



المعرفة
Knowledge



MIRDIF AMERICAN SCHOOL

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of school	1995
	Website	www.mirdifamericanschool.ae
	Telephone	97142883303
	Principal	LISA MARIE BROWN
	Principal - date appointed	6/1/2021
	Language of instruction	English
	Inspection dates	16 to 20 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4-13
	Grades or year groups	KG 1-Grade 8
	Number of students on roll	698
	Number of Emirati students	516
	Number of students of determination	60
	Largest nationality group of students	Emirati



TEACHERS

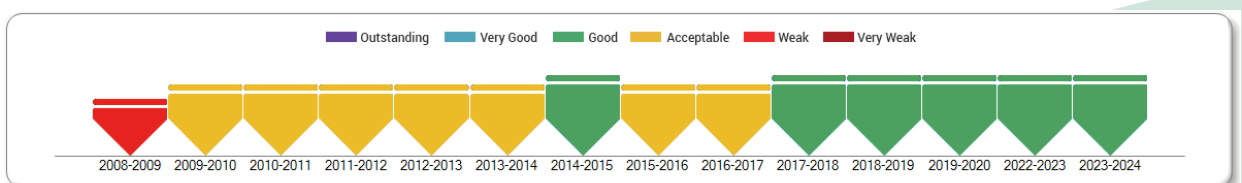
	Number of teachers	46
	Largest nationality group of teachers	United States of America
	Number of teaching assistants	47
	Number of guidance counsellors	1



CURRICULUM

	curriculum	US
	External Curriculum Examinations	MAP
	Accreditation	NEASC

School Journey for MIRDIF AMERICAN 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 have good attainment and progress in most subjects, except in Arabic, as an additional language where students' achievement is acceptable. They show independent learning skills, including in the Kindergarten (KG). In Islamic Education and Arabic, students are making connections to life experiences. Students' skills in problem-solving are improving and they especially enjoy these opportunities when given practical opportunities to find solutions on their own. Critical thinking is gradually developing.
- Students throughout the school show very good personal skills through the way they conduct themselves and the way they respect others. They enjoy learning and work well with each other. Their understanding of Islamic values is very strong in Elementary and Middle. Student-led volunteer initiatives contribute to students' wellbeing and those they support in the wider community.

Provision For learners

- The quality of teaching is mainly good, with some engaging lessons that meet the needs of different groups of learners. Efforts to develop small group teaching are gradually having an impact, although there are also lessons where teachers spend too much time speaking to the whole class. Detailed data analysis is done very well, and the school has the necessary systems in place to track students' progress and plan directed support.
- The curriculum is broad, balanced and provides for continuity and progression across phases applying the Ministry of Education (MoE) and California State Standards (CSS). Curriculum reviews have led to some modifications in its delivery. Curriculum adaptation is ongoing and reviewed for effectiveness. The inclusion of a diagnostic tool, to help plan instruction, has enhanced the curriculum and supported the identification of skills and students' progress in reading and mathematics.
- Student safety is a high priority of the school. Safeguarding procedures are sound and contribute to a safe environment. The school does very well in identifying the needs of students of determination, welcoming them into the school community and supporting them to make progress at their own rate. The school's environment is very caring, and students feel protected and safe while they learn.

Leadership and management

- The school is led by highly competent and experienced educators who know the school well and use the analyses of assessment data for improvement planning. Parents have strong partnerships with the school and fulfil an important role. The governing board supports the school's leadership in its shared vision for school growth. Resources for learning are readily available, and the teaching staff are qualified educators.

Highlights of the school:

- Students very good personal development and social skills that contribute to a positive learning environment.
- Students' appreciation of Emirati culture and the Islamic values that underpin UAE society.
- Rigorous health and safety procedures that ensure all students are safe and secure at school.
- The high level of care and support that ensures all students are nurtured in an inclusive community.
- The successful partnerships with parents where their contributions and roles in the school are highly appreciated and valued.

Key recommendations:








- Build students' reading skills with urgent, targeted, well-designed and data-driven interventions to raise students measured reading skill levels to at least Stanine 5 for a large majority of students in every grade.
- Integrate students' use of technology more fully to support learning, including independent research, recording, and presentations.
- Accelerate students' progress in all subjects, addressing specific learning needs, lifting expectations, and providing higher levels of challenge.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Not applicable

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Not applicable
Social responsibility and innovation skills	Good	Good	Good	Not applicable

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Not applicable
Assessment	Good	Good	Good	Not applicable

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Not applicable
Curriculum adaptation	Good	Good	Good	Not applicable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Not applicable
Care and support	Good	Very good ↑	Very good ↑	Not applicable

06 LEADERSHIP AND MANAGEMENT

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

- The school performed in the Intermediate International benchmark category in the Progress in International Reading Literacy Study (PIRLS). They exceeded their targets in PIRLS for both the whole school and for Emirati students. In terms of benchmark assessments, there were improvements in all subjects for the whole school and Emirati students, apart from in English, where Emirati students' progress was slower.

C. Leadership: International and Emirati Achievement	Good
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- Action plans are in place for improvement, although monitoring is not rigorous enough. Benchmark assessments are used to adapt the curriculum. For example, specific periods of time are now devoted to helping students understand the vocabulary and terminology related to topics covered in science and mathematics. In science, student's complete comprehension exercises related to the current topic in order to support reading literacy.

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

- Current reading skills, apart from KG, and Grades 1 and 2, are well below expected levels.. The school recognizes the need to do more to address this concern. In September 2022, a reading program was introduced for this purpose, and it has made a difference in identifying gaps and providing personalized plans to address them. Planning for interventions to support individual students are not always effectively enacted.

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure the National Agenda action plan includes clear targets and is monitored and reviewed regularly.
- Ensure that there is systematic whole school approach to the teaching of reading and that the personalized intervention plans created for individual students are used effectively to raise their skills to at least their grade level.

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 well-being provision and outcomes is provided below:

Overall, the quality of well-being provision and outcome is at a good level.

- Governors and senior leaders are committed to providing a high standard of wellbeing provision which permeates most areas of the curriculum. This aligns with their vision and commitment to being an inclusive school which accepts all students irrespective of their needs. Well-developed methods for data collection and analysis are in place, enabling informed decisions which influence strategic planning.
- Staff and governors provide a clear wellbeing vision. The student council members are involved in informing wellbeing provision. School staff regularly engage parents have participated in wellbeing initiatives, including a presentation on how to keep their children safe online. Students feel valued and know how to keep themselves safe and healthy. They are aware of how to access a trusted adult, about any concerns. Staff feel valued and welcome initiatives which support their work-life balance.
- Wellbeing initiatives are applied across the curriculum, engaging students, and consistently addressing themes which are relevant to them. Students set wellbeing goals to improve their own wellbeing and use a range of strategies to regulate them. Teaching teams constantly nurture a positive classroom climate where wellbeing is promoted. The school is a positive learning community where all staff and students thrive together as valued members.

For Development:

- Ensure governors and senior leaders evaluate the impact of initiatives created through their analyses of data collection, in order to promote continuous improvement.
- Increase parent participation in informing wellbeing provision.

UAE social studies and Moral Education

- In Grades 1 to 8, students engage in moral, social and cultural education (MSCS) as both stand alone and integrated lessons that are taught for 90 minutes per week. The MSCS curriculum is enhanced by projects, field trips and speakers. Planning is secure in skills progression, personal development and effective cross-curricular links.
- Teachers who deliver the weekly MSCS lessons know their students well. This ensures that most students are inspired and challenged to become global thinkers. A range of resources effectively enrich the curriculum by providing opportunities for critical thinking. Teachers use a variety of assessments to ensure that students grasp and apply their new learning to their personal lives and the community.

Arabic in Early Years

- Each week, the school offers four lessons of Arabic for 40 minutes in KG1 and in KG. There are two teachers of Arabic. Both are qualified with experience in KG teaching. The school uses a modified curriculum for Arabic, supplemented by a number of resources designed by the school. An online platform, 'I Read in Arabic' supports reading and writing skills. Assessment is through oral evaluations, including a weekly dictation and a monthly evaluation which evaluates students' performance in reading and in listening comprehension skills.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Elementary students are developing their memorization skills in reciting the Holy Qur'an and Hadith. Middle school students apply their understandings of the benefits of learning the Holy Qur'an and Hadith for individuals and the society as a whole, in everyday contexts.
- All students recite the Holy Qur'an by heart, but without applying the Tajweed rules most of the time. In both phases, students' use of citations when answering questions as a means of justifying their answers, is still underdeveloped
- Recent improvements in teaching practices are helping students to develop their communication and social skills. However, teachers questioning does not always address students higher-order thinking skills in assessments, and this is hindering the development of their critical thinking.

For Development:

- Improve teachers' use of questioning to promote students critical thinking skills.
- Improve students' recitation skills.

ARABIC AS A FIRST LANGUAGE

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

- In both phases, students are developing their listening and reading skills well. When opportunities are given, students participate in discussions and conversations, with most using standard Arabic. Younger students can read texts fluently, but not always expressively. Older students extended and creative writing skills are progressing.
- Most students are improving their overall Arabic linguistic skills. They demonstrate secure listening skills; good knowledge of grammatical structures and, a majority are able to analyze reading and literary texts. Students are benefitting from more reading opportunities in lessons.
- The school's focus on reading is providing opportunities for students to become more competent readers. However, teachers are not yet providing enough opportunities for discussion and strategies to improve students' speaking skills at their differing ability levels.

For Development:

- Ensure all students, have sufficient opportunities to develop their speaking and writing skills.
- Plan strategies to meet the needs all students especially the more able students.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Elementary students' listening, reading, speaking, and writing skills are all improving when compared to their individual starting points. This is seen in assessments, lessons and in their recent written work. However, middle school students make slower progress across each of these skills.
- Some older students lack confidence when speaking and have difficulty engaging in conversations about everyday situations. Their basic understanding of Arabic is developing slowly. Students

recognize words and common expressions in context and read short written texts with familiar words.

- The limited and inappropriately challenging tasks, together with low expectations and few opportunities for longer conversations using Arabic in everyday contexts is hindering students' progress.

For Development:

- Improve students' linguistic skills especially their conversational skills by providing them with more opportunities to practice them, based on their years of studying Arabic.

ENGLISH

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

- Students are actively involved in building skills in reading and writing. In KG, children gain early phonics knowledge as a foundation for their early reading and writing skills. Elementary and middle school students express their thoughts and ideas capably in class discussions and in their writing.
- Listening and speaking skills are developing well allowing students to discuss, explain and describe. Older students use language effectively to demonstrate different perspectives, both orally and in writing. However, some students lack the skill to read in-depth, and extract information to support their learning.
- The school's priority of improving reading is having a positive impact on students' understanding of lesson themes and learning objectives. The culture of reading is enhanced throughout the school through initiatives which include dedicated reading time and an online reading platform.

For Development:

- Increase students' reading fluency and skills across all grade levels.

MATHEMATICS

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

- In the KG, children learn to add and subtract using correct mathematical symbols. Elementary, students have good numeracy skills. They are developing mental mathematics and slowly building problem-solving proficiencies. Middle school students can apply their knowledge and understanding to more complex topics such as, linear equations and quadrilaterals.
- Active learning opportunities and the application of mathematics to everyday contexts are evolving. However, students are sometimes restricted when working independently due to the challenge in understanding language in word problems, or the higher order questions in the middle school.
- Enquiry and reasoning skills are developing well in lessons, but critical thinking is not fully integrated. In lessons and work scrutiny, students' attainment shows a more positive picture than on external assessments.

For Development:

- Improve students' ability to break down word problems into manageable chunks.

SCIENCE

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

- In KG, children independently record their findings in science. Elementary and middle school students are less skilled in recording scientific findings on their own. Students in Middle have limited opportunities to conduct live experiments with chemicals. However, in other respects they are developing their laboratory skills well.
- Students across the school build and apply the skills of scientific inquiry. They predict and discuss their reasoning. Elementary students test, for example, whether slime is a solid or a liquid, while older students research the different types of cells and examine them under a microscope.

- The recent initiative to develop students understanding of scientific vocabulary is beginning to have a positive impact. Students are better able to read and understand scientific terms, and they show more confidence in using this familiar vocabulary.

For Development:

- Strengthen students' use of inquiry, enabling all to record and interpret their findings independently.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Not applicable

- Students are enthusiastic learners who enjoy opportunities to develop their skills through active learning. They respond positively to their teachers' questioning and work hard to improve. Most students take responsibility for their own learning, knowing what they need to learn and how to identify their success.
- Students effectively build on prior knowledge, extending their understanding of concepts and topics to make meaningful connections to their personal experiences and daily lives. Most clearly articulate their learning which helps them clarify their thoughts and consolidate new concepts.
- Students are beginning to develop their thinking skills in lessons, although less so in writing. The development of their problem-solving skills is a common feature in the better lessons across all phases. This is especially strong in the MSCS lessons.

For Development:

- Extend students' inquiry and research skills by involving students in initiating and leading their own learning.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Not applicable

- Students across the school demonstrate a high level of responsibility and have positive attitudes towards school and their learning. Their behavior is mostly good and in line with the school's rules. They are active in contributing to the life of the school.
- Students have positive and supportive relationships with each other and their teachers and, are always willing to help. Students feel safe, valued, and well-supported.
- Students are aware of healthy lifestyles; they make healthy choices for their food and drinks and show a commitment to healthy living. Students have high levels of attendance and are punctual in arriving at school and to their lessons.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Not applicable

- Elementary and middle school students demonstrate an admirable understanding of Islamic values. They appreciate the relevance and the impact of these values on everyday life in the UAE as well as in relation to their own experiences. Students celebrate Islamic occasions such as, the Prophet's (PBUH) Birthday.
- All students are respectful and appreciative of Emirati heritage and culture, recognizing their value to the people of the UAE. Display boards outside and inside the classrooms, highlight the work of students and their understanding of the importance of heritage and culture.
- Students in all phases know and celebrate their own cultures and those of others. They are aware of cultural diversity and are able to describe the aspects in which their culture is similar to, and different from, that of others.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Not applicable

- Students are caring and considerate of each other and respectful of adults within the school. Many students have a strong sense of personal responsibility and commitment to the school's ethos. Elementary students are active in supporting the learning of children in KG.

- Students appreciate opportunities to contribute ideas, to initiate and lead a range of projects within the school. They instigate social giving activities in the wider community. Each class decides on and manages a social contribution project, including visiting elderly citizens.
- Environmental sustainability and conservation projects are in the early stages of implementation. Students are aware of environmental issues and recycling is understood and actively supported. In KG, children plant and grow vegetables.

For Development:

- Ensure that all students have a sense of accountability for their own behavior.
- Encourage students to initiate and be involved in sustainability projects that have a positive impact on the school as well as the local community.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Not applicable

- Teachers have good subject knowledge and most use this well in lesson planning. Teachers in the lower grades have a clear understanding of how students learn. In the middle school, good rapport and mutual respect between students and teachers has a positive impact on learning.
- In the better lessons the pace of learning keeps students engaged and challenge is evident. However, in a minority of lessons the level of challenge, in reference to the curriculum standards, is not high enough. The use of assessment data in planning learning activities is still developing.
- Questioning to promote student thinking has improved across the school. Some teachers are successful in helping students generate their own ideas and questions. This is most effective when teachers follow up with more probing questions to extend students' thinking.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Not applicable

- Internal assessment processes have been revised and are consistent across all three phases. The school's assessment procedures enable teachers to identify and address gaps in learning. Assessment information is now used more consistently to inform lesson planning to meet the differing needs of students.
- Leaders benchmark students' performance against the curriculum standards effectively. Gaps are identified and addressed through appropriate adaptations. Subsequent action has been met with varying success.
- The marking policy is not applied consistently in all phases. Comments by teachers are sometimes too general and lack specific guidance on how to improve their work. Students do not always respond when advice is given.

For Development:

- Ensure that dialogue between teachers and students encourages higher order thinking skills and connections to personal experiences.
- Ensure that through teachers' marking, students are given clear guidance on the that standard of their work and how it can be improved, and that they respond to the advice given.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Not applicable

- The school curriculum aligns to the California State Standards (CSS), Next Generation Science Standards (NGSS) and the MoE requirements. It reflects the values and vision of the school and the UAE. The curriculum is broad, balanced and provides extensive high-quality academic, and scientific learning opportunities.
- On-going reviews include the outcomes of assessments and ensure that the alignment of the curriculum is maintained. Progression is systematic, enabling a smooth transition in learning within and between phases.
- Cross-curricular links and everyday examples successfully ensure transfer of learning between subjects. Opportunities for enhancement, enterprise and innovation are developing features of the curriculum.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Not applicable

- The school makes modifications to the curriculum to meet the needs of most groups of students. However, support for the students of determination and lower achievers is not always consistent. An appropriate level of challenge for higher achievers is only found in the better lessons.
- The curriculum provides opportunities for activities and projects that complement learning and development beyond the classroom. These include a range of activities within and outside the school, some of which are initiated by students.
- Integration and awareness of Emirati culture and UAE heritage, values, and traditions are embedded throughout the school. Links are evident in most classes and are regularly seen across the curriculum.

For Development:

- Ensure that the curriculum is appropriately modified to meet the needs of all groups of students, and that it offers more opportunities to develop students' innovation skills.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Not applicable

- The promotion of safe and healthy lifestyles and student wellbeing is a high priority. This is evident and well understood across the school. Procedures for child protection and safeguarding are robust and staff are regularly trained to ensure student safety.
- Stringent risk assessments take place for all field trips. Effective cybersecurity measures and training are in place to protect students and staff. Bus and private transportation arrangements and, the supervision of students during arrival and departure are rigorously managed.
- The school premises are very well-maintained and associated records are comprehensive and secure. High quality medical care, the sharing of relevant information with staff, and provision of regular lifestyle programs, ensure that students' health and wellbeing needs are met.

	KG	Elementary	Middle	High
Care and support	Good	Very good ↑	Very good ↑	Not applicable

- Students and staff have very constructive and positive relationships within an atmosphere of mutual respect. Careful monitoring and positive approaches to learning promote good behavior, attendance and punctuality.
- Students of determination and those who are gifted and talented are accurately identified. Most students of determination receive good, and often very good, levels of support. There is a lack of challenge for students who are gifted and talented.
- Students' all-round personal development is a school priority. They are very well supported by staff including the school counsellor. Personal development outcomes are closely monitored leading to additional support where necessary. Older students receive high quality transition advice to support their move to the high school and beyond.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The school welcomes students of all abilities. Leaders and governors strive to improve provision. They have strengthened the inclusion team by ensuring new teachers have specialist skills to support students' needs and providing specialist resources such as the sensory room.
- The head of inclusion provides the inclusion team with procedures for the accurate identification of students' needs and, a clear direction for their next steps in overcoming barriers to learning. These steps are being used effectively to improve individual learning plans (IEPs) and strategies for support.
- Parents are very positive about the provision their children receive and the quality of communication with the school. They are fully involved in reviewing, forming, and setting their children's learning goals.
- The inclusion staff provide support for students based on the identification of need. Most students are engaged in meaningful activities which lead to improved outcomes. The range of resources and alternative pathways are not fully suited to student's needs.
- Student progress indicators, information from students' work and teachers' assessment indicate that students of determination acquire a range of knowledge, and skills over time. The majority of students are generally making better than expected levels of progress in relation to their learning goals.

For Development:

- Adopt a wider range of high-quality resources, including digital technology, to support students' learning.
- Explore the provision of alternative curriculum programs, particularly for those students with more complex needs.

06 LEADERSHIP AND MANAGEMENT

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

- An experienced and capable leadership team directs the school towards its vision of academic success for all students in an atmosphere of wellbeing. Leadership is distributed more effectively, delegating roles to more individuals and allowing each to focus on different key priorities. Communication is frequent and contributes to positive morale. School leaders help sustain a good level of school performance, although the impact of some of the new initiatives is not yet widely evident.
- Self-evaluation processes include the contribution of teachers and leaders at all levels, as well as thorough analyses of student achievement data. Surveys of parents help to contribute to the overall view of the school. These different sources of information allow school leaders to know the school well. Improvement planning is based on this information and is linked to recommendations from the previous report. The quality of teaching is regularly monitored, evaluated but is not always focused on students' progress.
- The school is highly supported by parents as partners in their children's education. Parents take on the planning of some events within the school calendar, such as, National Day. Parents are pleased with the extent of communication from the school and their ability to contact the school when needed. School reports are informative and let parents know how well their children are doing. Partnerships with the community are in place, benefiting students and the community.
- The members of the governing board hold a passionate commitment to the school, its educational contribution to the Emirati community, and to all its families. Parents are represented on the governing board and feel able to share their thoughts directly. Governors hold school leaders to account for the school's performance and student outcomes. They contribute needed resources and ensure that the school has well-qualified staff.
- The school runs very smoothly day-to-day, with reasonable and well-thought-out policies, procedures, and routines. Professional training is linked to the observed needs in the school. Teachers are deployed well, with any movements made for the purpose of a greater impact on

students' learning. The premises and learning environment are very well-suited for teaching and learning, and resources are used well. The science laboratory facilities in Middle are limited.

For Development:

- Ensure that in lesson observation that there is a sharp focus on the impact of the teaching on students' progress.
- Systematically build teachers' skills across subjects and grades, to ensure greater consistency in the quality of teaching.



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