

INSPECTION REPORT

2022-2023



DUBAI MODERN EDUCATION SCHOOL

MOE/US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of School	1996
	Website	www.dmes.ae
	Telephone	97142885115
	Principal	Dr. Lara Nabil Abdallah
	Principal - Date appointed	1/1/2019
	Language of Instruction	English, Arabic
	Inspection Dates	13 to 17 February 2023

STUDENTS

	Gender of students	US/MoE: Boys and girls
	Age range	US: 4 to 18 / MoE: 5 to 18
	Grades or year groups	US: KG1 to Grade12 / MoE: Grade1 to Grade12
	Number of students on roll	US: 1493 / MoE: 569
	Number of Emirati students	US: 836 / MoE: 268
	Number of students of determination	US: 50 / MoE: 31
	Largest nationality group of students	US: Emirati / MoE: Arab

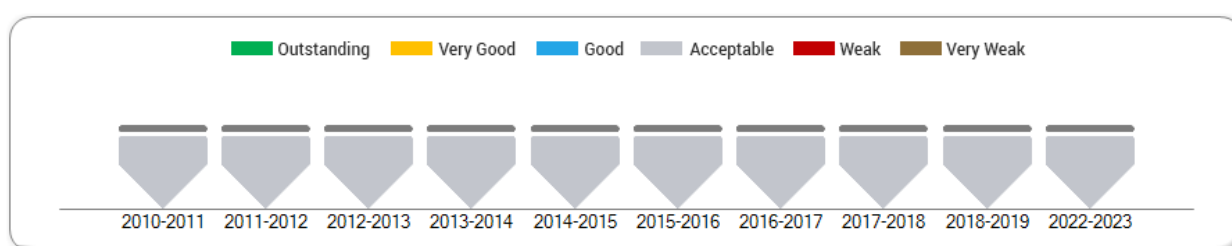
TEACHERS

	Number of teachers	US: 114 / MoE: 32
	Largest nationality group of teachers	US: Egyptian / MoE: Egyptian
	Number of teaching assistants	US: 14 / MoE: 0
	Teacher-student ratio	US: 1:13 / MoE: 1:18
	Number of guidance counsellors	US: 6 / MoE: 1
	Teacher turnover	US: 20% / MoE: 17%

CURRICULUM

	Educational Permit/ License	US: US / MoE: US/MoE
	Main Curriculum	US: MOE-US / MoE: MoE
	External Tests and Examinations	US: MAP, AP / MoE: IBT
	Accreditation	US: NEASC / MoE: NA

School Journey for DUBAI MODERN EDUCATION SCHOOL



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

US:

- Students' attainment and progress are improving in mathematics and science from Grades 1-12, as is their attainment in English in the elementary and high schools. Reading levels across the school remain low. This affects students' learning skills in all grades. Older students are doing well in Arabic, while students in the Elementary achieve well in Islamic Education.

MoE:

- Cycle 2 students' achievements in Islamic Education, English, and mathematics are good. Older students have also improved their rates of progress in Islamic Education. Younger students show improved progress and attainment in science. While students' progress in Arabic is good, this has yet to raise their levels of attainment. Most students have very good learning skills and enjoy collaborating and sharing their ideas.

US:

- Students demonstrate well-developed understanding and appreciation of Islamic values, especially in the senior sections of the school. Students' interactions with each other are generally positive and respectful. Older students are proud of the initiatives they lead and would like more opportunities to build their enterprise and entrepreneurial skills. Students' understanding of the various world cultures is developing.

MoE:

- Students demonstrate positive attitudes and respect for others. Students interact very well with adults and their classmates and almost always show self discipline. Students are caring of one another and especially of those facing challenges. Older boys are particularly appreciative of the opportunities to engage in sports and physical education as part of living healthy lives. Attendance rates have improved.

US:

- The quality of teaching varies across the school. In mathematics and science, lessons usually include opportunities for students to apply newly acquired knowledge. Elementary school students benefit from different approaches to teaching and learning in Islamic Education. In most subjects and lessons, however, the practical application of new learning is limited, resulting in students learning facts more than developing their skills.

MoE:

- Teaching is most consistent for the older students and varies across the grades in Cycles 1 and 2. In some classes, teachers guide students to be independent learners and use educational technologies to support learning. In others, teachers speak excessively and are thus less effective. The use of assessment information to identify gaps in students' knowledge and skills and provide support for them is still developing.

US:

- Curriculum design is improving, as leaders at all levels elevate the importance of aligning to the curriculum standards. Formal examinations in each subject assess students' attainment of the curriculum standards. The results are used in lesson plans and adapted for different groups of students. The implementation of this process is still developing; some teachers are less skilled in understanding and addressing the US standards, particularly in Kindergarten (KG).

MoE:

- The school adheres to the standards and requirements of the Ministry of Education (MoE) curriculum across all subjects and has improved its design in Cycle 2. In a few senior classes, curriculum enrichment and links between subjects add additional interest and engage students. Curriculum adaptations for those students who need support, especially in reading, are inconsistent.

US / MOE:

- Students are safe in school and their health and safeguarding remain high priorities. Policies and procedures have been upgraded and all staff members are aware of what is needed to maintain a safe environment. The support for students of determination is a focus of the school's improvement planning. The school has increased the number of social workers to ensure that all students benefit from ongoing care.

**LEADERSHIP AND
MANAGEMENT**

US / MOE:

- The school benefits from one Executive Principal and a senior leadership team with oversight of the whole school. The gaining of accreditation attests to the leaders' vision. The streamlining of policies ensures a consistent approach to management. The use of assessment data for improvement planning is developing. Parents are positive supporters of the school. Governors provide essential support and resources to the leadership team.

The best features of the school:

US / MOE:

- Older students' confidence and understanding of Islamic values
- The strong emphasis on the culture of the UAE in lessons
- Students' good personal and social development
- Very good health and safety arrangements throughout the school
- Teachers' relationships with students in a caring environment

Key recommendations:





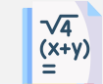

US / MOE:

- Focus on the applications of learning in every subject to enable students to develop and apply their skills.
- Improve the quality of teaching, and support teachers, who may lack the required skills to plan learning activities which meet the needs of all groups of students.
- Improve teachers' skills in early literacy, reading, and writing to strengthen students' written work in both languages throughout the school.
- Ensure that students read at their age levels so as to access the full curriculum and make better progress.
- Improve the accuracy of self-evaluation by identifying and removing barriers to students' improvements.

Overall School Performance


Acceptable

1. Students' Achievement

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable	Good	Good	Good
	Progress	Not applicable	Good	Acceptable	Acceptable	Good	Good	Very good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable ↓	Good	Good	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable ↑	Weak	Acceptable ↑	Good	Good	Good
	Progress	Acceptable	Acceptable	Weak	Acceptable	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Good	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Good

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills		Acceptable ↓	Acceptable	Acceptable	Acceptable	Good	Good	Good

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good	Good	Good	Outstanding
Social responsibility and innovation skills	Acceptable 	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

3. Teaching and assessment

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

4. Curriculum

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/safeguarding	Very good	Very good	Very good	Very good	Very good	Very good	Very good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

	US curriculum	MoE curriculum
The effectiveness of leadership	Acceptable	Acceptable
School self-evaluation and improvement planning	Acceptable	Acceptable
Parents and the community	Good	Good
Governance	Acceptable	Acceptable
Management, staffing, facilities and resources	Good	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 assessments US:	is below expectations	is below expectations

- Overall progress on international and benchmark assessments is weak for the whole school. Inconsistent performance outcomes in each grade and from year to year show wide variability. The reliability of the assessment data is an issue.

	Whole school	Emirati cohort
Progress in international assessment MOE:	is above expectations	meets expectations

- In the PISA 2018 assessment, the school missed its targets in reading, mathematics and science. The school's overall performance is at Proficiency Level 2 in mathematics and science and Level 1 in reading. In the TIMSS 2019 assessment the school exceeded its targets in mathematics and science, performing at the High International Benchmark in Grade 4 and at the Intermediate International Benchmark in Grade 8. Girls outperformed boys in mathematics and science in both assessments.

	Whole school
Leadership: data analysis and curricular adaptation US:	is approaching expectations

- The school makes good use of data analysis. Professional development provides teachers with strategies on how to use data effectively. However, these skills are inconsistently applied in lessons to personalize learning. The school is making some progress at developing students' skills for problem-solving and inquiry; however, critical thinking is rare.

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

- Leaders are aware of the international and external benchmark assessment reports and are able to identify the gaps in the curricula. They are ensuring that data are analyzed but have yet to ensure that analyses are used successfully to meet students' individual needs.

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

- Reading and literacy skills are underdeveloped by most students. This slows the development of students' cognitive skills such as critical thinking, inquiry, and problem solving.

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

- The school administered the NGRT test to assess the reading capabilities of students. The results of that test have not been analyzed or used to support students. The development of problem solving, and scientific inquiry skills varies. The use of the scientific method to support investigative, practical work in science is slowly developing. There is a notable increase in the use of digital devices to support learning.

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

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

For Development:

US:

- Implement a more personalized approach to reading and literacy for all students.
- Improve the quality of curriculum adaptations and task differentiation through the effective use of data.
- Plan activities that develop students' critical thinking, inquiry, and problem-solving skills.

MoE:

- Monitor teaching more rigorously so that teachers meet the learning needs of all students.
- Develop students' critical thinking, problem-solving, inquiry, and research skills and strengthen their reading skills.

Wellbeing

US / MOE

The quality of well-being provision and outcomes is at a **moderate level**.

- Leaders understand the need to ensure the wellbeing of all students, the staff and parents. A wellbeing champion has yet to be appointed. The governing board is committed to provision for wellbeing and holds leaders to account. The school collects survey data to address wellbeing issues with students and the school community. The Principal occasionally conducts additional surveys and gathers information to inform future practices in the school.
- Counselors and social workers are available for students to discuss concerns. The school addresses all concerns and acts on matters of wellbeing. Programs for the staff include gatherings and celebrations. Parents are informed when there are issues with their children's emotional wellbeing. Parents are encouraged to meet with leaders to learn more about how they can support their children.
- The school provides opportunities for students to develop wellbeing through daily assemblies, the students' council and meetings with counselors. Leaders are developing a curriculum approach to wellbeing as noted in their Wellbeing Action Plan. Leaders are working to meet the challenge of helping students to adopt a healthier lifestyle. Students report that they feel safe and supported in school. Older students consider that they are getting a good education and preparation for their future careers.

UAE social studies and Moral Education

US:

- The UAE social studies curriculum follows the MoE standards. In addition, teachers make good use of educational technologies and resources to support learning. Lessons have clear learning objectives that align to the standards. The lessons are taught in English and Arabic in Grades 1 to 12. Grades 1 to 4 use the Salama series. Social studies is taught in Arabic, in KG 2.
- The moral education program is taught in Arabic from Grades 1 to 12. In Grades 5 to 12 it is a discrete subject. In Grades 1 to 8 the moral, social and cultural framework is used and in Grades 1 to 4 the Salama series is used. Lessons are well planned and organized, with learning activities that engage students.

MoE:

- The school has adapted the UAE social studies curriculum as a discrete subject for students in Grades 1 to 12. Their use of resources and educational technologies makes the learning meaningful. The Salama series curriculum is used for Grades 1 to 4.
- The curriculum, teaching and learning are all of high quality and assessment procedures are well developed. Lessons are well planned and promote an engaging learning environment.

Main Inspection Report

1. Students' Achievement

Islamic Education							
	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Not applicable	Good	Acceptable	Acceptable	Good	Good	Good
Progress	Not applicable	Good	Acceptable	Acceptable	Good	Good	Very good

US:

- Elementary students demonstrate knowledge, skills, and understanding of Islamic concepts and beliefs that are above the curriculum expectations. The skills and understanding of middle and high school students are less secure. There are no significant differences between the achievement of boys and girls.
- Students' abilities to discuss Islamic concepts and relate them to real life are strengths across the school. Elementary students have a solid knowledge of the Pillars of Islam and faith. However, their skills of recitation and memorization from The Holy Qur'an are underdeveloped.
- Elementary and middle school students are developing a strong knowledge and understanding of the Seerah, Islamic etiquette, and its principles. Secondary students' skills are less well developed for linking the Hadith and the Qur'anic verses to the topics they are studying.

MoE:

- In lessons and their recent work, a majority of students in all cycles demonstrate levels of knowledge, understanding and skills that are above the curriculum standards. They have clear understanding of Islamic concepts, laws, and etiquette.
- Across the cycles, most students make relevant links between the Islamic concepts which they learn and their daily lives. Cycle 3 students extend their learning through deep discussions and evaluating different real-life situations. They use relevant Qur'anic verses and Hadeeth to justify their arguments.
- The well-planned opportunities for inquiry, research and discussions in lessons is helping to improve students' outcomes in Cycle 3. Although students' recitation skills are improving, their memorization and application of the rules are underdeveloped.

For Development:


US:

- Students need to improve their recitation and memorization skills.
- Strengthen students' key skills in the high school until they have deep understanding and can apply such values to their own lives.

MoE:

- Improve students' recitation and memorization skills and their application of the rules of recitation.
- Adapt the curriculum to enhance students' skills to meet the learning needs of all.

Arabic as a First Language

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Not applicable	Acceptable	Acceptable	Good	Acceptable	Acceptable	Good
Progress	Not applicable	Acceptable 	Good	Good	Good	Good	Good

US:

- The progress of students' language skill development in the elementary school has slowed since the previous inspection. Both the International Benchmark Tests (IBT) and the school's self-evaluation align with the inspection team's findings.
- High-school students continue to improve when using the Arabic language with confidence, particularly in the girls' section. Their listening skills are strong and there are good attempts by students to engage in independent writing. Middle-school students show less confidence when using their language skills.
- In lessons and in their recent work middle and high-school students make good progress overall, due to their developing skills. During library times most elementary students struggle to read independently the stories that are assigned to them.

MoE:

- The more able students' progress is slightly slower due to insufficiently challenging tasks. The girls' progress is more rapid than the boys,' especially in Cycle 2. Older students' achievements are stronger than elsewhere in the school.
- Students' skills when reading aloud are adequate, but their writing is inaccurate. Their listening and speaking skills are strong, especially in Cycle 3. However, students' reading comprehension skills and their speaking skills are less well developed, particularly in Cycle 2.
- The school is promoting reading comprehension skills across all cycles, through a range of online platforms and other resources. However, the students' use of these programs has yet to result in improvements to their language skills.

For Development:

US:

- Improve students' language skills in the elementary school by assessing their abilities accurately and then teach to address their learning needs.
- Ensure that internal assessments are aligned with external and international benchmark assessments.

MoE:

- Students need to improve the quality and accuracy of their extended and creative writing.
- Raise expectations to enhance students' reading comprehension skills, particularly in Cycle 2.

Arabic as an Additional Language

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable	Not applicable	Not applicable	Not applicable

US:

- Most middle-school students attain levels of knowledge and skill that are in line with the expectations for their years of study. Elementary students display greater confidence when listening, reading, and speaking.
- Elementary students understand their teachers' instructions and can respond to them verbally in familiar contexts. They can read the assigned Arabic texts with guidance.
- Students' writing in the middle school is limited to copying words and phrases from their books or from their teachers' dictation. Their speaking skills are usually restricted to a few simple sentences, which students repeat after their teachers.

For Development:

US:

- Moderate the teachers' use of English when trying to improve students' Arabic listening and reading skills.

English

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable ↑	Weak	Acceptable ↑	Good	Good	Good
Progress	Acceptable	Acceptable	Weak	Acceptable	Good	Good	Good

US:

- Kindergarten children show confidence in oral communication and vocabulary but have limited phonics skills. Elementary students are not strong readers or writers, leading to underperformance in the middle grades. Oral language skills are strongest in most grades, particularly in the high school, where many students can speak with confidence.
- Writing is the least developed of the language skills. Kindergarten children learn to read and write words and simple sentences. However, their independent early literacy is insufficiently developed. Students in all phases have too few opportunities to develop their planning, revising, and editing skills when writing.
- Students' reading abilities and their vocabularies have been focus areas for the department. The result is slight gains in students' reading skills, particularly in the elementary and high phases.
- Internal assessment evidence indicates that Emirati students achieve acceptable standards, in line with their peers.

MoE:

- Internal and external test results indicate inconsistent attainment and progress within and between cycles. Students' work seen during lessons shows more even achievement across all cycles. Students' speaking and listening skills are stronger than their reading and writing across the school.
- Students in Grade 1 blend letter sounds together and read simple words. Students across the school practise reading and understand short paragraphs, but they rarely read complex texts, which is slowing their comprehension skills. Students' independent writing skills are underdeveloped.
- Vocabulary linked to a specific topic is a feature of every lesson; this helps students to explain their ideas. The recently introduced reading sessions are opportunities for students to write book reviews, but this is yet to enhance their reading and writing skills.

For Development:

US:

- Develop students' early literacy skills to support improved reading and writing later on.
- Provide frequent opportunities for students to write at length and plan, revise, and edit their written work.
- Develop students' higher-order reading skills, including predicting, inferring, paraphrasing, and summarizing.

MoE:

- Develop students' reading skills by requiring them to read longer texts.
- Develop all students' extended writing skills.

Mathematics

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable	Good	Good
Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good

US:

- Kindergarten children learn to draw and name two and three-dimensional shapes. Calculation skills are stronger than other areas of mathematics in most grades, raising their attainment levels in this one aspect of mathematics. However, solving word problems and using mathematical terms remain challenges for most students.
- Elementary students have good numeracy skills, but their mental mathematics and reasoning skills are less well developed. Middle school students can apply their knowledge of shapes and spaces to compute surface areas. High-school students integrate their learning successfully when studying geometry, algebra, and calculus.
- Students' enquiry, research, and reasoning skills are developing gradually. Critical thinking is absent from mathematics. In lessons and work scrutiny, students' attainment is more positive than on external assessments.
- Emirati students' progress is in line with that of their peers across all grades.

MoE:

- Students in Cycle 1 can perform calculations accurately. In the better lessons, students use numeracy strategies to enhance their learning, but this is not consistently applied. The use of mental mathematics to support learning is also limited.
- Older students are increasingly able to apply their mathematical knowledge to solve complex problems. However, students' abilities to solve mathematical problems using different methods is less secure.
- In Cycle 2, improved teaching helps students to hypothesize, apply formulae, and use standard algorithms. In the better lessons, students apply new learning to real-life situations.

For Development:

US:

- Improve students' skills to solve real, open-ended problems using mathematical modeling processes.

MoE:

- Deliver challenging mathematics lessons that require students to develop better problem-solving skills.

Science

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Good	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Acceptable	Good	Acceptable	Good

US:

- Kindergarten children can make predictions and conduct observations about common things. Elementary students are learning to apply the scientific method when solving problems. The older students conduct basic experiments, identify dependent and independent variables and evaluate the results.
- The development of scientific vocabulary is prioritized across all grades, along with an emphasis on building skills. Students' work shows improved understanding by their comprehension and application of scientific terms. However, their independent use of scientific vocabulary in lessons is underdeveloped.
- Students' critical thinking is developed by careful questioning, inquiry tasks and problem-solving activities. In a few lessons, students engage independently in research, hypothesize, and investigate real-world issues.

MoE:

- In Cycle 1 experiential learning tasks enable students to observe, measure and record information. Students make good progress, increasing their knowledge of scientific facts. The introduction of the Science, Technology Engineering and Mathematics (STEM) laboratory has enhanced learning.
- In Cycle 2, the scientific skills of observing, measuring, and communicating are being developed. However, the skills of predicting and inferring are less well developed, because students have fewer opportunities for acquiring these capabilities.

- In the better lessons in Cycle 3, students carry out investigative activities. They have the skills to explain their scientific reasoning fully. The use of simulations to enhance learning is evident in some lessons and encourages more rapid progress by students.

For Development:


US:

- Provide more challenging learning opportunities to develop students' independent inquiry and critical thinking.

MoE:

- Develop students' skills of predicting and inferring in Cycle 2.
- Focus on the systematic development of scientific research and inquiry across all grades.

Learning Skills

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable 	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- Students have positive attitudes and are keen to learn, but KG children have insufficient opportunities to explore, investigate, and learn independently. Across the grades students work well on set tasks, but they become passive when their teachers speak excessively.
- Students work in pairs and groups on a range of tasks and sometimes demonstrate meaningful collaboration. In the better lessons, students participate with enthusiasm, communicate their learning, exchange opinions and make meaningful connections with their own experiences.
- Students use educational technologies confidently to support their learning. They infrequently engage in deep thinking or display skills for problem solving. As a result, their critical thinking and evaluative skills are underdeveloped. Opportunities for students to take full responsibility for learning are limited.

MoE:

- Students have consistently positive attitudes toward learning and work well together in small groups. They communicate their learning by explaining and justifying their ideas to their classmates.
- Cross-curricular links are included in a few lessons. For example, students can apply their knowledge of healthy eating gained in science to discussion in an English lesson. Critical thinking is a feature of English and Islamic Education lessons. This skill is underdeveloped across most other subjects. Students regularly relate learning to real life by establishing links with the culture of the UAE.
- Students use educational technologies proficiently to support learning. They are skilled at using devices to access lesson resources and online activities. Learning platforms are used well for homework and projects. However, their research and innovation skills are rare.

For Development:

US:

- Students must improve their critical thinking, problem-solving, investigative, innovative, and enterprise skills.
- Require students to be active participants in lessons.
- Students should assess their own performance.

MoE:

- Students need to be more innovative.
- Students should conduct research to find things out for themselves.

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Very good	Very good	Very good

US:

- Most students show positive attitudes toward school life and have effective work ethics. They are keen to learn and most demonstrate self reliance. The behavior of the older students is relatively stronger than those in the elementary grades. Kindergarten children's attitudes, dispositions, and behavior are positive.
- Students have respectful relationships with teachers, their peers and visitors. With very few exceptions students show support for each other in classrooms and at break times.
- Students know how to live healthy lives and demonstrate this in the habits they adopt. Attendance and punctuality rates are generally strong across the school. Most students arrive at school and to lessons on time.

MoE:

- Older students' adoption of healthy lifestyles and wise decisions for food options are relatively stronger than among the younger students. Girls' behavior is marginally stronger than the boys,' particularly in Cycle 2.
- Across all cycles, students have very caring, supportive, and respectful relationships with each other, their teachers, and other staff members. They are sensitive to the needs of others and reflect positive and responsible attitudes. Most students are punctual when arriving to school and to their classrooms.
- The school is promoting the adoption of healthy lifestyle choices through a range of activities and assemblies. These efforts are yet to enhance the decisions that some students make.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good	Good	Good	Outstanding

US:

- Across the school students have high appreciation of Islamic values and know how they are applied in practical situations within the local and wider communities. Students in the upper grades speak confidently and with examples about how Islamic values influence people's lives.
- Students have secure appreciation and understanding of the UAE's culture and heritage. They are knowledgeable about Emirati customs and traditions and enjoy celebrating the different UAE events in school.
- Most older students demonstrate excellent understanding and appreciation of their own cultures. They show strong appreciation of other cultures. However, in the lower grades students' awareness of other cultures is underdeveloped.

MoE:

- Across all cycles students have clear understanding of Islamic values and how these affect lives in UAE. They appreciate the values of honesty, hospitality, respect, and tolerance as being important within the UAE.
- Students are very knowledgeable about the different aspects of Emirati heritage, culture and history. They participate in cultural activities and celebrate national events such as UAE National Day and Flag Day.
- Students are proud of their own cultures and traditions. Older students demonstrate excellent awareness of other world cultures, including literature and art. They appreciate the multi-cultural society of Dubai. Students in Cycles 1 and 2 demonstrate underdeveloped knowledge about other world cultures.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable ↓	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

US:

- Some students, particularly in the older grades, take on key roles, for instance, as school council members. They take responsibility for the organization of assemblies, sports events, and awareness-raising campaigns. Older students enjoy the opportunities to volunteer to support the parent and teacher meetings.
- Some senior students are starting to develop their innovation skills by entering competitions to develop a project on water filtration system. However, in most lessons, innovation, enterprise, and entrepreneurship are not evident. Students show positive work ethics, but rarely do they lead or initiate projects.

- Students are developing their awareness of sustainability and the importance of taking care of the environment. They recycle waste. Younger children learn to take care of plants in the garden. Older students reuse waste materials in their art and design work.

MoE:

- Cycle 3 students enjoy taking responsibilities across the school. For example, they teach language lessons to younger students and help the cleaning staff on National Day. In classrooms across the school, students are responsible for monitoring the safety of their classmates before entering themselves.
- Students work hard and enjoy helping others. They visit the local hospital to share information about cancer awareness and a home for the elderly to spend time with the residents. Students raise money to make donations to both of these facilities.
- The Student Council has been active in improving bulletin boards with recycled materials as well as encouraging recycling. Most students, however, infrequently create and develop their own projects, including those for the wider community.

For Development:**US:**

- Require students in the elementary grades to take up roles of responsibility and show greater initiative.
- Enhance students' knowledge and understanding of world cultures.

MoE:

- Ensure that students' adoption of healthy lifestyles is consistently high across sections and grades.
- Improve students' awareness of global cultural diversity, especially in Cycles 1 and 2.
- Provide opportunities for students to develop projects, especially in Cycles 1 and 2.

3. Teaching and assessment

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

US:

- Most teachers have secure subject knowledge but some lack the required understanding to teach the US curriculum to a sufficient depth. Teachers' questioning in the better lessons encourages student discussions and promotes learning. Too many teachers lecture students in their lessons, which does not engage most students nor produce meaningful dialogue with them.
- Teachers identify varying levels of students' abilities. However, the differentiated tasks they plan may not change the content, delivery, or methods of learning. Thus, the learning needs of all students remain unresolved. Teachers sometimes set insufficiently high levels of expectation to ensure high achievements by their students.
- In the better lessons in the high school, teachers encourage students to take full responsibility for their learning. Teachers provide students with opportunities to research topics and use educational technologies effectively. There are too few opportunities for critical thinking, innovation, and problem solving.

MoE:

- Teachers' understanding of how students learn varies across Cycles 1 and 2. In Cycle 3 teaching is stronger because teachers often act as motivators and support students to take active roles in lessons.
- The levels of challenge and support meet the learning needs of most students. Some tasks are too easy and others too difficult. Questioning to promote learning is inconsistently done. It is stronger in the Islamic Education and English lessons, where teachers' questioning usually encourage critical thinking by students.
- Students have limited problem-solving and research opportunities across the school. This is especially so in Cycle 3. Opportunities for students to be innovative are rare. All students have individual plans to identify and narrow any learning gaps, however these are yet to enhance their achievements.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

US:

- Teachers use assessment results to evaluate students' progress and develop individualized learning plans. The use of assessment data to inform teaching, influence the development of the curriculum, and thus accelerate students' learning is inconsistent.
- Assessment procedures are consistent and thorough for the analyses of internal and external data. The data are checked and support teachers when identifying students for task differentiation and to track broad trends in their attainment.

- The school is establishing the culture that reading fluency and comprehension are crucial to improving low levels of literacy. The NGRT tests are now in place to benchmark students' reading abilities using standardized age scores. The test results have yet to inform intervention strategies.

MoE:

- Assessments are closely aligned to the MoE's curriculum standards. There is alignment between the external and internal test results for most subjects, except for Arabic.
- Assessment information is analyzed to identify specific learning needs and used to set Individual Learning Plans (ILPs). Only some teachers are proficient at using this information to match learning tasks to students' needs.
- The use of success criteria in lessons helps to make expectations clearer to students. In the stronger lessons self and peer assessments take place, particularly in Cycle 3. Teachers are beginning to provide next steps for learning in their marking of students' work. This is a developing practice across all subjects.

For Development:

US:

- Ensure that assessment data are accurately analyzed and lead to more personalized teaching and learning.
- Raise expectations of what students can do, providing challenges to every student so that they can improve.

MoE:

- Improve questioning techniques to encourage students to think more critically.
- Enhance teachers' use of assessment information to match learning to the needs of all groups of students.
- Provide written feedback that helps students to improve.

4. Curriculum

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable ↑	Acceptable ↑	Good	Good	Good



US:

- The broad, balanced curriculum aligns to the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the UAE Ministry of Education (MoE). The Atlas Rubicon mapping software ensures that these standards are aligned with learning outcomes. The vertical and horizontal alignment ensures progression and coherence.
- The high school's Advanced Placement (AP) classes and a range of elective courses support the development of students' academic goals, interests, and talents. In the stronger lessons there are opportunities for enhancement, enterprise, and innovation in class activities, projects, and presentations.
- Although cross-curricular links are evident in lesson plans, these are implemented inconsistently. The introduction of project-based learning integrates learning across some subjects.

MoE:

- The curriculum is balanced and built on the UAE MoE guidelines. It caters for most students' abilities and ensures that they are ready for their next phase of education. The curriculum is reviewed and developed regularly. By doing so, the school is trying to close the gaps revealed by internal and external assessment data.

- Cross-curricular links between the different subjects are more evident in Cycles 2 and 3 than in Cycle 1. The curriculum is more focused on developing students' knowledge and skills in the upper grades than in the lower grades.
- The school has taken positive steps to enhance students' reasoning and investigative skills through regular classes and initiatives across all cycles. This is particularly effective in Cycle 2, with the STEM program and reading tasks across the curriculum.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable 	Acceptable 	Acceptable	Acceptable	Acceptable

US:

- The curriculum is adapted to meet students' learning needs, including students of determination and the lower attaining ones. Adaptations to meet the needs of all groups, including those for whom English is not their first language and those who are gifted, are yet to be addressed.
- A variety of extra-curricular activities enhance students' academic and personal development, although these may be unavailable to some students. Links with the community are increasing and enriching students' experiences.
- The understanding and appreciation of the heritage of the UAE, its culture and Islamic values are firmly embedded in the curriculum. In the stronger lessons, opportunities for enhancement, enterprise, and innovation are carefully planned through class activities, projects, and presentations.
- In KG1 and KG2, students study Arabic daily for 40 minutes, for a total of 200 minutes per week.

MoE:

- Teachers adequately adapt the curriculum to meet the needs of most groups of students. However, it may fail to meet the academic needs of students of determination and the most able.
- There are few opportunities for enterprise, innovation, and entrepreneurship. In addition, there is a limited range of extra-curricular activities and community links. Consequently, students' academic and personal development are limited.
- The strong links to the UAE's culture, traditions, and heritage are very well implemented within most aspects of the curriculum and across almost all subjects. These have enabled and strengthened students' understanding and appreciation of UAE's values and society.

For Development:

US:

- Require teachers to recognize and accommodate the learning needs of students for whom English is not a first language, so they understand curriculum standards for each subject.

MoE:

- Provide students with more curricular choices and opportunities that meet their needs and interests.
- Adapt the curriculum to meet the learning needs of all groups of students, particularly students of determination and the most able.
- Promote students' enterprise, entrepreneurship, and innovation skills.

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good	Very good	Very good	Very good

US/MoE:

- The school has robust policies and procedures in place for health and safety, safeguarding, and child protection. Buildings and facilities are well maintained. Staff members undertake regular training, which helps them to understand their roles in keeping children safe in school and on school buses.
- Students' safety is a high priority. The school has encouraged the local authorities to provide road safety advice to parents to ensure that students are safe during drop-off and pick-up times. However, some parents using private vehicles still do not adhere to this advice.
- The medical team and teachers promote healthy, safe lifestyles through a range of health checks and educational programs. Despite this, it is evident that some students do not understand how to keep themselves safe, as pedestrians near traffic.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

US/MoE:

- Across the school, teachers have positive relationships with their students and care about their wellbeing. The system for managing students' behavior is improving. The rates of attendance and punctuality are carefully monitored by follow up contact with parents.
- The school does not have an effective system to identify the barriers to learning according to KHDA's guidelines when identifying students of determination. Some teachers provide differentiated tasks to meet the needs of students of determination. However, provision to extend the learning by students with gifts or talents is underdeveloped.
- Career guidance and personal counseling support students who are planning for university. However, providing alternative pathways for students with additional needs is yet to feature in the high school's plans.

For Development:

US / MoE:

- Provide increased supervision at drop-off and pick-up times to minimize students' risk from traffic.
- Ensure that there is accurate identification of students of determination.
- Provide effective support to meet the needs of students of determination and those who have gifts or talents.
- Provide alternative pathways for students of all abilities.

Inclusion of students of determination

	US curriculum	MoE curriculum
Provision and outcomes for students of determination	Acceptable	Acceptable

US/MoE:

- The leadership team, with ongoing support from governors, promotes an inclusive ethos and welcomes students with a wide range of learning needs. However, the lack of a permanent leader of the inclusion department limits the quality of provision for students of determination
- Procedures are in place to identify students of determination; however, these are not aligned with the KHDA's framework, which results in inaccurate identification of students' levels of need and the necessary support.
- Parents remain at the center of provision for students of determination and appreciate how the inclusion team is attempting to develop the provision.
- The differentiation of tasks in lessons and curriculum adaptations across all phases varies in quality. Learning support assistants (LSAs) enable students with significant needs to learn alongside their peers.
- Lesson plans include some task differentiation; however, their implementation is uneven, which prevents students of determination from making sufficient progress.

For Development:

US/MoE:

- Use the KHDA categories of need to identify students' special needs accurately.
- Ensure that all teachers implement the strategies as identified in students' IEPs.

6. Leadership and management

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

US/MoE:

- Leaders at all levels, guided by the Executive Principal, are committed to a clear vision for raising students' academic performances and personal development. Well-defined policies and procedures ensure that everyone knows what is expected, contributing to positive staff morale. Leaders are supportive of inclusion and students' wellbeing. They are promoting new initiatives to engage and motivate students. Leaders are working to improve the quality of teaching as the key factor in raising students' achievements, but with varied success so far.

- The processes for self-evaluation and improvement planning are becoming more systematic. Leaders across both sections are gaining skills for analyzing assessment data. These help them gain a more realistic view of students' performances against curriculum standards. National priorities are a part of improvement planning, including a growing focus on improving students' reading skills. The school has been partially successful in meeting the recommendations of the previous inspection report.
- Parents are mostly happy with the school and the education their children are receiving. Communication is regular and keeps parents updated on the life of the school. School reports and parent/teacher meetings make sure that parents know how well their children are learning. Parents are supportive of the school and were closely involved during times of remote learning. Partnerships between the school and the wider community, such as with universities, add enrichment and opportunities for students.
- Governance includes representation from parents, who have an active voice on the board. Governors are very aware of what takes place in the school, including students' performances and the related assessment data. The owner is committed to the wellbeing of the staff and students, and supported families during the pandemic. Governors are more actively involved in their roles and beginning to hold school leaders more accountable for students' progress.
- The school runs smoothly on a daily basis, with mainly effective routines and protocols. The insufficiency of staffing has partially been addressed. Professional development takes place on a regular basis internally but lacks external expertise to augment the resources and teaching skills. The school's external environment has been enhanced with sport and play areas, contributing to students' physical health and overall well-being. Learning resources have been improved, and both sections of the school are now using these to motivate students; for instance, in the learning center.

For Development:

US/MoE:

- Ensure that the school's development plans address potential barriers to learning, especially in reading, that are limiting some students from achieving their full potential.
- All leaders should use assessment data skillfully to measure students' growth against their starting points.

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