



المعرفة
Knowledge



AMERICAN ACADEMY FOR GIRLS

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of school	2005
	Website	www.americanacademy.ae
	Telephone	97142887250
	Principal	Lisa Ranae Johnson
	Principal - date appointed	1/12/2019
	Language of instruction	English
	Inspection dates	30 to 03 November 2023



STUDENTS

	Gen der of students	Girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	549
	Number of Emirati students	413
	Number of students of determination	101
	Largest nationality group of students	Emirati



TEACHERS

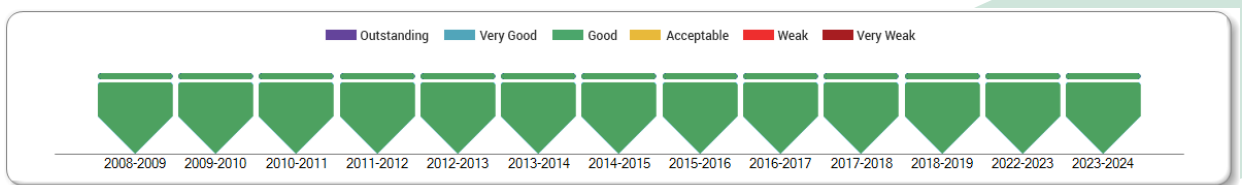
	Number of teachers	47
	Largest nationality group of teachers	USA
	Number of teaching assistants	17
	Number of guidance counsellors	2



CURRICULUM

	curriculum	US
	External Curriculum Examinations	AP
	Accreditation	NEASC

School Journey for AMERICAN ACADEMY FOR GIRLS



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

- Children in the Kindergarten (KG) achieve better in science and are making better than expected progress in English and mathematics. Students achievement in Elementary and High are above curriculum standards in all subjects. A majority of students in Middle are now making better than expected progress with recent improvements in English and mathematics. Students' learning skills are at least good across the school.
- Students have very positive attitudes towards each other and in their approach to learning activities. They are well-behaved while learning in a climate of mutual respect. Students understand the importance of keeping healthy in supporting their wellbeing. Students have a secure understanding and appreciation of Islamic values and the heritage and culture of the UAE. They are enthusiastic participants in school and student directed programs to promote sustainability.

Provision For learners

- Most teachers demonstrate strong subject knowledge and of understanding of best practices in teaching and learning. Teachers maintain high expectations across all phases, but particularly in the KG and Elementary. Most teachers encourage students' critical thinking skills and promote effective learning through the use of higher-order questioning. Formal, internal testing is aligned well to the curriculum, creating accurate evaluations of learning.
- The school conducts regular reviews of the curriculum in relation to its standards, internal and external data, and Emirate and school priorities. Curricular options in the high school support students' interests, talents, and academic goals. Advanced Placement (AP) courses offer challenging coursework, and electives provide diverse and individualized choices for personal and academic development. Cross-curricular links are observed in most lessons and provide connections to everyday contexts.
- The school has an outstanding approach towards the safety and security of students so that they can thrive both personally and academically. The building and premises are well maintained. Bus transport and parent drop off and collection are well organized. Provision for, and the promotion of, healthy living is a strong feature of the school. There are effective systems for identifying students of determination including those who are gifted and talented.

Leadership and management

- The principal and senior leadership team provide a unifying vision and promote the UAE's national priorities. They embrace Islamic values in all aspects of the school's daily life. They exhibit strong curriculum knowledge and effective teaching and learning practices. The daily operations of the school run very smoothly. The school is well equipped with resources that are effectively used in all subjects. The excellent communication with parents supports the school in its initiatives.

Highlights of the school:

- Students' outcomes in the KG and Elementary as a result of effective teaching, learning and use of assessment.
- The health and safety and the pastoral care and support for students
- The school's excellent partnership with parents and the community
- The effective day-to-day management of the school

Key recommendations:







- Implement a school wide approach to:
 - identifying best practices in teaching, learning, assessment, and curriculum modification, and
 - disseminating the best practices across the different subjects and phases to improve students' outcomes.
- Improve students' outcomes in all subjects in the middle school.
- Enhance the reading abilities of all students across all subjects to support their understanding of the taught curriculum.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

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

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

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Very good
Curriculum adaptation	Very good	Very good ↑	Good	Good

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	Outstanding
Care and support	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	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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Not applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Very good

- Students' progression in their benchmark assessments in English, mathematics and science is very good, with gains of two levels or more in some year groups, across all subjects. Elementary students made the most consistent growth in all three subjects.

C. Leadership: International and Emirati Achievement	Outstanding
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- School leaders are very familiar with international assessments and the content proficiency levels for each test. They create detailed analyses of students' performance from international and benchmark assessments, and link these to action planning. Thorough analyses of the benchmark tests and the cognitive and wellbeing assessments has led to curriculum adaptations and lesson adjustments to ensure teaching is targeted and addresses any gaps in learning.

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

- The school just received the results for the reading diagnostic assessment and has not yet analyzed or taken action on the results of these tests.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Immediately analyze the results from the reading tests and then ensure that interventions are enacted swiftly to enable students to improve their overall scores.
- Further improve students' performance in external benchmark tests.

Wellbeing



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

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

- Students' wellbeing is part of the climate and culture of the school and is exemplified in the friendly and respectful way that students and teachers interact with each other. Leaders and teachers model good wellbeing practice, and a well-qualified, skilled and experienced wellbeing team supports students experiencing wellbeing issues. Surveys to collect data to measure the climate of wellbeing are being developed.
- Students help with setting the wellbeing agenda in the school. House captains play an active part in the monitoring and identification of wellbeing concerns among students. They organize and present themed assemblies leading to specific and measurable improvements in wellbeing outcomes such as, appointing mental health ambassadors. Parents and other adults report a high level of satisfaction as they feel valued. Wellbeing initiatives raise morale across all staff which in turn benefits the students in the classrooms.
- Specialized after-school and extra-curricular activities empower students to understand their wellbeing needs and to help and support their peers. They display a level of digital diligence and maturity which enables them to exercise vigilance online. Students, as well as parents, feel they belong at the American Academy for Girls, and they look on the school as an extension of their own family where there are high levels of positivity.

For Development:

- Improve the understanding of wellbeing by all leaders and staff to ensure that it is an integral part of the school's day-to-day life.
- Consider combining the existing mission and vision statements, programs, and wellbeing initiatives into one succinct policy with clearly identified targets.

UAE social studies and Moral Education

- UAE social studies and moral education are taught in Grades 1 to 4 in Arabic, and in English for Grades 5 to 12 using the moral social and cultural studies (MSCS) standards. UAE social studies and moral education are taught as stand-alone subjects in Grades 1 to 5. UAE social studies are integrated with U.S. world history in Grades 6 to 12.
- Moral education is a stand-alone subject in Grades 6 to 12. Using the MSCS framework in Grades 1 to 12, the curriculum is enhanced by embedding reading literacy in lessons. Elementary lessons are inquiry-based. Resources are varied and enabling project-based learning that draws on the UAE's culture, field trips, and parental involvement.

Arabic in Early Years

- Arabic is taught in KG by one teacher for four lessons per week and in accordance with the standards set by the Ministry of Education (MoE). Priority is given to enhancing students' speaking and listening skills. The curriculum has a strong emphasis on recognizing sounds, the writing of Arabic letters and providing opportunities to engage with the Arabic texts. There is an emphasis on the acquisition of the language through various forms of play, including physical activities, and social interactions. Assessments include both formative and summative methods such as, observation, checklists, video recordings, portfolios, games and parent involvement.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- A majority of students in all phases demonstrate levels of knowledge and skills that are above curriculum standards. They have a clear understanding of Islamic concepts, laws, and etiquette. High school assessment data reflect higher attainment levels observed in lessons.
- Elementary and high school students make notable progress in understanding the Seerah and Figh, as well as in applying Holy Qur’anic meanings. While all phases exhibit strong Holy Qur’anic recitation skills, the elementary phase excels in memorization compared to older students.
- Senior students have acquired a solid grasp of Sharia law, effectively applying it to contemporary matters and exhibiting proficient debating skills. Nevertheless, their ability to substantiate their viewpoints by extracting evidence from verses of the Holy Qur’an and Hadith is still developing.

For Development:

- Improve students’ memorization skills in Middle and High.
- Strengthen students’ ability to extract evidence from the Holy Qur’an and Hadith.

ARABIC AS A FIRST LANGUAGE

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

- Students are improving their analytical skills of information and literary texts in Middle and High. Students in Elementary are developing their critical thinking skills well.
- Students in the high school interpret literary and information texts well. These skills are less consistent in Middle. Elementary, students are able to analyze the different elements of a short story. In their oral responses, students find it easier to use local dialects.
- The school has enhanced the curriculum in Middle and High by adding relevant novels and social media units, which is improving students' analytical skills. Students' collaboration and communication skills in these phases are variable.

For Development:

- Improve students' ability to speak using standard Arabic in all phases.
- Improve students' collaboration and communication skills during lessons and when presenting their projects.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students are making good or better progress in all phases compared to their years of study of Arabic. Elementary students, with fewer years of study, are making rapid progress in reading and conversation skills.
- Students can ask and answer personal questions and seek information about familiar topics. In Elementary and Middle, students read and understand short texts. They can write about themselves and describe pictures. High school students discuss texts about more abstract topics such as, aggression and poverty.
- The school's approach to teaching literacy skills for new students is effective. However, the development of students' reading and writing skills uneven.

For Development:

- Accelerate the reading and writing skills of new students by ensuring consistent and personalized provision.

ENGLISH

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

- The majority of students' speaking and listening skills contribute to effective engagement in lessons across all phases. In the elementary middle and high schools, recent assessment data show that students' achievement is improving.
- The early literacy skills promoted in the lower elementary grades is impacting positively on students' progress. Literary analytical skills are effectively promoted in the high school and reflected in students' written responses.
- The disparity between internal and external assessment data has been addressed by implementing strategies to improve students' performance. However, the pace of some lessons in Elementary and Middle does not give students' enough time to consolidate their reading comprehension and writing skills.

For Development:

- Ensure that students have enough time in lessons to completing their reading and writing activities.

MATHEMATICS

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

- In KG, children work very well exploring mathematical concepts. Assessment data show significant improvement in middle students' attainment. External assessments show that students are making improved rates of progress.

- Data handling is developing well as even young students record and interpret data. Across the phases, students apply their knowledge in different ways and exhibit improving mathematical thinking processes. Older students are at different levels as they build higher-order skills.
- The school's emphasis on the closer alignment of grade level curriculum standards in teaching, the monitoring of practice, and use of appropriate teaching strategies, have led to significant improvements in students' results on external benchmark assessments.

For Development:

- Support low proficiency readers in breaking down word problems, particularly in the senior sections of the school.
- Provide opportunities for students to use their oral presentation skills as they give their reasoning for mathematical solutions.

SCIENCE

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

- Students in KG, Elementary and High make very good progress in their understanding and use of the scientific method. In KG, children observe and predict, and elementary students use inquiry-based learning. High school students independently research and design their own experiments.
- Students' knowledge and understanding of scientific vocabulary are prioritized. In most lessons, they define and use terminology that accelerate their learning of more complex concepts.
- Students critical thinking and problem-solving skills are enhanced with active learning in activities and in the laboratories. In the better lessons, scientific reasoning skills are developed when students are engaged in greater challenge in their learning.

For Development:

- Provide frequent and more regular opportunities for greater challenge for all students, and with a particular focus on the middle school.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Very good	Very good ↑	Good	Good

- In almost all subjects, students display high motivation and enthusiasm, with a particular emphasis on KG and elementary students. Most students are actively involved and are developing the learning skills required to make them truly independent learners.
- Students effectively communicate their learning and are adept at working both independently and collaboratively in groups, demonstrating their strong teamwork and cooperation. The majority of students successfully establish links between different subjects and apply their knowledge to everyday situations.
- Students are working hard to develop their critical thinking and problem-solving abilities. Their research skills are still developing in most subjects.

For Development:

- Enhance students' research skills while fostering a culture of curiosity, inquiry, and academic exploration.

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

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

- In KG, children are self-directed when creating their own activities. Elementary students have positive relationships and enjoy supporting one another inside and outside the classroom. Middle and high School students fully engage in lessons through very respectful relationships with their teachers and classmates.
- Across all grades, students have very positive attitudes towards each other and in their approach to learning. Students are well-behaved and learn in a climate of mutual appreciation. Students understand the importance of keeping healthy with a focus on emotional health and wellbeing.
- Students thrive at the school and believe that staff are effective in helping them to improve their personal growth and development. Attendance rates are high but not all students in middle and high are punctual.

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

- Elementary, middle and high School students have a secure understanding and appreciation of Islamic values and the UAE's heritage and culture. In KG, children are knowledgeable of where they live, their own culture and life in Dubai.
- Across most subjects and phases, links to the UAE heritage and culture occur regularly through discussion of cultural diversity and its impact on communities in the Emirates. Student leaders take pride in the focus of their roles on the promotion of Islamic values.
- There are many cultural events such as an Islamic fair where older students teach younger students about Islamic values and Arabic poems. While students are keenly aware of UAE's cultural, history and traditions, their awareness other world cultures is less well-developed.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students actively take on roles of responsibility in the life of the school. They are especially successful in leading school initiatives, taking part in the Fundraising Falcon club, the Mental Health club, and the House Student Forums.
- In KG, children are eager to learn and take responsibility to complete their work. In the other phases, students work hard and take interest in their lessons and collaborate well in small groups. School student leaders contribute creative and practical ideas that transfer to well-planned projects.

- Students are enthusiastic participants in school and student directed programs to promote sustainability, recycling, and conservation. Their initiatives, including ‘Green Week’, are well received by the students. ECO ambassadors have a strong voice in the school and monitor sustainability activities.

For Development:

- Ensure that all students are punctual at the start of the day and when transitioning between lessons.
- Raise students’ awareness of wider-world cultures.
- Embed more opportunities for students to create, plan and implement initiatives to support both the community and environmental sustainability.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate strong subject knowledge and effective teaching approaches, that foster collaborative and independent learning. In KG, teachers employ play-based learning activities that enrich children's development and promote active engagement in the learning process.
- Teachers maintain high expectations across all phases. Most teachers employ strategies that encourage critical thinking and accelerate learning through the use of higher-order questioning.
- Most teachers use a range of assessment information to plan activities so that students of different ability levels make more rapid progress. Effective differentiation is achieved through tiered learning outcomes and corresponding activities that align with individual needs.

	KG	Elementary	Middle	High
Assessment	Very good	Very good ↑	Good	Good

- Across all phases and subjects, teachers know their students' needs and strengths. They regularly use informal assessments to check learning. Formal, internal testing is aligned well to the curriculum, creating accurate evaluations of learning. Teacher feedback on students' written work is inconsistent.
- All information from a range of assessments, is collated in students' profiles. Subject teachers use this information to plan lessons, modifying and adapting as necessary to fit student needs. Students' improvement on most external tests reflects the success of this careful analysis.
- The school has developed exemplary practices in the analysis of international, benchmark and curriculum assessments. These in-depth analyses take note of any gaps or strengths and are used to modify the curriculum to ensure full coverage of knowledge and skills.

For Development:

- Promote the sharing of best teaching practices among teachers to enhance more effective learning in lessons.
- Analyse and action the reading diagnostic test results to improve students' reading skills.
- Ensure a more systematic and consistent approach to the marking and feedback of students' work.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Very good

- The school conducts regular reviews of the curriculum in relation to the expected standards, internal and external data, and the Emirate and school priorities. Scope and sequence are developed for core subjects.
- Curricular options in the high school support students' interests, talents, and academic goals. The AP courses offer challenging coursework and electives provide diverse and individualized choices for personal and academic development.
- Cross-curricular links are observed in most lessons and provide connections to everyday contexts. Elementary 'WOW' days highlight students' knowledge and projects. Islamic Education students explore topics such as, scientific miracles in the Holy Qur'an and Arabic units include 'Novel Reading' and social media.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Very good ↑	Good	Good

- The curriculum is adapted to meet the needs of most groups of students including those new to the school. The use of tiered differentiation varies in some lessons in the middle and high schools.
- The curriculum provides opportunities for students to engage in entrepreneurial activities such as, the Sugar Gram Entrepreneurship Business Showcase. The Internship Program provides high school seniors an opportunity to gain work experience in a career of their interest.
- Links with Emirati culture and society are embedded into the curriculum and evident in activities, celebrations and events that are often student led. In Arabic, a selection of short stories and novels include Emirati writers who use local expressions and dialect.

For Development:

- Map the progression of the curriculum standards to identify any gaps or overlaps.
- Ensure that the needs of all students are met through differentiation, accommodation and modification of the curriculum, particularly in Middle and High.

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	Outstanding

- The proactive approach of the school regarding building maintenance and premises as well as the high priority for care and support of students leads to an overall ethos where students can thrive both personally and academically.
- School transport and parent drop off and pick up are well organized, providing for safe arrival and departures to and from the school. Students’ medical records are comprehensive, and procedures are well known. Incidents are handled effectively, using established protocols.
- Provision for the promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices as evidenced by their snacks and lunches. The physical education curriculum supports the components of healthy living.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- Relationships between staff and students are positive, respectful and friendly, and mutual trust and confidence is evident in interactions. Systems for the management of the school’s code of behavior work successfully and their approach to promoting attendance and punctuality is becoming more effective.
- There are systems for identifying students of determination including those who are gifted and talented. The inclusion leaders and teaching staff are committed to early identification and to designing interventions which are appropriately challenging to assist students’ progress.
- Students receive targeted support and guidance with subject choice and, in the high school, advice on choosing their career paths. A significant number of students of determination become independent and progress to further education, internship and employment.

For Development:

- Improve students’ punctuality and attendance.
- Create more opportunities gifted and talented students to develop their independent creative and research skills.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- An inclusion governor and the inclusion lead drive the promotion of inclusion across the school. Recent investment in staffing is leading to improvements in provision which are aligned with the school's strategic plan.
- Students are assessed on admission to the KG which leads to accurate identification and appropriate intervention where required. Barriers to learning are aligned clearly with the identified KHDA categories.
- Parents and students are involved in reviews of their learning programs. The school's communications are regular and informative, and parents report that the inclusion café is a very welcome opportunity to get to know the other parents and members of the inclusion team.
- The school adapts provision for students of determination, promoting engagement across subjects. Curriculum modifications are helping to develop independence and interventions, and pull-out sessions foster confidence and resilience. The curriculum motivates and challenges and the KHDA Rahhal program provides flexibility for senior students.
- Significant numbers of students of determination carry on studying through to Grade 12. This places them in a favorable position for moving on to further education, internship or employment. Last year, two secured places at universities in Dubai.

For Development:

- Improve the tracking of the progress of students of determination.
- Provide more opportunities for gifted and talented students to engage in project work

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders establish a unifying vision and promote the UAE’s national priorities. They embrace Islamic values in all aspects of the daily life of the school. They exhibit strong curriculum knowledge and effective teaching and learning practices and work closely with middle leaders to enhance their effectiveness. Leadership is delegated well, with a clear focus on improvement and sustainable students’ outcomes. The school has successfully enhanced various aspects that contribute to maintaining high levels of performance.
- The school employs a systematic self-evaluation process using internal and external data for the identification of improvement priorities. However, there are gaps in the identification of the next steps towards the successful achievement of the key priorities. There is systematic monitoring and evaluation of teaching and learning in most areas. While the school shows progress in keys areas over time, there are inconsistencies in some subjects.
- Parents are highly supportive and participate in the life of the school through a variety of activities and networking opportunities. They are highly satisfied with the opportunities they have to contribute to their children’s learning experiences. The school uses a wide range of effective methods to communicate with parents, including ‘real time’ access to their children’s progress in the different subjects. The school has links with external partners and community organizations, that enrich students’ learning experiences.
- The school advisory board (SAB) includes representation of the corporate executive board and all stakeholders. The chair ensures the accountability of senior leaders for the school’s performance. The SAB operates effectively as a critical friend of the school. They ensure that staffing and resources are appropriate and available to address school’s needs. The SAB has a positive impact on the overall performance of the school.
- The operations of the school run very smoothly. The timetable allows for the effective use of staffing and time. There is a very good balance of experience among the teaching staff. While

teachers and middle leaders benefit from regular professional training opportunities, these are not targeted closely enough on individual needs. The premises and facilities provide a safe and stimulating environment. The school is well equipped with resources that are effectively used in all subjects.

For Development:

- Enhance the leadership skills of middle leaders in monitoring and improving teaching and learning in their areas of responsibility.
- Improve the precision of target setting in the school's improvement plans.
- Personalize the professional training of teachers and middle leaders to ensure that it addresses their individual needs



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