate resources. Dialogue and thoughtful questioning succeed in engaging most students in meaningful discussions.
- Teachers challenge and support students effectively in some lessons, but they do not consistently address the learning needs of all students, particularly low achievers. There are insufficient tasks to promote critical thinking. Students' command of English is variable and hinders their effective progress across the curriculum.
- The school has not established a successful balance in lessons between teacher-led and student-led activities, and time is often not used well when students are working in groups. Teachers' expectations of how students present their written work are variable.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- In the KG, teachers know their children well and effectively support them in their learning. Assessments are aligned to the learning objectives in the lesson plans, and teachers regularly monitor children's progress. In the other phases, teachers' use of assessment information to personalize learning is variable.
- The school appropriately aligns its internal assessments to the curriculum standards. Leaders collect and analyze a range of assessment information. However, the analyses do not follow unified guidelines, reflecting teachers' inconsistent understanding of the purpose of assessment.
- The school continues to implement standard-based assessment processes to reduce the gap between internal and external assessment data.

For development:

- Ensure that the quality of classroom teaching is monitored with a focus on improving students' outcomes.
- Ensure that teachers set higher expectations of what students can achieve, particularly during student-led activities.
- Ensure that staff have a common understanding of how assessment data are analyzed and used to adapt the curriculum and to plan lessons to meet students' learning needs.

4. Curriculum

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

- The curriculum is compliant with the CCCS State standards. The science department follows the NGSS curriculum. However, the curriculum does not provide an appropriate balance between the acquisition of knowledge and skill development. In most key subjects, students are adequately prepared for transition between phases.
- There is an appropriate range of extra-curricular activities and community links to benefit students' academic and personal development. The range of curricular options appeals to students' interests and aspirations. Links between subjects are not consistently embedded in lesson planning.
- The continuity and progression of the curriculum is developing for most subjects across phases through the use of an online curriculum mapping platform. The implementation of the curriculum is variable across key subjects. Aspects of the curriculum develop students' understanding of UAE culture and values.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Teachers' abilities to adapt the curriculum are not wholly effective in meeting the academic and personal needs of many students. Their ability to modify the curriculum is inconsistent and there is limited extension work to accelerate progress.
- The curriculum is practical and innovative in KG, but less so in other phases. In the upper phases, the environments are largely unattractive and do not provide enough opportunities for creative, and innovative work.
- There are relevant learning experiences to enable all students to develop knowledge and appreciation of the heritage of the UAE through the social studies curriculum. Emirati culture is discussed and supported within a range of learning opportunities.
- Arabic is taught on a daily basis in KG classes.

For development:

- Ensure that cross-curricular links develop students' key skills in literacy, writing, research and critical thinking.
- Review curricular content and its impact on students' learning outcomes.
- Establish accurate modifications and adaptations to support the acceleration of the progress of all students.

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 continues to view health and safety as a key priority for all its students and staff, and systems for monitoring these are good. The health and safety committee and the policies and practices it has established are effective across all phases.
- Procedures for monitoring emergencies, safeguarding, transport and medical incidents are robust and kept under regular review. Prompt action is taken, and incidents are recorded as required. However, the supervision of boys in the upper phases is not fully secure.
- The school promotes safe and healthy living systematically through an interesting range of projects. Outside speakers on such issues as mental health, diet and nutrition enrich students' understanding of these important matters in their everyday lives.

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

- Systems for managing students' behavior are effective in KG but inconsistent elsewhere in the school. Regular attendance is promoted well, and, although punctuality is monitored closely, the impact is not consistently effective in ensuring that boys in the middle and high schools arrive to lessons on time.
- The procedures for identifying students of determination are acceptable overall. The systems are being reviewed because intervention and small group work are not effective in lessons. Assessment is being developed to identify students with particular gifts and talents.
- The systems to support and modify the work for all students are acceptable, but are not enabling accelerated progress. Additional opportunities for students with gifts and talents continue to develop. There is a range of guidance available to students in preparation for higher education.

For development:

- Improve the systems for identification, modification and support for all students in classes so that progress improves.
- Ensure that at break times all students in classrooms, hallways and refreshment areas are well-supervised.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable 

- The new inclusion champion is enthusiastic and has a detailed improvement plan. However, this is not sufficiently influencing practice because there is a lack of resources and staffing to support initiatives.
- Students' needs are identified soon after they start school. Teachers raise concerns, parents are involved and the staff make assessments, resulting in the creation of individual education plans which guide support. These plans, however, are not always appropriate.
- In discussions, parents indicate that it is easy to work with the school and that their children are happy. They are satisfied with the open communication systems and have confidence in the school. However, they often feel that their children need more support.
- The school does not always accurately identify the key barrier to learning for students of determination. The result is that many students are working without support and appropriate modifications in order to help access the curriculum effectively, and progress is hindered, especially in reading.
- Students of determination make barely acceptable levels of academic and personal progress. This is because there is not enough support and modification in lessons. The school does not have effective systems to allow for academic and personal growth to be measured accurately.

For development:

- Ensure that the inclusion department has increased staffing and resources to be able to support students effectively.
- Ensure that the key barriers to students' learning are identified accurately so that appropriate support and modifications can be provided.

6. 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 ↓

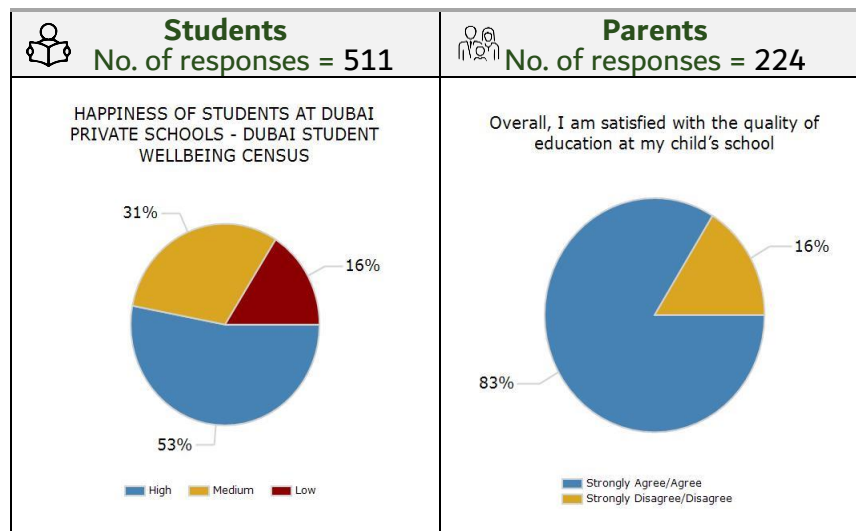
- Leaders discharge their duties to the best of their ability. However, the school culture is insufficiently focused on students' outcomes. There are variable levels of competence and commitment at all levels. Most leaders demonstrate basic knowledge of the curriculum, student-centered learning and best practices in teaching and assessment. Consequently, the quality of provision in some areas of the school, such as the support for developing the English language skills of Emirati students, is not improving.
- The self-evaluation processes do not align fully with the UAE Inspection Framework when reporting on the standards and quality of the school's performance. School improvement and action planning do not focus sufficiently on students' achievement. Leaders do not systematically monitor the quality of teaching and learning or its impact on students' outcomes. There has been little progress in addressing key recommendations from the previous inspection report to ensure greater levels of accountability and consistency in teaching.
- Parents appreciate the school's open-door policy and are satisfied that they can communicate with staff when necessary. They are happy with progress reports, which provide them with sufficient information about their children's academic achievement. They are involved in their own children's education, but their contribution to school-wide decision-making is limited. They think that the school does not promote the use of technology effectively in lessons, and does not adequately develop critical thinking skills.
- The governing board has been restructured since the last inspection to include most stakeholders. The new board aims to provide vital expertise in shaping the school's further development. In governors' own planning documents, there is little reference to their responsibility for improved students' outcomes. Their understanding of the school's strengths and weaknesses is limited. The governing board does not hold senior leaders sufficiently to account for students' personal development and levels of achievements.
- Most aspects of the day-to-day management of all phases are adequately organized, with best practice in KG. Students and staff follow set procedures and routines. The school is adequately staffed but less secure in the staffing requirements for students of determination. Leaders provide some relevant professional development. Technology resources are limited and often unreliable. Internet access across all phases, and the quality of projection onto whiteboards are variable, both of which have a significant impact on students' learning.



For development:

- Ensure that governance and leaders have clear lines of accountability for all students' achievement.
- Align the self-evaluation processes and procedures with the UAE Inspection Framework.
- Ensure that all staff have appropriate teaching expertise and that there is sufficient additional support for students of determination.
- Provide welcoming and attractive classroom environments in elementary, middle and high schools.

Views of Parents and Students

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



 <p>Students</p>	<ul style="list-style-type: none"> Almost a third of students responded to the Dubai well-being survey. The results show that students' responses are in line with the Dubai average in almost all measures. Most students feel happy and are satisfied with school life. Although students' feel healthier than the Dubai average, the majority do not believe that adults at school are important to them. Inspection findings generally concur with these views.
 <p>Parents</p>	<ul style="list-style-type: none"> A minority of parents completed their survey. Most parents are satisfied with the quality of education their children receive at school. While most parents feel that their children are safe in school, some believe that their children do not have a strong relationship with adults at school. These findings support the views of students.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae