

INSPECTION REPORT

2022-2023



AL ITTIHAD PRIVATE SCHOOL (BR)

US CURRICULUM









GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Safa
	Opening year of School	1998
	Website	www.ipsjumeira.com
	Telephone	507978244
	Principal	James Robert Lothschutz
	Principal - Date appointed	Feb/3/2023
	Language of Instruction	English
	Inspection Dates	27 Feb to 03 March 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	PreK-Grade 12
	Number of students on roll	2711
	Number of Emirati students	2432
	Number of students of determination	112
	Largest nationality group of students	Emirati

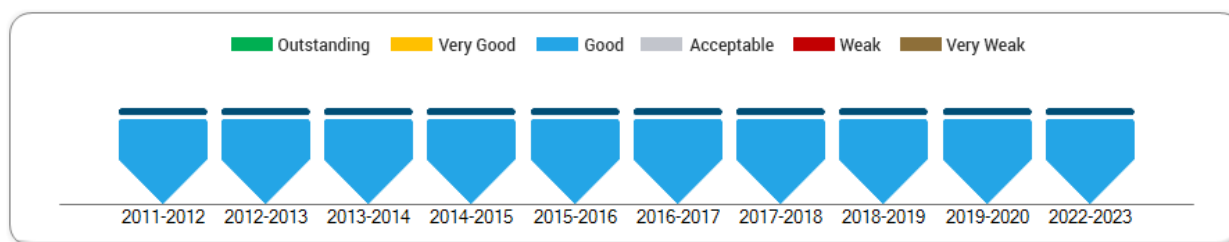
TEACHERS

	Number of teachers	201
	Largest nationality group of teachers	Ireland
	Number of teaching assistants	50
	Teacher-student ratio	1:14
	Number of guidance counsellors	5
	Teacher turnover	12%

CURRICULUM

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

School Journey for AL ITTIHAD PRIVATE SCHOOL (BR)



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students in the Middle School are improving in most core subjects, and achievement in Science has strengthened across all phases. Kindergarten children have good attainment, but progress is not greater as the learning goals are not high enough. The small group of students learning Arabic as an additional language are making slower growth. English classwork shows developing skill.
- Students have very positive attitudes towards school and enjoy learning. They take on responsibilities well, especially older students who show initiative and leadership. Students across the school know what is required to demonstrate the Islamic values they are learning, both within school and in the wider community. They have a strong appreciation for their own culture, and other cultures.

PROVISION FOR LEARNERS

- The quality of teaching across subjects is good, and teachers in Islamic Education, Science and English are particularly successful in ensuring there are opportunities to learn in practical ways, or to see the connections between subjects. Assessment information is used more consistently to identify student needs and strengths, and the internal school assessments have more rigor.
- The school implements the California curriculum standards broadly across the core subjects alongside the MOE curriculum subjects, providing a balanced approach to learning. Increased opportunities for Advanced Placement (AP) courses in the High School give students support in their career planning. The KG curriculum could be applied with more challenge, aiming higher. The school curriculum is enhanced with technology and innovative skills, especially for older students.
- Students have a safe, protected environment. Staff are well trained in safeguarding, and counsellors support students socially, as well as in their choices for High School courses and college preparation. There is a very caring atmosphere in the school. Wellbeing is a strong feature. Punctuality is an area where the systems in place are not truly effective.

LEADERSHIP AND MANAGEMENT

- A new Principal has just joined the school and is working with other leaders towards a vision of school improvement. Together, they updated and completed the school evaluation, demonstrating a good understanding of the strengths and needs of the school. There is an increasing awareness of the value of achievement data. Governance supports the school and holds leaders to account, while also supporting with resources for learning.

The Best Features of The School:

- Students' responsible attitudes, good relationships and their developing confidence in using initiative and leadership skills
- Students' strong appreciation of Islamic values, of Emirati heritage and culture, and awareness of their future role as citizens of the UAE
- Well-developed systems for the safeguarding, and protection of students across the school
- Care and support for all students in an inclusive school environment
- Very positive partnerships with parents and the community



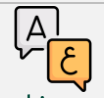

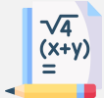

Key Recommendations:

- Promote high achievement and increase challenge across all phases of the school to ensure greater progress in each subject
- Strengthen teachers' skill in presenting curriculum standards in more depth, ensuring the application of skills and practical understanding, going beyond just content knowledge.
- Raise reading literacy in English to ensure all students measure at or above their age level, allowing them to more successfully access the school curriculum and external assessments.
- In student IEPs, implement the practice of using students' literacy levels more effectively to inform their learning
- Implement effective systems for achieving and sustaining improved punctuality.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↓	Very good	Very good	Very good
Curriculum adaptation	Good ↓	Good ↓	Very good	Very good

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



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

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

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

	Whole school	Emirati cohort
Progress in international assessment Whole School:	is below expectations	is approaching expectations

- The PISA international assessment data shows overall weak student progression in their scores. In TIMSS, students' overall progression is good. The National Agenda Parameter MAP summary calculator table shows the overall combined English, mathematics, and science student progression to be weak.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders at all levels support the vision and goals of the National Agenda (NA). The NA action plan provides targets for curriculum adaptations and intentions required to address gaps in students' knowledge and skills based on the international assessments. Reports are carefully analyzed, and students' performance is compared with their cognitive ability test (CAT4) predictions. These predicted grades are then used as targets for students and teachers towards further improvement.

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

- The majority of teachers are aware of students' MAP reading literacy assessments. These are used in lesson planning and learning support provided to extend students' learning skills, although this is not fully consistent across the subjects and phases, and is not yet having a significant impact on literacy.

Overall, the schools progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Embed further the school's existing program of personalizing support, and close the gaps in students' learning and skills by applying more consistently the strategies used most effectively in lessons.

Wellbeing

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

- Wellbeing is a priority for this school and a vision supported by the governing board and senior leaders. The designation of specific leadership roles in the school has ensured that a clearly focused vision for wellbeing. Data collection and analysis informs accurate review and evaluation. The development of a clear wellbeing road map is an identified priority for the school. A strong care team work together to support students' wellbeing through stringent welfare policies, facilities management and health support services. The school is well managed day to day
- Teachers, social counselors, guidance counselors, inclusion specialists, and wellbeing champions work collaboratively to promote and support student wellbeing. Wellbeing of the staff is regularly reviewed and is a focus area for leadership. As a result, the school offers a variety of programs to meet their needs. These include training in the Positive Education Program, stress management programs, and continued professional development. Parents, students, and some stakeholders have opportunities to provide feedback on wellbeing issues and express their ideas freely.
- Students report they feel safe, valued, and well supported by the staff. Teachers know their students well and take a personalised approach to support provision. Students demonstrate positive engagement, self-reliance, positive attitudes, and are well behaved. Beginning in KG, the 'Second Step' programme focuses upon the development of social and emotional learning. The school agrees there are missed opportunities to include wellbeing in the main curriculum through literacy in English, social studies, for example. A key initiative is being developed to further promote healthy lifestyles.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSC) are taught across the school. The school's implementation is going well and is taught in Arabic throughout. The school leadership works in line with Ministry of Education guidelines. The teaching and design of the MSC curriculum enable the students to make progress in their learning. Throughout the school, students build their understanding of global, social and sensitive issues. Students especially in the younger grades tend to be interested and keen to learn lessons linked to real-life situations. There are opportunities for discussion, reflection and sharing of opinions across all grades, as students consider how the topics apply to them and their lives.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- A majority of students demonstrate better than expected knowledge and understanding of the subject in lessons and recent work. This is generally aligned with the school's data. Students in the Elementary school make inconsistent progress although girls generally progress more quickly.
- Students' strength is their knowledge and understanding of Islamic values, Islamic Law, and principles of worship. Students' knowledge of the Holy Quran and the Noble Hadith is secure. Their ability to reference them for evidence of values or rulings is developing. Students' knowledge of Islamic Seerah is less secure.
- The school's recitation program (Raytheon Al-Quran) and allocating extra time for Telawah in the Elementary School, has a positive impact on students' recitation and memorization skills. However, the impact of this is still not yet evident in some phases, particularly the higher grades.

For Development:

- Help students strengthen their memorization and recitation skills by providing more practice using rules of recitation.
- Improve students' ability to reference the Holy Quran, the Noble Hadith, and Seerah for evidence of guidance, values, or rulings.

Arabic as a First Language

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

- Despite the effects of the pandemic on schooling, students in each phase were able to maintain the momentum of achievement and develop their language skills. This was especially evident in comprehension and independent writing among High School girls. Across grades, internal and external assessment data are inconsistent.
- Additional programs to develop direct reading opportunities and independent writing skills led to a focus on language performance standards rather than just text content, and this raised the level of challenge and motivation.
- Language practices are still not sufficiently consistent between grades and a significant proportion of boys still have difficulties in independent navigation, due to a lack of basic language skills.

For Development:

- Focus on the individual language needs of students, to enable appropriate developmental challenges.

Arabic as an Additional Language

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

- Many circumstances led to the students' achievement level dropping to good, such as the extreme diversity of students' cultural and social backgrounds, or their school enrolment date. Only fifteen students in both phases have high listening skills and advanced understanding, most are working on fluency and confidence when speaking, and writing skills.
- Students and their parents are enthusiastic about studying Arabic, to facilitate their integration into the school community, where almost all students are Emiratis. Students have very good handwriting and copy text well.
- The school enrolls students in classes according to their age and not according to their years of study, which poses a challenge in teaching methods and requires curriculum content to have continuous modification to match student needs.

For Development:

- Dedicate an individual learning plan for each student based on a sequential diagnosis that takes into account the cultural background and language years of study.
- Make the Arabic lessons interesting with songs, music, rhymes, films and role-playing.

English

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

- From kindergarten onwards children and students communicate and share their ideas orally. They engage in conversation, consider thoughts, offer suggestions and their vocabulary is increasing. By the Middle and High school students enjoy dissecting the intricacies of complex texts, using similes and metaphors.
- The emphasis on reading is building students' confidence to read texts, silently and aloud. They practice these skills often and parents support reading at home. Lessons have a focus on reading, which gives the students opportunities to improve. Writing of complex texts is developing.
- Students are reflective, engaged and motivated in English lessons as these are made interesting for them. Critical thinking, discussion and debate are usual features of some sessions and this works well to raise deepen their skill.

For Development:

- Ensure consistency across all language domains, in all phases but especially in younger grades

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Good	Good ↑	Good
Progress	Good ↓	Good	Good	Very good

- Students show enthusiasm for Mathematics across all phases and are achieving well. In lessons, they have regular opportunities to effectively use digital technology as well physical resources.
- Kindergarten children can decompose numbers and show number bonds in different ways. Grade 5 students are developing fraction skills. Grade 8 students simplify algebraic expressions using the distributive property. By Grade 11, most students can apply the cosine rule to calculate missing angles and sides and can make sense of complex problems.
- Students use mathematical language effectively in explaining their work, reflecting a strong emphasis on key mathematical vocabulary. Problem solving and reasoning skills are developing in some grades, while critical thinking, research and enquiry are developing more slowly due to infrequent opportunity.

For Development:

- To better facilitate students' Math attainment and progress, promote Mental Maths, particularly in the Elementary School, and increase the frequency and rigor of problem solving across all grades.

Science

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

- Students across all phases engage well with science learning and show keen interest in lessons. They enjoy activities that deepen their curiosity to explore interesting scientific concepts, which is helping to strengthen their attainment.
- Students deepen their understanding of science when they participate in practical activities to test scientific predictions, investigations, observations, and evaluation of findings. This enables students to build depth of knowledge and scientific understanding, now seen in the higher grades especially AP courses.
- Students' attainment and progress assessment data is used well for monitoring their achievement. However, its use to modify learning to meet the needs of individual students is less well established. Students would benefit from seeing next steps written for them when their work is marked.

For Development:

- Provide more opportunities for students to develop their practical laboratory skills, to form hypotheses and carry out hands on practical experiments as part of their science investigations.
- Share existing, positive examples of marking and formative feedback to students to gain more consistent use of marking to help students improve further.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good ↓	Good	Good	Good

- Students are developing learning skills well across most phases, although Kindergarten children do not always have enough opportunities to find things out for themselves. Mainly there are positive learning opportunities, this is particularly the case in the girls' section which is conducive to learning.
- Students enjoy their learning and use their skills well to make decisions, share ideas and be imaginative. They take part willingly in activities. They like to be involved and take control of their learning, and are good collaborators.
- Students think deeply, for example when analyzing poetry they find it interesting to draw conclusions. These opportunities are not always extended sufficiently in all classes. Technology is a feature of the school as students use technology as a tool for learning.

For Development:

- Increase opportunities for students to develop their learning skills, particularly in the lower grades.

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

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

- In all phases, students have very positive attitudes towards learning. They love their school and talk positively about it. Relationships are strong. Students are sensitive to the needs of others and show genuine concern for them.
- Understanding of healthy lifestyles is strong. Most students participate in the school's physical education activities and adopt a hygienic lifestyle. Most make healthy choices in their life and encourage other to do so. However, a small number of students still make unhealthy eating choices.
- The school's behavior policies and programs have a positive impact on students' behavior in all phases. Most students are consistently self-disciplined in classes. However, between lessons, the discipline of a few boys is less established. Punctuality to school needs improvement.

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

- Across the school, students are strongly aware of Islamic values. They love their country and proudly explain how many of these values positively impact the lives of all people living in the UAE. These values are enhanced in the school's curriculum.
- Particular strength is students' awareness of Emirati culture, which is actually the culture of the vast majority of students in the school. Almost all students can give details of their own country such as their history, food, dress, and places of tourist attractions.
- The school has improved students' awareness of world cultures. Students are respectful of other cultures and appreciate living peacefully together with people of many different cultures. Older students can give many details about other countries such as their history, art, and languages.

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

- Participation in charity and community projects enables students to develop a sense of civic responsibility and empathy towards others, both in school and the wider community.
- Positive attitudes, perseverance, and a commitment to succeed, fosters students' reliability and resilience. They actively participate in projects and activities. Student council members consistently work to develop ideas into projects.
- Students speak passionately about the environment and their commitment to help support its sustainability within their school, the community and the world. Their work in hosting the Model COP 28 is especially exciting for them to discuss current environmental issues.

For Development:

- Further enhance students' awareness of world cultures by providing intercultural activities where students learn more of other cultures and compare with their own.

3. Teaching and assessment

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

- Teachers have good subject knowledge and lessons are planned and delivered effectively. Lessons usually progress at a good pace, although not always in younger grades. Teaching only occasionally creates opportunities for students to apply their learning and build practical and higher order thinking skills.
- In Islamic studies and Arabic there is some inconsistency in how to help students learn effectively. Lessons in English are interesting and develop learning. In mathematics teaching does not always build reasoning, and in science students' responses are considered, but technology is not often used.
- In KG there is good understanding of how children learn through play, but it is not effectively carried out to lift all students' progress across a range of different abilities. However, children who need it do receive additional time and support with their teachers.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Internal and external assessments of students attainment and progress are detailed and effectively linked to the school's curriculum. Students performance data are thoroughly analysed and benchmarked against national and international standards. Assessment information is now used effectively to improve school performance particularly in the high phase.
- Assessments are well used to plan students next steps of learning. Teaching is broadly adapted for different ability groups, although it is not fully matched to students' individual learning needs to support and challenge students including Emirati students effectively enough.
- Teachers provide targeted help and guidance for students in lessons. Challenge for higher-attaining students is developing although not sufficiently targeted for individual students. Teacher marking and verbal feedback to students is always positive and supportive though its quality and effectiveness varies across subjects.

For Development:

- Ensure consistency across all phases to teach students the content and skills from their individual starting points, and with high expectations
- Strengthen existing good practice that identify gaps in students learning, to ensure the teaching of the curriculum is modified, personalized and applied more effectively in lessons.
- Share good practice in marking and monitoring students individual progress, to ensure greater consistency in giving students feedback, across all subjects and phases.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↓	Very good	Very good	Very good

- The curriculum has a clear rationale and is well aligned to the Ministry of Education (MOE), and the California State Standards. Curriculum design and implementation effectively develops students' knowledge, skills and understanding systematically. It promotes challenge, choice and coherence for all learners and prepares students well for the next stage of their education.
- Curriculum review and development are on-going. In High School, Advanced Placement classes and electives enable students to explore areas of interest and prepare them well for their next stages of education. The newly implemented Kindergarten Creative Curriculum focuses on children's social/emotional, physical, cognitive and language development.
- School-wide there is a strong focus on the development of learning skills and building understanding. Curriculum development is continual, to ensure that its implementation meets the needs of all learners.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↓	Good ↓	Very good	Very good

- Teachers adapt the curriculum to provide learning opportunities for all groups of students. Modifications, based on student trackers and learning outcomes, are made to ensure student understanding for students of all abilities, including students of determination, although challenge is limited.
- Students have the opportunity to study courses that develop their interests and meet their goals, particularly in High School There are a range extra-curricular activities in sports and arts that further enhance the academic provision.
- The school extends and enhances the students' understanding and appreciation of Emirati culture and UAE society throughout the curriculum and by the special events that showcase and celebrate Emirati heritage and culture. Real world examples in science or math problems often link to the UAE.
- Kindergarten children benefit from Arabic instruction for 420 minutes per week in KG1 and 450 minutes per week in KG2.

For Development:

- In lessons, plan more cross-curricular links to enhance students' transfer of learning between subjects and their application to the world around them.
- Ensure depth of coverage as curriculum standards are taught and evaluated in core subjects.

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

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

- There are rigorous and effective systems in place to identify and correct safety risks on a regular basis. Safety checks, including fire drills each term, assure that children are safe throughout the day. Policies and procedures are in place to protect children from harm, including bullying of all forms.
- The school premises are clean and secure. Bus transport and parent drop off and pick up are well organized providing for safe arrival and departures to and from the school. Healthy living is strongly promoted throughout the school through bulletin boards, lessons and celebrations.
- The buildings, outdoor areas and all equipment are very well maintained. Several improvements to the school buildings allow students to access updated facilities, including new libraries, science labs and design and technology resource rooms and equipment.

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

- Students and staff enjoy very positive and purposeful relationships. Well-established systems and procedures for managing students' behavior are effective, but more effective systems to improve punctuality to lessons is essential to ensure all students participate in the critical element of daily lessons
- The school has thorough systems to identify students with special educational needs and students with gifts and talents. The school provides effective support for most students of determination and, in the better lessons, those with gifts and talents
- Counselors support students' emotional well-being and academic needs. Advised on life choices and careers, high school students are guided effectively through the college application planning process. Access to alternative pathways for students of varying abilities is not a feature in this planning.

For Development:

- Ensure parents and students support more effective systems and processes to improve punctuality to lessons.
- Plan and provide for alternative pathways for students of all abilities and potential, from Middle school onwards

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school is committed to inclusion. Leaders and governors have overseen significant investment of resources in staffing to develop support systems. A strong inclusion support team has identified next steps in the Inclusive Education Action Plan to improve the quality of provision and outcomes for students of determination.
- The early assessment processes beginning in the KG ensure that the identification of student needs is accurate and well-informed, resulting in interventions targeted to lower barriers to learning. However, not all identified students are included in the support program.
- Parents appreciate the work of the inclusion team and feel valued as a partner in their child's educational program. The school provides support and advice to parents to assist them in the hiring process of individual learning support assistants.
- Individual education plans identify recommended curriculum modifications and specific teaching strategies. Lesson plans may indicate that work is differentiated to meet students' needs, but these plans are not consistently translated into practice across all grade levels.
- The differentiated teaching strategies used in some lessons ensure that students of determination make good progress overall.

For Development:

- Ensure that teachers implement the targeted modifications and strategies outlined in the individual education plans (IEPs) to reduce barriers for students of determination.
- Identify the current level of performance in literacy and numeracy in the individual education plans to ensure appropriate modification and adaptations to the curriculum match students' needs,.

6. Leadership and management

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

- Leaders at all levels share a clear vision for the direction of the school. They hold a strong commitment to provide the best educational opportunities for the large Emirati community. They are working diligently towards the goal of improving student achievement and have some understanding of the barriers that slow students in their improvement journey. Relationships are professional and support an inclusive school environment. Leaders ensure the school is compliant with statutory and curriculum requirements.
- Leaders across the school know the school well. They are aware of the strengths and of what is needed to make it better. Self-evaluation processes include this breadth of perspectives, as well as external and internal achievement data. The monitoring of the quality of teaching is linked to the UAE Inspection Framework. School improvement planning addressed the key recommendations of the previous inspection, with significant progress towards achieving almost all the inspection recommendations.
- The school successfully nurtures partnerships with parents and values their role in the school community. Parents are committed to the school, and what it provides for their children, and stand ready to support next steps. Communication is frequent and has multiple channels. School reports give adequate information for parents, although parents would appreciate additional breakdowns of exam results and classwork. The school has partnerships with universities in the UAE, which provide opportunities for students outside of school.
- Governance gives weight to the views of parents informally. Steps are being taken to formalize the advisory role for stakeholders. The Governing Board holds the Principal, and other leaders accountable for student performance. They are aware of external assessment results, as well as the social and emotional development of students. Governors and owners supported the school community during the pandemic, including the wellbeing of teachers, and families. They have ensured the staffing and resources help maintain student performance.
- The day to day management of the school is efficient. A majority of staff members have professional qualifications. All teachers benefit from regular professional development linked to the needs of the school and the school improvement plan. The renovations to the facilities include many additional learning areas, including design and food technology labs, science labs and improvements to the boys and girls libraries. Learning resources in classes are well matched to the curriculum and used in most classes to promote learning.

For Development:

- Implement school improvement plans which prioritize removing barriers to learning by using individual student's reading data to identify, plan and carry out focussed interventions to address gaps in skill and accelerate reading literacy growth.
- Put plans into action where stakeholders are formally represented as an essential voice contributing to Governance.

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