



**المعروف**  
Knowledge المعرفة



## DUBAI INTERNATIONAL PRIVATE SCHOOL

US CURRICULUM

**ACCEPTABLE**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**ACCEPTABLE**

WELLBEING



**ACCEPTABLE**

NATIONAL AGENDA  
PARAMETER



**ACCEPTABLE**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of school	1985
	Website	<a href="https://www.dipschool.ae/">https://www.dipschool.ae/</a>
	Telephone	042823524
	Acting Principal	Mounir al Laham
	Principal - date appointed	10/1/2023
	Language of instruction	English
	Inspection dates	19 to 23 February 2024



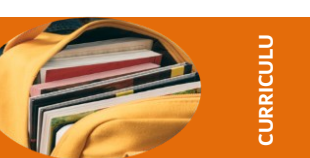
STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1026
	Number of Emirati students	346
	Number of students of determination	225
	Largest nationality group of students	Arabic



TEACHERS

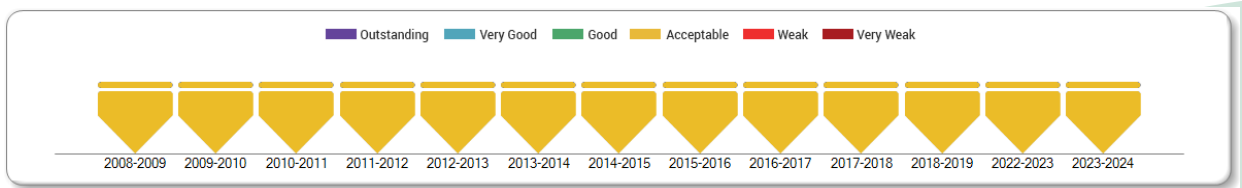
	Number of teachers	80
	Largest nationality group of teachers	Arabic
	Number of teaching assistants	23
	Number of guidance counselors	2



CURRICULUM

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

## School Journey for DUBAI INTERNATIONAL PRIVATE SCHOOL



## 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

- Students demonstrate improvements in Islamic Education and Arabic in the elementary and high schools. However, across the phases, students are working at a lower level of proficiency in other subjects. In middle school, students are stronger in Arabic. Children in the Kindergarten (KG) are not showing their true potential in key subjects. Students want to learn and demonstrate positive learning skills in most phases.
- Students have well-developed personal and social skills. They show concern for others, including the adults in their environment, and are respectful in their interactions. They have a sound understanding of Islamic values and, in their student-led assemblies, demonstrate an appreciation of how these values shape their lives in the UAE. They are eager to participate in events on behalf of the school, and those which celebrate Emirati culture.

### Provision For learners

- The quality of teaching is inconsistent. There are some interesting and effective lessons across phases and subjects. However, too many lessons do not promote the progress of every student as well as they could and should. The better lessons are most often seen in the high school, with inter-disciplinary connections and enriching activities. Most teachers are not using assessment data well enough as a tool to improve students' performance.
- The curriculum complies with the Ministry of Education (MoE) standards for Islamic Education, Arabic and social studies, and aligns with the California State Standards (CSS) for other subjects. Teachers are better at teaching the content standards, rather than the essential skills of the full curriculum standards, including in Kindergarten (KG). The high school curriculum offers some choice of courses for students to pursue their interests and ambitions.
- The health and safety of students continues to be a priority for the school. The efficient pattern of previously enacted policies has continued to ensure a safe and peaceful learning environment. Students are aware of healthy lifestyles. They know whom to approach for wellbeing matters. The identification of students of determination is not fully accurate. High school students have support in their next steps for university.

### Leadership and management

- New senior and middle leadership teams are working to develop a more strategic direction for school improvement. They share a commitment to advancing students' academic and personal skills and to maintaining a focus on Islamic values. However, only a few leaders have a sound understanding of the American curriculum, its teaching strategies and assessments. A newly instituted Board of Trustees provides additional perspectives on school improvement.

### Highlights of the school:

- Students' very good personal and social development, and their enthusiastic participation in aspects of Emirati culture
- The care and support of students, and relationships between teachers and students
- Improvements in Islamic Education and Arabic
- Relationships with parents and links with the wider community

### Key recommendations:








- Ensure that governors are better informed of the needs of the school, including the need for effective leaders, teachers and resources.
- Improve the management skills of middle leaders.
- Strengthen all aspects of the provision for inclusion, including appropriately qualified leadership.
- Improve teaching and learning, especially in English, mathematics and science.
- Extend students' reading skills.



# OVERALL SCHOOL PERFORMANCE

## Acceptable

### 01 Students' Achievement

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

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

## 03 TEACHING AND ASSESSMENT

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

## 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	Good	Good	Good	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	Very 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

Good

Good

- The results of the Progress in International Literacy Study (PIRLS 2021) show that students have improved their scores from the previous session and exceeded the target set for the school. The Measure of Academic Progress (MAP) data remain below expectations in language usage, reading, science and mathematics. This is true for all students, including Emirati students.

#### C. Leadership: International and Emirati Achievement

Acceptable

- School leaders show an appropriate understanding of the benchmark assessment reports. Across the subjects, middle leaders use the assessment information to adapt the curriculum and to identify gaps in learning. In lessons, teachers group their students according to ability levels and sometimes provide tasks that appropriately meet their different learning needs.

#### Whole school

#### Emirati cohort

#### D. Teaching and Learning: Improving reading literacy

Acceptable

Acceptable

- Students' reading skills vary across the grade levels but are at an acceptable level overall. Teachers school have provided some interventions to support students who have difficulties with reading, including Emirati students. These interventions are having some positive impact on students' reading literacy levels, using the external reading assessment data as a measure of progress.

Overall school standards in the National Agenda Parameter are acceptable.

#### For Development:

- Improve students' reading literacy skills across all areas of the curriculum.
- Improve students' attainment levels on MAP language usage, reading, mathematics and science.



## Wellbeing



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

### **Overall, the quality of wellbeing provision and outcomes is at an acceptable level.**

- School policies and a vision for wellbeing are still being developed. Information from a recent survey has been collected and analyzed to gauge the wellbeing of students and staff. Action plans based on survey data outline areas in need of further attention. Self-review by leaders identifies strengths and weaknesses, but the impact on planning has yet to be seen.
- Most stakeholders have some awareness of the school's vision for wellbeing. The Board of Trustees has one parent representative from the school. Members are beginning to meet to review provision and discuss new initiatives. Students' opinions on provision for wellbeing are channeled through the student council and student led clubs. Induction, guidance and monitoring leads to support and supervision for new members of staff. However, ongoing provision for existing staff is uneven.
- The curriculum plan promotes wellbeing through general initiatives. Students are aware of their own wellbeing and show growing independence in its management. Online safety protocols are generally known. Students show positive attitudes within the school environment.

### **For Development:**

- Identify a clear vision of wellbeing for all stakeholders and fully embed it into the core subjects across the school.
- Support members of staff through ongoing informal and formal data collection, and analyze the results to ensure that their wellbeing needs are fully addressed.

## UAE social studies and Moral Education

- The social studies and moral education provision are aligned to the moral, social and cultural studies (MSCS) and Ministry of Education (MoE) standards. UAE social studies is taught in English as a discrete subject in Grade 9 and integrated with other subjects in Grades 1 to 8. Moral education is taught as discrete lessons in Grade 1 to 5 and integrated into the English Language Arts (ELA) lessons in Grades 6 to 12.
- The UAE social studies and moral education curriculum is adapted through sustainability themes in English lessons. Unit plans feature a conceptual focus, essential questions and key skills. Learning is interactive through project-based collaborative activities to promote creativity and problem-solving. Assessment features a range of ongoing and final assessments. Research-based projects and students' learning journals are other forms of assessment.

## Arabic in Early Years

- One qualified teacher of Arabic covers both KG1 and KG2. All children are considered as beginners and taught together. The curriculum aligns with the MoE standards, which ensures a smooth transition to Grade 1. In KG1, the focus is on listening and speaking, the introduction of the alphabet within thematic lessons, and the promotion of oral communication using simple standard Arabic. All four lessons are of 40 minutes each week. In KG2, children learn more vocabulary, reading syllabification and sight words for reading. Assessments for KG1 and KG2 assess the children's competencies and progress.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

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

- In Elementary and High, a majority of students show an improving understanding of Islamic values and culture. Elementary students achieve well. Girls in the upper grades make stronger progress than students in other phases. Middle school students, however, struggle to reach an age-appropriate understanding of Islam.
- Elementary students support their ideas with evidence and strong Holy Qur'anic memorization skills and etiquette. High school students have a secure awareness that the Islamic instructions represent a successful way of life. Middle school students are less secure in this understanding.
- The addition of one weekly lesson for improving students' memorization and recitation skills is having a positive impact. Adopting independent learning and research skills is increasing students' progress, except in Middle.

#### For Development:

- Increase opportunities for students' independent learning.
- Raise students' achievement in the middle school.

**ARABIC AS A FIRST LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Very good ↑	Good	Very good ↑

- Students exhibit steady achievement throughout school, with rapid progress in writing skills across the Elementary and High. Students' overall progress in the middle school is secure, but not as rapid as in the other phases.
- Speaking skills are developing, particularly in Elementary and High. Middle school students face challenges with pronunciation, often resorting to colloquial language rather than standard Arabic.
- Students' analytical skills are advancing as evidenced by high school students' ability to analyze a more diverse range of texts. Students in Middle lack enhancement of their language skills, particularly their vocabulary and pronunciation.

**For Development:**

- Improve students' linguistic skills in the middle school.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Good	Good	Good

- Students show consistent levels of progress and achievement across all levels. Most demonstrate proficiency in reading simple words and sentences appropriate for their years of studying Arabic. Younger students' vocabulary of beginners is restricted, being confined to familiar contexts.
- Advanced students are able to ask and respond to questions and participate in short dialogues using standard Arabic. Students' writing skills are improving more rapidly than their reading comprehension skills.
- The school differentiates teaching based on a student's years of study. Beginners of Arabic require even further support in their linguistics skills. They can read and write short sentences yet are more limited in speaking, and in their use of pronunciation.

**For Development:**

- Support students who are beginners of Arabic by providing opportunities to build linguistic skills within engaging learning experiences.

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Acceptable	Acceptable	Acceptable	Good ↑

- In high school, students have improved their progress through literary analysis and written responses. Initiatives to address students' lower reading literacy achievement rates have had limited impact. In Elementary and Middle, external assessment data show that students are attaining below the curriculum expectations.
- Speaking and listening skills are stronger in lessons across all grades. In many cases, students have limited opportunities to read literature or to write responses to develop essential literacy skills. In KG, the focus on developing children's reading and writing literacy has not yet had an impact.
- Students' progress in lessons show that high school students' reading and writing skills are at a higher level than in other phases. In the upper Elementary grades, most students can interpret the main idea of text and use key words to contrast features in reading passages.

#### For Development:

- Improve all students' literacy skills through focused instructional strategies.
- Ensure that students have frequent opportunities to read literature and write responses to what has been read to strengthen their comprehension skills.

## MATHEMATICS

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable ↓	Acceptable	Acceptable	Good
<b>Progress</b>	Acceptable ↓	Acceptable	Acceptable	Good

- Children in KG learn basic numeracy skills but do not apply them in different situations. In Elementary and Middle, students learn knowledge and content rather than skills. High school students show a secure understanding of the curriculum as demonstrated in their internal and external assessments.
- Students in the high school use their reasoning skills to find mathematical solutions. They can apply these skills in a variety of contexts, from calculus to business simulations. In the lower grades, students are not yet solving problems independently nor actively working to embed the full range of mathematics concepts.
- When given the opportunity, most students participate enthusiastically in activity-based lessons. However, they often are unable to communicate their mathematical thinking using mathematical vocabulary in discussions or in their mathematics journals.

**For Development:**

- Provide students with more opportunities to apply their mathematical problem-solving skills.
- Build students' mathematical literacy skills.

**SCIENCE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable ↓	Acceptable ↓	Acceptable	Good
<b>Progress</b>	Acceptable ↓	Acceptable ↓	Good	Good

- External assessment data show that attainment levels are below expectations, especially in Elementary and Middle. The attainment and progress evident in lessons is at a higher level. In lessons, students often learn new concepts through practical work or activities.
- High school students make good progress in lessons as a result of challenging work that includes problem-solving and experimentation. They regularly demonstrate a solid ability to apply the learned concepts in new situations.
- In Elementary and KG, students' progress is often hindered by teachers' excessive control of learning and a focus on the acquisition of facts. The department is working to increase students' use of the science laboratories to develop their investigative skills.

**For Development:**

- Raise students' attainment in external assessments, especially in the elementary and middle schools.
- Provide students with more opportunities to focus on developing scientific skills, especially in KG.

**LEARNING SKILLS**

	KG	Elementary	Middle	High
<b>Learning skills</b>	Good	Good	Acceptable ↓	Good

- In Elementary and High, students are developing their learning skills well. Very few middle school students, especially the boys, take ownership to learn independently, especially where collaboration is limited. High school students are more motivated and independent in their learning.
- Students' critical and higher-order thinking skills are improving in High, but less so in the other phases. In KG, opportunities for innovation are limited and children have too little time for active exploration. Across subjects and grades, students benefit from linking learning to everyday applications.
- Throughout the school, worksheets are the main activity in lessons. This approach limits students' consolidation of learning. Students have too few opportunities for practical learning or to talk about their thinking. Elementary students are too dependent on directives from their teacher. Research and the use of technology are limited across all grades.

**For Development:**



- Ensure that students have more opportunities to be self-directed in their learning through independent and collaborative activities.
- Increase opportunities for research across all subjects and grades.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good	Very good	Very good	Very good

- Throughout the school, students embody and reflect the values of the school's mission, 'Responsibility, Respect, Tolerance and Empathy'. Students show a strong sense of belonging to the school.
- Most students show independence of mind and confidence. They have a clear understanding of the value of following a safe and healthy lifestyle. They generally make wise choices for healthy eating in the school cafeteria.
- Students are active and take part in physical education lessons and extra-curricular sports. Rates of attendance are very good. Students are punctual in arriving to school in the morning and to their lessons.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good	Very good	Very good

- Students demonstrate their understanding of how Islamic values interweave with the traditions of Emirati culture. In the daily assembly, led by students, they show their enthusiasm through the playing of music for the national anthem, or by reciting verses from the Holy Qur'an.
- The school celebrates all national and Islamic occasions, often with the participation of parents and led by student initiatives. Students relate how the celebration of National Day is exceptional, and how an atmosphere of joy and compassion prevails in the school during Ramadan.
- Students show a clear appreciation and pride in their own cultures, and a good awareness of other nationalities and cultures which are celebrated during Cultural Day.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Very good

- Most students are responsible members of the school community. Children in KG tidy their classrooms and older students eagerly volunteer for leadership roles, which include serving as members of the wellbeing committee. Students still have only a few opportunities to volunteer within the wider community.
- Across the school, students have an extremely positive work ethic and take pleasure in participating in school activities. They enjoy their involvement in innovative projects and demonstrate entrepreneurial skills when making and selling products to raise funds to donate to charity.
- Students are aware of the importance of issues concerning the environment and sustainability. Children in KG make interesting models from recyclable materials, and older students take care to recycle resources. Some students tend to the plants around the school to help to improve the school's environment.

**For Development:**

- Provide more opportunities for students to be involved in the wider community.

**03 TEACHING AND ASSESSMENT**

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Acceptable ↓	Acceptable	Acceptable ↓	Good

- Most teachers have sufficient subject knowledge. Teachers in the high school have an understanding of how students learn best. In the first three phases, many lessons do not yet have a good balance between instruction and students’ independence. The pace of lessons often hinders students from making even faster progress.
- Relationships between teachers and students are positive in almost all lessons. Teachers’ questioning is a strong element of the quality of teaching. Teachers in KG do not provide children with enough opportunities to discuss their ideas or to learn through play.
- Across most subjects, teachers are not using assessment data sufficiently to differentiate teaching strategies to meet the needs of students. In Islamic Education and Arabic, teachers plan for various groups and offer age-appropriate activities. Overall, the quality of teaching in the middle school is less engaging and effective.

	KG	Elementary	Middle	High
<b>Assessment</b>	Good	Good	Good	Good

- Leaders collect and analyze assessment data. They then provide subject leaders with the available information to identify gaps in learning and to support students. In the better lessons, teachers use assessment information to group students according to ability levels and provide them with tasks that meet their learning needs.
- Leaders are working to reduce the gap between internal and external assessment data by improving the rigor of the internal assessments and by aligning them more closely to the curriculum standards.
- The school engages students in self-assessment that includes personal goal setting. The written feedback that students receive from their teachers varies in quality across subjects and phases, but, in some cases, it does provide students with their next steps for learning.

**For Development:**

- Create engaging learning environments through more self-directed learning opportunities, especially in the middle school.

- Ensure that all teachers use assessment information more effectively to plan and deliver lessons that are well paced and include activities that meet students' learning needs.

## 04 CURRICULUM

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- The curriculum is aligned to California State Standards (CSS) and is compliant with MoE requirements. The full breadth of the curriculum is not evident in lessons, as some classes focus too much on knowledge rather than on the development of skills, or on the application of learning.
- A range of curricular options meets individual students' interests in the high school. A limited number of Advanced Placement (AP) courses is available. Leaders recognize the need to ensure that all AP courses prepare students appropriately for the AP examinations.
- Starting in KG, children and students are adequately prepared for the next phase of their education. Cross-curricular links feature in lesson plans, but opportunities for students to make connections across subjects is limited, except in Islamic Education.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Acceptable ↓	Acceptable	Acceptable	Acceptable

- The curriculum is designed to meet the needs of most groups of students, although in practice curriculum adaptation is uneven. In Arabic, as an additional language, adaptations are implemented for the advanced learners but less so for beginners. Differentiated tasks and leveled learning groups are used in some, but not all, classes.
- Opportunities for enterprise, innovation and creativity are limited in most subject areas. A range of extra-curricular activities is available and is of benefit to students' academic and personal development. The activities include sports, chess and yoga.
- Some appropriate learning experiences connect to the UAE, but they are not fully integrated into the curriculum. Some classes link learning with iconic buildings in Dubai.

### For Development:

- Provide more opportunities for creativity and innovation within lessons.

- Ensure that the breadth and depth of the curriculum standards are applied, so that all students have the full benefit of their grade level education.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies and practices ensure safeguarding and child protection. Members of staff receive comprehensive training which is updated annually. Various campaigns, including the successful anti-bullying project, support a safe school environment.
- The school's premises and facilities are well maintained. Safety checks are regular, comprehensive and well documented. Effective procedures manage any incidents. Off-site activities are thoroughly risk assessed. School transportation is safe and well managed.
- The health and safety committee has successfully raised the profile of health and safety issues across the school. Children in KG develop an awareness of healthy food and exercise. Older students value opportunities to participate in a wide range of physical and sporting activities.

	KG	Elementary	Middle	High
<b>Care and support</b>	Good	Good	Good	Good

- Students and staff enjoy positive and purposeful relationships. The school's approach to promoting good attendance and punctuality is effective. Leaders have prioritized behavior management to support students' success. They recognize that providing additional support for boys in Middle is crucial to ensuring that they have better learning outcomes.
- The identification procedures for students of determination lacks sufficient focus on early intervention. The processes and support for students with gifts and talents are still developing.
- Counselors attend to students' emotional wellbeing and academic needs. Well advised on life choices and careers, students in High are guided effectively through the college application planning process. Access to alternative pathways for students with more complex needs is emerging.

### For Development:

- Implement formal and informal diagnostic procedures to identify students of determination and those with gifts and talents more accurately.
- Plan and provide alternative pathways for students with more complex needs from middle school onwards.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Acceptable

- The school fosters an inclusive ethos and welcomes applications for students with a variety of learning needs. The absence of a permanent head of inclusion and a governor for inclusion is not a favorable starting point for ensuring high-quality provision for students of determination.
- Procedures to identify students of determination are not aligned with the KHDA categorization framework and result in inaccurate identification. There is a lack of reliable diagnostic testing to ensure provision, to inform instruction and to measure progress accurately.
- Parents remain at the center of the provision for students of determination. They value receiving timely information about their children’s academic, social and emotional wellbeing.
- Differentiation of lessons and curriculum modifications across all phases are inconsistent. Learning support assistants (LSA) enable students with more significant needs to learn alongside other students. Learning pathways for students with complex learning needs are developing.
- Although lesson plans include some differentiation, the teaching approach in many classes does not ensure that students of determination make good progress.

#### For Development:

- Establish a qualified and competent inclusive education leadership to ensure effective self-evaluation and improvement.
- Use appropriate assessments to identify accurately students of determination and ensure that personalized support and intervention plans are in place.



## 06 LEADERSHIP AND MANAGEMENT

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

- The school's leadership teams consist of many new leaders, who are at an early stage of working together to build a strategic direction for the school. Their vision is for the academic and personal wellbeing of students and for an emphasis on Islamic values. However, only a few have a sound understanding of an American curriculum and best practices in teaching. Roles for members of staff are evolving, although responsibilities are not yet well developed. Communication is variable but morale is positive. Leaders recognize weak reading literacy as a potential barrier to learning.
- The self-evaluation process includes initial contributions across departments, data review and efforts to use the language of the UAE School Inspection Framework. However, the final self-evaluation document lacks clarity and a realistic, evaluative the strengths and needs of the school. It therefore lacks efficacy as a base for planning next steps and priorities for school improvement. Teacher monitoring is improving and is leading to some topics which are identified for staff development training. Action planning varies, with the impact of actions undetermined.
- The school engages parents successfully as partners in their children's learning. The parent council is newly appointed and has a strong commitment to supporting the school. Parent representatives have a very positive view of the school. Parents welcome the many different forms of communication and ease of access to teachers and leaders. A number of community partnerships add value to the school, enriching student experiences, including partnerships with the Emirates Red Crescent, universities and the Community Development Authority
- Governance includes the group of investors and the newly appointed Board of Trustees. The general coordinator represents the parents and other stakeholders in the school community. Opportunities to gain detailed knowledge about the school are at an early stage for most new members of the board. Governors hold school leaders to account for the school's performance. They provide staffing and resources for learning, although some areas need additional resourcing in order to have the most impact on improving students' performance.
- Daily school routines are generally efficient. Some classrooms have too many students for the available space, while other rooms are almost empty. Newly opened laboratories and teachers' integrated whiteboards are welcome additions. Learning resources for the KG curriculum are not fully adequate. There are insufficient electronic devices for students who are unable to provide their own. A majority of teachers have a degree or teaching qualification, but a large minority do not.

### For Development:

- Improve the distributive leadership structure and develop skills that are in line with the UAE School Inspection Framework.
- Improve the quality of self-evaluation, including effective use of data.
- Establish a systematic school-wide teacher professional development program to enable teachers to use teaching strategies that are of appropriately high quality.



## 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](mailto:QA.Schools@khda.gov.ae)