



المعرفة
Knowledge



AL NIBRAS INTERNATIONAL PRIVATE SCHOOL

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

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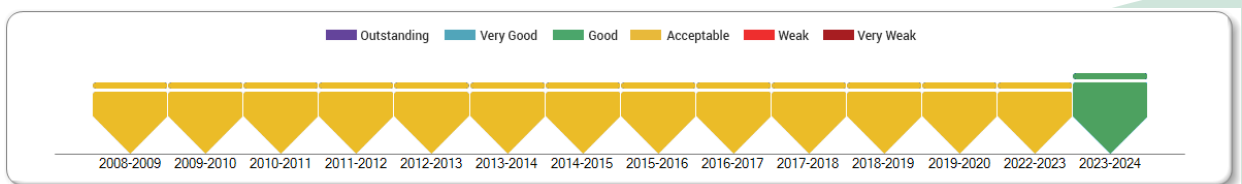
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Green Community
	 Opening year of school	2005
	 Website	www.nisdubai.ae
	 Telephone	+97148853330
	 Principal	Dr. Jay Teston
	 Principal - date appointed	8/1/2020
	 Language of instruction	English
	 Inspection dates	16 to 20 October 2023
	 <p>STUDENTS</p>	 Gender of students
 Age range		4-18
 Grades or year groups		KG 1-Grade 12
 Number of students on roll		1488
 Number of Emirati students		18
 Number of students of determination		99
 Largest nationality group of students		Arab
 <p>TEACHERS</p>	 Number of teachers	93
	 Largest nationality group of teachers	Egypt
	 Number of teaching assistants	29
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 curriculum	US
	 External Curriculum Examinations	AP, MAP
	 Accreditation	NEASC

School Journey for AL NIBRAS INTERNATIONAL PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement levels range from acceptable to good across the key subjects. Specific strengths in their attainment and progress include outcomes in science across the phases and in Kindergarten (KG) children's outcomes in all three key subjects. In most lessons students are engaged in learning and collaborate effectively using technology. They often apply their learning to the wider world and make connections between different areas of learning.
- Students show positive attitudes towards learning and the school. Their behavior in lessons is consistently good. They demonstrate secure understanding of Islamic values, the UAE's culture and other world cultures. Their social contributions and environmental awareness are strengths of the school. Students initiate and lead projects that have positive effects on the local and wider communities.

Provision For learners

- The quality of teaching is good across the phases. Teachers provide sufficient opportunities for students to use technology to work on activities and to collaborate in groups. The school has effective systems in place to collect and analyze different types of assessment data. Teachers make effective use of the available assessment information when planning and delivering lessons. The feedback given to students on the quality of their work has improved.
- The curriculum follows the American Education Reaches Out (AERO) curriculum standards in the majority of subjects. It aligns with the Ministry of Education (MoE) standards in the national subjects. The curriculum is reviewed regularly to ensure it supports continuity and progression in learning. It features clear cross-curricular links and links to Emirati culture and society. Curriculum adaptations to meet students' different learning needs remains an area for development.
- The school's procedures to ensure the health and safety of students and staff are very effective. The building and equipment are well maintained. Comprehensive records are kept of regular and routine fire drills, evacuation procedures and other incidents. The school has effective systems to manage students' attendance and behavior. The quality of care and support for students is good overall.

Leadership and management

- The principal has clear vision and mission for the school that he shares with all stakeholders. The school improvement plans cover many aspects and respond to the recommendations of external bodies. The partnerships the school has established with parents are very strong. Governors know the school well and hold school leaders to account. The school has the resources and staffing to support good teaching and learning.

Highlights of the school:

- The improved quality of teaching in Elementary and High.
- The procedures for ensuring students' health, safety and wellbeing.
- The strong partnerships with parents and the local community.
- Students' personal development and their improved outcomes in English.
- The actions of school leaders that have led to significant improvements in the school's overall performance.

Key recommendations:







- Ensure greater consistency in the provision of high-quality teaching to raise students' attainment and progress to good or better levels across the key subjects.
- Ensure that students' attendance rates are at least good in all phases.
- Provide students with more opportunities to be innovative and independent learners.
- Ensure that assessment data are used more effectively to modify the curriculum, personalize learning and meet the needs of all groups of students, including those of determination.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 English	Attainment	Good	Acceptable	Good ↑	Good ↑
	Progress	Good	Good ↑	Good ↑	Good ↑
 Mathematics	Attainment	Good	Acceptable ↓	Acceptable ↓	Good
	Progress	Good	Good	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	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	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	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	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Good

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	Good	Weak

- Although students have improved their PIRLS scores between 2016 and 2021, they have not met the school's target. Nevertheless, their progression is rated as good. In the MAP tests students improved their scores in mathematics, reading, language usage and science over the last two years. Growth is now considered to be good in mathematics, reading and science and very good in language. No Emirati students were in the PIRLS sample, so there are no results for 2021. The small Emirati cohort achieved acceptable growth in each of the test strands.

C. Leadership: International and Emirati Achievement	Good
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- A large majority of school leaders understand the significance of the gaps identified in the benchmark assessment reports and keep detailed records for their Emirati cohort. Their National Agenda action plan contains appropriate goals, resources, timelines, responsibilities and monitoring procedures. Leaders make the appropriate curriculum adaptations, informed by the reports' findings. The school is comparing the MAP test outcomes to the cognitive test predictions to better identify improvements in students' achievements.

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

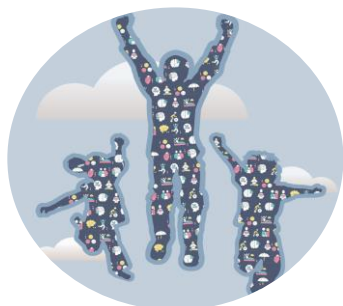
- The school has administered one round of the NGRT reading literacy assessments. The resulting reading literacy skills profile shows that a majority of students' scores, including those of Emirati students, are at or above the expectations. A majority of teachers make some use of data and reports from benchmark English reading assessments to modify their teaching practices. Use is made of several online reading platforms to support students. There is an emerging English reading culture in a majority of subjects.

Overall, the school's achievement of the standards in the National Agenda Parameter are good.

For Development:

- Improve students' reading literacy skills, especially in Elementary.
- Strengthen the leadership and development of reading literacy across all subjects.

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 Student's Wellbeing Agency and Experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a Good level.

- At Al Nibras it is evident that wellbeing is a priority that underpins the school's ethos, climate and culture. Leaders and teachers actively model good wellbeing practices; policies are comprehensive and effectively applied. A skilled and experienced student counsellor leads the wellbeing team and supports students and adults experiencing wellbeing issues. Wellbeing data are gathered via surveys and through feedback from teachers and support assistants in classrooms, where wellbeing is constantly monitored.
- Students contribute to the wellbeing climate in the school. They play active parts in the monitoring and identification of wellbeing concerns. They organize, stage and present themed assemblies and events leading to specific and measurable improvements in wellbeing outcomes such as the 'Trashion Show' when all clothes are hand made from recycled material. Parents and other adults feel valued, and wellbeing initiatives raise morale across the staff, which benefits the students.
- Specialized co-curricular and extra-curricular activities empower students to understand their wellbeing needs and to help and support one another. They display high levels of digital diligence and maturity, These enable them to exercise vigilance when online and help their friends in this regard. Students as well as parents feel they belong to Al Nibras. They look on the school as an extension of their own families, where there are high levels of positivity.

For Development:

- Create more opportunities for all students to engage in projects that develop independence and research skills.

UAE social studies and Moral Education

- The school teaches social studies and moral education through an integrated approach, following the most recent UAE Moral, Social and Cultural Studies Framework. Lessons are taught in English by appropriately qualified teachers for all students in Grades 1 to 10. Students in Grades 11 and 12 receive a separate moral and social education program.
- The MSCS curriculum is effectively planned to ensure compliance with the Ministry of Education (MoE) requirements. Schemes of work and lesson plans are closely aligned to the curriculum standards and taught by appropriately qualified teachers. Lessons are planned to include an appropriate range of strategies and resources. Students receive timetabled lessons each week. There is a mix of formative and summary assessments of learning.

Arabic in Early Years

- The school teaches Arabic for 45 minutes a week in KG. In KG1, teachers cover the shapes and sounds of letters and how to start writing from right to left. They put a strong emphasis on the UAE's culture in the songs they teach. In KG2, the children are taught the vowels and provided with drills linking words to pictures. Children's learning is assessed formatively.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The attainment of most students in all phases is in line with the curriculum standards. They demonstrate secure knowledge and understanding of the divine revelation, acts of worship, Islamic values and the life of the Prophet (PBUH). They can relate their understanding of Islamic laws to contemporary life situations.
- Because of improved teaching in the Elementary grades, the majority of students make better than expected progress, particularly in memorizing the assigned short Suras from the Holy Qur'an.
- Although the progress of most students in the Middle and High grades meets expectations, a minority struggle with reading and writing. This slows their progress in reading and understanding the assigned Holy verses and Noble Hadiths.

For Development:

- Improve students' literacy skills so that they can read and fully understand the Holy Qur'an and Noble Hadiths.
- Improve independent learning skills and the use of learning technology to deepen students' understanding of the divine revelation.
- Improve students' recitation skills.

ARABIC AS A FIRST LANGUAGE

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

- Students' achievements are consistent throughout all grade levels. Both internal and external assessment data confirm similar levels of achievement. However, students' use of standard Arabic varies, particularly in Middle and High.
- Students' vocabularies are sufficient to enable them to reply to questions effectively. Their writing skills are well-developed, and they can respond well to a wide variety of prompts. Opportunities for independent, creative writing are inconsistent across all grades.
- Students have good reading and comprehension skills, because of the newly established reading program and the effective use of online platforms. Teachers use a variety of teaching and learning strategies to develop students' language skills.

For Development:

- Provide students with more opportunities to initiate discussions using standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' achievements are consistent throughout all grades. Internal and external assessment data accurately reflect students' current attainment levels of rates of progress from their starting points.
- Students' knowledge and understanding of a variety of texts are well-developed. Their abilities to make oral responses to texts in correct Arabic vary across all grades. This is due to the extensive use of English in lessons.
- Students respond well to guided writing, but their abilities to generate creative independent written pieces are limited and vary across Middle and High. Students engage with the language through the use of technology and activities such as Arabic morning assemblies and competitions.

For Development:

- Ensure that all students' language skills, particularly their speaking and independent writing abilities, are continuously improved in middle and high schools in particular.

ENGLISH

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

- Children in the KG make rapid progress developing their early language skills through enjoyable play-based learning. In Middle and High, students obtain strong outcomes on external assessments. Elementary students do not have the skills and knowledge to attain similar levels.
- Students' speaking and listening skills are significantly stronger than their other language skills. Their reading skills are steadily improving. Most students effectively use technology to access digital platforms that improve their reading fluency, comprehension and inference skills.
- Students steadily improve their knowledge and understanding of writing conventions and techniques, and most can apply what they learn in their writing. Few students' workbooks contain extended and creative writing. The older students can analyze texts and support their opinions with credible arguments.

For Development:

- Ensure that students write more extensively and creatively.
- Require students to consistently use proper English conventions when writing.
- Improve all aspects of students' reading skills.

MATHEMATICS

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

- Internal assessments reflect higher levels of performance than the external benchmark test results across Grades 3 to 7. Advanced Placement (AP) examination results from Grade 12 are the most positive. Students' outcomes are generally above their cognitive tests' predictions.
- In KG, children compare objects and learn to apply mathematical skills such as sorting, comparing, and measuring. Older students relate their understanding of mathematical concepts to solutions in meaningful everyday contexts. This is directly linked to their reading skills.

- In response to the previous inspection report, more opportunities have been provided for students to make cross-curricular connections between subjects. These are helping to improve students' conceptual understanding.

For Development:

- Improve the performances of the elementary and lower middle students on external benchmark tests.
- Improve students' reading literacy so they become more proficient mathematicians.

SCIENCE

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

- External assessment results show solid progress in the upper three phases. Students' literacy skills are prioritized, and these improve their understanding and use of scientific vocabulary and concepts. Opportunities for reading and extended writing have positive effects upon students' attainment.
- Students conduct inquiry-based activities and laboratory work that foster critical thinking and problem-solving skills. Younger students use 'hands on' activities and manipulable objects to observe and predict. Older students plan investigations, conduct experiments, evaluate findings and form conclusions.
- Students at all levels make good progress and excel when learning activities are aligned with their needs, interests and aspirations. Science projects provide appropriate levels of challenge for developing students' innovation skills.

For Development:

- Provide greater challenge and more rigorous learning opportunities to maximize students' potential and meet their individual needs.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students in all phases are keen to learn. In KG children make rapid progress developing and applying their learning skills through enjoyable, skills-based activities. Students in other phases are adept at using information technologies to enhance their learning.

- Students interact very well with their teachers and one another. They frequently engage in collaborative learning activities to share their thinking and develop ideas. They regularly make connections between subjects and everyday issues, such as conservation and sustainability.
- Students rapidly develop their language and communication skills and can express their learning orally, fluently and clearly. Students take responsibility for initiating their own learning tasks and independent research. Their investigative, critical thinking and analytical skills are improving.

For Development:

- Encourage students to take greater responsibility for initiating their own projects and conducting research.
- Develop students' creative, innovative and enterprising skills in lessons.

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

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

- The positive attitudes and behavior across all phases are reflected in the respectful relationships between students and staff. Students respond politely to others. They are self-disciplined in lessons. During break times they show the ability to work together and help each other.
- Students come to school happy and motivated to start their learning activities on time. They smoothly follow the school's routines and reflect its vision. As a result, bullying is rare.
- Students demonstrate secure understanding of safe and healthy living and participate in activities that promote safe and healthy lifestyles. They usually select healthy choices for their meals. However, their attendance rates are not yet high enough.

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

- Students show secure appreciation and understanding of a range of Islamic values that are the foundation of the UAE's society. They link their understanding of these values to the quality of life and wellbeing of the wider community.
- Students demonstrate sound knowledge of Emirati heritage and culture. They talk about personal experiences of visiting places of tourism in the UAE, such as the Sheikh Zayed Grand Mosque, the Burj Khalifah and Al-Fahidi Fort.
- Students demonstrate basic knowledge of their own cultures, but their knowledge of other world cultures is less broad. In KG, children recognize the UAE flag and can name the seven Emirates. They know what Muslims do during the Holy month of Ramadan.

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

- Students across all phases show secure understanding of their roles in the school and how these benefit members of the community. Volunteer roles are popular, recognized and respected throughout the school.
- Across the school students show positive work ethics. They are provided with some opportunities that allow them to be creative, innovative and entrepreneurial. Elementary students plan and design mathematical games and students in High present fashion shows from recycled materials.
- Students demonstrate pride in their school and actively support schemes that have a positive environmental impact through roles such as the Eco Club. However, students' contributions to initiate sustainability projects in the school is limited.

For Development:

- Extend opportunities for students to be involved in environmental campaigns.
- Raise students' awareness of a wider range of world cultures.

03 TEACHING AND ASSESSMENT

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

- Most teachers across all phases successfully apply their subject knowledge and understanding of how students learn. They effectively use technology and other resources to engage students in purposeful, enjoyable learning activities. However, the quality of teaching varies within subjects.
- Teachers consistently plan their lessons, identify learning objectives, incorporate relevant tasks with associated success criteria and use time effectively. Teachers interact well with their students, create positive learning environments and effectively question students to engage them in dialogue.
- Teachers effectively use a range of activities to promote students' critical thinking, problem-solving and investigative skills. Teachers plan lessons to meet the needs of most, but not all groups of students. Teaching in Elementary and High, and in Arabic, has improved.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- School leaders have refined and improved their assessment procedures. They are developing strategies to ensure that all teachers provide students with learning targets. They offer focused improvement points, particularly in students' written work.
- School leaders provide highly detailed and relevant data from a range of sources, both internal and external. They analyze the data by triangulating cognitive assessments, external benchmark tests and internal assessments. This provides meaningful information to better personalize students' learning experiences.
- Leaders support teachers to make full use of assessment information in their lesson planning and delivery, and to consistently engage students in self-assessments. They recognize the benefits of using assessment information to provide appropriate challenges and to support students of determination to overcome barriers to learning.

For Development:

- Improve the use of assessment data in lesson planning to ensure that learning activities provide levels of challenge that match the needs of all groups of students.
- Improve teachers' questioning skills to facilitate students' higher order thinking.

04 CURRICULUM

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

- The curriculum has a clear rationale and is broad, balanced and age appropriate. It is relevant and effective in developing students’ knowledge, skills and understanding. It is aligned to the AERO standards, Next Generation Science Standards (NGSS) and the Advanced Placement (AP) curricula.
- The curriculum offers a diverse range of choices, including electives in Middle and five new AP courses in High. Clubs and activities are held during the school day. The wellbeing curriculum is implemented across the school.
- Cross-curricular links are evident in most lessons. The curriculum connects learning to students’ experiences and everyday life. The creation of a website on the UN Sustainable Development Goals and the aquatic ecosystem social media project are showcased during Exhibition Day.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Subject leaders work closely with teachers to analyze assessment data to identify strengths and gaps in learning. The use of data for curricular modifications and interventions to influence teaching and support for students varies.
- Activities and classroom learning experiences enable students to gain deep understanding and appreciation of Islamic values and the UAE’s society. In KG, children develop an understanding of the UAE’s cultural identity through dedicated weekly lessons on local traditions.
- The school provides a wide range of extracurricular clubs and activities. The IT partnerships provide support for technology and robotics competitions. Students compete in the Inter-school STEM challenge, and the ‘Trashion’ Show features fashion using recyclable materials.

For Development:

- Prioritize the use of assessment data to meet the needs of all groups of students through more effective curriculum adaptations.

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

- The school has highly effective arrangements to protect children from all forms of abuse and bullying. All staff members receive safeguarding and child protection training on a regular basis. The school's policies and procedures ensure that students are kept safe within the school.
- The premises and facilities are designed to be fully inclusive. Leaders keep detailed records of the procedures relating to all aspects of safety. While potential risks are swiftly addressed, checks are sufficiently rigorous to ensure that almost all risks are identified early.
- The school places a high priority on the importance of healthy living and food choices. There are regular contributions from the school's medical team and physical education staff on topics such as the need for physical exercise, dental care and personal hygiene.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Relationships between teachers and students are positive, respectful and friendly. Mutual trust and confidence are evident in the daily interactions. Systems for management of the school's code of behavior are successful. The school's approach to promoting attendance and punctuality is adequate.
- There are systems for identifying students of determination and those with gifts and talents. All are committed to early identification and to designing interventions that are appropriately challenging to promote students' progress.
- Students receive focused support and guidance on subject choices and on career paths in High. Their wellbeing and personal development are routinely monitored alongside provision for students of determination. Most students make consistent personal and academic progress.

For Development:

- Enhance the risk assessments to swiftly report on potential safety hazards.
- Broaden the range of interventions for students with gifts and talents to support their progress.
- Offer more educational pathways to support students of determination in moving into further education or the world of work.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- An inclusion governor leads the promotion of inclusion across the school. Recent investment in learning support assistants (LSAs) and an English as an additional language (EAL) teacher, as recommended in the last inspection report, are leading to improvements in provision which are aligned to the strategic plan.
- Cognitive testing is carried out once a year and there are reading tests in May and October. Online assessments establish students' needs upon admission to KG, leading to accurate identification and appropriate interventions. Barriers to learning are aligned with clearly identified KHDA categories.
- Parental engagement is regular and informative. Individual educational plan (IEP) reviews take place every three months with parents and students. A dyslexia awareness seminar run by the school has led to self-referrals and interventions, which significantly improved students' progress.
- The school adapts provision for students of determination, promoting engagement across the different subjects. Curriculum adaptations develop independence in learning. Interventions such as pull-out sessions, foster confidence and resilience. The curriculum motivates and challenges students, while co-curricular classes improve their progress.
- Students of determination are studying the standard Grade 12 subjects, including journalism, web design, commerce and international relations, alongside other students. This places them in favorable positions for moving on to further education, internships or employment.

For Development:

- Ensure that teachers and LSAs collaborate to support the progress of students of determination.
- Improve the tracking and monitoring of the progress made by students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and the other leaders have set a clear vision and mission that they share with the school community. All leaders demonstrate secure understanding of the curriculum and what needs to be done to keep the school moving forward. Relationships are professional and leaders clearly understand their roles and responsibilities. They have addressed the aspects of the school's work that needed the most attention. Morale throughout the school is positive.
- The school's self-evaluation process engages all stakeholders, mainly through surveys, and generates a realistic view of the school's performance. The strategic action plan includes reasonable time frames and success criteria and addresses the recommendations from the DSIB and NEASC reports. Leaders effectively monitor teaching across the school and evaluate its effects upon students' learning outcomes. Leaders have made significant progress in addressing the recommendations of the previous inspection report and have improved the school's overall performance.
- Leaders are highly successful at engaging parents in the life of the school and in considering their opinions when making decisions that affect their children. Parents are very well informed about the academic, personal and social progress that their children make. They are highly satisfied with the detailed and continuous online reports they receive. The school's extensive partnerships with the local and wider communities have very positive effects upon students' learning experiences.
- The governing board includes representation of most stakeholders and collects their opinions when reviewing the school's performance. Members of the board monitor the school's work and hold the senior leadership team to account for students' academic and social outcomes. They have positive effects on the school. Governors ensure that the all the staffing and resources needed are provided.
- The school has effective procedures in place to ensure that it runs smoothly on a daily basis. Almost all teachers are suitably qualified and deployed effectively to promote good outcomes. They receive in-house and external professional training opportunities that are aligned with the school's instructional needs and priorities. The premises are well-maintained and allow access to all students and staff members. The resources are suitable for almost all needs of the curriculum, and they support good teaching and learning.

For Development:

- Increase the availability of resources for the teaching of the sciences.
- Ensure that the professional training of teachers is more closely linked to their appraisals.



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