

INSPECTION REPORT

2022-2023



DAR AL MAREFA PRIVATE SCHOOL

IB CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Khawaneej 1
	Opening year of School	2008
	Website	www.daralmarefa.ae
	Telephone	97142885782
	Principal	Naira Hamdy Aly Tahoun
	Principal - Date appointed	1/1/2020
	Language of Instruction	English, Arabic
	Inspection Dates	30 January to 03 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1051
	Number of Emirati students	887
	Number of students of determination	38
	Largest nationality group of students	Emirati

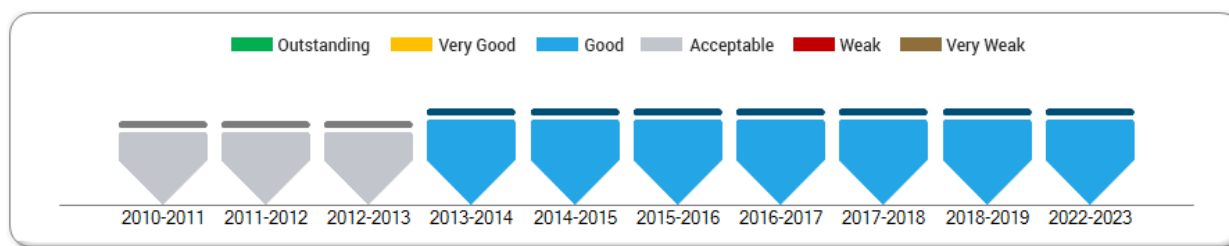
TEACHERS

	Number of teachers	110
	Largest nationality group of teachers	European (UK, Ireland)
	Number of teaching assistants	17
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	9%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	IB

School Journey for DAR AL MAREFA PRIVATE SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students in all phases of the school and in all subjects are making good or better progress. Attainment is good in almost all areas but is only acceptable in English and mathematics in MYP. Students' learning skills are also of a good standard across the school. Students' overall achievement in the full IB Diploma Programme award is excellent.
- Students are generally respectful, show positive attitudes and work ethic, and are tolerant towards others. These traits are not as evident in the boys' section of the lower grades of MYP. Students in all phases show respect for Islamic values and their understanding of Emirati culture. There is increasing participation and action in areas of social responsibility.

PROVISION FOR LEARNERS

- Teaching for effective learning is good in the school. This is having a positive impact on students' achievement, especially in the upper grades. In other sections, students are not always given sufficient challenge or opportunity to work independently of teacher direction. Assessment systems are good and meet the requirements of the IB. Insufficient use is made of available assessment data in the planning, delivery and review of learning in lessons.
- The school is a three-programme IB school. The regular reviews result in a balanced curriculum showing continuity and progression. The recent review of the curriculum in the Kindergarten (KG) and Primary Years Programme (PYP) now links coherently with assessment guidelines. In most areas, the curriculum is modified effectively to meet the needs of different groups of students.
- Health and safety and the protection of students are consistently very good and support the caring and sense of wellbeing that is prevalent in the school. Support and guidance for students, including for students of determination, and future pathways for students is also good. Support for students with gifts and talents is lacking.

LEADERSHIP AND MANAGEMENT

- There is a continuing vision for the school to be a leading bi-lingual IB school in the region. Senior leaders are working towards achieving this vision. The school's development plans are predominantly focused on students' progress but require revision to ensure accountability for actions. Relationships between members of the school community are respectful. Parents feel comfortable in contacting the school. The school's facilities and resources are appropriate to meet the requirements of the IB programmes.

The best features of the school:

- The bi-lingual nature of the school, especially in KG and PYP
- Students' progress in all phases
- The achievements of the Diploma Programme (DP) students
- Students' awareness of Islamic values, Emirati culture, and their understanding of social responsibility
- The innovative use of curriculum mapping that links to the assessment requirements in KG and PYP







Key recommendations:

- Improve students' achievement throughout the school.
- Improve the implementation and monitoring of the school's behaviour and attendance policies to promote more responsible student actions, especially concerning boys from Grade 6 to Grade 8.
- The governing body should improve their processes and procedures for holding all leaders to account for their designated areas of responsibility.






Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Very good	Good	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Good ↑	Acceptable	Very good ↑
	Progress	Good	Good	Good	Very good ↑
 Mathematics	Attainment	Very good ↑	Good ↑	Acceptable	Good ↑
	Progress	Very good ↑	Good	Good ↑	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	PYP	MYP	DP
		Good	Good	Good	Good








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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good 	Very good	Very good	Very good
Social responsibility and innovation skills	Very good 	Very good 	Very good 	Very good 


3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good



4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good 	Very good 	Very good 	Very good 
Curriculum adaptation	Very good 	Very good 	Good	Very good 

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good 	Good	Very good

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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

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

	Whole school	Emirati cohort
Progress in international assessments	meets expectations.	meets expectations.

- Students' outcomes exceeded the school's targets in PISA. In Grade 4 mathematics and science, TIMSS assessments show significant rises from 2015. Targets were missed in TIMSS in Grade 8 in mathematics and science. Attainment in the ISA benchmark assessments is weak in almost all grades and in all subjects.

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

- Leaders at all levels support the vision and goals of the National Agenda. They use data from benchmarking assessments effectively to identify where adjustments to the curriculum are required. The National Agenda action plan identifies key areas for improvement, although completion dates for these improvements are not clearly defined.

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

- The introduction of the NGRT assessments has provided the school with a baseline from which to measure improvements in students' reading and comprehension skills in Grades 1 to 5. ISA reading assessments are used with the other grades. Students apply their critical thinking skills in the majority of lessons across the IB curriculum.

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

For Development:

- Monitor the effectiveness of the reading programme to ensure that it is having a positive impact on students' literacy skills.
- Extend the National Agenda action plan to include appropriate strategies and clearly-defined targets detailing how teachers will be able to improve students' reading skills.

Wellbeing

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

- The school has a vision for wellbeing as an integral part of its daily life. Leaders collect and analyse a wide range of data to monitor the effectiveness and focus of wellbeing provision. Governors are informed and involved. The school routines are smooth, and activities and resources are successful in promoting the wellbeing of students. The school is spacious. There is an attractive learning environment in KG and PYP, but many spaces outside the classroom are not used efficiently.
- Wellbeing is an integral part of the culture of the school. Staff track and assess students' needs and are available for guidance and support when required. Students have appropriate knowledge about the school's care, guidance, and support systems. They are encouraged to express their worries and concerns and know whom to consult for help when needed. Students, teachers, and parents are encouraged through surveys and during meetings to influence the school's wellbeing provision. Teachers benefit from meaningful support; they feel they are empowered to develop professionally and positively.
- The curriculum has wellbeing at its core, so there is appropriate curricular and extra-curricular provision. Social and emotional skills are taught explicitly through the curriculum. This is a strong feature of the school. Most students make informed decisions about their health and safety. They demonstrate knowledge about the importance of living a healthy lifestyle. Surveys show that students report feeling safe, valued, and engaged in the life of the school.

UAE social studies and Moral Education

- The school follows the moral, social, and cultural studies (MSC) framework and has adopted a bi-lingual model for delivery in Arabic and English. Social studies and moral education are taught to all students from Grade 1 to Grade 12. All students are timetabled for either 1 or 2 lessons each week from Grade 1 to Grade 9. For older students, the subject is integrated into aspects of the trans-disciplinary approaches in the curriculum. MSC lessons are planned in each phase to ensure balance and coverage of each element of the framework.
- The MSC programme is effectively delivered using MoE textbooks, teacher-developed resources, and project-based inquiry. Teachers facilitate learning and encourage students to investigate themes, engage students in meaningful discussions about contemporary issues, and apply their learning to actual situations, including the culture and heritage of the UAE. Students' work, including their projects and exhibitions, are assessed termly and at the end of the year.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Good ↑
Progress	Not applicable	Very good	Good	Good ↑

- In all phases, the majority of students demonstrates levels of understanding of Islamic concepts that are above curriculum standards. The school has enrichment modules integrated into the MoE curriculum, and this has a notably positive impact on students' attainment for most groups.
- Across the school, students make better than expected progress measured against curriculum-related lesson objectives. They are making considerable gains in Seerah and Qur'anic recitation and memorisation, especially in PYP.
- Students make strong connections with the world outside school and with their own life experiences. They can apply their critical thinking and problem-solving skills successfully during assigned tasks and discussions. Students in DP research and extend their learning beyond the expected standards.

For Development:

- Improve students' skills in justifying their opinions in discussions by using appropriate references from The Holy Qur'an, Hadeeth and Seerah.
- Improve students' knowledge and application of Tajweed rules, especially in MYP and DP.
- Plan and apply challenging tasks for students with gifts and talents.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- The majority of students across all phases attains above curriculum expectations in their reading comprehension, listening, and speaking skills. Their writing skills are developing steadily, although not consistently across grades. The school's internal assessments show slightly higher levels of attainment than those observed in lessons.
- The majority is confident in reading comprehension skills. MYP and DP students can analyse texts, but not always independently.
- Students across all phases demonstrate appropriate levels in responding to higher-order thinking questions. There is improvement in the quality of teachers' feedback and comments, but the impact is not clear yet.

For Development:

- Use the feedback comments and evaluations from teachers to develop students' skills even further.
- Accelerate students' achievement by applying a second draft policy within their written work.
- Improve students' independent writing skills and accuracy of spelling.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- MYP students respond better to Arabic language acquisition. They use the language in different contexts appropriate to the number of years of study. Listening and reading comprehension skills are developing well across all phases.
- Students' speaking skills are developing more slowly because of limited acquisition of vocabulary. Students are increasingly confident in speaking and writing when using sentence prompts and word lists.
- Improvements in teaching and assessment practices are promoting students' progress in lessons and in their work. Students have better opportunities to practise their reading and writing skills in lessons. However, most have difficulty in understanding the meaning when reading extended texts.

For Development:

- Improve students' speaking skills by providing more practice using appropriate situations.
- Provide more opportunities for students to develop their independent writing skills.

English

	KG	PYP	MYP	DP
Attainment	Good	Good ↑	Acceptable	Very good ↑
Progress	Good	Good	Good	Very good ↑

- Children in KG make rapid progress in developing their speaking, pre-reading, and writing skills. The emphasis placed on developing students' reading skills in PYP and analytical reading skills in the upper grades are effective in helping to raise attainment in DP.
- Students' listening, speaking, and reading skills are more advanced than their writing skills. Students' reading comprehension and literary analyses are underdeveloped in the lower grades of MYP. Students do not always apply what they learn or check their writing for accuracy.
- The introduction of reading and writing toolkits since the previous inspection are impacting positively on students' progress. The use of external examination assessment rules by students, particularly in DP, are improving their knowledge and the standards of their written work.

For Development:

- Ensure that students routinely check their work for accuracy, particularly in relation to spelling, punctuation and grammar.
- Encourage students to use assessment rules more effectively to improve the standard of their work.

Mathematics

	KG	PYP	MYP	DP
Attainment	Very good ↑	Good ↑	Acceptable	Good ↑
Progress	Very good ↑	Good	Good ↑	Good

- KG children make rapid progress and attain a strong understanding in number and shape. Boys in lower MYP do not achieve the same standard of work as girls. Progress made in DP leads to almost all students reaching curriculum standards in their final examinations.
- Students choose effectively from a range of learning opportunities to match their abilities and set themselves suitable challenges. Attainment in all international benchmarking tests taken from Grade 5 to Grade 9 is significantly lower than in internal assessments.
- In KG, children are not always provided with enough opportunities to apply their strong number knowledge and skills. Assessment for learning is effectively used to improve attainment in PYP and MYP. Students' performance on the end of phase MYP e-assessments is weak.

For Development:

- Raise the level of attainment in the MYP e-assessments.

Science

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- The majority of children and students achieves above the expected curriculum standards in science. When teaching is less effective, or behaviour is not well managed as with boys in the lower grades in MYP, the progress of some students declines.
- Children and students enjoy practical activities. Younger students in PYP can organise, carry out simple experiments and comment on their observations. Older students in DP classes plan investigations by identifying the variables they must control to ensure a valid methodology.
- However, some students are still hesitant when conducting practical activities in the laboratories. Often, they lack some confidence in interpreting data and in drawing conclusions from their findings. In lessons, students show improved research skills using online resources and books.

For Development:

- Improve students' knowledge and understanding of scientific vocabulary so that they can apply the terms correctly in assessments.
- Increase students' opportunities to conduct practical activities so that they use scientific equipment in experiments and investigations with confidence in the laboratories.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

- Most students across all phases and subjects enjoy learning, although this is stronger among girls in MYP. Students are increasingly taking responsibility for their own learning, working for sustained periods of time, and using assessment guidelines to plan and evaluate their work.
- Students interact very well with their teachers and fellow students. When given the opportunity, they collaborate effectively in a range of learning situations and communicate their thinking articulately. Students often make connections in their learning to the world beyond school and to other subjects.
- Students are developing their ability to think critically and to solve problems, although they do not always apply sufficient depth in their thinking and with their application of analysis. Students often use educational technologies to access lesson content but only some use these effectively to conduct independent research.

For Development:

- Encourage students to take greater ownership of and responsibility for their learning, by evaluating their work and making better use of technologies to find things out for themselves.

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good

- Students show very responsible attitudes towards school and respond positively to critical feedback from their teachers. They are developing responsible attitudes towards their own learning, are self-reliant and make a significant contribution to the school community.
- Students are self disciplined, sensitive to, and caring of other peoples' needs. They develop respectful, friendly, and supportive relationships with others.
- Students have a well-developed understanding of a healthy lifestyle that is promoted through the curriculum, extra-curricular opportunities, staffing and relevant policies. They usually make wise choices about health and safety. Attendance rates and lack of punctuality are of concern, especially among boys in MYP.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↓	Very good	Very good	Very good

- Across all phases, students have a high appreciation and understanding of Islamic values and how these values impact on daily life in the UAE. They apply them to their own experiences and reflect on them.
- Students are very knowledgeable of Emirati culture and heritage. They can talk about UAE history, traditions, and development. They involve themselves in a range of cultural activities, especially in the local community.
- Students are proud of their own identity. They value their own culture. Staff and students' cultures, as well as other world cultures, are celebrated through displays and on International Days.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Children in KG organise their belongings well. Older students take on leadership roles as part of the Creativity Activity and Service (CAS). They are involved in events which include National Day, Pink Day, Book Day and raising money for charity.
- Older students read stories to KG children in Arabic. They prepare boxes with food and drink for those less fortunate than themselves during Ramadan. Students participate in internal and local competitions including the Harvard Project. They create PowerPoint presentations about nutrition to present to other students in lessons.
- Students clearly understand issues concerning the environment. They volunteer in local parks because they recognise the need to grow more plants. They recycle materials, organise campaigns and make relevant posters.

For Development:

- Improve attitudes to learning, punctuality and attendance, especially with the boys in MYP.
- Help KG children to recognise diversity and improve their awareness of Emirati and global cultures.
- Continue to enhance the learning environment with more cultural displays that reflect Emirati and world cultures.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good

- Overall, teaching standards are good, although there are variations within and between subjects. Teachers have secure subject knowledge, and they routinely plan lessons, communicate learning objectives, and use a range of resources effectively to support teaching and promote learning.
- Teachers interact well with students and engage them in purposeful learning activities. The majority uses questioning to promote thinking, check understanding, and engage students in meaningful dialogue and reflection. The teaching environments in KG and PYP are particularly stimulating and conducive to learning.
- Teachers are aware of students' needs and use a range of teaching and learning strategies that meet the needs of most but not all students. Teachers do attempt to promote students' independent learning, critical thinking, and problem-solving skills although sometimes these attempts lack depth and precision.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- Assessment systems are robust, coherent and produce increasingly valid internal assessment data. They are aligned to the curriculum standards for each subject. Information from assessments at the end of each topic or term enables students' progress to be assessed against their own individual starting points.
- Data from the school's own internal assessments does not align well with that from external ISA benchmarking assessments, in part, because of timing of the latter. Consequently, it is difficult to make valid comparisons of the students' outcomes between the two measures.
- Across the school, teachers do not use the student attainment and progress data well enough when planning lessons. They do not ensure that activities are consistently and precisely matched to the abilities of all groups of students, and especially those with gifts and talents. Written feedback to students is variable within subjects.

For Development:

- Provide more consistency in high-quality teaching across all subjects by identifying and sharing best practices.
- Use assessment data to plan learning activities that are precisely matched to the needs of all students, especially the more able and those with gifts and talents.
- Provide feedback in students' books with clear guidance on how they can improve their work further.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- All programmes fulfil Ministry of Education (MoE) and IB requirements. Cross-curricular links are stronger in KG and PYP. Students transition effectively between KG and PYP and between MYP and DP. Boys transitioning into MYP do not make the change as smoothly as girls.
- Leaders ensure that all curriculum programmes have a balance between knowledge, skills, and understanding. The curriculum is reviewed regularly using internal and external data and teachers' unit reflections. The result is a curriculum that shows continuity and good progression.
- Programme coordinators monitor curriculum developments effectively. The school has moved away from year level curriculum documentation to programme-wide curriculum mapping. In KG and PYP, this is appropriately linked to assessment procedures and is beginning to have a positive impact on teaching and on the use of assessment.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good ↑	Very good ↑	Good	Very good ↑

- Extension tasks are provided in most classes, but challenges are not always sufficient for the most able. Courses offered meet student aspirations, including some taking EmSAT. The curriculum is not always modified to provide interest and motivation for boys in lower MYP.
- In most lessons, tasks are set at different levels and support is provided for students of determination. Curriculum links with Emirati culture and UAE society are strongest through the MoE subjects.
- The extra-curricular activity programme is designed to meet the needs of students who require support or enhancement. New or improved initiatives to extend reading and writing skills are having beneficial effects.
- All children in KG1 and KG2 receive a total of 300 minutes of Arabic instruction each week.

For Development:

- Ensure that teachers adapt the curriculum for boys in the MYP phase, particularly from Grade 6 to Grade 8, to engage their interest and motivate them to learn more effectively.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has very good provision for health and safety. Policies and procedures are robust and clear. All staff are trained in child protection. Effective IT systems are used to record incidents and to keep track of any issues concerning students.
- Risk assessments are in place and comprehensive maintenance checks and records ensure that the buildings, swimming pool and all other facilities are clean, hygienic, and suitable for all students. Vigilant security staff are visible throughout the school premises. Supervision to and from school transport is effective.
- The importance of a healthy lifestyle and healthy food begins in KG and permeates all aspects of school life. The medical team is diligent in its care and shares relevant information with staff. Medications are locked in a safe place.

	KG	PYP	MYP	DP
Care and support	Very good	Very good ↑	Good	Very good

- A caring and respectful ethos is evident within the school. Processes for behaviour management and for managing attendance and punctuality are not sufficiently rigorous to support a minority of students, predominantly boys in Grade 6 to Grade 8, where higher expectations and more rigour and consistency are needed.
- The school has clear systems to identify students of determination leading to prompt and appropriate intervention. Students with gifts and talents are now being identified but provision in class is not yet suitably established. Some extra-curricular activities support the gifted and talented.
- The wellbeing and personal development of all students is an important aspect of school life. Students have access to advice and support from the wellbeing team. Older students have access to an extensive range of advice about careers and higher education.

For Development:

- Ensure that the behaviour and attendance management systems are rigorously implemented, with clarity of expectations and consequences for students who do not comply.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The principal, senior leaders and head of inclusion promote an inclusive ethos in the school. However, they have yet to ensure accountability across the school for the outcomes of students of determination. Strategic planning is a developing feature. Members of the inclusion team are well qualified and skilled at meeting students' needs.
- The inclusion team uses of a range of assessment data on entry to ensure accurate and detailed identification of the needs of students of determination. Systems of review, planning, implementation, monitoring and evaluation have been established, but are inconsistent. Students with gifts and talents are beginning to be identified, but this has not yet impacted on outcomes for students.
- The school's partnerships with parents are positive. Parents appreciate the advice and support that their children receive. The inclusion team provides personalised reports, feedback, and guidance to parents on ways to support their children's learning.
- Most students of determination can access all areas of the curriculum. Learning Support Assistants (LSAs) offer skilled assistance, thereby ensuring that they are successful in their learning. The school also offers targeted support to lower ability students which helps them to make progress, but this is variable in lessons.
- The progress of students of determination is tracked against targets providing an accurate picture of their development and showing that most acquire a range of knowledge, skills, and understanding.

For Development:

- Ensure more rigour in strategic planning for inclusion to drive key areas of improvement.
- Develop systems of accountability ensuring leaders at all levels are accountable for the outcomes of student of determination.

6. Leadership and management

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

- The school's vision is to be a leading bi-lingual IB school in the region. Educational leadership has been strengthened with new appointments to the leadership team. Communications within the school community are open and positive. Leaders are aware of the improvements that can be made, but not all are effective in addressing what needs to be done. Therefore, actions for improvement are not yet embedded.
- The school has processes for self-evaluation and prioritises the next steps for improvement using a variety of data, but they are not yet totally reliable. The monitoring and evaluation of teachers is effective but not sufficiently focused on students' outcomes. The action and development plans are improving to include more interim checkpoints and identification of who is responsible and accountable for the actions. The school is showing improvements in outcomes for students, particularly in the Diploma Programme.
- The school engages most groups of parents as partners in their children's education. Communication between the school and parents is effective. Parents feel comfortable in approaching the school to discuss a variety of concerns or to make suggestions for improvements. School reports are appropriate and, with the opportunities to speak with teachers, are effective in informing parents about their children's achievement. Links with the local and wider community are not strong enough to support its role as an IB world school.
- The governance structure now includes a broader representation of personnel who can support the school. The formation of sub-committees, with their own chair and specific remits, is a positive step in strengthening that support. The board has assisted in the development and staffing of the new campus. However, the impact of these actions in driving the strategic direction of the school is not yet fully evident. The board does not adequately hold the senior leaders accountable for further improvement.
- The day-to-day management of the school is effective. There are sufficient members of staff to enable many of the students' needs to be addressed. There is professional training available for teachers, but it will need to be monitored as changes in the IB's standards and practices come into effect. This campus displays a unique vision for the school. Although there is a large number of facilities and resources available, the school does not always use them well.

For Development:

- Ensure the development and action plans include interim targets and personnel responsible.
- Strengthen links with the local and wider communities.
- Ensure that all leaders are held accountable for improvements in the school and within their areas of responsibility.
- Explore strategies to make this a more vibrant and stimulating learning environment for all students.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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