



المعرفة Knowledge



NORTH AMERICAN INTERNATIONAL SCHOOL L.L.C

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



WEAK

NATIONAL AGENDA PARAMETER





























WEAK

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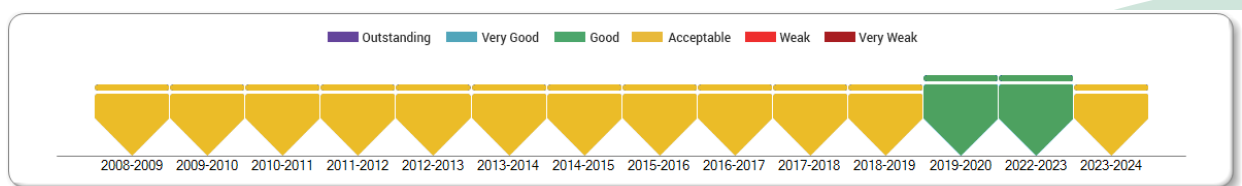
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Mizhar
	 Opening year of school	2007
	 Website	www.naischool.ae
	 Telephone	97142884844
	 Principal	Justin Allen McCauley
	 Principal - date appointed	8/1/2019
	 Language of instruction	English
	 Inspection dates	06 to 10 November 2023
	 <p>STUDENTS</p>	 Gender of students
 Age range		4 to 18
 Grades or year groups		KG 1 to Grade 12
 Number of students on roll		890
 Number of Emirati students		244
 Number of students of determination		49
 Largest nationality group of students		Emirati
 <p>TEACHERS</p>	 Number of teachers	83
	 Largest nationality group of teachers	USA and Indian
	 Number of teaching assistants	22
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 curriculum	US
	 External Curriculum Examinations	AP
	 Accreditation	NEASC

School Journey for NORTH AMERICAN INTERNATIONAL SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement in Islamic Education and Arabic is good in Elementary and acceptable in the other phases. In English, mathematics and science progress is good in the Kindergarten (KG) and Elementary, although attainment is mostly acceptable. Apart from mathematics in High, where it is good, achievement in Middle and High is acceptable. Students' learning skills are good across the school.
- Most students have positive attitudes towards learning. In KG and Elementary, students generally behave well, are courteous to others and are developing self-reliance. In Middle and High, not all students are able to follow the school rules without close supervision. Across the school, students clearly show appreciation and understanding of Islamic values and how these values shape their daily lives in the UAE. The student council contributes positively to the life of the school.

Provision For learners

- Teachers possess secure knowledge of their subjects. However, there is inconsistency in the effectiveness of teaching in promoting students' learning. Teaching in KG and Elementary is characterized by purposeful planning and the use of instructional approaches that suit the needs of students. In Middle and High, however, expectations are often too low and learning activities insufficiently challenging. The school's assessment processes are consistent and linked to the curriculum standards.
- The curriculum is compliant with the California State Standards (CSC) and Next Generation Science Standards (NGSS) for science. Curricular choices include an appropriate range of elective courses. Extra-curricular activities offered in the middle school focus on sports and life skills courses. There are too few opportunities for enterprise, innovation, creativity and social contribution across subjects and phases. The curriculum is systematically adapted to support students' academic progress.
- The school's policies and procedures to ensure the safety and security of all students are well documented and effectively communicated to teachers, students and parents. Safeguarding, child protection and anti bullying are high priorities. Teachers endeavor to promote healthy behavior among students, especially healthy eating and exercise, and carefully supervise students' individual health needs. Relationships between students and staff are mostly positive.

Leadership and management

- The leadership team manages the school effectively. Although the principal and other leaders are aware of the UAE national priorities, they have not as yet been successful in addressing them. Relationships with staff are positive. The school's links and communication with parents are good. Governors support the school and ensure the provision of necessary resources. However, resources and digital technology are underutilized. School routines are understood by all staff and students.

Highlights of the school:

- Students' awareness and understanding of Islamic values and their social responsibility.
- The arrangements for health and safety and the maintenance of the premises.
- The school's partnership with parents and the community.

Key recommendations:








- Improve the quality of teaching so that all students achieve well.
- Improve the effectiveness of the monitoring of teaching and learning by school leaders.
- Improve the school's assessment procedures and teachers' use of assessment information in lesson planning
- Ensure that all students of determination are fully supported in lessons and that teachers take account of the content of students' individual education plans.
- Ensure that governors have the capacity and the expertise to offer challenge and support to school leaders.



OVERALL SCHOOL PERFORMANCE

Acceptable ↓

01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good ↑	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	Acceptable ↓

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Weak

- Outcomes in the 2021 Progress in International Reading Literacy Study (PIRLS) were close to the center-point on the threshold scale. Students' results fell significantly below the school's target and significantly below 2016 outcomes. Outcomes for Emirati students taking the assessment were even lower, with students' results being nearly 100 points below the 2021 target.
- Outcomes in Measures of Academic Progress (MAP) assessments in all grades in English, mathematics and science were all weak over a two-year period. Emirati students performed less well than others in all grades and in all subjects. Students' outcomes in benchmark assessments were marginally better in Arabic as a first and as an additional language.

C. Leadership: International and Emirati Achievement	Acceptable
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- The school's National Agenda (NA) action plan broadly outlines how students' outcomes will be improved generally, rather than how students will be better prepared for external benchmarking assessments. Within it is a section specifically focused on improving outcomes for Emirati students, but there is little that defines how students' reading skills will be improved. The school does not have a reading improvement strategy.

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

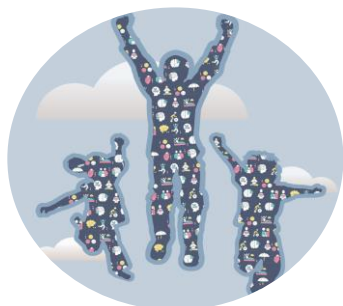
- The school does not have a strategic plan in place to improve students’ reading skills or to narrow the significantly large gap in reading between Emirati students and other students. The NA action plan does not have a specific focus on reading across the curriculum. The plan lacks specific and measurable targets and does not identify who will check the progress of any of the initiatives at specific points. Most students are reading below grade standards. Teachers provide limited support in lessons to build students’ reading skill.

Overall school standards in the National Agenda Parameter are weak.

For Development:

- Ensure that the school has a detailed reading literacy improvement plan that identifies specific and measurable targets, with named leaders responsible for checking the effectiveness of the plan.
- Ensure that the gaps in reading skills between Emirati students and other students are significantly narrowed.

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 outcome is at a weak level

- Governors and leaders have a limited understanding of wellbeing principles and of the importance of promoting them. The development of a comprehensive and meaningful whole school vision for wellbeing is not yet in place. Policies are underdeveloped and have limited relevance and impact across the phases. Data collection and assessment methods are ineffective with no structured approach. A cycle of self-review and on-going monitoring is emerging.
- The whole school community is minimally involved in wellbeing provision. Parents do not receive regular updates and have little involvement. Students lack opportunities to engage with or lead wellbeing initiatives. Most students are aware of the support available from teachers and counselling staff. Staff members report satisfaction on the priority given to work-life balance. There are no monitoring systems to inform improvement strategies.
- Curriculum initiatives to promote wellbeing provide general support but inconsistently engage students. There is no formal or informal program to integrate wellbeing across the curriculum or to assess wellbeing risks. Some students understand and manage their own wellbeing, but others are unsure of their needs and how to address them. The wellbeing climate in classrooms does not comprehensively reflect a whole school commitment to the development of a nurturing and thriving environment. Wellbeing is not at the heart of school life.

For Development:

- Implement a systematic approach to wellbeing, focusing on the engagement of students and informed by comprehensive data analysis.
- Ensure that the promotion of wellbeing is embedded in all aspects of school life.

UAE social studies and Moral Education

- UAE social studies and moral education are taught in English in Grades 1 to 12 as separate subjects. In KG, social studies and moral education are taught as integrated subjects. Moral education and social studies are taught twice a week. In Elementary, Middle and High, lessons integrate UAE social studies with the California curriculum standards.
- Portfolios capture students' learning from KG to Grade 2. The curriculum follows the Moral, Social and Cultural Studies (MSCS) framework. Lessons feature varied resources, field trips and parental involvement for UAE celebrations. Teachers promote collaborative activities and project-based learning. Teachers evaluate students through on-going and final assessments, and through students' learning journals.

Arabic in Early Years

- Children are taught Arabic in both KG1 and KG2. Children in KG1 attend two Arabic lessons per week, while children in KG2 attend four lessons. Each lesson lasts for 30 minutes. One qualified teacher delivers the program. The school uses a modified MoE Arabic curriculum for both Arabs and non-Arabs.
- During lessons, children learn the alphabet, numbers and words for familiar activities. Assessment is mostly based on whole class questioning, worksheets and a few practical activities. Basic teaching and learning resources are used. Attention is paid to children's differing stages in learning Arabic.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Elementary students consistently exhibit confidence and mastery of the basic Islamic concepts. The knowledge and understanding of most students in Middle and Secondary align with curriculum expectations. They are secure in their understanding of Islamic rules such as ablution.
- In their lessons and recent work, students demonstrate confident, age-appropriate understanding of worship, Hadith and Islamic etiquette. They generally demonstrate their knowledge appropriately, and effectively connect it to everyday applications. Most non-Arab students' progress well in Elementary and Middle when compared with those in High.
- Allocating time for Telawah and consistent review of Islamic knowledge boost students' comprehension, recitation and memorization skills. This practice is less evident in the higher year groups. Students do not always refer to the Holy Qur'an and other sources for evidence.

For Development:

- Challenge students to support their opinions with evidence from the Holy Qur'an, Hadith and Sunnah.
- Ensure that students apply their knowledge successfully to everyday life, particularly in the high school.

ARABIC AS A FIRST LANGUAGE

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

- The majority of students in Elementary are achieving above curriculum expectations. In all phases, students' proficiency in speaking standard Arabic is adversely affected by local dialects and colloquialisms. They can read texts but without using appropriate intonation and expression.
- Reading comprehension and listening skills are well developed. Students show ability in analyzing texts, extracting ideas and sequencing events. However, their capacity to articulate their understanding in their own words is not well developed, especially in Middle. Students' writing skills in all phases is insecure.
- Despite the enhancements in teaching and assessment methodologies, teachers' expectations of what students can achieve are too low. They plan learning activities with limited challenge, especially in Secondary. This has an adverse effect on students' progress.

For Development:

- Raise teachers' expectations of what students can achieve.
- Make full use of assessment information to identify and address gaps in students' learning.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in Elementary display higher enthusiasm for learning Arabic. Students' listening and writing skills across the school are insecure because of limited language development and a narrow range of vocabulary.
- In all phases, students' reading skills are improving. However, their comprehension skills enable them to analyze only simple texts that deal with familiar everyday topics. They are able to answer simple questions using word lists and prompts.
- Lesson planning does not take enough account of students' years of studying Arabic. As a result, learning activities are not always well matched to students' needs. This has an adverse effect on their progress.

For Development:

- Raise teachers’ expectations and the level of challenge in learning activities to meet the needs of all groups of students.
- Provide more opportunities for students to practice their language skills in lessons, especially in the secondary phase.

ENGLISH

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

- In KG and Elementary, students are more fully engaged and make better progress than students in the middle and high schools. In these phases, students are less able to participate in self-directed learning. Low literacy levels are a limiting feature across all phases.
- In Middle and lower High, there is a wide disparity in the development of English language skills, particularly in reading and writing. This variation in levels is linked to a significant increase in student enrolment and the inconsistent teaching of essential language skills.
- Students in Middle and High are not provided with tiered reading resources, matched to their reading abilities. Many students lack the motivation to engage fully in independent reading and the development of their comprehension skills.

For Development:

- Improve the low literacy rates across all phases through tiered and differentiated reading and writing activities matched to students’ ability levels.
- Improve students’ motivation to engage in self-directed reading and writing activities.

MATHEMATICS

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

- In KG, children develop their mathematical understanding quickly. Effective use of assessment information ensures that elementary students progress well. Less successful teaching limits students’ progress in the middle school. Only a small proportion of students in Grade 12 complete the full Advanced Placement course.

- In KG, children can count and write simple number sentences correctly. Elementary students can describe the key features of shapes. Students in Middle show understanding of mathematical exponents. In High, students can apply their knowledge to situations linked to the world of business.
- In the middle phase, teachers' expectations remain too low. Tasks are routine and do not test or challenge students' understanding. Significant disparity remains in students' results in internal and external assessments in all grades.

For Development:

- Ensure that teachers make more effective use of assessment data to match learning activities to students' ability levels.
- Raise teachers' expectations and provide a greater level of challenge in learning activities, particularly in the middle phase.

SCIENCE

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

- Internal data show higher attainment than external assessments and what is seen in lessons and students' work. In all phases, most students demonstrate knowledge, skills and understanding that are in line with curriculum standards.
- In KG and Elementary, students make better progress due to the stronger teaching and opportunities to develop practical and laboratory skills. Older students typically make expected progress, with stronger performance in biology and chemistry compared with physics.
- The recent focus on practical activities in the elementary school enhances students' investigative skills and scientific thinking through practical experiments, reporting and drawing conclusions. However, there is insufficient integration of practical work in the middle and high schools to develop secure scientific inquiry and research skills.

For Development:

- Integrate more practical work in the middle and high schools to promote scientific inquiry and research skills.
- Improve the accuracy of the internal assessments.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- In almost all subjects, students display high motivation and enthusiasm, particular in KG and Elementary. High school students demonstrate stronger independent learning skills. Younger students show self-reliance when provided with opportunities to do so.
- Most students effectively communicate their learning and are adept at collaborating in groups, demonstrating teamwork and cooperation skills. In Islamic Education and Arabic lessons, students effectively apply their learning to everyday contexts. In elementary science lessons, they make meaningful connections between different areas of study.
- The majority of students in the lower phases are developing their critical thinking and problem-solving abilities. However, across all phases, students’ research, enquiry and innovation skills are insecure.

For Development:

- Improve students’ critical thinking, innovation and research skills.
- Provide more opportunities for students to develop their independent learning skills.

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

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

- Most students have positive attitudes towards school. In KG and Elementary, children and students behave well, are courteous to others and are slowly developing their self-reliance. In the other phases, many students require close supervision to follow the school rules.
- Students' understanding of healthy lifestyles is strong across the school. Most students participate in sporting activities and practice good hygiene. Most, but not all, make healthy eating choices and encourage others to do so.
- Students have positive relationships with their classmates and teachers. Their attendance rates and punctuality when arriving at school and at lessons vary, particularly in Middle and High.

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

- Across the school, students show appreciation and understanding of Islamic values and how these shape their daily lives in the UAE. They articulate respect and equal treatment for all people, regardless of religion or nationality.
- Students possess a clear knowledge and appreciation of Emirati culture. This is demonstrated through various activities and celebrations such as Flag Day and Independence Day. Displays celebrating the culture and heritage of the UAE adorn most public areas within the school.
- Students are respectful of other cultures. They appreciate living in peace and harmony with people from many different backgrounds. Students demonstrate a secure understanding of the history, culture and tourist attractions of many countries.

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

- Students understand their roles and responsibilities in organizing and leading many of the school's events and activities. The student council and student ambassadors contribute positively to school life by representing the students, communicating their ideas and opinions to school leadership.
- Under the close supervision of leaders, students take the initiative when planning fundraising events that contribute to both their school and local charities. These include the recognition of teachers on Appreciation Day and the collection of donations for different initiatives.
- Students participate in a variety of clubs and represent the school in external competitions. Environmental awareness is a developing feature in the school. Students are involved in recycling activities. They take care of their school environment and engage in some local sustainability projects.

For Development:

- Improve students' attendance and punctuality to school and lessons, particularly in Middle and High.
- Provide more opportunities for students to develop their innovation and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

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

- While teachers in all phases possess secure knowledge of their subjects, not all have a clear understanding of how their subject is best taught. Teaching in KG and Elementary is characterized by purposeful planning and the use of effective instructional approaches.
- Most teachers employ questioning to engage students, but expectations are often too low and learning activities insufficiently challenging, particularly in Middle and High. Teachers do not sufficiently foster critical thinking and problem-solving skills.
- The majority of teachers do not incorporate learning activities aimed at addressing the varying needs of students. Instead, they frequently employ a common approach that does not consistently offer the necessary level of personalization.

	KG	Elementary	Middle	High
Assessment	Good ↑	Good	Acceptable ↓	Acceptable ↓

- The school's assessment processes are consistent across all phases and linked to the relevant curriculum standards. In KG, more accurate assessments are supporting the identification of children's needs and levels of attainment. In Elementary, assessment information is used to inform lesson planning.
- Teachers' oral feedback to students in lessons is helping students to improve their work. The level of detail provided in written feedback does not identify what students need to do to improve their knowledge and skills. Students are not given time in lessons to amend their work.
- The school's assessment processes continue to show significant disparity between internal and external attainment, leading to an unrealistic picture of students' academic performance.

For Development:

- Improve the quality of teaching, particularly in Middle and High.
- Raise teachers' expectations for students' performance.
- Provide students with regular written feedback on how to improve their work and give them time to make the necessary amendments.

04 CURRICULUM

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

- The curriculum is compliant with the California requirements and the NGSS standards for science. Curriculum choices include a variety of elective courses in the high school, with a range of extra-curricular activities in the middle school that focus on sports and life skills courses.
- The curriculum offers a comprehensive educational experience that fosters students' knowledge and skills. The curriculum in Arabic fulfills all the requirements of the MoE. The school conducts reviews to ensure continuity and progression in students' learning.
- Cross-curricular links are not regular features across the phases. The curriculum is systematically developed to support students' progress. The middle school curriculum is less imaginative, limiting students' opportunity to the development of key skills.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable ↓	Acceptable ↓	Acceptable ↓

- There is some recognition of students' different abilities, particularly those of students of determination. However, curricular modifications are rarely made to meet students' needs. Across the phases, curricular modification for high achieving students is limited. A new benchmark program in KG is guiding curriculum adaptations.
- The curriculum primarily comprises delivery of the basic California standards with limited variety or enhancement to motivate the majority of students. There are few initiatives to foster enterprise, innovation, creativity or social contribution across subjects and phases.
- Extra-curricular activities and community engagement to enrich students' academic and personal development are limited. Students have few opportunities for reflection on the values, culture and society of the UAE. The integration of this aspect in the curriculum is inconsistent in Elementary, Middle and High.

For Development:

- Review the middle school curriculum to ensure that it is more engaging and motivating.
- Ensure that the curriculum features modifications to meet the needs of all groups of students.
- Ensure that links to UAE culture and heritage are fully integrated into the curriculum.

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 a well-developed plan to ensure the safety and security of all. Policies and procedures are well documented and effectively communicated to teachers, students and parents. Safeguarding, child-protection and measures to counter bullying are high priorities for the school.
- The building and outdoor premises, including sports areas and playgrounds, are well maintained. Safety checks, including fire drills each term, ensure that children are safe throughout the day. Transport is well organized, with safe arrivals and departures to and from the school.
- The school strives to promote healthy behavior among students. Students' individual health needs are carefully supervised. Medical records are comprehensive and confidential. The school has added more physical education classes to students' schedules to promote exercise as a priority of healthy living.

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

- Relationships between students and staff are mostly positive. Systems to monitor and manage behavior are not always effective, especially in the high school. The monitoring and promotion of attendance and punctuality in all phases is inconsistent.
- Accurate identification systems are in place for students of determination, but less so for students with gifts and talents. Students' individual education plans (IEPs) are not fully integrated in lessons and the quality of support is inconsistent.
- The wellbeing and personal development of all students is underdeveloped. Careers guidance for high school students is generic and limited. Specific attention to the admission requirements for further education and for students' aspirations is lacking.

For Development:

- Improve the effectiveness of systems for managing students' behavior.
- Ensure that there is an accurate understanding of college entry requirements to support the guidance available to students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
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- Leaders show a positive commitment to an inclusive ethos. They welcome students with a range of learning needs. Action planning effectively supports provision outside the classroom. Strategies inside classrooms often lack impact. Student inclusion champions contribute effectively in raising awareness.
- Identification is mostly accurate for students of determination but less so for those with gifts and talents. The assessment information, along with parents’ input, informs IEPs. Teaching in all phases does not fully utilize these plans.
- Parents are positive about the strong communication links that keep them informed of their children’s progress and personal development. They are consulted throughout the identification process and their contributions are valued.
- The quality of support is variable in all phases. Teachers’ differentiation strategies do not take enough account of students’ IEPs. Curriculum modifications are insufficiently challenging and supportive. Gifted and talented students do not always receive the support they need.
- Teachers are not always aware of students’ starting points. Internal and external assessment information is not used effectively. Students’ progress rates are below expectations. Currently there are no data available to track the progress of students with gifts and talents.

For Development:

- Ensure that classroom IEP targets are fully implemented and achieved.
- Ensure that all teachers have the necessary skills to support students of determination in lessons.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and the senior leadership team work closely together. They are aware of the UAE national priorities but have a limited understanding of how to ensure that these priorities are effectively addressed. Relationships with the staff are positive. Leaders have improved some aspects of KG. The skills of middle leaders are improving. However, not all have the necessary expertise to bring about improvement in their areas of responsibility.
- The school gathers evidence from a range of sources, both external and internal. The process of self-evaluation is yet to become a continuous practice, with regular consideration of the impact of initiatives on students’ outcomes. The monitoring of teaching and learning is not sufficiently focused on students’ progress. The school has addressed the recommendations made in the previous report relevant to the KG but has made little progress in regard to others.
- The parents’ council is the focal point of parental involvement. It is through the council that parents discuss their views, voice their concerns and comment on improvement plans. While the school has an open-door policy and many communication channels with parents, there are no formal surveys of their opinions. Parents access report cards through the different digital platforms. However, the information contained in the cards is limited. The school is developing the partnerships with the local and wider community.
- The governing board has representation from all stakeholders. The established subcommittees provide opportunities for wider interaction with the school community. The board is informed about general school life through regular meetings and reports. Members tend to rely heavily on the school’s own reports of its performance. Although the board is supportive of the school, members are not offering sufficient challenge. As a result, they have a modest impact on the overall performance of the school.
- The operation of the school runs smoothly most of the time. Staff and students are aware of the school’s routines. Teachers are deployed appropriately and provided with a range of ongoing training opportunities. The premises and facilities offer a clean, safe environment. The school is equipped with modern resources and technologies, including digital technology. However, these resources are not always effectively used to enhance students’ learning experiences.

For Development:

- Develop the capacity of middle leaders to drive improvement in their areas of responsibility.
- Ensure that self-evaluation procedures are rigorous and provide an accurate view of the school’s performance.
- Ensure that all resources, including digital technology, are used effectively to support teaching and learning.



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