

INSPECTION REPORT

2022-2023



BRIGHT LEARNERS PRIVATE SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

CONTENTS








<i>CONTENTS.....</i>	<i>2</i>
<i>SCHOOL INFORMATION.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2022-2023</i>	<i>4</i>
<i>Overall, School Performance</i>	<i>6</i>
<i>Focus Areas</i>	<i>8</i>
<i>Main Inspection Report</i>	<i>10</i>

SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Rashidiya
	Opening year of School	2012
	Website	www.brightlearners.ae
	Telephone	971563448300
	Principal	Sulaiman Z Akbar
	Principal - Date appointed	5/3/2021
	Language of Instruction	English, Arabic
	Inspection Dates	06 to 10 March 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 12
	Grades or year groups	KG 1 to Grade 6
	Number of students on roll	198
	Number of Emirati students	28
	Number of students of determination	9
	Largest nationality group of students	Arabic

TEACHERS

	Number of teachers	22
	Largest nationality group of teachers	USA and Canada
	Number of teaching assistants	11
	Teacher-student ratio	1:9
	Number of guidance counsellors	0
	Teacher turnover	30%

CURRICULUM

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

School Journey for BRIGHT LEARNERS PRIVATE SCHOOL L.L.C

■ 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

- Elementary students make good progress in Arabic as a first language, English and mathematics. The wider range of learning skills in those subjects supports such progress. Poor literacy skills are a key issue for students and are contributing to the lack of progress in their achievement. Children in the Kindergarten (KG) are not given a focus on the development of phonetic skills.
- Students have responsible attitudes and are respectful to one another. Levels of attendance and punctuality in the KG are not strong. Students in all phases have a good understanding and appreciation of Islamic values. Students are keen to take on leadership roles through the recently formed student council. Students do not have enough opportunities to volunteer for projects in the wider community.

PROVISION FOR LEARNERS

- The quality of teaching is variable across the phases. There is better teaching in Arabic as a first language, English and mathematics, where teachers' subject knowledge is more secure. The school uses additional assessments in Arabic and literacy to support students' progress in Elementary. The reading assessments are not yet having an impact on students' outcomes or in leading to effective interventions.
- The curriculum provides opportunities for students to develop personally, as well as academically. Classes are available in the arts, music, technology and French, along with extra-curricular options. The school makes adequate modifications to meet the needs of most groups of students, including students of determination. School-wide themes strengthen students' knowledge and understanding of Emirati heritage and the culture and society of the UAE.
- The school has systems in place to ensure the safety and protection of students and members of staff. However, in the KG, these arrangements lack focus. Effective systems manage students' behavior. The school's identification procedures for students of determination also lack sufficient focus. Literacy interventions are not prioritized to address the language barriers and deficits identified in various tests.

LEADERSHIP AND MANAGEMENT

- The principal and curriculum coordinator are the school's leaders. The school does not have a vice-principal or subject leaders to support a more accountable leadership model. Self-evaluation processes are overly aspirational in content and strategy. Corporate governance has not addressed the gaps in staffing levels, including the provision of a counselor. In addition, governors have not ensured that child protection arrangements are secure in the KG.

The best features of the school:

- Respectful and courteous relationships between students and members of staff.
- The positive behavior, potential and eagerness of students to learn.
- The good progress in Arabic, English and mathematics in Elementary.
- The consistent levels of support that parents give to the school.





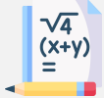

Key recommendations:

- Raise levels of attainment in all subjects and in each grade, and ensure that students make consistent progress in line with their potential.
- Ensure that all members of staff are fully aware of the child protection and safeguarding arrangements.
- Put in place a senior and middle leadership structure and address key staffing deficits, namely a vice-principal, subject leaders, a head of the KG and a school counselor.
- Develop a self-evaluation process which leads to action planning that is based on realistic, measurable targets and focused on improving outcomes for all students.
- Implement more effective systems for teacher appraisal which align with the US curriculum standards and UAE expectations.

Overall, School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

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	Acceptable

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

Focus Areas

National Agenda Parameter



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

The school meets the registration requirements for the National Agenda Parameter (NAP).

	Whole school	Emirati cohort
Progress in international assessment	is approaching expectations.	is approaching expectations.

- As a new school, the international assessments TIMSS and PISA have not yet been taken by students. The first scheduled international assessment is TIMSS 2023 for Grade 4. Curriculum assessments, however, show that students are making acceptable progression, with greater improvement in specific grades.

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

- Leaders support the vision and goals of the NAP. They are at an early stage in building teachers' and students' understanding of the types of skills needed to address higher-order questions. Benchmark assessments are analyzed well to identify any gaps in students' knowledge in mathematics, science and reading.

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

- The reading literacy assessment adopted by the school has the potential to be used as a measure and checkpoint of students' reading development, and for the identification of students who are at risk because of underdeveloped skills. There is a schoolwide effort to increase literacy skills. It is having some impact, but has not extended the reading skills of individual students.

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

For Development:

- Provide practice for students in the question styles of international assessments.
- Improve identified students' basic and foundation reading literacy skills.

Wellbeing

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

- Leaders have some understanding of how to ensure the wellbeing of students, members of staff and parents. Wellbeing leaders have been appointed. The governing board has yet to include wellbeing in strategic planning or to hold leaders to account. Data from surveys to address wellbeing issues with students and the school community are not yet available. A wellbeing survey is due to be completed.
- The school addresses stakeholders' feedback and acts on some wellbeing matters. Programs for staff include gatherings, events and birthday celebrations. Parents are informed when there are issues with students' emotional wellbeing. They are encouraged to meet teachers to learn more about dealing with issues which their children may have. There is not yet a school counselor to support students' social and emotional wellbeing or to provide advice to parents.
- The school provides some opportunities for students to develop wellbeing through daily assemblies and a student council. An external provider offers a wellbeing curriculum. Leaders are working to encourage students to adopt a healthier lifestyle. Students report that they feel safe and well supported in school.

UAE social studies and Moral Education

- The UAE social studies standards are used for Grades 1 to 6. The moral, social and cultural studies curriculum framework (MSC) is used for moral and social education lessons. Weekly classes are separate for both subjects. UAE social studies and MSC classes are taught in English. Leaders have developed a whole-school approach to teaching and assessing these subjects.
- Teachers use best practices to engage students, to foster dialog, to encourage critical thinking and independent thought. Project work and activities enable students to connect their learning to their personal experiences. Teachers use assessments effectively to ensure that students meet the curriculum standards and improve their work.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data indicate that the majority of students in Elementary, and most students in Middle, attain levels above curriculum standards. This is not confirmed by evaluation evidence, which shows that only most students in both phases attain levels that are in line with curriculum standards.
- In Elementary, students are aware of the Pillars of Islam but are not confident in listing the Pillars of Faith. They show knowledge and understanding of the rules of worship. They can partially repeat the assigned holy verses, Hadith and supplications from memory.
- In the middle school, students demonstrate an adequate understanding of Islamic values and aspects of the Seerah. They are aware of the migration of the Prophet (PBUH). Their ability to read and explain verses from the Holy Qur'an is below expected levels.

For Development:

- Enhance students' recitation skills of the Holy Qur'an using the correct Tajweed rules.
- Improve students' ability to provide meaningful explanation of the verses and Hadith being read.

Arabic as a First Language

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

- Lesson observations and recent work show that most students in both phases attain in line with curriculum expectations. However, the majority of students in Elementary make better than expected progress from their starting points.
- Most students can analyze the elements of a story. They can apply grammatical rules appropriately. Their use of standard Arabic in expressing opinions and their writing skills, are developing. However, for most students, they remain in line with curriculum expectations.
- The improvements in teaching strategies in Elementary, teachers' high expectations and more independent opportunities for analyzing, reflecting, writing and presenting, are contributing to students' progress.

For Development:

- Improve students' writing skills by providing more opportunities for independent and creative writing.
- Improve students' use of standard Arabic by providing more opportunities for discussions, presentations and conversations.

Arabic as an Additional Language

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

- In lessons and in recent work, most students in Elementary attain in line with curriculum expectations. They make expected progress from their different starting points.
- Students recognize Arabic letters, words and common expressions in context. They write and copy a range of familiar words, phrases and short sentences. Their ability to understand and communicate orally, and their reading and writing skills, are in line with expected standards.
- The school takes into consideration the number of years students have been learning Arabic. The small number of students in classes allows teachers to provide individual support when needed.

For Development:

- Increase the opportunities for students to extend their vocabulary and to practice their Arabic speaking skills.

English

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- Students in all phases demonstrate literacy skills that are in line with curriculum standards. Their speaking skills allow them to communicate their learning through meaningful dialogue, especially in Elementary. In the KG, children are still developing basic phonic skills.
- Students in all phases are developing and using reading strategies. They are beginning to use their writing skills in a variety of contexts and across subjects. Students in Elementary employ a range of complex language structures to demonstrate different perspectives, both orally and in writing.
- Reading programs are an emerging focus for the school and have resulted in improved reading scores by the end of Elementary. Students in middle school use a variety of resources for research and project work.

For Development:

- Plan and implement better practices in teaching phonics, reading, writing and literacy skills in all phases.

Mathematics

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable

- Students in Grades 1 to 6 are developing mathematical vocabulary which supports their developing numeracy. In Elementary, students are often able to explain their mathematical thinking when solving problems. Children in KG are less competent for their age in applying number skills.
- Most students enjoy working with shapes and combine them creatively. Students work well with data. Even younger students can draw and interpret bar graphs. Older students have a sound understanding of coordinates and can prepare an x and y table.
- The development of students' reasoning and critical thinking skills is at an early stage, although some students are progressing well and appreciate the challenges. Students enjoy practical mathematics lessons that connect to everyday situations and promote good progress in the elementary school.

For Development:

- Strengthen students' skills in expressing their learning and reasoning.
- Improve the application of number skills in the KG.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Problem-solving skills are developing as students have more opportunities to explore and investigate. Children in KG observe the world around them. In Elementary, students explore scientific connections. Middle school students apply engineering design processes to assess the impact which people have on the environment.
- The development of scientific literacy and academic language helps students to consolidate the meaning of scientific terms. In the better lessons, students use and apply appropriate vocabulary in their written work and can communicate effectively using scientific terms.
- In the stronger lessons, higher levels of challenge promote critical thinking. Students can relate prior knowledge to what they learn, explain concepts, collaborate and demonstrate reasoning skills. They can connect UAE sustainability efforts to the issues of climate change.

For Development:

- Ensure that challenging and relevant learning is prioritized and strategically taught in all lessons to improve students' critical thinking skills.

Learning Skills

	KG	Elementary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- In general, students have positive attitudes to learning and can work for periods of time independently. In Grades 1 to 6, they are developing literacy skills and use subject-based vocabulary appropriately. However, not all students have the key literacy skills to support better comprehension.
- Students demonstrate confident reasoning and problem-solving skills, most notably in mathematics in Elementary. Writing skills that allow students to demonstrate their learning are underdeveloped in all subjects. The application of learning to everyday experiences is consistent in English lessons in Elementary.
- Students are becoming familiar with a variety of technologies to support their learning in a range of subjects, including Arabic and science. Grade 6 students show age-appropriate skills when using online platforms.

For Development:

- Ensure that all students have the key literacy skills to support better comprehension and outcomes.
- Provide students with more opportunities to develop their independent writing skills in all subjects.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- In Elementary and Middle, students have positive and responsible attitudes and are respectful towards one another. This is particularly the case in the middle school, where students see themselves as role models for younger students and behave accordingly.
- In the KG, teachers forge strong relationships with children and they in turn look after one another. However, children in the KG do not yet have self-reliance during work and recreation time.
- Students are developing an understanding of safe and healthy living. They are aware of the importance of making the right food choices. Attendance in Elementary and Middle is good, but not in the KG.

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

- Students in all phases have a good understanding and appreciation of Islamic values and their importance and relevance to everyday life. They listen to the Holy Qur'an and Hadith in assemblies. They apply Islamic principles of respect and tolerance inside and outside the classroom.
- Students show a good knowledge and understanding of UAE culture and heritage. The school raises their awareness through National Day and Flag Day celebrations.
- Students value their own cultures. They are keen to share their cultural values and heritage with their fellow students. They demonstrate a good understanding of other world cultures, especially those celebrated during International Day.

	KG	Elementary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students are keen to take on leadership roles through the recently formed student council. They initiated a clothes and food collection after the recent earthquakes in Turkey and Syria. They do not have many opportunities to volunteer for projects in the wider community.
- In the main, students understand the importance of a positive work ethic. However, in the elementary and middle schools, they tend to be overly reliant on adults for support and direction.
- Students are developing an understanding of conservation and sustainability issues. They enjoy exploring and seeking solutions for a variety of environmental concerns. They participate in innovation days and the newly formed eco-club.

For Development:

- Ensure that punctuality and attendance are given a higher priority in the KG.
- Provide more opportunities for students to take on leadership roles and help them to organize charitable and voluntary activities that would benefit the school and the wider community.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- The quality of teaching is variable across the phases. More secure teaching occurs in Arabic, English and mathematics lessons, where teachers' subject knowledge is stronger. However, in lessons where subject knowledge is less secure, teachers' expectations do not always align with curriculum standards.
- In general, teachers promote a positive climate for learning and encourage students to learn from their mistakes. Written feedback to students can be difficult to understand and read. Lesson planning does not always consider the full range of students' needs.
- In English, Arabic and mathematics, teachers develop students' critical thinking skills through more effective questioning and by allowing them time to answer questions fully. Time, activities and resources are used effectively in the better lessons.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Most teachers possess a secure knowledge of their students' development and their academic skills. Several different approaches to assessment, including self-assessment, provide teachers with a range of information on students' progress in Elementary. Assessment of content and skills is less clear in the KG.
- Teachers' use of continuous assessment to influence how they teach each day is a developing skill for a minority of teachers. Most teachers in Grades 1 to 6 are aware of external assessment results and plan lessons to include identified areas that need improvement.
- The school successfully uses additional assessments in Arabic and literacy. The Arabic assessments support students' progress in Elementary. The reading assessments are not yet having an impact on students' outcomes.

For Development:

- Ensure that teachers have secure subject knowledge and that their expectations fully align with curriculum standards.
- Convey the next steps for learning in written feedback to students, using handwriting and language that students can read and understand.
- Use information from assessments to address gaps in learning and skills.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum uses the Massachusetts Curriculum Frameworks (MCF), Next Generation Science Standards (NGSS) and MoE curriculum to provide a balance of knowledge and skills. Most subject areas are fully developed and aligned to standards, with learning objectives and outcomes.
- Cross-curricular connections are emerging in some lessons, and allow students to link their learning with a variety of disciplines. Learning about ancient civilizations and climate change enables students to build transferable skills in research, writing and presentations.
- The curriculum provides increasing opportunities for students to develop personally, as well as academically. Classes in the arts, music, technology and French, along with extra-curricular options, foster students' talents, interests and aspirations.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school makes adequate modifications to meet the needs of most groups of students, including students of determination. The development of high-quality activities personalized to individual students varies across grade levels and subject areas.
- School-wide themes strengthen students' knowledge and understanding of Emirati heritage and the culture and society of the UAE. Students learn about traditions such as Haq Al Laila to celebrate the arrival of Ramadan. Every Friday is Kandura and Abaya Day.
- Opportunities to engage in learning to promote enterprise, innovation, creativity and social contribution are developing. Students apply learning to other contexts and everyday experiences. They have written letters to the Emirati astronaut.
- In KG 1, students have Arabic for a total of 75 minutes per week. In KG 2, they study Arabic for 120 minutes per week.

For Development:

- Ensure that appropriate and well-designed modifications are personalized to meet the individual needs of all groups of students.

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

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

- The school has policies, systems, and practices in place to ensure the safety and protection of students and staff. However, in the KG, these arrangements lack rigor. Bus transport, drop-off and pick-up arrangements are safe and well managed. Regular fire and safety drills are conducted.
- The premises and facilities provide a safe and secure environment for staff and students. Supervision is visible and effective throughout the school. Students feel safe, secure and well cared for.
- The school promotes exercise and healthy lifestyles by reminding parents and students about making healthy food and meal choices. The clinic offers a suitable range of health programs.

	KG	Elementary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Across all phases, teachers and students have positive relationships. Effective systems are in place to manage students' behavior. Records of attendance and punctuality are kept, but the information is not systematically analyzed to improve absence and lateness, especially in the KG.
- The school's identification procedures for students of determination lack sufficient focus on ensuring the early intervention and support for a wider range of students. Literacy interventions are not prioritized to address the language barriers and deficits identified in various tests.
- The school does not have a counselor to support students' social and emotional wellbeing. Consequently, systems to ensure that students and parents have access to high-quality advice are underdeveloped.

For Development:

- Ensure that all staff in all phases understand and apply the arrangements for child protection.
- Implement procedures to accurately identify students in need of early intervention in literacy and provide them with appropriate support.
- Ensure that students and parents have access to services to support students' social and emotional wellbeing by appointing a well-qualified school counselor.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Senior leaders aspire to promote an inclusive ethos. An inclusion action plan is in the early stage of development with some next steps to improve provision and outcomes for students of determination.
- Early assessment processes identify students' literacy and numeracy needs and prescribe interventions. There is inadequate support in the early years, particularly in reading, to ensure that students receive appropriate interventions.
- Parents appreciate the communication and care which their children receive. However, guidance to support their children in and outside school is lacking, as are informational sessions.
- The individual education plans provide modifications and accommodations for students to make progress in class. Additionally, teachers provide personal support to promote the development of students' self-confidence.
- Students of determination make acceptable progress in lessons where teaching strategies enhance academic outcomes.

For Development:

- Strengthen the identification procedures for students of determination and ensure that literacy is a priority, beginning in the early years.
- Ensure there is a clear understanding of the role of the inclusion governor and leaders and accelerate improvement in the provision and outcomes for students of determination.

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	Acceptable

- The school does not have a vice-principal, counselor or subject leaders. Consequently, developing and implementing an effective model of distributive leadership is a challenge. Such a model of leadership and management is required in US curriculum schools, to build and empower individuals and teams and ensure a high level of competence and accountability. The principal and one other staff member carry the full weight of responsibility for taking the lead on all academic and organizational matters. This arrangement is impeding the school's development and students' performance.
- The outcomes of a self-evaluation process detailed by the school are written for most standards, but in descriptive rather than evaluative language. The self-evaluation process itself lacks rigor in providing a valid, comprehensive and reliable analyses of key priorities. Consequently, the alignment of self-evaluation findings to school improvement planning is not well established. The current improvement plan has a range of relevant targets, but they are not sufficiently focused nor linked clearly to improving students' outcomes.
- The school uses a range of digital platforms to communicate with parents and to keep them informed about forthcoming events and their children's achievements. Parents are welcome in the school and have a high regard for how teachers respond promptly to any concerns. Surveying their views on a more regular basis to influence policy, and to inform practice, is a feature which parents would like to see more consistently. Establishing closer and beneficial links with external partners is under review.
- The corporate governing board has established an advisory committee and offers support as a stakeholder group. Members of the governing board bring a range of experience and knowledge to the group. Governors rely too heavily on the school's own account of its performance. The self-evaluation process lacks focus and requires greater oversight and scrutiny by governors. Staffing deficits are barriers that limit the school's development, and impact negatively on students' outcomes.
- The management of school routines is hindered by the fact that there is no defined and accountable leadership structure. The school has yet to provide key staff at vice-principal level, subject leaders, and counselling. The school is equipped with modern resources of good quality. Many staff members benefit from relevant professional training, particularly at the start of the academic year.

For Development:

- Ensure that school leaders implement more effective systems for teacher appraisal which align with the US curriculum standards and UAE expectations.
- Ensure that leaders and governors implement a self-evaluation process which is evaluative in approach and content, and which leads to action planning based on realistic targets.
- Ensure that governors address key staffing deficits such as vice-principal, subject leaders, a head of the KG and a school counselor, and put in place a senior and middle leadership structure.

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