



المعرفة
Knowledge



AL MAAREF PRIVATE SCHOOL L.L.C US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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SCHOOL INFORMATION



	Location	Al Qusais
	Opening year of school	1987
	Website	www.almaarefps.com
	Telephone	042988881
	Principal	Danielle Aune Pinkerton
	Principal - date appointed	1/4/2024
	Language of instruction	English, Arabic
	Inspection dates	12 to 16 February 2024



	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1368
	Number of Emirati students	167
	Number of students of determination	19
	Largest nationality group of students	Arabic

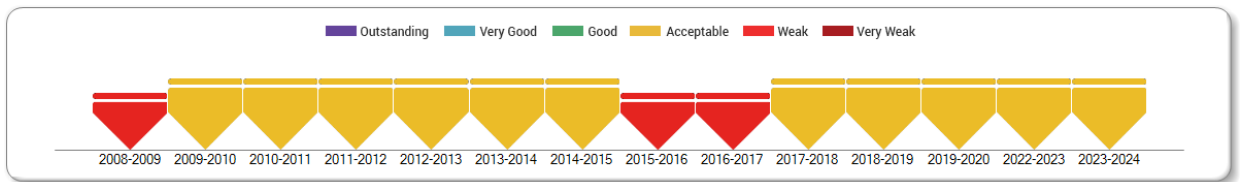


	Number of teachers	100
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	11
	Number of guidance counsellors	1



	Curriculum	US
	External Curriculum Examinations	AP
	Accreditation	US

School Journey for AL MAAREF PRIVATE SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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 achievement of students is acceptable across all core subjects and phases. Although learning skills are also acceptable there is some variation between phases. Children in the Kindergarten (KG) occasionally demonstrate the capacity for independent learning. Although some students in the upper phases are fully engaged in lessons, many do not take enough responsibility for their own learning
- Most students are self-disciplined and display a positive work ethic. They foster respectful relationships with staff and with one another. Bullying is rare. Students understand the need for a healthy lifestyle. Regular attendance and punctuality are common features of school life. Students have a strong understanding of Islamic values and Emirati culture, particularly in Middle and High. They are willing to take and implement initiatives.

Provision For learners

- Teachers invariably possess secure subject knowledge. However, not all have a full understanding of how best to promote students' learning. The range of teaching strategies is too narrow. In the best lessons in KG, children are encouraged to learn independently. However, this is not a regular feature of teaching and learning in other phases. Assessment processes are consistent but not always accurate
- Although the curriculum meets statutory requirements, its focus is more on the acquisition of knowledge than on the development of skills. An appropriate range of core and elective courses, including Advanced Placement courses, are offered in High, but there are missed opportunities for some cross-curricular links. While the curriculum generally meets most students' needs, adaptations do not always meet the needs of the higher and lower attainers.
- Comprehensive safeguarding and child protection policies and procedures are supported by regular staff training. Health and safety are prioritized. There are regular evacuation drills. School transport is well-organized. Healthy lifestyles are promoted successfully. Positive relationships support clear expectations of behavior. Support for students of determination is improving, with inclusive admission procedures. Students are provided with effective guidance in preparation for their future careers.

Leadership and management

- School leaders are committed to the UAE national priorities. However, their roles and responsibilities lack clarity. Their view of the school's performance is overly optimistic. Self-evaluation and assessment data are not entirely accurate. Governors and parents are supportive. However, governors do not hold senior leaders fully to account. Daily operations are effective. Not all teachers have experience of an American curriculum.

Highlights of the school:

- Students' personal and social development and their understanding of Islamic values and Emirati culture.
- The protection, care, guidance and support of students.
- The support of parents and the effective communication between home and school.

Key recommendations:






- Improve the quality and consistency of teaching to raise the achievement of students in all subjects, across all phases.
- Ensure that school self-evaluation is based on accurate information and provides a valid and secure platform for improvement planning.
- Make more effective use of reliable assessment information to guide curriculum modifications in order to meet the needs of all students, particularly those of higher and lower ability.
- Clarify the roles of all staff with leadership functions and ensure that they have the capacity to bring about improvement in their areas of responsibility.
- Ensure that governors fulfil their responsibilities for holding school leaders to account for the school's performance.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 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

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

Whole school

Emirati cohort

B. International and Benchmark Achievement

Weak

Weak

- With an average score of 389, the school missed its target in the 2021 Progress in International Reading Literacy Study (PIRLS) by 54 points. On average, across English, mathematics and science, benchmark assessment results over two years show weak progression. Emirati students' results were similarly weak.

C. Leadership: International and Emirati Achievement

Acceptable

- Some senior and middle leaders show a developing grasp of the subject skills and content aligned with the proficiency levels in international benchmark assessments. They are aware of specific gaps highlighted in the benchmark reports, particularly in reading, and have implemented some initiatives to improve performance. However, these efforts have not yet had a significant impact on students' progress. The school's National Agenda action plans are overly general and lack a clear connection to data analyses.

Whole school

Emirati cohort

D. Teaching and Learning: Improving reading literacy

Acceptable

Acceptable

- Recent reading literacy data reveal that most students, including Emirati students, achieve reading literacy scores at an acceptable level. Some teachers use assessment information to design effective interventions. However, teachers' understanding of students' reading requirements is still evolving, resulting in inconsistent intervention strategies. As a result, students, including Emirati students, do not always receive well-tailored support for their reading needs.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that full use is made of the information contained in the external benchmark assessment reports and the outcomes of reading tests.
- Devise a cross-curricular plan for improving students' reading literacy and ensure that it is implemented consistently in all subjects and phases.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on 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 an acceptable level.

- Leaders demonstrate their commitment to wellbeing through the school's values, vision, and implemented policies. All stakeholders, including students and parents, influence the effective promotion of wellbeing. A school policy based on promoting mental health has a positive impact but is inconsistently applied. Relevant, but limited, wellbeing information from surveys is collected and analyzed, and its use in decision-making is increasing. Professional development training has raised teachers' awareness of wellbeing issues, but improvement plans lack focus and clear targets.
- The school wellbeing vision is known and supported by governors and staff and promoted effectively. Methods of communication with students and parents include the parents' wellbeing committee and regular newsletters. The school counsellors and other known and trusted adults monitor students' wellbeing and provide well-informed interventions and guidance when needed. Members of staff receive effective support to address any concerns. They feel that their contributions are recognized and valued.
- Appropriate initiatives, such as themed presentations in High and a wellbeing curriculum in Elementary, promote wellbeing. Most students demonstrate a realistic understanding of their own and others' wellbeing needs. When opportunities arise, they show resilience and independence. Teachers usually strive to create positive classroom climates, but this is inconsistent. Students are generally positive about their school experiences. They also display a basic understanding of online safety.

For Development:

- Ensure greater consistency in the nurturing of highly supportive classroom climates.
- Increase the scope and quality of wellbeing data to guide improvement planning.

UAE social studies and Moral Education

- The social studies and moral education programs follow the UAE Ministry of Education (MoE) curriculum standards. The school uses the MoE textbooks, supported by additional resources. There are a few field trips and community activities. Teachers plan lessons that meet requirements and are age-appropriate for students' interests and needs.
- From KG to Grade 2, children have one period per week of integrated moral education and social studies. Students in Grades 3 to 9 have one 45 minute social studies lesson per week. It is integrated in Grades 10 to 12. Moral education is taught as a stand-alone subject from Grades 3 to 12. Social studies is taught in English, and moral education in English and Arabic. There are regular assessments.

Arabic in Early Years

- Arabic is taught in KG by two teachers with early years teaching experience. In KG1 and KG2, children have four lessons of 45 minutes per week. The lessons introduce letters and sounds, and simple, short words. New sounds are introduced through songs, games and pictures. Children are motivated and enjoy repeating the correct pronunciation of new words.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students demonstrate knowledge, skills and understanding of Islamic concepts and beliefs that are in line with curriculum expectations. Non-Arab students make better progress than Arab students.
- Elementary students are knowledgeable about Islamic manners and etiquettes. Middle school students have secure knowledge and understanding of core Islamic beliefs and practices of worship. High school students discuss the rules of marriage and justice.
- Teachers are developing the use of the Holy Qur'an, Hadith and Seerah as references to support students' discussions. However, the impact is not fully evident. Students' skills in Holy Qur'an recitation and memorization, particularly in the lower year groups, are improving. However, this is inconsistent.

For Development:

- Develop students' ability to refer to the Holy Qur'an, Hadith and Seerah in discussion.
- Improve students' Holy Qur'an memorization and recitation skills.

ARABIC AS A FIRST LANGUAGE

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

- Listening is the strongest of the language skills. Students listen, understand, and respond in short phrases. Elementary students use a limited range of vocabulary in writing and speaking. In the upper phases, students understand the explicit and implicit meanings of different texts.
- In lessons and in their recent work, Elementary students analyze the main elements of a story and can identify the central theme. In Middle and High, they apply their knowledge of grammar effectively and demonstrate a reasonable level of confidence in discussions.
- A recent initiative has been launched to improve students' learning skills. However, time and resources are not always managed appropriately. Teacher talk tends to dominate lessons and expectations are not high enough.

For Development:

- Improve students' progress and raise attainment in all phases.
- Raise teachers' expectations of what students can achieve and provide more opportunities for independent learning.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Across all phases, students make gradual progress in the development of their reading comprehension skills. Speaking skills are less well developed, particularly in Elementary. Most students in the upper grades are able to write independently about familiar topics.
- Most students understand greetings and simple requests. Speaking skills are insecure, particularly in Elementary. Most students understand what they read. A minority can write creatively about unfamiliar topics with accurate short sentences and correct spelling, punctuation and grammar.
- Teachers have introduced a range of fictional books and online applications to improve students' Arabic reading literacy skills. These interventions have yet to show an impact on students' performance.

For Development:

- Provide more opportunities for students to practice and develop their speaking skills in everyday contexts.
- Improve students' Arabic reading literacy skills.

ENGLISH

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

- The levels of student achievement not strong in any of the phases. Across all phases, they typically achieve at no more than the expected levels. Each of the four language skills is insufficiently developed. Internal and external assessment data do not align.
- Listening and speaking skills are practiced in all phases. Progress in extending students' reading and writing skills is slow. A minority of students in each phase can express themselves confidently. There is insufficient sustained writing in lessons.
- There is a developing reading literacy program in KG, Elementary and Middle. It has yet to have a significant impact on students' reading skills. There is an emerging phonics program in the KG.

For Development:

- Extend the reading literacy program to all phases and ensure that it is implemented consistently with its impact carefully monitored.
- Provide sufficient time in lessons for sustained independent writing.
- Ensure that internal and external assessments are more closely aligned.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable ↓

- Lesson observations and external assessments confirm that attainment and progress are in line with expectations. Infrequent mental mathematics practice in Elementary and Middle impacts adversely on students' performance in High.
- In KG, children use objects to solve addition problems. In Grade 5, students are able to add unlike denominators using fraction tiles. In Grade 8, students solve multi-step linear equations. In High, students add, subtract and multiply polynomials.
- A focus on problem-solving skills through paired and small group activities is supporting progress. However, students' ability to think critically and solve problems related to everyday contexts is inconsistent.

For Development:

- Develop students' mental mathematical skills to help to improve their problem-solving and reasoning skills.
- Improve students' ability to apply their learning to everyday contexts.

SCIENCE

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

- Work in lessons and in children’s books show that their scientific knowledge and early inquiry skills improve steadily in KG. Progress continues at a rate that is in line with expectations in the later phases.
- There is some indication that progress in understanding the scientific method is developing more quickly in KG and High. However, opportunities for scientific inquiry, involving the use of correct scientific procedures, are limited across all phases.
- The school has focused on fostering students’ understanding and use of scientific vocabulary. The quality of practical learning experiences to build scientific vocabulary in context is inconsistent across the school.

For Development:

- Improve student’s understanding and use of scientific vocabulary.
- Provide more opportunities for students to engage in scientific experiments and investigations across all phases.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- In the best lessons in KG, children are able to learn through independent exploration. However, in all phases, students do not have enough opportunity to develop their independent learning skills. Only a minority are able to take responsibility for their own learning.
- The majority, but not all, students possess some effective collaborative learning and communication skills. They apply their learning to the wider world and occasionally make connections to other areas of learning. However, most students remain overly dependent on teachers.
- In only a few lessons are students able to develop and apply enterprise, enquiry, research and critical thinking skills. They have adequate skills in the use of technologies but make little use of dictionaries.

For Development:

- Provide more opportunities for students to develop and apply their independent learning skills.
- Ensure that all students are provided with opportunities for enterprise, enquiry, research and critical thinking.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Throughout, students demonstrate very positive and responsible attitudes to school and to learning. Students' developing sense of responsibility and maturity is more inconsistent in Elementary. They show the capacity to be self-disciplined in all areas of the school.
- Students' respectful and considerate relationships with staff contribute to the positive school ethos. Students care for one another, and they are polite and helpful to visitors.
- Students know how to live a healthy lifestyle, and many demonstrate this in their daily lives. Most students attend school regularly and attendance is good overall. Students are generally punctual in arriving at school, but not always to lessons.

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

- Students demonstrate a strong understanding of Islamic values and how they impact on modern society in the UAE. They understand and appreciate values such as modesty, honesty and respect. Children in KG are developing their understanding of Islamic values.
- Students are knowledgeable about the different aspects of Emirati heritage, culture and history. They can give details about the history, food and leaders of the UAE. They appreciate the diversity of the country and are involved in a range of national celebrations.
- Students are very proud of their own cultures. They interact positively and politely with people from different backgrounds. They are respectful and mindful of other cultures in the school. In High, students are aware of common elements between different cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Good

- Students are engaged in a range of activities that serve to help others. They are becoming skilled in leading and implementing initiatives on their own. They are aware of local and global issues and raise money for charities.
- Most students demonstrate a positive work ethic in lessons and successfully participate in numerous school programs and activities, including Model United Nations and the Business Fair. They take pride in their initiatives to improve the school, showing determination to see their ideas fully implemented.
- Students show a strong understanding of environmental issues and are proactive in seeking solutions to them. They collaborate on issues of local and global impact, including their efforts to establish a recycling program in the school.

For Development:

- Improve students' punctuality at the start of lessons.
- Strengthen students' sense of personal responsibility in Elementary.
- Provide more opportunities for all students to initiate and implement their ideas.

03 TEACHING AND ASSESSMENT

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

- In KG, teachers know how young children learn and provide opportunities for self-directed learning, but tasks are not always sufficiently challenging. In the other phases, teachers know their subjects but not how to promote the most effective learning. Teachers’ understanding of the American curriculum is limited.
- Lessons plans provide information about the subject content and standards but lack reference to students’ particular learning needs. The effective use of questioning and discussion to probe and extend students’ thinking are features of only a few lessons.
- Where teaching strategies are appropriate and varied, successful learning occurs. However, teaching strategies are often one-dimensional with excessive teacher talk and control of learning. The development of critical thinking, problem-solving and independent learning in lessons is inconsistent.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessments are generally linked to the curriculum standards to provide measures of students’ progress. Leaders benchmark students’ academic outcomes against national and international expectations, but the outcomes of internal and external assessment are not aligned. The measurement of progress in lessons is insecure.
- Leaders collect, analyze and share both internal and external assessment data. However, this information is not always used well by teachers in planning learning activities that are matched to students’ needs and abilities.
- Teachers’ feedback to students on the quality of their written work is inconsistent. More opportunities for students to review their own work have and that of others have been introduced in the upper phases.

For Development:

- Ensure that assessment information is accurate and used effectively to match work in lessons to students’ needs and abilities.
- Ensure consistency in teachers’ marking of students’ work, clear guidance on the standard of the work and advice on how it can be improved.
- Extend the range of teaching strategies and provide more opportunities for students to learn independently.

04 CURRICULUM

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

- The curriculum is compliant and meets statutory requirements. However, as implemented, a greater emphasis is placed on the transmission of knowledge than the development of skills. Activities to promote students’ interest and needs vary across the phases.
- The high school program of study encompasses some core and elective courses, including AP courses in biology and physics to support students’ interests and academic aspirations. The consistency of cross-curricular links varies across subjects and phases.
- Annual reviews lead to suitable planning and provision in most subjects. Although school leaders monitor the impact of the curriculum on students’ performance, the learning needs of higher and lower attaining students, and of students of determination, are not consistently met.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is adapted to meet the learning and personal needs of students. However, adaptations are not always successful in meeting students differing needs and interests.
- Students benefit from participation in a variety of enrichment activities, together with extra-curricular and inter-school activities. They include free-flow movement between activities in KG, and robotics competitions and sustainability initiatives in the other phases. Opportunities for enterprise, creativity and innovation are more limited.
- Students’ knowledge, understanding and appreciation of Islamic values and the heritage of the UAE are developed well. Celebrations of significant national events and assemblies promote Emirati traditions, culture and the values that influence UAE society.

For Development:

- Ensure that the taught curriculum provides an appropriate balance between the transmission of knowledge and the development of skills.
- Provide more opportunities for students to develop creative, enterprising and innovative skills.
- Ensure that curriculum adaptations successfully meet the needs of higher and lower achieving students, and students of determination.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Comprehensive procedures and policies cover all aspects of safeguarding, child protection and security. These, combined with rigorous and thorough staff training at every level, ensure that students feel very safe and protected from all forms of bullying and abuse.
- The clean and hygienic buildings and premises are fully accessible with lifts and ramps. Emergency evacuation procedures are practiced regularly. The school is proactive in resolving any health and safety matters quickly. Transport arrangements are well organized and monitored carefully.
- The promotion of healthy lifestyles and personal development creates an ethos of wellbeing that permeates the school. Advice is provided to students and parents on food choices and the importance of exercise. There is protection from the sun in all outdoor areas.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Teachers have a sound knowledge of their students interests and needs and enjoy positive relationships with them. The whole school community shares a clear understanding of behavioral expectations, creating a positive culture of mutual respect between students and teachers. Procedures for promoting attendance and punctuality are mostly effective.
- Although appropriate procedures have been established to identify students of determination and those who are gifted and talented, they are not yet fully implemented. The school's admission procedures are inclusive. Adequate support is provided for students of determination in the best lessons.
- Students are able to approach skilled and trusted staff members to discuss any concerns. Wellbeing and personal development are carefully monitored, and students find the advice that they receive helpful. Older students receive effective guidance on career choices and pathways to higher education.

For Development:

- Ensure that systems for identifying students of determination and those who are gifted and talented are rigorous and fully implemented.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
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- The well-qualified and informed leader promotes an appropriate inclusion policy. However, governors are not sufficiently involved to ensure that the policy is translated into effective provision. Developing systems of monitoring and review, and professional development training for staff, have led to some recent improvements.
- New identification procedures, including detailed screening for barriers to learning, are not fully in place. Teachers have a basic awareness of signs of specific needs, but the use of referral systems is not consistent. Planned interventions are not always delivered effectively and their impact is variable.
- The school works closely with the parents of students of determination and communication is appropriate. Although not fully aware of their children’s specific targets, parents generally feel well informed about their progress. They appreciate the helpful guidance and support.
- The success of teachers in creating supportive environments which promote collaboration and engagement for all students is variable. Learning pathways do not always sufficiently cater for students’ needs and abilities. Learning support is sometimes successful in promoting independence and interactions with fellow students.
- Systems for assessing students’ starting points do not consistently inform the setting of appropriate and measurable achievement targets. Progress is tracked but this information does not always result in improved provision. Information from the school’s assessment systems shows that most students of determination are making the expected progress.

For Development:

- Ensure that assessment procedures identify barriers to learning and lead to informed adjustments to planning and provision.
- Ensure that the school inclusion policy is fully implemented.
- Ensure that students of determination are provided with individual education plans that identify clear and measurable learning goals and that the plans are developed in consultation with parents.

06 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

- School leaders have set a vision that is aligned with the UAE national priorities, with an emphasis on enhanced literacy and lifelong learning. However, the roles and responsibilities of staff with leadership responsibilities, especially those of the Chief Executive Officer (CEO) and the new principal, lack clarity. Leaders possess overly optimistic views of their effectiveness. As a result, barriers to sustained improvement are not clearly identified.
- Leaders analyze both internal and external data as part of the self-assessment processes. While maintaining a realistic view of some key improvement priorities, not enough attention is given to the disparities between internal and external assessment data. This impacts adversely on improvement planning. The monitoring of teaching does not place enough emphasis on the impact on students' learning. Leaders have successfully implemented a few of the recommendations from the previous inspection.
- The school successfully engages parents in their children's learning, including the parents of students of determination, through a variety of channels. The parents' council communicates parents' views and organizes events, such as the UAE National Day and the Global Day. School reports focus on academic progress but do not provide enough information on how students can improve. Partnerships with the local community include internships providing work experience for senior students.
- Governance, including the School Advisory Board, ensures that account is taken of the views of parents, staff, and students. While board members possess insights into the school's strengths and areas for improvement, they do not make enough use of assessment information to hold leaders fully to account for the school's performance. Governors are not sufficiently engaged in the process of self-evaluation and improvement planning.
- The daily operations of the school are effectively managed, with appropriate procedures, routines and timetabling. However, a large proportion of leaders and teachers have yet to gain an appropriate teaching qualification or experience in delivering an American curriculum. The development training programs are not tailored specifically to the needs of these members of staff. The school's premises and specialist facilities are appropriate. Resources are sufficient to support adequate teaching and learning.

For Development:

- Clarify the roles and responsibilities of all leaders, including the CEO and the Principal, so that all are able to make a full contribution to the drive for improvement.
- Ensure that improvement plans are informed by accurate self-evaluation information and have realistic and measurable targets, and that governors are fully involved in the process.
- Take steps to ensure that all staff are appropriately qualified, and that ongoing professional training provides teachers with the skills needed to implement an American curriculum.



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