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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Dubai Silicon Oasis
	Opening year of School	2020
	Website	www.visdubai.com
	Telephone	97143208000
	Principal	Michael Jon Reule
	Principal - Date appointed	6/17/2022
	Language of Instruction	English
	Inspection Dates	13 to 17 March 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 11
	Grades or year groups	KG 1 to Grade 5
	Number of students on roll	331
	Number of Emirati students	6
	Number of students of determination	14
	Largest nationality group of students	Arabic

TEACHERS

	Number of teachers	26
	Largest nationality group of teachers	South African
	Number of teaching assistants	11
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	35%

CURRICULUM

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

School Journey for VERNUS INTERNATIONAL PRIMARY SCHOOL - FZCO

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2022-2023

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

- The progress and attainment of children in the Kindergarten (KG) in English, mathematics, and science are good. In Elementary, the progress of students in English and mathematics is good, although attainment is acceptable. The attainment and progress of students in science are acceptable. Students' progress in Islamic Education and Arabic is acceptable. Although attainment in Arabic as an additional language, is acceptable, it is weak in Islamic Education and Arabic as a first language. While learning skills are good in KG, they are acceptable in Elementary.
- Students demonstrate positive attitudes towards school and learning, with strong self-discipline and respectful relationships with members of staff and other students. They have a secure understanding of safe and healthy lifestyles and attend school regularly. They appreciate the culture and values of the UAE, but their understanding of cultural diversity is limited. Students actively promote environmental sustainability. Children in KG show initiative in completing their work, and elementary students instigate their own projects.

PROVISION FOR LEARNERS

- Most teachers have secure subject knowledge and create interesting learning environments. However, insufficient use is made of assessment information in lesson planning. While teachers in KG make effective use of play-based learning, teachers in Elementary do not allow students sufficient opportunities to take responsibility for their own learning. Assessment procedures are consistent in KG but less so in Elementary. The school benchmarks assessment data against curriculum standards, but senior leaders do not make effective use of analyses of this information to support students' progress. The school's marking and feedback policy is not implemented consistently.
- The curriculum aligns with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the Ministry of Education (MoE) requirements. Cross-curricular links are promoted well, through problem-based learning. While the KG curriculum effectively meets individual needs, the elementary curriculum has a limited breadth of coverage and modifications for students in the early stages of learning English as an additional language (EAL). The curriculum promotes innovation and creativity skills through project-based activities. Students develop an understanding and appreciation of the culture and values of the UAE, particularly in social studies.
- The school has detailed policies and procedures for students' care and wellbeing, including child protection and safeguarding. Safety and security arrangements are comprehensive and well planned, with strong provisions for healthy living and physical education. Members of staff have positive relationships with students, and there are effective systems for managing students' behavior and attendance. Support for students of determination is effective, but identification and support for students with gifts and talents and for EAL learners are inconsistent. Personal development is monitored closely using student wellbeing plans.

LEADERSHIP AND MANAGEMENT

- The school's leaders are committed to improving performance. They lack experience in some areas. School self-evaluation processes are collaborative and comprehensive, but do not make enough use of analyses of students' achievement data. Parents are well informed about their children's learning. They welcome the school's approachability and care. The governing board supports the school in the provision of resources but has not ensured the accuracy of self-evaluation. The school's facilities are well maintained. There are shortcomings in staff recruitment and training which have affected the quality of teaching and learning.

The Best Features of The School:

- Students' personal and social responsibility and their positive attitudes to learning
- The arrangements for ensuring the safety and security of all students and staff
- The quality of provision and outcomes in KG
- The strong relationships with parents and the high-quality facilities



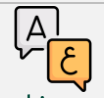

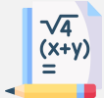

Key Recommendations:

- Improve the quality of teaching and learning and raise students' attainment and progress in the elementary phase.
- Ensure that curriculum adaptations effectively meet the needs of all groups of students, particularly EAL learners, higher attainers, and those with gifts and talents.
- Improve the effectiveness of leaders' monitoring of the quality of teaching and learning and the accuracy of school self-evaluation.
- Ensure that the governing board provides the staffing and other resources necessary to support the drive for improvement.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary
 Islamic Education	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Good	Acceptable
	Progress	Good	Good
 Mathematics	Attainment	Good	Acceptable
	Progress	Good	Good
 Science	Attainment	Good	Acceptable
	Progress	Good	Acceptable
		KG	Elementary
Learning skills		Good	Acceptable

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

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

3. Teaching and assessment

	KG	Elementary
Teaching for effective learning	Good	Acceptable
Assessment	Good	Acceptable

4. Curriculum

	KG	Elementary
Curriculum design and implementation	Very good	Good
Curriculum adaptation	Good	Acceptable

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE Schools 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 does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessments	meets expectations.	Not applicable.

- The school has not taken part in TIMSS assessments. MAP progress data indicate good progression in English and mathematics, and acceptable progress in science. However, there are several inaccuracies in the school reporting, which suggests that leaders are not familiar with the analysis. There are no international benchmark assessments.

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

- Currently, leaders do not have sufficient knowledge and understanding of how to analyze and use data to identify and address gaps in learning. Teachers' understanding of how to use data to plan lessons to meet the needs of all students is underdeveloped. Although leaders have made some adaptations to the curriculum, insufficient attention is being given to the needs of EAL learners.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations.	Not applicable.

- The school does not administer a standardized reading test. The planning for, and teaching of, reading literacy is not fully embedded in all lessons. Critical thinking and wider learning skills are not consistent features of many lessons.

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

For Development:

- Ensure that leaders make full use assessment data to identify and close any gaps in students' learning and provide opportunities for students to develop critical thinking skills.
- Ensure that the curriculum is adapted to meet the needs of EAL learners and that the development of students' reading literacy is fully embedded in all lessons.

Wellbeing

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

- A wellbeing plan is in place to guide provision and is reviewed regularly. Governors hold school leaders accountable for implementing the plan, and wellbeing is embedded in the school's mission and vision. The wellbeing team collects and analyses survey data, which is considered in planning and provision.
- The learning environment is inclusive and welcoming, promoting wellbeing for all. The school welcomes students of determination and provides appropriate support, with positive staff-student relationships. Opportunities for parent participation in wellbeing initiatives are ongoing. Well-informed staff closely monitor students' progress through individual wellbeing plans and ongoing training ensures staff have the skills to support student wellbeing.
- Wellbeing themes are embedded in some lessons across all subjects and grades. Students make healthy choices and demonstrate knowledge of the importance of a healthy lifestyle. The schoolwide focus on all-round personal development effectively promotes wellbeing, with motivated students showing positive attitudes, engagement in lessons, and strong relationships with one another.

UAE social studies and Moral Education

- The provision for UAE social studies and moral education is aligned to the standards featured in the moral, social, and cultural framework (MSC). Curricular design and adaptation are developed using the MSC framework to identify topics aligned to the learning objectives.
- Lesson plans are comprehensive and used well to inform teaching and learning through many project-based activities. Students' knowledge and understanding are tested through a range of continuous and summative assessments.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- In lessons and in their recent work, the majority of students demonstrates knowledge, skills, and understanding of Islamic concepts that are below curriculum expectations. Internal assessments reflect unrealistic levels of students' achievement. Non-Arab students make better progress than Arab students.
- Students in the upper elementary phase memorize a range of Holy Qur'anic verses. They are aware of the Islamic manners and prescribed worship. Students in the lower elementary phase have adequate levels of knowledge and understanding of the Pillars of Islam.
- The school has focused on improving students' Holy Qur'an recitation skills. However, the impact is not yet evident, especially in the upper grades. Students' understanding and use of Islamic manners and etiquette in their daily lives have improved.

For Development:

- Ensure that all assessments of students' progress and attainment are accurate.
- Improve students' memorization and recitation skills.

Arabic as a First Language

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Students in the upper elementary grades progress more quickly in lessons than those in the lower grades. They can express themselves in Arabic using appropriate vocabulary, but not necessarily correctly structured sentences. Throughout Elementary, students use colloquial Arabic when participating and working in groups.
- Upper elementary students' listening skills are well developed. They can understand and respond to a wide range of short texts on familiar themes. However, due to limited and inconsistent practice, their creative writing skills are underdeveloped throughout the phase.
- The use of game-based learning resources and online reading, exposes students to a variety of age-appropriate materials that allow them to participate in questions and answers. However, the value of these activities is limited because the responses required are too basic and lack sophistication.

For Development:

- Ensure that students produce appropriately structured sentences when working in groups.
- Improve students' creative writing skills.
- Use a variety of challenging questions to encourage students to elaborate on their thoughts and opinions.

Arabic as an Additional Language

	KG	Elementary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Students in the upper elementary grades outperform those in the lower grades, considering their years of studying Arabic. They can express themselves clearly on very familiar topics, construct a limited number of sentences and respond to direct questions in correct Arabic.
- Students' listening and reading comprehension skills are better than their speaking and writing skills. This is because students have limited opportunities to engage in meaningful discussions in Arabic, as well as having limited practice of creative writing in lessons and homework.
- The incorporation of on-line, game-based, learning activities in lessons, provides upper elementary students with ongoing opportunities to assess their learning and to reinforce key concepts. This helps them to retain information so that they are prepared for the next steps in their learning.

For Development:

- Improve students' oral communication skills in Lower Elementary.
- Provide more opportunities for students to practise creative writing in lessons and homework.

English

	KG	Elementary
Attainment	Good	Acceptable
Progress	Good	Good

- In KG, the majority of children makes good progress in early reading and writing skills. In the elementary phase, internal assessment data are consistent with external data, showing that attainment is broadly in line with curriculum expectations.
- In most elementary lessons, the curriculum is modified to meet the needs of the substantial number of EAL learners. These modifications support the development of their reading and writing skills. In KG2, children follow a clear process for writing by planning, writing, and editing.
- In Elementary, insufficient use is made of external assessment information to inform lesson planning. As a result, learning activities are not always well matched to students' language proficiencies. Nevertheless, the majority of students makes better than expected progress.

For Development:

- Ensure that full use is made of external assessment data to differentiate activities to meet the needs of all students.
- Ensure that there is a consistent emphasis on the development of basic literacy skills in all lessons.

Mathematics

	KG	Elementary
Attainment	Good	Acceptable
Progress	Good	Good

- There is variability in students' levels of attainment and progress. In KG, the majority of children achieves above expectations. Assessment data for elementary students show that progress is good overall, except for Grade 5 where progress is acceptable. Higher attainers are not making the progress that aligns with their capabilities.
- In KG, children can add and subtract accurately and solve simple word problems. They can match numbers and objects using one-to-one correspondence and use numbers up to and beyond 20. Additionally, they can identify shapes and colors using everyday objects.
- Elementary students acquire adequate numeracy and algebraic skills. Most can add and subtract proper and improper fractions and use step-by-step methods to solve word problems. However, not all students understand the different terms for mathematical processes, and calculations are not always accurate.

For Development:

- Raise attainment in Elementary by increasing expectations of what students can achieve, particularly for higher attainers.
- Ensure that all students understand the language of mathematics by rigorously checking their application and interpretation of vocabulary in word problems.

Science

	KG	Elementary
Attainment	Good	Acceptable
Progress	Good	Acceptable

- In KG, children begin to develop testing and analytical skills. They enjoy conducting experiments to determine whether a car goes faster down a steep or shallow slope. Throughout all grades, students participate in practical scientific activities through project-based learning.
- In Elementary, investigations are not always planned effectively to support students' understanding of what constitutes a fair test, which slows their progress. In Grade 3, students experiment successfully with a test for static electricity.
- Some teachers do not give students enough opportunities to make their own predictions, hypothesize, test, and draw conclusions. In many lessons, students do not apply independent, inquiry-led learning strategies. As a result, these skills are not systematically developed as students' progress through school.

For Development:

- Ensure that all students have the opportunity to lead their own inquiry-led investigations independently.
- Ensure that investigations are planned effectively to support students' understanding of a fair test.

Learning Skills

	KG	Elementary
Learning skills	Good	Acceptable

- Students' attitudes towards learning and their communication and collaboration skills are a strength. The school's focus on promoting learning and inquiry skills has led to the development of independent research and the use of educational technologies. However, students do not always have consistent opportunities to apply these skills in many lessons.
- In KG, children make connections between their learning and the everyday world. The majority of children are enterprising in terms of using classroom resources to accomplish tasks. They are also able to use technology to research various topics.
- Students take responsibility for completing tasks and can make connections between areas of learning and their everyday experiences. They are capable of independent thinking but sometimes lack sufficient opportunities to exercise choice in lesson activities or to develop independent inquiry and critical thinking skills.

For Development:

- Ensure that students can practise research and problem-solving skills in all subjects.
- Encourage students to develop and apply independent learning through greater choice in lesson activities.

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

	KG	Elementary
Personal development	Very good	Good

- Across the school, students demonstrate positive attitudes towards learning and school. Their behavior is generally positive. They exhibit high levels of self-discipline. This positive behavior is particularly evident in KG, but not always in the lower elementary grades.
- Students develop respectful and positive relationships with staff and with one another. They have a good understanding of healthy living and participate in activities which promote a healthy lifestyle. They are knowledgeable about making healthy food choices.
- Almost all students attend school regularly. Their attendance rate is excellent. Most students enjoy school and participating in lessons. They typically arrive at school and to lessons on time.

	KG	Elementary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good

- Students across the school display a good understanding and appreciation of Islamic values. They clearly understand how these values influence many aspects of life in the UAE and contemporary society.
- Students are knowledgeable about the culture of the UAE and show appreciation of Emirati heritage and traditions. They can describe some of the main sporting events and traditional dress. Students enjoy participating in events such as National Day and Flag Day.
- Students demonstrate an acceptable understanding and awareness of their own cultures and show appreciation for a range of other world cultures. However, their awareness and understanding of the breadth of cultural diversity in Dubai and around the world is limited.

	KG	Elementary
Social responsibility and innovation skills	Good	Good

- Students willingly take on roles and responsibilities to help others in school and in the wider community. They are especially pleased with their work in collecting items for the earthquake victims in Turkey and Syria. Safety ambassadors responsibly escort younger children to their classrooms.
- Children in KG are eager to learn and take the initiative in completing their work. In Elementary, students work hard and develop their own classroom projects.
- Students participate in reducing water and electricity consumption in school. In KG, children make art projects from recycled materials and understand the value of planting a garden. Learning experiences in the hydroponics laboratory have a strong impact on students' understanding of environmental sustainability.

For Development:

- Improve students' awareness of cultural diversity by providing more activities in which students can compare different cultures.
- Provide more opportunities for older elementary students to initiate and manage their own projects.

3. Teaching and assessment

	KG	Elementary
Teaching for effective learning	Good	Acceptable

- The majority of teachers has secure subject knowledge and creates interesting learning environments. Most teachers plan lessons carefully. They do not make sufficient use of assessment information to plan learning activities that meet the needs of all groups of students.
- In KG, teachers promote learning through practical activities and play-based learning. They plan for different ability levels and create learning environments that encourage children to ask questions, resulting in confident learners. In KG2, teachers successfully develop children's critical thinking and research skills.
- In the more effective lessons, teachers use questioning appropriately to generate thoughtful discussions. In Arabic, the level of challenge is often too low, and some teachers speak excessively, resulting in students merely sitting and listening. In Elementary, teachers do not allow students to assume sufficient responsibility for their own learning.

	KG	Elementary
Assessment	Good	Acceptable

- Assessment procedures in KG are coherent and consistent. They provide valid measures of children's progress. This is less evident in the elementary phase. Assessments in both phases are linked to the curriculum standards.
- The school benchmarks students' assessment data against the relevant national standards. However, not all leaders are sufficiently familiar with the process of analysis to identify and address gaps in students' learning.
- The marking and feedback policy is not applied consistently by teachers to provide students with clear guidance on how they can improve their work. There is more effective marking of students' workbooks in mathematics than in other subjects.

For Development:

- Improve the use of assessment information to identify and address gaps in students' learning.
- Ensure that all teachers make use of assessment information to plan learning activities that meet the needs of all students.
- Ensure that all teachers adhere to, and use, the marking and feedback policy.

4. Curriculum

	KG	Elementary
Curriculum design and implementation	Very good	Good

- The curriculum is broad and balanced and is aligned well with the CCSS and NGSS requirements. It promotes continuity and progression in students' learning. The curriculum in KG is particularly well designed to promote children's literacy and mathematical skills
- The school follows the MoE curriculum for Islamic Education and Arabic. It is comprehensive and fully compliant. Cross-curricular links are effectively promoted through project-based learning activities. However, the curriculum does not fully meet the needs of EAL learners.
- The curriculum is organized in such a way that all students study the same topic concurrently, promoting the sharing of ideas and resources between teachers. However, in key elementary subjects, the breadth of coverage is often limited, with gaps in delivery when compared with CCSS expectations.
- Arabic is taught in FS for 90-minutes each week.

	KG	Elementary
Curriculum adaptation	Good	Acceptable

- In KG, the curriculum effectively meets the needs of individuals and groups through differentiated activities. Curriculum modifications support students of determination. However, in Elementary, curriculum adaptations are not consistently featured, especially for students who are EAL learners.
- The curriculum provides opportunities for students to develop their innovation and creative skills through project-based activities that most find motivating. Interesting activities such as three-dimensional technology and hydroponic tasks result in engaged and independent learners.
- Most aspects of the curriculum enable students to develop an understanding and appreciation of the values, culture and society of the UAE. This is effectively featured in social studies lessons, where students develop their awareness of UAE history.

For Development:

- Ensure that gaps in learning are identified and supported with full alignment to curricular standards.
- Ensure that EAL students are fully supported to enable rapid acquisition of English.
- Ensure that curriculum adaptations are translated into effective lesson plans and more targeted teaching strategies.

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

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

- The school has comprehensive policies and procedures for the care, support, and wellbeing of students, including child protection and safeguarding. All members of staff receive thorough training annually. Students know that they can approach staff members when they need assistance with personal issues.
- The school's arrangements to ensure the safety and security of students and staff are well planned. Regular risk assessments are conducted. Bus arrival and dismissal, as well as parents' drop-off and pick-up, are well supervised. Medical and incident reports are accurate and up to date.
- The school places a strong emphasis on the promotion of healthy living. Students understand the importance of making healthy food choices, as evidenced by their snacks and lunches. The physical education curriculum also supports the components of healthy living and students' wellbeing.

	KG	Elementary
Care and support	Good	Good

- Staff have positive relationships with students. There is a strong focus on wellbeing. The school has established an inclusive environment to accommodate students with diverse needs. Effective systems are in place to monitor attendance and punctuality. Procedures for managing students' behavior are effective.
- The school has effective systems to identify students of determination. Programs to meet the needs of students with significant disabilities are effective. However, the identification and support for students with gifts and talents are underdeveloped, as is support for EAL learners.
- The personal development of students across the school is closely monitored by teachers using students' wellbeing plans. Students are supported by the school counselor, who communicates as necessary with class teachers.

For Development:

- Improve procedures for identifying and supporting students with gifts and talents and strengthen specialist support for EAL learners.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The recently appointed head of inclusion and senior leaders have a vision of inclusion that is reflected in policies and practices, and evident in the everyday life of the school.
- The identification of the needs of some students is accurate and well informed. However, the assessment of students' literacy levels lacks appropriate analytical rigor. As a result, targeted interventions are not always effective in lowering barriers to learning.
- Parents are strong partners with the school. The school actively engages them as members of their children's educational programs.
- Provision for students of determination is adversely affected by insufficiently qualified staffing to support their varied and diverse needs. Curriculum modifications ensure that support enhances students' engagement and learning for those with the most significant learning needs.
- The differentiated teaching approaches used in some classrooms, coupled with the effective work of the head of inclusion, ensure that students of determination make acceptable progress overall.

For Development:

- Ensure that students of determination are supported by suitably qualified learning support teachers and assistants.
- Carefully analyze the results of assessments of students' literacy levels to identify the key barriers to learning.

6. Leadership and management

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

- All leaders are committed to improving the school's performance. Senior leaders are new to their positions. Although some lack experience, they are in the process of developing their expertise. However, not all leaders understand how assessment should be used to improve the curriculum and teaching. There is a lack of rigor in evaluating teachers' performance and students' achievement. Nevertheless, overall, the leadership team has the potential to improve the school's performance.
- The school adopts a collaborative approach to gathering evidence and evaluating performance. Although there are strengths in some areas, the evaluation of attainment and progress is hindered by leaders' underdeveloped skills in analyzing attainment data. The monitoring of teaching and learning is not entirely effective. The school improvement plan lacks clear objectives and success criteria.
- Parents praise the accessibility of staff and the care provided for their children. Good communication keeps them well informed about their children's learning and progress. Parents' views are sought through surveys and direct contact with leaders and teachers. Parents wish for greater stability in the teaching staff and for more knowledge about the school's external reviews. They would like more engagement in the school's self-evaluation and improvement planning. The school has good links and partnerships with the community.
- The governing board has experienced members and seeks stakeholders' views through surveys. However, the board has not managed to provide expert support for EAL students. The board is supportive but is too reliant on reports on the school's performance from school leaders. The board has not been successful in meeting the National Agenda requirements or in preparing leaders for the school's first inspection. Nevertheless, the board has successfully developed high-quality facilities and learning resources in KG.
- The school is effectively managed on a daily basis. It provides a comfortable and safe learning environment. While the governing board and senior leaders have ensured sufficient staff provision and deployment, there are shortcomings in the recruitment of expert staff for EAL learners and students of determination. Professional training opportunities have led to some improvement in teaching. The library and the music department are under resourced. Overall, the school's facilities are well maintained and in good condition.

For Development:

- Develop leaders' skills in analyzing internal and external assessment data to inform the accuracy of self-evaluation and improvement planning.
- Ensure clear accountability between the school leaders and the governing board is in place.
- Provide specialist support for EAL learners and for students of determination.

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