

INSPECTION REPORT

2022-2023



UNIVERSAL AMERICAN SCHOOL - BRANCH

US/IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Ras Al Khor
	Opening year of School	2005
	Website	www.uasdubai.ae
	Telephone	97142325222
	Principal	Kevin Loft
	Principal - Date appointed	1/1/2022
	Language of Instruction	English
	Inspection Dates	20 to 24 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1093
	Number of Emirati students	83
	Number of students of determination	242
	Largest nationality group of students	Arabic

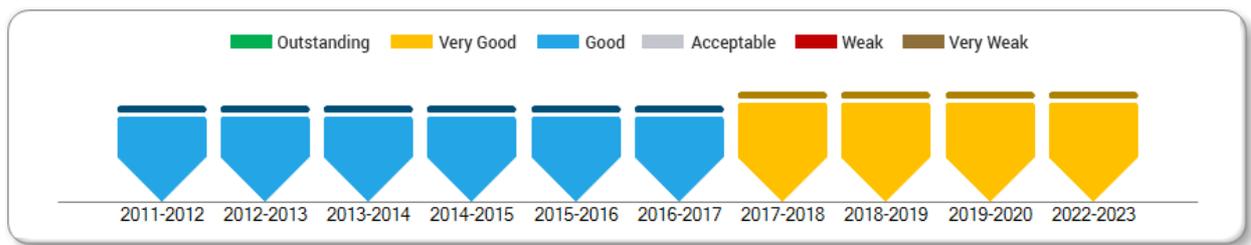
TEACHERS

	Number of teachers	92
	Largest nationality group of teachers	USA
	Number of teaching assistants	36
	Teacher-student ratio	1:12
	Number of guidance counsellors	4
	Teacher turnover	39%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US/IB
	External Tests and Examinations	IBDP, AP
	Accreditation	IB, ECIS, MSA

School Journey for UNIVERSAL AMERICAN SCHOOL - BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Attainment and progress are very good in English, mathematics and science. They are improving in Islamic education and Arabic. Progress is at least good in Islamic education and Arabic as a first and additional language. Attainment and progress are better in the Kindergarten (KG) and elementary school because of improved teaching and learning.
- Students are positive, polite and courteous. Their personal development, social responsibility and understanding of Islamic values and world cultures are outstanding. Students are sensitive to the needs of others. Older students actively support the younger ones. Students are proud of their own cultures and are interested in other cultures. They show respect for the heritage and culture of the UAE.

PROVISION FOR LEARNERS

- Teachers demonstrate strong subject knowledge and a confident understanding of how to teach young people. Relationships are positive and supportive. The best lessons include opportunities for research, problem-solving and higher-order thinking. Assessment data are analyzed well to track progress, to influence teaching and to review the curriculum. Alignment between internal and external assessment data is not robust enough.
- The school adheres to the New York State Standards (NYSS) and to the International Baccalaureate Diploma Programme (IBDP). The curriculum has a very clear rationale that is aligned to the Emirati culture and the vision of the UAE. There is clear progression from year to year. The required skills, knowledge and understanding are addressed. Curriculum modifications to support individual students are effective. Gaps in learning are appropriately identified and addressed.
- The very comprehensive procedures and policies cover all aspects of safeguarding, child protection and security. All members of staff receive appropriate training which covers safeguarding and the protection of students. Relationships between staff and students are courteous and respectful. The school is inclusive. It actively promotes personal development, supports students' wellbeing and encourages career aspirations.

**LEADERSHIP AND
MANAGEMENT**

- Leaders are purposeful and committed. They have a clear understanding and appreciation of what needs to be done to improve. Quality assurance practices are well embedded. Procedures for self-evaluation are developing. Parents are extremely supportive of the school and appreciate their involvement. Governors are highly influential in shaping the school's development. Buildings, facilities and resources are of very high quality.

The best features of the school:

- The very good attainment and progress in English, mathematics and science, and the improving attainment and progress in Islamic education and Arabic.
- Students' understanding of Islamic values and world cultures, their personal development and social responsibility and their competent use of technology.
- The health, safety and protection provided by the school to support students' academic success and to promote their welfare and wellbeing.
- The vision and ambition of school leaders, with the active encouragement and engagement of parents and the community.
- Leadership and management of the school including staffing, resources, premises and facilities, as well as the comprehensive program of staff coaching.

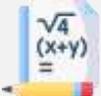
Key recommendations:

- Improve the quality of teaching and learning, especially in the middle and high schools, by encouraging independent and collaborative learning skills and by raising the level of challenge.
- Review the management structure of the KG to enhance leadership and ensure greater coherence across the phase.
- Raise attainment in Arabic as an additional language.

Overall School Performance

Very good

1. Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
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	Very good	Very good	Good	Good
Assessment	Very good	Very good	Very good	Very good

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good 	Very good	Very good	Very good
Curriculum adaptation	Very good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good 

6. Leadership and management

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

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 approaching expectations.	is below expectations.

- Progression in 2019 TIMSS mathematics and science across Grades 4 and 8 was good. In 2018 PISA, progression in Grade 9 was acceptable. PISA and TIMSS targets were not met. All TIMSS data reached the intermediate benchmark. Progression in the external benchmark MAP testing for English and science is acceptable. In mathematics, it is weak.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations.	

- Leaders at all levels support the vision and the goals of the National Agenda. The current data analysis of the NAP clearly identifies areas for improvement. Strategic planning defines the school's plans to modify the curriculum to address gaps identified by the international assessments. Actions are on a whole-school level with no separate plan for the Emirati cohort. The National Agenda action plan offers realistic timeframes with regular checkpoints and identified personnel.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	meets expectations.

- Leadership in reading literacy is strong and focused. The MAP reading data are entered in students' academic records and supplied to teachers. A variety of initiatives are in place to improve reading literacy across the curriculum, with a current focus in the middle school. Research and investigative skills are strong across all subjects, and the scientific method is embedded. Opportunities for regular inquiry-based practical work are infrequent.

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

For Development:

- Consider the introduction of reading tests which identify students' actual reading ages and provide simple and accurate measures of reading progress for individual students.
 - Improve the National Agenda action plan by creating realistic timeframes and checkpoints that are more clearly defined.
-

Wellbeing

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

- The school prioritizes wellbeing. It creates and maintains a safe and caring environment where students, members of staff and parents feel respected, supported and included. Wellbeing policy and practices strive to realize this vision. The wellbeing team keeps governors informed. Governors hold the team and senior leaders accountable for wellbeing provision and outcomes. The findings of surveys have led to improvements. The high-quality physical environment, facilities and resources promote and support wellbeing.
- Teachers identify students with wellbeing issues. They collaborate with counselors to provide individualized support for such students and their parents. The pastoral care and counseling service provides close monitoring of students' wellbeing and offers safe spaces where students can discuss their concerns. The school cares about staff welfare and understands that staff's wellbeing influences students' wellbeing. Staff can use the staff wellness room and access counseling services and the school's sports facilities.
- Wellbeing is promoted through Islamic education and the moral, social and cultural (MSC) curriculum. It is embedded in teachers' interactions with students, who enjoy respectful relationships with adults and their peers. They demonstrate their wellbeing through positive attitudes towards learning, high levels of engagement and informed decisions about health and safety. The clinic works closely with the canteen and physical education staff to monitor students' health. Collated data consistently show that students feel safe and valued. They engage actively in school life.

UAE social studies and Moral Education

- The MSC curriculum follows the moral, social and cultural framework and standards. It uses teacher-made resources, videos and instructional strategies. Learning outcomes are aligned to curriculum standards. In the elementary school, many lessons are aligned with the US curriculum units of study, allowing a meaningful integrated approach. In the middle and high schools, teachers follow the MSC curriculum textbook and mostly use the resources provided. Lessons in these phases are stand-alone.
- Teachers demonstrate adequate skills. Lessons are well planned and organized, with learning activities that engage students. Lessons are taught in English from Grades 1 to 10. The school does not teach UAE social studies but integrates it into the MSC lessons. Assessments determine progress and results are communicated to parents. The program teaches the values and ethics of citizenship and how to be a good citizen.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across the three phases, students make increasing progress in lessons and in their work. In the middle and high schools, attainment is in a line with curriculum requirements. There are inconsistencies across the different phases. Internal data are optimistic, given students' work in lessons.
- Older students can give examples of scientific miracles in the Holy Qur'an, such as the stages of embryo creation. In Grade 1, students show very good achievement in memorization, recitation and worship. In Grade 5, students appreciate that Islam makes things easy, not difficult.
- Lessons are more dynamic as a result of the recent focus on encouraging research and independent learning. However, the balance of knowledge, understanding and skills, especially in the middle and high schools, is not yet adequately developed.

For Development:

- Raise students' attainment, especially in the middle and high schools, by ensuring that students use quotations to support their opinions.

Arabic as a First Language

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

- Students in the elementary school develop their reading comprehension and writing skills rapidly. Outcomes for students in the middle and high schools show steadily improving, but inconsistent, ability in analyzing literature.
- Students in all phases deepen their understanding of reading comprehension and literary texts. Students' speaking and debating skills are improving. Their writing skills are developing. More students are now capable of writing extended essays in Arabic for the IB.
- Improvements in teaching and efforts to adapt the curriculum for different groups of students have a positive impact on students' outcomes in literary analysis, speaking and writing. However, there is a mismatch between the standards of the internal and external assessments.

For Development:

- Enhance students' outcomes and progress in the middle and high schools.
- Strengthen the level of rigor of internal assessment tools and examination papers so that they are of the same standard as external assessments.

Arabic as an Additional Language

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

- In all three phases, students make steady progress in their reading comprehension and speaking skills. Students' outcomes in the elementary school are better than those in the middle and high schools.
- Students understand texts that are linked to their immediate contexts. They use a wide range of vocabulary and sentence structures in their speaking. They know some stylistic features of texts and a range of phrases that they can apply in their writing. In the middle and high schools, students' writing and speaking skills are less developed than their reading comprehension skills.
- As a result of improvements in teaching and curriculum adaptation, all groups are beginning to make better progress, especially in the high school.

For Development:

- Ensure that attainment is improved, through better teaching, in all phases.

English

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

- Very good levels of attainment and progress are maintained through interesting, relevant topics and texts that engage students. Children in the KG can write with meaning and purpose. Students use reading and writing strategies successfully for informational and creative work.
- Progress in reading and writing has accelerated. In addition, students can use online resources to support their independent learning skills. Progress in reading in the lower grade levels is slowed by the current teaching approaches.
- A strong focus on the development of reading and writing strategies across the school is successfully developing students' comprehension and extended writing. Students regularly demonstrate excellent literacy skills when reading, writing, analyzing and thinking critically.

For Development:

- Implement more effective practices in teaching phonics, reading and literacy skills, especially in the lower phases, to enable younger students to develop their language and literacy.

Mathematics

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

- Students in all phases demonstrate well-developed mathematical skills and can apply content knowledge. This is particularly evident when young children work with patterns and sets, and when students in Grades 11 and 12 meet the challenges of the IBDP and Advanced Placement (AP) mathematics.
- Reasoning and critical thinking are integral to every lesson. Students can explain their thinking processes while solving problems. They are learning to use different strategies to find solutions and to strengthen their understanding of number. Geometry skills are developing more slowly for some students.
- Students in the middle school work diligently to address the identified gaps in their learning, successfully using technology in class. Peer support is strong, giving students the confidence to move towards higher achievement. Clear curriculum standards ensure consistency across all grades.

For Development:

- Accelerate students' progress in the middle school.

Science

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

- The subject is taught through everyday context and supports very good attainment across the school. The best lessons in the KG feature experiential learning, helping children develop their natural curiosity and accelerate their progress.
- Technology allows students to access online resources and to develop strong independent learning skills. Students' familiarity with the scientific method ensures that they develop practical inquiry skills, although they do not get open-ended practical work frequently enough in all grade levels.

- Students use scientific language confidently in explaining their work, reflecting a developing emphasis on key vocabulary. Problem-solving, research, critical thinking and reasoning are embedded skills that underpin the improved levels of attainment. Workbooks are inadequately maintained and presented.

For Development:

- Implement more regular inquiry-based practical work to prepare all students for high school internal assessments.
- Ensure a balance between work completed in workbooks and work done on the computer, to support the development of rapid, neat handwriting that is essential for success in examinations.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good ↓	Very good	Good	Good

- Students are motivated, respectful and enthusiastic in their learning. This is a very positive feature in the KG. In the middle and high schools, there is sometimes lack of both challenge and independent learning. Most students can use technology appropriately.
- Students collaborate well in pairs and small groups. They share ideas and opinions and use peer- and self-assessment to improve. Some lack confidence in presenting their work. Most communicate their learning through dialogue with teachers and fellow students in a respectful environment.
- Students take increasing responsibility for their learning through exposure to a variety of technology platforms. They are increasingly enterprising and innovative in their research projects. They can apply elements of their learning to the real world.

For Development:

- Provide opportunities for students to choose a variety of resources to find things out for themselves and make independent conclusions, with confidence.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school have a very strong sense of personal responsibility. They demonstrate sensible and responsible attitudes. Relationships are mutually respectful within the classroom and throughout the school.
- Students are aware of, and committed to, safe and healthy lifestyles. They have a comprehensive understanding of how they can contribute to creating a safe, happy and productive life.
- Levels of attendance are high, but the school is working to raise them further. Students are punctual in arriving at school and for lessons throughout the school day.

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

- Students understand and appreciate the relevance and impact of Islamic values on Emirati attitudes and everyday life in the UAE.
- Students actively contribute and participate in many Islamic celebrations. Non-Muslim students respect the feelings of their Muslim classmates during special occasions, such as the birth of the Prophet (PBUH) and Ramadan.
- Students appreciate and celebrate their own cultures and, through celebrations such as the International Day, immerse themselves in other world cultures. They talk with enthusiasm about the many cultural activities in which they have taken part.

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

- Students initiate, plan and manage projects benefiting the school and wider communities. They consistently demonstrate active citizenship within the school. They help new students to integrate and assist those in need.
- Students are developing entrepreneurship, creativity, innovation and a focused work ethic. Through the Diversity Club, they offer a forum to consider social challenges and to extend their outreach to other schools.
- Environmental awareness and sustainability permeate students' activities. Students lead initiatives to try to reduce the use of plastic and to care for the environment.

For Development:

- Highlight the importance of attendance for academic success.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Very good	Good	Good

- Teachers have strong subject knowledge and know how young people learn. Lessons are well planned and use assessment data accurately. In the KG and elementary school, teachers regularly provide higher levels of challenge. In the better lessons, questioning is skillful and leads to critical thinking skills.
- The promotion of independent and collaborative learning skills is irregular. Teachers sometimes over direct students and so limit opportunities to develop independent learning skills. Most teachers promote problem-solving and higher-order thinking skills effectively. They provide frequent opportunities for students to use technology to support learning and research.
- The newly developed coaching program and consistent professional training are improving the quality of teaching. Teachers have embraced opportunities to become learners themselves, and thus create better learning environments for their students.

	KG	Elementary	Middle	High
Assessment	Very good	Very good	Very good	Very good

- Internal assessment in English, mathematics and science provides clear measures of students' progress. In Islamic education and Arabic, major improvements in assessment procedures and practices have ensured that internal assessment data are now more valid. Weak alignment still exists between internal and external data.
- Data are analyzed well. Information on students is comprehensive, allowing accurate tracking of progress over time in subjects and in reading literacy. Assessment information effectively influences teaching and ensures that the curriculum meets students' learning needs.
- Most teachers have very good knowledge of the strengths and weaknesses of their students. Constructive written and oral feedback to students helps them support next steps in learning. Students are regularly involved in peer- and self-assessment. Assessment guidelines are used inconsistently.

For Development:

- Review the lack of alignment between internal and external assessment data, especially in Islamic education and Arabic.
- Create assessment guidelines with age-appropriate language to ensure that students in all grades are aware of how to improve.

4. Curriculum

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

- The NYSS give coherence and continuity across all grades. The rigor of these standards fits well with the PYP Framework approach to learning in the KG and elementary school. Older students are well prepared for their examinations.
- Systematic review of the curriculum takes place alongside external and internal assessments. Progression is checked, and any areas needing additional focus are identified. Curriculum leaders know exactly what is expected of a high-quality American curriculum. The IB requirements maintain these priorities.
- Across subjects, inquiry approaches to learning are developing well. Literacy is a focus in Islamic education. The use of scientific terminology and mathematical language are regular features in classes. Efforts to improve reading literacy are having some impact, but not yet for all students.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Very good	Very good	Very good ↑

- Curriculum modifications effectively support the needs of most students across the subjects. However, the support for English language learners in Grades 5 to 10 is not fully effective. Students of determination are supported very well, and all students make appropriate progress from their starting points.
- Enhancements to the curriculum make learning exciting and instill strong memories for students. Theatre, film, electives and extra-curricular activities give breadth and inspire talents and interests. Innovation is a regular feature of inquiry.
- Links with Emirati culture and the society of the UAE are interwoven into many lessons through activities and discussions. Students are involved in cultural activities. A group recently visited Mecca for Umrah. Students join interschool competitions, celebrating the enjoyment of Arabic literature.
- Children study Arabic for 30 minutes each week in KG1 and for 45 minutes each week in KG2.

For Development:

- Expand approaches to raising the reading literacy skills for those students for whom lack of developed skills is a barrier to learning.

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

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

- The school ensures the safety and protection of students through its rigorous policies, personnel, systems and practices. Supervision is highly effective throughout the campus and during off-site activities. School transport, drop-off and pick-up arrangements are safe and well managed.
- The school premises and facilities are of an excellent quality, meeting the needs of all students, including students of determination. Regular fire and safety drills are conducted, comprehensively documented, and very effective in ensuring the safety of all.
- The clinic promotes students' health by offering individual health checks and monitoring. The school encourages exercise and healthy lifestyles, supporting students' healthy food choices and appropriately involving parents.

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

- Relationships between students and members of staff are courteous and mutually respectful. Comprehensive policies promote the school's positive approach to managing behavior, attendance and punctuality.
- The school maintains an inclusive ethos. Effective procedures identify students of determination, students with gifts and talents and students for whom English is not the first language. Individual planning ensures the implementation of personalized support needed to make academic and personal progress, but less so for those with gifts and talents.
- A school-wide pastoral care system, overseen by school counselors, promotes personal development and monitors students' wellbeing. The very effective guidance in the high school assists students in their selection of subjects and career pathways, and it provides advice and support about applying to universities.

For Development:

- Formalize a program of support to provide better help for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The inclusion team and senior leaders are accountable for the school's inclusive ethos. An experienced leader and support team ensures that effective provision is available throughout the school. An improvement plan guides development. It lacks measurable targets and a focus on students' outcomes.
- The school has established successful practices for the identification of students' needs and abilities. Data inform planning. Appropriate interventions lower barriers to learning and improve students' engagement and progress. Individual education plans (IEPs) are used collaboratively by teachers and the support team.
- Parents are fully involved in all stages of their children's education. They make significant contributions to the school's provision. They are central to the planning and review of their children's IEPs. Parents receive frequent progress reports to keep them well informed.
- The curriculum is effectively modified. Instruction is differentiated in response to IEP recommendations. Learning support teachers and assistants collaborate well with class teachers. Curriculum modification and differentiated support enable students to access the curriculum and make progress in their learning.
- Students' progress is monitored using assessment data, but not all goals identified in the IEPs are measurable. Classroom observations and samples of class work provide additional information. Accumulated data indicate that most students make very good progress over time, in line with the expectations for their abilities.

For Development:

- Ensure that the IEPs contain measurable goals that will have a positive impact on students' attainment and progress.

6. Leadership and management

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

- Leaders are purposeful, dedicated and determined. They are committed to the national and Emirate priorities. Roles and responsibilities are clearly articulated. Line management is clearly defined. Middle leaders have a clear understanding of what is needed to improve in their areas of responsibility. Relationships and communication are professional and supportive. Morale throughout the school is high. Members of staff, students and parents speak well of recent improvements and developments. Leaders are very receptive to external evaluation.
- The process for self-evaluation is developing. Leaders have a comprehensive understanding and appreciation of the school's strengths and areas for improvements. The school development plan offers a detailed oversight of areas where further work is required. However, success criteria for individual objectives are not fully advanced. Quality assurance practices help the school identify and address the professional needs of members of staff. There has been much progress in addressing the recommendations from the previous inspection report.
- Parents are consulted regularly. Their opinions are heard and acted upon. Parental involvement makes a positive and effective contribution to raising standards. Parents receive helpful, detailed and accurate information regarding their children's academic and personal achievements. The café is a useful focal point for all members of the community. There are productive links in the local community and abroad. Parents of students of determination are very positive about the school. They work cooperatively with a neighboring school, sharing expertise and undertaking academic moderation.
- The governing board is fully representative of the school community. Parents, students and members of staff are regularly consulted through school visits and regular surveys. The board ensures that the views of the community are heard. Governors have an exceptional understanding of their roles and responsibilities through governor training. They hold leaders to account for performance and exert a positive influence on the school's vision, mission and values, which are presently being reviewed.
- The school is efficiently managed. All policies and procedures are firmly in place. There are clear lines of management. Timetabling makes the best use of available staffing and space. Information boards and displays are informative and celebratory. Corridors are suitably decorated with high-quality artwork produced by the students. All members of staff are made aware of the school's

procedures for safeguarding and child protection. The premises are of a very high quality and include exceptionally good facilities. The school offers a pleasant and welcoming environment.

For Development:

- Improve the quality of the school's development plans by ensuring that objectives are prioritized and supported by well-considered success criteria.
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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