



دبي
Knowledge المعرفة



DUBAI ARABIAN AMERICAN PRIVATE SCHOOL US CURRICULUM

WEAK

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



WEAK

NATIONAL AGENDA
PARAMETER



WEAK

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of school	2006
	Website	www.daaschool.com
	Telephone	97142882222
	Principal	Cornelia Edda Weiner
	Principal - date appointed	11/29/2022
	Language of instruction	English, Arabic
	Inspection dates	12 to 16 February 2024



STUDENTS

	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	604
	Number of Emirati students	395
	Number of students of determination	30
	Largest nationality group of students	Emirati



TEACHERS

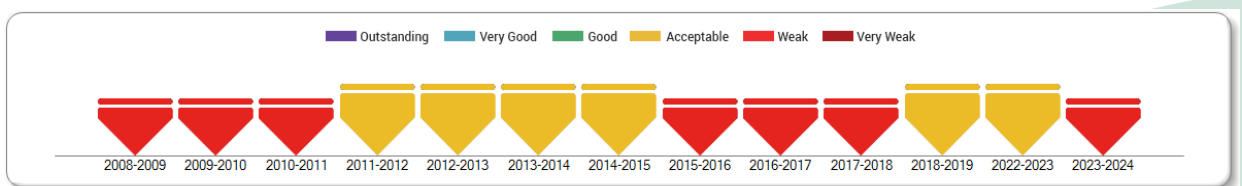
	Number of teachers	49
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	7
	Number of guidance counsellors	2



CURRICULUM

	curriculum	US
	External Curriculum Examinations	None
	Accreditation	NEASC

School Journey for DUBAI ARABIAN AMERICAN PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Achievement in English, mathematics and science is acceptable in KG, but weak in the other phases. In Islamic Education and Arabic, as a first language, achievement is acceptable across the school. Although achievement in Arabic, as an additional language, is acceptable in Elementary it is weak in Middle. In Middle and High, a substantial proportion of students are not fully engaged in learning.
- In KG and Elementary, students are motivated and eager to learn. In Middle and High, the inappropriate behavior of some students, most often boys, disrupts the learning environment. Students demonstrate a clear understanding of Islamic values and how they influence their lives as citizens of the UAE. Student leaders understand their responsibilities as members of the school community, and some take key roles.

Provision For learners

- Teaching in KG and Elementary is better than in Middle and High, where teachers' knowledge of how students learn is not secure. The lesson learning environments and the behavior of some students do little to promote curiosity and engagement. Assessments of students' performance are not accurate and teachers' marking of students' work does not always provide guidance on how they can improve further.
- Curriculum planning does not provide students with enough support in English language learning. Also, the curriculum does not offer a broad range of core and elective classes to address students' talents, interests and academic aspirations. There are few opportunities for students to experience enterprise, creativity, and innovation. Opportunities are rarely provided for students to benefit from extra-curricular activities and links to the wider community.
- The school has appropriate procedures and policies to ensure students' safety and security. The school meets all statutory requirements, including emergency evacuation procedures. The positive relationships between students and teachers are not always seen in the boys' section in Middle. Procedures for ensuring regular attendance are not always effective. Support for students of determination is variable, particularly in Middle and High.

Leadership and management

- Although committed to improvement, leaders have been unable to halt the declining quality of education the school provides. Self-evaluation processes do not give enough attention to gaps in students' learning and weaknesses in teaching. Governors do not take enough responsibility for either provision or students' outcomes. Parents are supportive, but not fully aware of the school's performance. There are deficiencies in resources in some areas.

Highlights of the school:

- Students' improved attainment in Arabic, as a first language in Middle and High
- The personal and social development of children in KG
- Students' respect and understanding of Islamic values and Emirati culture and traditions
- The safe and secure building that offers inclusive access for the full school community

Key recommendations:








- Governors must ensure, as a matter of urgency, that:
 - the governing board is fully representative of all stakeholders and has the necessary expertise to fulfil the responsibility of holding leaders to account for the school's performance,
 - leaders and staff are recruited who have the subject knowledge and teaching skills to raise students' achievement,
 - there is a clear wellbeing vision and plan for the whole school community that is actively supported by all stakeholders, and
 - school self-evaluation is accurate and provides a reliable base for improvement planning.
- Improve progress and raise attainment in all subjects and phases, with particular reference to students' acute literacy needs.
- Ensure that the curriculum fully meets the needs of all students and that there are sufficient extra-curricular activities to support students' wider range of abilities and interests.



OVERALL, SCHOOL PERFORMANCE

Weak ↓

01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Weak ↓	Weak ↓

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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	Weak	Weak

- The school met its target in the Progress in International Reading Literacy Study (PIRLS) in 2021 and exceeded the targets set in 2016 by 15 points. Emirati students fell short of this target by one point. However, the outcomes are at the low international benchmark and significantly lower than the PIRLS center point. On average, across all three subjects of English, mathematics and science, students' progression in the benchmark assessments over two years was weak. Emirati students' performance in the benchmark assessments was also weak.

C. Leadership: International and Emirati Achievement	Weak
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- Senior leaders are aware of the gaps identified in the benchmark assessment reports. Their National Agenda Parameter (NAP) action plans do not refer sufficiently to the gaps identified in students' learning. There is no plan for the improvement of students' literacy. Leaders do not monitor rigorously enough how teachers use assessment data in the planning and delivery of lessons to address students' learning needs.

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

- The school's most recent reading literacy skills profile reveals that less than three-quarters of students' reading literacy scores are at age-related expectations. The profile is similarly low for Emirati students. The outcomes of the reading assessments have only recently been analyzed. Teachers have limited skills in improving students' literacy, particularly their reading. The majority of teachers are generally aware of the importance of addressing students' weak literacy skills. However, actions to improve these skills is inconsistent.

Overall school standards in the National Agenda Parameter are weak.

For Development:

- Develop a reading literacy improvement plan that is monitored by senior leaders to ensure it is implemented consistently in all subjects.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being 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 weak level.

- The school's values-driven, wellbeing policy informs provision. However, governors have not prioritized the development of wellbeing and provision does not meet the needs of all students. As a result of the lack of direction and support from governors, responsibility for wellbeing direction and improvement inappropriately falls to middle leadership. This constrains the development of an all-round and whole-school vision for wellbeing that is promoted by leaders, and securely supported by all stakeholders.
- The limited extent of stakeholder engagement with the development of the school's emergent vision for wellbeing has constrained the development of a shared understanding of the connection between wellbeing and achievement. Monitoring procedures focus too narrowly on health issues and related behaviors. The lack of a consistently positive climate for learning creates stressful learning environments for students and for teachers in too many lessons and particularly in the boys' sections in the middle and high phases.
- Students respond positively to opportunities to take responsibility for their own and others' wellbeing, which is exemplified in the peer-mentoring program. They actively promote positive behaviors through their vigorous anti-bullying displays. Students have perceptive ideas and are capable of being more engaged in developing the school's vision and provision for wellbeing. They know how to keep themselves safe online. Overall, students underdeveloped English reading skills do not support the wellbeing that stems from engaged learning and achievement.

For Development:

- As a matter of urgency secure governors full support and engagement with an inspiring wellbeing vision, that draws on contributions from all stakeholders.
- Devise and implement an action plan with measurable targets, the effectiveness of which is led and monitored by senior leaders.

UAE social studies and Moral Education

- The UAE social studies curriculum and the moral education program follow the Ministry of Education (MoE) standards. Both programs follow the Moral, Social, and Cultural Studies (MSCS) framework and are enhanced by a range of teacher-created resource books, field trips, and school community activities. Teachers plan lessons aligned to the standards with heightened emphasis on interdisciplinary connections to deepen understanding.
- The MoE curriculum is utilized for moral education and social studies in Elementary. For Grades 5 to 9, UAE social studies standards are employed, while the Salama series is used for Grades 1 to 4. The MSCS framework guides planning, with weekly lessons dedicated to both subjects. There is a strong focus on hands-on learning, differentiated activities, and the incorporation of student experiences. Lessons are taught in Arabic and in English for non-Arab students. Both programs link values and ethics within lessons to build character and responsibility.

Arabic in Early Years

- In KG, the school offers five Arabic lessons a week of 45 minutes each. There is one qualified teacher of Arabic with experience in teaching early years. The school is using the MoE curriculum, with a focus on Arabic letters, sounds and words. Assessment is through continuous observations and children's writing. Teaching strategies focus on cooperative learning and role-playing strategies to enhance practical and imaginative learning



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students demonstrate levels of knowledge and understanding that are in line with curriculum standards. Internal assessments do not securely align with students' work in lessons and in their books. Girls show more consistent progress than boys, in all phases.
- In Grade 12, girls can discuss issues of marriage and divorce with confidence and link them to reality while quoting from the Holy Qur'an and Sunnah. In Grade 1, non-Arab students understand the importance of cleanliness in Islam. In Middle, students have a reasonable understanding of related worships and Seerah.
- Although teachers promote independent learning and encourage research skills, students are hesitant and their limited language skills remain an obstacle to more rapid progress, especially among boys.

For Development:

- Improve progress and raise attainment in all phases, particularly that of boys.

ARABIC AS A FIRST LANGUAGE

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

- Students in all phases demonstrate levels of attainment that are in line with expectations. The picture is slightly better in the higher grades, where students are more confident in using standard Arabic in social conversations and discussions in lessons.
- Students' listening and comprehension skills are improving. Most students can read different texts correctly, but not fluently. Their speaking skills are improving. Students' progress in developing independent writing is variable.
- The focus on improving reading and writing skills, together with more opportunities for discussion and debate, has contributed to improvements in students' attainment, in Middle and High. However, learning activities are not always well matched to students' ability levels.

For Development:

- Improve all four language skills in all phases and provide more opportunities for students to use standard Arabic in Elementary.
- Ensure that work in lessons is matched to students' needs and their abilities.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In Elementary, students' attainment is at the expected level, based on their years of studying Arabic. Students' progress in lessons and in their recent written work, is in line with expectations in relation to their individual starting points.
- Students in Middle lack confidence when speaking and have difficulty in engaging in conversations about everyday situations, due to limited vocabulary. Their understanding of Arabic is below expectations. They can recognize words and common expressions in context and read short written texts with familiar words.
- Inconsistent teaching strategies and low expectations are limiting opportunities for students to use standard Arabic well. This is restricting the development of a wider vocabulary and progress in learning Arabic, especially in Middle.

For Development:

- Raise teachers' expectations and provide students with more opportunities to develop their conversational skills, especially in Middle.

ENGLISH

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

- In KG, children’s listening, speaking, reading, and writing skills meet expectations. Data provided by the school shows that students in Elementary, Middle and High perform below the minimum expectations for their age. Most students in these phases demonstrate levels of knowledge, understanding and skills that are below curriculum standards.
- From their low starting points, Children in KG make expected progress in listening and speaking. By KG2, they are beginning to read simple words by blending sounds. In the other phases, students gradually increase their command of spoken English. However, limited opportunities to participate in discussions, presentations, and debates restrict progress.
- Students’ ability to read develops slowly across the school. But their understanding of what they read is limited. Writing skills are underdeveloped across the school. Recent initiatives to improve literacy have not yet shown an impact on students’ achievement.

For Development:

- Improve students’ speaking skills by increasing opportunities for them to participate in discussions, presentations and debates.
- Accelerate students’ progress by ensuring teachers provide them age-appropriate reading and writing activities.

MATHEMATICS

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

- Lesson observations and assessment data confirm progress is stronger in KG than in the other phases. In all phases, students’ ability to consolidate and apply basic mathematical skills are unsatisfactory.
- In KG, children have secure number identification and counting skills. In Grade 3, students identify the four-basic mathematical properties. In Grade 8, students’ graph lines using slope formula. Grade 11 students identify perpendicular bisectors to determine congruence.
- Across the phases, students copy problems in their notebooks but their ability to demonstrate their understanding and application of concepts, or to communicate their mathematical thinking is very limited.

For Development:

- Raise attainment and progress levels and improve students’ understanding and application of mathematical concepts.
- Improve students’ mathematical literacy and their ability to solve problems expressed in words rather than numbers.

SCIENCE

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

- Internal assessment data indicate that achievement is strong across all phases. Outcomes in external assessments show that, other than in KG, achievement is below curriculum standards.
- Students' access to the full science curriculum is restricted by their limited English and literacy skills. Teachers' expectations are not high enough and they do not challenge students enough through extended written and oral presentations.
- The development of basic investigative skills is stronger in KG and in the early years of Elementary. These skills are not developed sufficiently well in Middle and High for students to be able to perform experiments with the appropriate level of complexity.

For Development:

- Ensure all teachers have higher expectations and consistently challenge students to improve the standard of their work.
- Increase opportunities for all students to develop their scientific investigation and writing skills.
- Strengthen students' scientific literacy skills to ensure that they have a secure understanding and use of scientific terms.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Weak ↓	Weak ↓

- In KG, children show motivation and engagement in learning. As they progress to Elementary, students demonstrate a sense of responsibility and ability to learn independently. However, a substantial proportion of students in Middle and High are disengaged learners who find it difficult to stay on task.
- In KG and Elementary, most students collaborate and interact positively with one another and their teachers. This is less evident in Middle and High. Weaknesses in English language restrict students' ability to explain and share their learning. Students make some meaningful connections between subjects and the wider world.
- Students use technology to access learning platforms across subjects and phases. However, they rarely use technology to engage in independent research. Critical thinking and problem-solving skills are not strongly evident.

For Development:

- Develop students' engagement in and ability to take responsibility for their own learning, especially in Middle and High.
- Improve students' English language skills to enable them to explain and share their learning.
- Provide students with more opportunities to engage in research, critical thinking and problem-solving.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Weak ↓	Acceptable ↓

- In KG and Elementary, students are motivated and eager to learn. However, in Middle and High, the inappropriate behavior of some students, most often boys, results in a disorderly learning environment.
- Students in KG and Elementary are respectful and aware of the needs of others. In Middle too many students are disrespectful in their relationships, both with their classmates and with adults.
- Students' attendance is irregular across the school and not all are punctual at the start of the day or to lessons. Too few students are self-reliant and able to take responsibility for their own learning.

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

- Across all phases, students demonstrate a clear understanding of Islamic values and how they influence their lives as citizens of the UAE. Various projects across phases reinforce the key messages of Islamic values. However, not all students demonstrate courtesy and respect.
- In KG, children enjoy studying about customs, dress, and local food. They like to participate in cultural activities which their parents attend. High school students can offer greater detail on historical events.
- Students' awareness of other global cultures is limited. Weaknesses in literacy levels restrict students' ability to research a range of world cultures.

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

- Student leaders understand their responsibilities as members of the school community, and some take key roles. Students say that their views are listened to and that they have a growing sense of contributing to the school.
- Students participate in local and international charity events and collect donations and food items for members of the community during Ramadan. In KG, children are beginning to show early creative and innovative skills, but this is less evident in the other phases.
- Students take care of their immediate surroundings and are aware of important environmental issues. They participate in a limited range of activities that support sustainability and conservation in school and within the local community.

For Development:

- Ensure that students take greater responsibility for their own attendance, punctuality and behavior.
- Improve students' understanding of a wider range of world cultures.
- Ensure that students in all phases have opportunities to be innovative, creative, and entrepreneurial.

03 TEACHING AND ASSESSMENT

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

- Teachers in KG and Elementary demonstrate secure subject knowledge and effective teaching strategies which support students' learning. There is a positive climate for learning where students are encouraged to learn from their mistakes.
- In Middle and High, teachers' knowledge of how students learn is not secure in most subjects. Their interactions with students do not promote interest and questions do not check for understanding. The learning environments in these phases do little to promote curiosity or engagement.
- Lesson plans outline strategies to meet individual needs, but the effectiveness of their delivery is inconsistent across phases. Teachers do not meet the learning needs of all groups and individuals and therefore, not all groups make sufficient progress. Teachers' development of students' innovation and research skills is limited.

	KG	Elementary	Middle	High
Assessment	Acceptable ↓	Weak ↓	Weak ↓	Weak ↓

- Internal assessments are not sufficiently aligned to the curriculum to give accurate measures of attainment or progress over time. In KG, assessment is linked more closely to the curriculum allowing teachers to track children's progress. Students' achievements in all subjects are benchmarked against national and international comparators.
- Analysis of internal data provides limited information about students' progress and is insufficient to inform teaching and lesson planning. Consequently, the learning needs of groups of students are not being met.
- Teachers have insufficient knowledge of students' strengths and weaknesses. The implementation of the marking policy is inconsistent across classes and marking does not always give students guidance on how to improve their work. Students are rarely involved in meaningful approaches to assessing their own work.

For Development:

- Ensure that all assessments are closely aligned with the curriculum standards so that teachers have accurate measures of students' attainment and progress.
- Raise teachers' expectations and ensure that work in lessons is appropriately matched to students' needs and abilities.
- Ensure that teachers mark students' work regularly and provide clear guidance on the standard and how the work can be improved.

04 CURRICULUM

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

- The Houghton Mifflin Harcourt (HMH) curriculum does not provide appropriate continuity and progression in students' learning or fully meet the needs of individuals and groups. The planning for grade levels often shows little progression. A literacy component was recently added to improve the curriculum.
- The curriculum does not provide enough support for students requiring additional English language learning and support. The range of core and elective classes is not broad enough to address students' talents and interests, and their academic aspirations.
- Cross-curriculum displays and projects demonstrating meaningful connections between subjects are inconsistently developed. Some cross-curricular links are made in Arabic in Elementary but less so in Middle.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Weak ↓	Weak ↓	Weak ↓

- The HMH curriculum is not adapted at appropriate levels to ensure effective learning for most groups of students. The curriculum is adapted to provide structured lesson plans but lacks components for English language development and support.
- Few opportunities exist for students to experience enterprise, creativity, and innovation. Few opportunities are provided for students to benefit from links to the community and through extra-curricular activities.
- Students' knowledge, understanding and appreciation of the heritage of UAE, including Emirati traditions, culture and values are not fully developed across the curriculum. Some UAE learning experiences are integrated into Islamic Education and Arabic, but rarely in other subjects.

For Development:

- Ensure that the curriculum provides continuity and progression in all areas of learning.
- Implement curriculum adaptations to meet the learning needs of all groups of students, particularly with regard to English language learning.
- Provide more opportunities for students to develop their entrepreneurial, innovative and creative skills, and to make connections to the UAE.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has good procedures and policies to ensure students' safety and security. The school meets all statutory requirements, including emergency evacuation procedures. Transport arrangements are well supervised and managed. Regular checks and thorough risk assessments ensure the premises are kept hygienic and well-maintained.
- The school has effective procedures for safeguarding students. Staff are trained in child protection and safeguarding procedures and know the appropriate actions to follow if an issue were to arise. Students know how to report a concern to an adult in school.
- The medical staff support both members of staff and students well with regular health checks. However, the promotion of safe and healthy lifestyles does not have a high profile across the school. The school's procedures for supporting students' behavior, attendance and punctuality are not effective enough.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Weak ↓	Weak ↓

- Positive relationships between staff and students are more evident in KG and Elementary. The school's behavioral expectations are not always followed, particularly by boys in Middle and High. This has an adverse effect on the school's ethos.
- The identification of the barriers to learning of students of determination is well supported by external expertise. Students who have gifts and talents are not yet accurately identified. Students of determination benefit from well targeted individual education plans (IEPs) and support from inclusion staff.
- Across all phases the pastoral care team provide effective and valued support and advice to students who require it. Counsellors also support senior students with advice and guidance in preparation for the next stage of their education.

For Development:

- Ensure that strategies to improve students' behavior and attendance are effective, particularly in Middle and High.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- School leaders communicate the importance of inclusive education through clear policies and procedures. However, improvement plans lack detailed timescales and measurable targets. Consequently, action is not sufficiently focused to promote rapid improvement.
- Partnerships with external agencies support the accurate identification of students' barriers to learning. Student's IEPs set well-tracked measurable goals. The needs of English language learners are increasingly identified, but not yet the needs of those with gifts and talents.
- Effective engagement with parents of students of determination ensures they are fully involved in constructing their children's IEPs and are well-informed of progress. There is a shared understanding of the importance of developing students' capacity for progressively independent learning.
- Class teachers' support for students with IEPs in their lessons is variable, particularly in Middle and High. Learning support assistants (LSAs) provide well-judged support for students' academic learning and skills development, overall. However, many teacher-led lessons unduly constrain the support available from teaching assistants.
- Most students make at least acceptable progress overall towards meeting the targets in their IEPs, particularly in KG and Elementary. Students' progress is constrained by their English language learning needs. But in all phases, students supported by LSAs make more consistent progress.

For Development:

- Ensure inclusive education policies and plans set measurable targets with well-paced timescales to drive improvement.
- Improve the consistency of support for students of determination provided by class and subject teachers, particularly in Middle and High.
- Identify and provide for students with gifts and talents in ways that meet their learning and personal development needs.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders, and particularly the principal, are committed to improving the school's performance. However, there is little evidence that leaders have impacted successfully on students' outcomes and provision since the previous inspection. Leaders and teachers do not have high enough expectations of students. Literacy remains a key issue across all phases and has been highlighted in several reports. Despite this, the school still has no literacy development plan in place to address such a significant deficit.
- The school is unable to bridge the gap between assessment information with realistic self-evaluation processes. Despite, almost all external data being weak and issues with the moderation of internal data, self-evaluation shows students' attainment and progress to be unrealistically high. Previous inspection reports have not been addressed with sufficient rigor. Consequently, school improvement planning is not based on a secure foundation. In addition, teacher appraisal lacks objectivity.
- Parents are willing stakeholders in establishing a cohesive vision and direction for the school. However, parents are not represented on the governing board and reported that their views are rarely considered. Parents believe that stronger levels of partnership could have a significant impact on improving student outcomes and support more appropriate levels of behavior, especially in the upper phases. Parents would like to see the school be more pro-active in involving them more readily in ensuring better punctuality and attendance levels.
- The governing board does not comprise all stakeholders. Parents report having no formal input into decision making processes. The board has a very limited knowledge of the school's performance and has failed to remove key barriers to school improvement, especially in terms of student outcomes. To date, this has not been successful and is an unfair burden on staff, students and parents.
- The effective management of school operations are based on procedures and routines known to students, parents, and members of staff. However, the management of attendance and punctuality is weak. Staff retention is an ongoing challenge in terms of ensuring a consistent level of provision. Professional development training for teachers is not fully aligned with the school's improvement priorities. The overall environment for both students and staff is adequate. Resources for literacy support including library books are limited in scope and value.

For Development:

- Ensure all leaders have the knowledge and skills to drive improvement in their areas of responsibility.
- As a matter of high priority, devise a literacy development plan that is implemented consistently in all subjects and phases.
- Ensure the governing board is fully representative of all stakeholders, that parents are more fully engaged and greater account is taken of their views.



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