

INSPECTION REPORT

2022-2023



MODERN SKILLS SCHOOL L.L.C

US CURRICULUM




ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of School	2006
	Website	www.dubai-sms.com
	Telephone	97142887765
	Principal	Stephanie Lucille Chattman
	Principal - Date appointed	20 August 2022
	Language of Instruction	English/Arabic
	Inspection Dates	30 January to 03 February 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1715
	Number of Emirati students	1566
	Number of students of determination	77
	Largest nationality group of students	Emirati

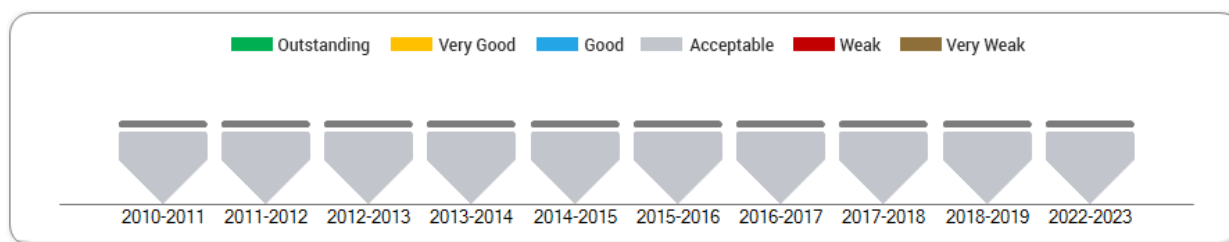
TEACHERS

	Number of teachers	117
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	32
	Teacher-student ratio	1:16
	Number of guidance counsellors	3
	Teacher turnover	24%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP (Gr12),
	Accreditation	NEASC

School Journey for MODERN SKILLS SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' strongest attainment is in Islamic Education across the phases. Progress is strongest in Arabic as a first language in the elementary and high school, in English in Kindergarten (KG) and high school, and in mathematics in KG and high school. Progress in science and in Arabic as an additional language is acceptable. In English and mathematics, progress is acceptable in the elementary and middle schools.
- Most students across all phases show respect and self-reliance, particularly the girls. Attendance and punctuality are below expectations. Students have a deep understanding of Emirati culture and Islamic values. Both boys and girls involve themselves in a range of cultural activities. Students demonstrate a positive work ethic. They enjoy taking the initiative and making independent decisions about what projects they will develop.

PROVISION FOR LEARNERS

- The quality of teaching is variable. It is less effective in the elementary and middle school. Opportunities to develop students' independent learning skills, critical thinking and problem-solving are strongest in KG and high school. The school carefully analyses different types of assessment data. There is inconsistency in the use of assessment information in the planning and delivery of lessons.
- The KG curriculum matches the American integrated learning approach. In other phases, the curriculum is broad, but focuses on content knowledge. In high school, Islamic Education is not fully aligned to the Ministry of Education (MoE) requirements, and there is no provision for Arabic as an additional language. There are no electives for Grade 9. UAE culture is successfully embedded. Extra-curricular activities are not widely accessible.
- The school has very effective policies and procedures for safeguarding and child protection. The school has also established processes to identify students of determination and to plan for effective support. Students with gifts and talents are identified, but targeted support is not well developed. There is a comprehensive whole-school approach to the care of students. The wellbeing committee provides effective personal support. Guidance is a strong feature.

LEADERSHIP AND MANAGEMENT

- Most leaders, including the recently appointed principal, set a direction and vision that demonstrate commitment to wellbeing and inclusion. The majority of middle leaders are good practitioners in teaching, learning, assessment and curriculum. They are inconsistent in addressing barriers to improvement. Membership of the governing body represents the majority of stakeholders. The school is managed effectively by the principal and her team on daily basis.

The best features of the school:

- Progress in KG and in Islamic Education across the school.
- Students' personal development and their understanding of Islamic values and Emirati culture.
- The school's procedures for health and safety, including child protection and safeguarding.
- The strong partnerships with parents, including the parents of students of determination.





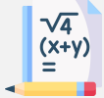

Key recommendations:

- Ensure that students arrive on time for school and attend more regularly.
- Raise students' attainment in all subjects and phases.
- Ensure that all aspects of the curriculum design meet the UAE and MoE requirements.
- Ensure that self-evaluation is rigorous and uses the internal and external data accurately.
- Improve the capacity of middle leaders to innovate and to model best educational practices.


Overall School Performance

Acceptable





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




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

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





3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Acceptable 	Acceptable 	Acceptable 
Curriculum adaptation	Acceptable	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	Very good 	Very good 	Very good 	Very good 
Care and support	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	Good
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 meets the registration requirements for the National Agenda Parameter.

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

- In PISA, students' scores in mathematics, science and reading declined between 2015 and 2018. In TIMSS, students' scores also declined in Grade 4 and Grade 8 mathematics and science between 2015 and 2019. None of the targets set for the school was achieved in TIMSS or PISA. In MAP, students' scores are below expectations in all areas. Recently, they have slightly improved in mathematics in elementary and middle schools.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations.

- School leaders are aware of students' strengths and weaknesses. They use the available cognitive and attainment data to modify the curriculum in ways that optimize students' outcomes. Those adaptations are evident in a majority of lessons across the phases. In many lessons, students work on activities that challenge them to extend their learning.

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

- The school analyzes the available reading assessment data and plans interventions accordingly. The data show that more students are now approaching their grade-level expectations in reading across the phases. The school promotes students' higher-order thinking skills by developing teachers' questioning skills and by engaging students in cross-curricular projects.

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

For development:

- Work with students to ensure that they achieve the goals set for them in the next cycles of TIMSS and PISA.
- Improve students' reading literacy skills to enable them to have better access to the curriculum.

Wellbeing

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

- Policy and practice support the school community's shared vision for wellbeing. An active wellbeing team, which includes social workers, leads the provision. Governors hold the team and senior leaders accountable for the provision and the outcomes. Survey and focus group data are used to monitor wellbeing and to improve the school environment. Positive relationships are conducive to wellbeing and foster an optimistic learning environment. Routines and activities in the school, homerooms, clubs and assemblies promote wellbeing.
- Staff receive training in identifying and supporting students with wellbeing issues. Referrals are confidential, but parents are kept informed. The school provides a range of activities to develop and maintain students' emotional, social and mental health. Organized events support the wellbeing of members of staff. The student council gives students an opportunity to share their views with the wellbeing team and leaders. Parents are welcome in the school. They regularly give feedback on the school's provision for wellbeing.
- The school uses appropriate curricular approaches to develop wellbeing. Moral education and homeroom time feature wellbeing themes. Social workers lead lessons in all grades to address relevant issues. Students are actively encouraged to eat healthily, but they do not always make good choices. They demonstrate wellbeing through their behavior, attitudes and engagement. Students feel safe in school.. A priority in many lessons is the motivation of students and their engagement in learning.

UAE social studies and moral education

- The school uses the MoE social studies standards and has recently introduced the Salama series in Grades 1 to 4. Social studies is taught from Grades 1 to 9 in Arabic. Moral education is taught from Grades 1 to 12 in English, for one lesson per week using the MoE curriculum standards. Links to other curriculum areas, and to the school's values and students' experiences, are embedded in social studies and moral education lessons.
- In social studies, teachers provide students with opportunities to be involved in celebrations, community volunteering and field trips. In moral education, senior students debate and express their viewpoints well. Younger children explore scenarios through role-play. On-going assessment is used in moral education and students enjoy the opportunity to work creatively on projects at the end of each semester.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data point to attainment that is above curriculum standards. Students' understanding of Islamic etiquette in middle school is slightly stronger than it is in the elementary school. Girls' knowledge of Islamic concepts is stronger than that of boys.
- Students demonstrate a robust understanding of the majority of Islamic elements. Their understanding of the Holy Qur'an and recitation is better than that of Islamic law. Students are making rapid progress in their understanding of Islamic values, but their progress is slower in integrating all elements of Islamic Education.
- Teachers deepen students' understanding of the Holy Qur'an and Hadeeth by providing additional lessons and through competitions that develop memorization and recitation skills. The outcome of this work is more evident in the elementary and high schools.

For development:

- Enhance students' ability to integrate all elements of Islamic Education and link them to their lives, quoting verses from the Holy Qur'an for reference.
- Improve students' ability in critical thinking, investigation and independent learning.

Arabic as a first language

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

- In elementary school, students develop creative writing skills to illustrate images, and in high school, they can analyze texts and justify their opinions with concrete examples in both speaking and writing.
- Students mostly use colloquial Arabic and express themselves with adequate vocabulary, which is more extensive in the higher grades. They can read texts at an appropriate level across all phases. They can understand the main ideas and recognize different types of literary texts. Students in the middle school lack skills in reading with expression.
- The planning of differentiated tasks, and the use of dictionaries in the elementary school, have developed students' language. Progress in middle school is delayed by varying teaching practices.

For development:

- Raise progress in the middle school through more effective and consistent teaching practices which help to develop students' literacy skills.

Arabic as an additional language

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

- Only a minority of students in the middle school has basic literacy skills in Arabic. Most students in the elementary school possess listening, reading comprehension and speaking skills that allow their language skills to develop appropriately.
- Students who have learnt Arabic since Grade 1 can read texts with variable fluency, can understand the main ideas and demonstrate their understanding in speaking. They express themselves with adequate vocabulary, including in writing. They respond to instructions in standard Arabic.
- Beginners face difficulty in recognizing alphabet sounds due to the lack of additional language provision. The absence of appropriate assessment data for non-Arab students, according to their starting points, hinders progress.

For development:

- Raise attainment, particularly in the middle school, and raise progress overall by providing students with learning that caters for their different starting points and abilities.
- Track the attainment and progress of non-Arab students using appropriate assessment practices.

English

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

- From low starting points, children in KG quickly develop their speaking and listening skills. Teachers continue to prioritize the development of these skills in all grades. However, there are still gaps in students' vocabulary which affect the pace of learning in some classes.
- Students compose text using learning technologies in the higher grades, when, for example, they are developing persuasive arguments. In the lower grades, when learning to write for different purposes, students practice their skills by hand. Opportunities for extended writing are limited.
- Students are increasing their understanding and enjoyment of books as they read a wider range of texts. Class novels, more rigorous systems for teaching phonics, and other initiatives have recently been introduced. These improvements are starting to have a positive impact on students' progress in English.

For development:

- Improve students' vocabulary and English language skills across all areas of the curriculum.
- Provide all students with more opportunities to write at length in order to practice and develop their writing.

Mathematics

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

- Children in KG learn mathematics through manipulating resources, and through oral and written practice. They are developing a solid sense of number. Lower elementary grades are similar. Grade 12 students are secure in their learning of calculus. Assessments and classwork show that other grade levels lack many basic mathematical skills.
- Most students understand simple operations and have a developing understanding of geometry. They have yet to build strong skills in critical thinking, mathematical analysis and problem-solving, mainly due to insufficient practice and low reading ability.
- Improved access to manipulatives and other learning resources has supported students when they are used often. Technology, whether highly technical online tools, or sites designed for interactive practice, is a daily part of most lessons and has made access to learning mathematics more accessible.

For development:

- Place problem-solving at the center of daily activities in mathematics, for all students.

Science


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

- Internal assessment data point to expected levels of attainment except in the middle school, where attainment is lower. The internal data also show that students in lower elementary school make slightly better progress than those in the rest of that phase. In general, students' external assessment data show lower levels of attainment and progress.
- In lessons, students develop their knowledge and understanding of scientific concepts through regular practical work and the use of technology. Their understanding of scientific facts is developing faster than their scientific skills, because classroom activities do not sufficiently focus on those skills. This is especially true for boys in the middle and high schools.
- Students do not have enough access to the science laboratories and therefore do not have appropriate opportunities for experimentation and investigation.

For development:

- Provide more opportunities for students to develop their scientific skills in lessons, especially in the boys' middle and high schools.
- Improve students' attainment and progress in external benchmark tests.

Learning Skills


	KG	Elementary	Middle	High
Learning skills	Good 	Acceptable	Acceptable	Good

- Students have a positive attitude towards schooling. In the best lessons in KG, children direct their own learning in special centers. In the high school, students increasingly take responsibility for their own learning. In the other phases, skills are less evidently developed.
- Opportunities for students to speak in lessons have increased. In group work, students speak and listen to one another with increasing confidence. Where speaking and listening skills are well developed, students interact and collaborate well. However, gaps in vocabulary and understanding adversely affect learning.
- Most students have developed the skills to access lessons using their own electronic devices. Some students are beginning to research during lessons. However, opportunities to use independent inquiry, problem-solving and research skills are not extensive.

For development:

- Increase the range of students' independent learning skills so that they are able to take more responsibility for their own learning.
- Ensure that students develop their understanding and use of vocabulary and their skills in communicating and interacting across all subject areas.

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

	KG	Elementary	Middle	High
Personal development	Good 	Good	Good	Very good

- Most students in all phases show respect and self-reliance. Girls are well behaved and highly motivated in comparison with boys. Positive relationships with fellow students and teachers are stronger than students' self-discipline.
- Students are aware of the importance of following safe and healthy lifestyles. The majority makes healthy eating choices. Students know the benefits of regular exercise and take part in physical activities enthusiastically.
- Attendance and punctuality are below expectations. A large minority of students consistently arrives late for school and for classes, thus adversely affecting their learning and levels of attainment.

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

- All students have a sound understanding of Emirati culture. Those in the middle and high schools appreciate the relevance and impact of Islamic values on UAE society better than students in the elementary school. Both boys and girls involve themselves in a range of cultural activities.
- All national and Islamic occasions are celebrated throughout the academic year. Students have prominent roles in these celebrations. Their understanding of Arab cultures is better than that of other world cultures. The curriculum effectively embeds Islamic values in school activities.
- The school increases students' knowledge of Islamic etiquette by the allocation of time for prayers. This deepens the understanding and the implementation of Islamic values in students' lives.

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

- Through the student council, students contribute to decision-making in the school. They appreciate that their opinions are valued. Senior students enjoy taking leadership roles. They encourage students in all phases to participate fully in the school community. They make a considerable social contribution to a wide range of projects.
- Students demonstrate a positive work ethic. They enjoy taking the initiative to make independent decisions about what projects they will develop.
- Students value the opportunity to instigate and participate in voluntary activities. They make positive contributions which result in social benefits for community members who are less fortunate than themselves.

For development:

- Ensure that students do not miss any school days unnecessarily, and arrive for their lessons on time, particularly at the start of the school day.
- Encourage students to initiate and contribute to conservation within the school and the wider community.

3. Teaching and assessment

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

- The quality of teaching is inconsistent within and across the phases. The most effective teaching is evident in the senior grades of the girls' high school and in KG. It is less effective in the elementary and middle schools where teachers do not always use time and resources efficiently to extend students' learning.
- Most teachers have a secure subject knowledge, and a majority knows how students learn best. They plan differentiated lessons with clear learning objectives based on assessment information. However, the purpose of some planned activities lacks clarity. Opportunities to explore subjects in depth are often missed.
- In the stronger lessons, teachers use questions and dialogue well to challenge students' thinking. However, opportunities to develop independent learning skills, critical thinking and problem-solving are not fully embedded across the school.

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

- Leaders analyze assessment data and share the results. They use the information to identify gaps in students' learning, but not to evaluate attainment and progress accurately. In the better lessons, teachers use the data analyses to provide activities that meet students' different needs.
- Internal attainment and progress data are largely in line with the external data. Teachers know their students well. They provide written and electronic feedback. Some of the feedback enables students to improve their work or to extend their learning.
- The school is attempting to improve the strength of the internal assessments by conducting pre-assessment and post-assessment moderations.

For development:

- Provide lessons which enable students to explore subjects in depth, and develop their problem-solving skills.
- Use the available assessment data more accurately in evaluating attainment and progress in the key subjects.
- Ensure that teachers use assessment data more effectively to meet students' different needs.

4. Curriculum

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

- The curriculum in KG matches the American integrated learning approach, with children actively exploring most subjects. In other phases, the curriculum is similarly broad, but not deep. The focus is on content knowledge, with insufficient emphasis on practical applications of learning, investigation and skills development.
- Islamic Education in the high school, and Arabic as an additional language throughout the school, are not fully aligned with the MoE requirements. Additionally, there are no electives in Grade 9, which is a significant omission in the US High School program.
- In other respects, the high school curriculum has improved. Students are benefitting from the first Advanced Placement (AP) course. The elementary school's move to homeroom teachers for core subjects has strengthened cross-curricular links. The curriculum is reviewed, analyzed and adjusted in line with performance data.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school recognizes students' different abilities and skills. Teachers take steps to differentiate the curriculum in class to meet students' learning needs. This approach is most effective in the early grades. Many students have gaps in fundamental knowledge and understanding, requiring more direct interventions.
- The curriculum is enhanced well in some subjects. Students appreciate projects which give them an opportunity to be creative and to solve problems. They expand their understanding with trips outside school.
- Links with Emirati culture and the UAE are an integral part of the curriculum. Activities and celebrations provide students with opportunities to display and present their knowledge, and to show their pride in the values and progress of the UAE.
- Arabic is taught in KG1 and KG2 at least twice each week.

For development:

- Address the gaps in curricular alignment with the MoE and US curricula.
- Ensure full coverage of the curriculum at grade levels, by considering the application of knowledge as well as content and moving towards mastery for each curriculum standard.

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 ↑

- The school has very effective policies and procedures for safeguarding and child protection which are implemented by all members of staff. The current entry system to the school is not secure. The school is highly effective in keeping students safe from all kinds of abuse, including bullying and cyberbullying.
- The school grounds and buildings are attractive, well maintained and well supervised by qualified and experienced staff. The school is a hygienic environment for students and staff. Safety checks are frequent and rigorous, and supervision of students is exceptionally effective at all times.
- Qualified medical staff keep detailed records of incidents, subsequent actions and results. The information is stored in a secure place. Physical health, healthy eating and healthy lifestyles are promoted through the curriculum and in the canteen.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Relationships are respectful throughout the school. The school policy outlines a positive approach to the management of behavior. The school tracks, promotes and rewards good attendance and punctuality. However, too many students are absent from school without due reason, and too many arrive late to lessons.
- The school has established processes to identify students of determination and to plan for effective support. Students with gifts and talents are identified, but targeted support is not well developed and they are not always sufficiently challenged in lessons.
- A comprehensive approach to pastoral care facilitates the monitoring and promotion of students' wellbeing. The wellbeing committee provides effective personal support. The careers guidance counselor ensures that high school students receive essential advice and assistance in planning their futures.

For development:

- Ensure that the entry and exit procedures for both students and visitors are effective.
- Review the management of attendance and punctuality and improve both.
- Ensure that students with gifts and talents reach their full potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- This inclusive school welcomes and supports a diverse population with a range of abilities and needs. The inclusion team is aware of the need to extend provision with a better designed improvement plan.
- A range of indicators and assessment information identifies students' needs and abilities and informs the design and implementation of appropriate interventions. Members of staff understand the factors that affect learning and behavior, but the effective application of this knowledge is still developing.
- Parents attend meetings and contribute to their children's learning goals. They receive helpful guidance and support from the inclusion department. Parents are informed of progress in parent-teacher meetings, but they do not receive a formal report on their children's learning.
- The learning support teachers plan and implement interventions which are designed to lower barriers to learning. Effective curriculum modification is not used consistently to meet students' needs. Many students use electronic devices which support their learning and promote their active engagement in lessons.
- Learning targets, observation reports, assessment data and work samples are used to record progress on a useful tracking system. Most students display responsible attitudes to learning and are developing independence. Data show that a majority acquires a range of knowledge, skills and understanding.

For development:

- Ensure that all teachers improve the planning and implementation of curriculum modifications for students of determination to enable them to make the best possible progress.
- Provide an inclusive education improvement plan with specific and measurable targets that will ensure the continuing development of provision.

6. Leadership and management

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

- Most leaders, including the recently appointed principal, set a direction and vision that demonstrate commitment to the national priorities of the UAE, particularly in wellbeing. This is shared by the school community through positive relationships. Leaders believe in the importance of inclusive education. There is still variability in the middle leaders' knowledge and capacity to improve and innovate. Many have a good understanding of teaching, learning, assessment and curriculum. However, they are not as effective in addressing obstacles to improvement.
- Leaders have an adequate process for self-evaluation which uses external and internal data to inform its improvement planning. They regularly monitor the quality of teaching and learning, but do not sufficiently focus on progress against the relevant curriculum standards. The school improvement plan lacks detail and measurable targets. There is some impact on students' achievement. Leaders have made a little progress in addressing the recommendations of the previous inspection.
- Parents are positively involved in their children's learning. Their views are taken into account, such as in adding a weekly session on the Holy Qur'an. Open access and multiple communication channels inform parents about their children's learning. Where written reports are provided, most are constructive and identify strengths and areas to improve. The Parents' Council does not yet have a set role in the life of the school. Increasing links with the local, national and international partners contribute positively to students' learning.
- The governing body includes representatives from most stakeholders and brings a range of expertise. Governors seek and consider stakeholders' views. They receive regular information about the school. They monitor the school's actions and set targets for senior leaders to ensure accountability. However, they do not act as critical friends. They provide adequate staffing and resources. They have not ensured that all teachers are qualified.
- The school is managed effectively by the principal and her team on daily basis. The school has increased the proportion of teachers for whom English is their first language. The majority of the teaching staff has no formal teaching qualifications. Teachers benefit from professional training programs, but they are not specifically tailored to meet individual needs. The premises provide a generally appropriate learning environment. The science laboratories are not well resourced or equipped.

For development:

- Improve the effectiveness of middle leaders and, with their help, develop a rigorous process of self-evaluation and improvement planning.
- Involve more parents in the life of the school, and enhance the educational expertise of the governing body.
- Provide sufficient resources in the science laboratories.

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