



الاتحاد
Knowledge المعرفة



AL ITTIHAD PRIVATE SCHOOL US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Mamzar
	Opening year of school	1978
	Website	www.ipsmamzar.com
	Telephone	+97142966314
	Principal	Dr. Mohamed Mroueh
	Principal - date appointed	9/25/2023
	Language of instruction	English, Arabic
	Inspection dates	08 to 12 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Nursery to Grade 12
	Number of students on roll	1543
	Number of Emirati students	1013
	Number of students of determination	48
	Largest nationality group of students	Emirati



TEACHERS

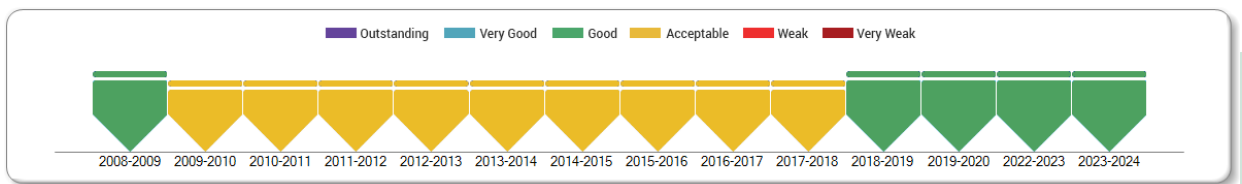
	Number of teachers	129
	Largest nationality group of teachers	Jordanian
	Number of teaching assistants	16
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	MAP, AP
	Accreditation	NEASC, CIS

School Journey for AL ITTIHAD PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Students' attainment and progress range from acceptable to good across the subjects and phases. Specific strengths include students' outcomes in the Kindergarten (KG) and the high school. In most lessons, students are well engaged in learning, but collaboration is limited. They often use technology to carry out basic research or to access learning materials.
- Students show positive attitudes towards the school. However, their behavior in lessons sometimes impedes learning. They show a solid understanding of Islamic values, Emirati culture and other world cultures. Their social contribution and environmental awareness enrich their learning experiences. They have many opportunities to lead projects that have a positive effect on the local community.

Provision For learners

- The quality of teaching is good across the phases. Teachers provide sufficient opportunities for students to use technology. Their questioning to promote students' critical thinking is variable. The school has effective procedures to collect and analyze assessment data. Some teachers make effective use of the available assessment information in planning and delivering lessons.
- The curriculum follows the California curriculum standards in the majority of subjects. It follows Ministry of Education (MoE) standards in Islamic Education, Arabic and other UAE subjects. The curriculum is reviewed regularly to ensure continuity and progression. It features some cross-curricular opportunities and links to Emirati culture and society. Curriculum adaptation is good. The meeting of students' different learning needs in lessons is still developing.
- Procedures to ensure the health and safety of students and members of staff are highly effective. The buildings and equipment are adequately maintained. There are comprehensive records of routine fire drills, evacuation procedures and other incidents. Leaders have implemented new systems to improve students' attendance and behavior. The provision for the care and support of students is strong.

Leadership and management

- Senior leaders have a clear vision and mission for the school, which they share with all stakeholders. The school improvement plan responds to the recommendations made in the previous inspection report. Partnerships established with parents and the community are good. Governors know the school well. They hold leaders to account for the school's performance. Resources and staffing are only adequate.

Highlights of the school:

- Students' social contribution and their understanding of Islamic values and the culture of the UAE.
- Procedures to ensure students' health, safety and wellbeing.
- Parents' loyalty to the school and their support for the new leadership team.

Key recommendations:








- Improve attainment and progress, especially in Arabic, English and mathematics.
- Ensure that governors further support the school in improving the recruitment and retention of effective teachers and in providing the learning resources needed to move the school forward.
- Ensure that improvement planning is better linked to the self-evaluation process and has a more substantial impact.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good ↑
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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Acceptable

- Although the school is improving, the target score in the Progress in International Reading Literacy Study (PIRLS) was not reached. PIRLS scores show a positive trend from previous years. Whole school English language improved in Grade 8 from weak to good and in Grades 9, 10 and 11 from weak to outstanding. The scores of Emirati students follow a similar pattern in Grades 9, 10 and 11. Performance in Grades 3 to 8 remains weak for Emirati students. Whole school science improved in Grade 9 from weak to very good. All other grade levels remain weak. Emirati students' scores improved from weak to very good in Grade 9. Whole school mathematics improved in Grade 10 and declined in Grade 11. The scores of Emirati students improved in Grade 10 from weak to good.

C. Leadership: International and Emirati Achievement	Acceptable
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- Leaders are aware of students' achievements and trends, and specifically those of Emirati students. They have developed action plans and a school improvement plan with a focus on literacy and reading development. Teachers use interventions, individual sessions, digital platforms and projects that emphasize reading and writing. Leaders maintain a regular review of the curriculum to ensure that students are prepared for the assessments. They meet regularly to discuss international and national testing results.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- Leaders have ensured that subject areas have specific strategies for embedding reading skills into content. Lesson plans reflect reading and writing activities. However, the depth and scope vary by teacher and grade level. Leaders have implemented professional training during which experienced and knowledgeable teachers of reading and writing train others. Whole school approaches such as reading corners, books that are of interest to specific groups for instance, boys, and emphasis on vocabulary and word problems are implemented.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Implement a comprehensive reading and literacy action plan that includes all subject areas.
- Systematically track and monitor reading data to ensure that initiatives demonstrate a positive impact.
- Provide all teachers with the professional training appropriate to their subject area to enable them to embed reading and literacy in their lessons.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a good level.

- The principal and senior leaders are committed to ensuring the wellbeing of all. This is a priority for governors, who support provision for wellbeing initiatives throughout the school. Though information has been collected to gauge wellbeing, it has not been analyzed. Areas for improvement and targeted interventions have not yet been identified in detail, although there is a comprehensive approach to fostering a positive and supportive school environment.
- Ensuring the wellbeing of both students and members of staff is a priority. Despite the challenges posed by high turnover, teachers work collaboratively with the school counselor, parents, inclusion staff and senior leaders. This leads to appropriate support and the monitoring of students' outcomes. Appropriate structures are in place so that early intervention can identify students who may be at risk.
- Curriculum initiatives are strategically designed to advance students' wellbeing. They are particularly effective in early screening for targeted programs. Most students demonstrate a secure understanding of their own wellbeing, and show growing independence in its management. They employ online safety protocols, which are a priority for the wellbeing of all students. Students are positive about their experiences in the school environment.

For Development:

- Analyze data in a timely manner and use the ensuing information formally when setting goals and priorities.

UAE social studies and Moral Education

- UAE social studies is taught as separate lessons in Grades 1 to 6. There is one lesson of 45 minutes per week in Arabic and in English for non-Arab students. In Grades 7 to 9, students have two lessons per week, each of 50 minutes. Moral education lessons are taught separately. Grades 1 to 12 have one moral education lesson per week.
- Moral education and UAE social studies are compliant with the MoE standards. The curriculum is enriched and varied, with a focus on climate change. There are appropriate cross-curricular links. UAE social studies integrates culture and heritage themes to enhance learning. Moral education in Grades 6 to 12 focuses on developing students' learning skills. The moral, social and cultural studies (MSCS) program is integrated into lessons in KG. Assessments are based on standards of performance in lessons.

Arabic in Early Years

- All children in KG are taught Arabic. Each week, children have seven lessons of Arabic in KG 1 and nine in KG 2. Each lesson lasts for 40 minutes. The Arabic curriculum in KG is developed in accordance with the MoE standards. It is integrated and linked to other MoE subjects, as well as life skills. Teachers create an interesting learning environment to promote whole language learning, and use positive reinforcement to motivate children. Assessment strategies include formal and informal observations, continuous and ongoing assessments, feedback and reflection. Teachers collect and record assessment data regularly, and report to parents through meetings.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The internal assessment data presented by the school show that students' attainment is very good or outstanding. This contradicts the levels of attainment evident in lessons and in students' work. These show only good levels of achievement.
- Students in Elementary have a good understanding of Islamic values. In Middle and High, students have good knowledge of Fiqh. In High, students can debate the rules of marriage and how divorce is tackled by Islam. Students in all phases have basic recitation skills.
- Teachers have partially addressed recommendations from the previous inspection. They have also introduced Holy Qur'anic recitation sessions before the start of the school day.

For Development:

- Improve students' recitation of the Holy Qur'an, using Tajweed skills.
- Improve students' progress in the middle school.

ARABIC AS A FIRST LANGUAGE

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

- The internal attainment data do not reflect students' levels of attainment in lessons and work samples. External assessment data show lower attainment. Students in Elementary and High are making better progress.
- Students' listening skills are stronger than their speaking. Oral responses are often short and have some features of dialect. Students can read and understand the main ideas and some details of texts. In High, literary analysis is less developed. Writing skills are varied.
- Teachers' focus is on developing reading skills through the use of online resources and through enrolling students in reading competitions. Group work and class discussions are underused.

For Development:

- Improve students' writing skills to match curriculum standards in all phases.
- Provide students with more opportunities to collaborate and engage in group work, class discussions and presentations.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Attainment and progress data from internal assessments in High do not reflect students' proficiency levels observed during lessons and in their work samples. This variance is due to the low expectations in internal tests. External assessment data show low levels of attainment in all phases.
- Students' listening skills are stronger than their speaking skills. In Middle and High, students can use new vocabulary to generate sentences. They can read texts on familiar topics and can complete simple tasks. Writing skills are mainly limited to copying texts or sentences provided by teachers.
- Students use appropriate MoE textbooks in Elementary. In Middle and High, all students are using Grade 5 MoE textbooks regardless of their years of study or language ability.

For Development:

- Plan the curriculum in Middle and High to reflect students' years of study and language ability.
- Raise students' proficiency in speaking and writing to match the curriculum standards in all phases.

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ENGLISH

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good	Good

- In KG, children can write short sentences and blend a few three-letter words as they develop their reading skills. In Elementary and Middle, students' attainment levels are in line with curricular expectations. High school students' reading literacy is better extended.
- Children in KG apply their language and literacy skills in cross-curricular activities. In Elementary and Middle, students' writing and reading skills are developing. High school students are more proficient in their reading and writing, but their skills of literary analysis are less secure.
- In Elementary and Middle, students' reading comprehension skills are not well developed. High school students are making better progress in their reading. Opportunities for extended writing activities are limited.

For Development:

- Ensure that students in Elementary and Middle have more opportunities to develop their reading comprehension skills.
- Improve students' skills of literary analysis in the high school.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good	Good

- Students' attainment is stronger in the high school, where teachers provide greater challenge in lessons and have higher expectations. In Elementary and Middle, students develop independent learning skills and number sense. Their active learning enhances their progress.
- In KG, children make rapid progress in their understanding of numbers. By Grade 4, most students can subtract mixed numbers with unlike denominators using mixed fractions. In the high school, the use of technology supports learning. In all phases, students are developing more fluency in using mathematical language.
- In Elementary, students' calculation skills are stronger than their reasoning skills. Across the phases, students do not get enough opportunities to link learning to the outside world.

For Development:

- Ensure that students across phases have regular opportunities to apply their knowledge, skills, and understanding to everyday situations.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- At all levels, students demonstrate a solid understanding of the scientific method, adeptly articulating the steps in hypothesis testing. They are confident in making observations and predictions, designing experiments, formulating procedures and independently drawing conclusions.
- Students' knowledge and understanding of scientific vocabulary are prioritized in most lessons. In the more productive lessons, these provide a good foundation to accelerate learning. Students demonstrate correct use of vocabulary in their oral communication, written work and presentations in lessons.
- Students across the phases participate in cross-curricular projects to investigate a topic or an issue of interest such as artificial intelligence. Critical thinking and problem-solving skills are enhanced with opportunities to apply learning to everyday examples.

For Development:

- Provide frequent and focused opportunities for all students to develop literacy skills within the science context.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Children in KG connect their learning of new skills to their own experiences. Students in Elementary and Middle often have limited opportunities to engage in self-directed learning. High school students work independently and take increasing responsibility for their learning.
- In High, students effectively use learning technology for research that promotes higher order thinking skills. In Elementary and Middle, students capably use technology to access lesson content, with limited personal research or enquiry. Critical thinking and problem-solving are inconsistent features of lessons.
- Students demonstrate positive attitudes. They often interact and collaborate in their learning. Most can effectively communicate what they have learned when given the opportunity. Strategies to improve low literacy levels are being developed across the grade levels.

For Development:

- Ensure that, in Elementary and Middle, students have opportunities to be more self-directed in their learning.
- Improve the use of technology for research and inquiry.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Throughout the school, students show positive attitude towards learning. Most behave well in all phases. However, a few students in the middle school lack focus at the start of lessons.
- Students and members of staff generally have excellent relationships that are built on mutual respect. Students learn in a friendly environment.
- Students adopt healthy lifestyles. The nurse and the physical education teachers encourage students to be fit and to eat healthy food. The school's cafeteria offers only healthy food. Students arrive to school on time. However, their attendance is only good.

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

- Students in all phases show an excellent understanding and appreciation of the Islamic values in the UAE. They appreciate the diversity, safety and tolerance shown to all in the country.
- Through different activities presented on an annual basis, students learn many aspects of life in the UAE. They know, for instance, Emiratis' love for camels and falcons and how this affects their everyday lives.
- Students in all phases show strong understanding and awareness of their own cultures. However, their knowledge of other world cultures is less extensive, although many have visited different European countries.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students' participation in charities and other community projects develops their sense of civic responsibility. Children in KG take on classroom responsibilities and participate in keeping their classrooms clean. In the high school, members of the student council consistently work to develop projects and campaigns.
- Students have positive attitudes towards their learning and show perseverance in lessons. Business fairs allow older students to demonstrate their innovatory and entrepreneurial skills.
- Environmental awareness is a strength in the school. Students are involved in recycling activities. They take care of the school environment, and are developing responsibility for the planet.

For Development:

- Improve behavior in the middle school.
- Implement opportunities for students in Elementary and Middle to develop their innovatory and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

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

- Teachers demonstrate secure subject knowledge. In KG, learning environments are positive and consider children’s interests. In Elementary and Middle, teaching strategies offer few opportunities for differentiated activities. In High, lessons effectively promote students’ independence and collaboration.
- Students and teachers have positive interactions. In Elementary and Middle, teachers’ questioning is more focused on knowledge and recall, limiting the development of students’ critical thinking. Teachers in High use a range of questioning strategies to extend students’ higher-order thinking.
- Lesson plans are well developed. They generally include success criteria that are linked to learning objectives, but not all are regularly featured in lessons. In Elementary and Middle, lessons are more teacher centered. The use of assessment information to influence teaching strategies and differentiated activities is not extensive.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment processes are coherent. They are aligned with the California Common Core Standards, Next Generation Science Standards (NGSS), and the MoE standards. There are persistent disparities between internal and external assessment data.
- Assessment data are thoroughly analyzed and used for planning. In the more effective lessons, teachers frequently group students by ability and provide them with appropriately modified work. The quality of meeting the needs of the different groups of students is variable.
- Teachers have good knowledge of their students’ strengths and weaknesses and sometimes personalize learning. In English and science, constructive written feedback on the next steps is evident in e-folders, tests, books and assignments.

For Development:

- Ensure that teachers in the elementary and middle schools foster more student-centered learning environments.
- Effectively use assessment data to differentiate activities to meet the needs of all students.
- Improve strategies to close the gap between internal and external assessment data.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The broad and balanced curriculum is developed systematically and provides for continuity and progression throughout all phases.
- On-going reviews maintain the alignment of unit planning, lesson planning and assessments to the curriculum. Progression is systematic, enabling a smooth transition within and between the phases.
- In lessons, cross-curricular links and everyday examples successfully ensure transfer of learning between different subjects. The curriculum effectively develops the skills required for the next stages in students' education.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Teachers know their students well. They use information from assessments effectively to identify gaps in students' learning. Appropriate adaptations to lessons and activities address the needs of some, but not all, groups of students.
- Ongoing reviews and modification of the curriculum include adaptations to support students' needs. Although data are available to enable the adaptation of the curriculum for students with gifts and talents and students with gaps in learning, the use of this information is inadequate.
- Across all phases, the curriculum develops students' knowledge, skills, understanding and appreciation of the culture and values of the UAE. During lessons, frequent references to Dubai and its environment enable students to appreciate the world in which they live.

For Development:

- Implement curriculum adaptations to meet the needs of all students by providing appropriate challenge for all learners.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The welfare of students is a high priority. The child protection and safeguarding policy, and associated roles and responsibilities, are well understood by all members of staff. The buildings and premises are subject to regular risk assessments.
- The transport of students to and from the school is highly effective. All areas of drop-off and pick-up are closely monitored. The clinics are well staffed. Comprehensive records are kept for all students.
- Provision for and promotion of healthy living are very strong features of the school. Students understand the importance of healthy food choices. The physical education curriculum also supports the components of healthy living and students' wellbeing.

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

- Students and members of staff enjoy very positive and purposeful working relationships. Well-established systems and procedures for managing students' behavior have generally resulted in more engaged learners across most grade levels. Leaders have been effective in raising levels of attendance and punctuality.
- There are detailed processes for identifying students' needs. Screening assessments and parent surveys are used to plan appropriately. Early identification and intervention ensure accurate and specific targets in learning plans. Challenge in lessons for students with gifts and talents is underdeveloped.
- Most students have access to a well-designed individual program of personal support. Counseling resources promote social and emotional wellbeing. Career guidance and personal counseling support students in planning university applications. Alternative pathways for students with complex needs are not yet developed.

For Development:

- Implement and monitor differentiation and enrichment in all classes consistently to advance students' progress.
- Provide alternative pathways for learners with more complex needs starting from the middle school.

INCLUSION OF STUDENTS OF DETERMINATION
Provision and outcomes for students of determination

Good

- Senior leaders support the implementation of inclusive practices which are reflected in many features of the school. Inclusive admission procedures ensure compliance with statutory requirements and result in a diverse community of learners.
- Entry assessment procedures and early identifications lead to accurate programming for students. A dedicated team provides clear individual education plans (IEPs) to improve the quality of provision and outcomes for students of determination.
- The school effectively empowers parents to become valued partners in their children's education. They are kept fully informed of their children's progress and are provided with the guidance which they require to support their children at home.
- The differentiated teaching approaches used in some classrooms, and the effective work of the specialist team, enable some students of determination to make good progress. Specialist education pathways for students with complex learning profiles are underdeveloped. Learning support staff collaborate with class teachers to plan lessons.
- Assessments indicate that students of determination are acquiring a range of knowledge and skills. Over time, these students are generally making expected levels of progress. The systematic monitoring of progress against individual targets informs the ongoing review and development of educational provision.

For Development:

- Ensure that all classroom teachers provide differentiated instruction.
- Provide alternative pathways for students with complex difficulties from middle school onwards.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders have a clear vision for the school that they share with the whole school community. They have a secure knowledge of the curriculum and an understanding of best practices in teaching and learning. They have been working to set well-defined lines of accountability across the school. Morale is generally positive. Relationships are professional. Leaders have identified priorities for improvement and have been able to sustain the school's performance.
- The school's self-evaluation process uses a range of data and engages a number of members of staff. Effective systems to monitor teaching and learning are in place. They are aligned with inspection requirements. The school's improvement plans contain adequate actions and success criteria, and have appropriate time frames. However, they are not fully linked to students' outcomes. Leaders have addressed the recommendations of the previous inspection report, especially those related to students' attendance and lines of accountability.
- Leaders consider parents' views in making decisions that affect their children's education. Parents are loyal to the school. They are appropriately engaged in school life, especially through school events. They are happy with the clarity of communication between school and home. They highly appreciate the partnerships that the school has established with the local community. They do, however, believe that the school could do more to reduce the high staff turnover rate and improve the quality of teaching.
- The governing board shows a secure understanding of the school's strengths and areas for development. The board has representation of most stakeholders. Members support the senior leadership team and formally hold them to account for the school's performance. The board has made significant changes to try to bring about improvement. The board has not yet been fully effective in its approach to staffing or to the resources necessary to support teaching and learning.
- The school runs smoothly on a day-to-day basis. Most members of staff are suitably qualified and benefit from professional training that is matched to the school's priorities. The science laboratories have been renovated and now enable students to benefit from more meaningful learning experiences. Several key positions have been filled. Learning resources across the school, including technology, are not fully adequate.

For Development:

- Ensure that the success criteria of the improvement plans are more consistently linked to students' outcomes.
- Improve the recruitment and retention of highly effective teachers and leaders, and ensure that more extensive learning resources are available to students.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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