



دبي
Knowledge المعرفة



RUSSIAN INTERNATIONAL SCHOOL

RUSSIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER




























###NA###

CONTENTS

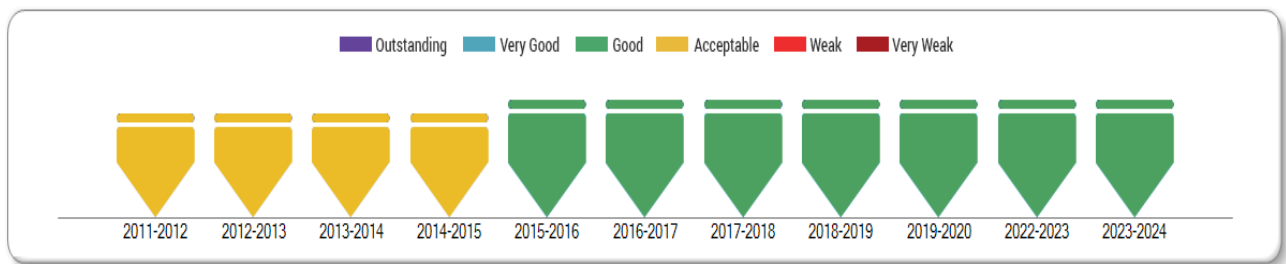
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
MAIN INSPECTION REPORT	10
WHAT HAPPENS NEXT?	20



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Muhaisnah 4
	 Opening year of school	2006
	 Website	www.dubairuschool.com
	 Telephone	97142641515
	 Principal	Marina Khalikova
	 Principal - date appointed	8/3/2014
	 Language of instruction	Russian
	 Inspection dates	13 to 17 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 11
	 Number of students on roll	514
	 Number of Emirati students	0
	 Number of students of determination	10
 <p>TEACHERS</p>	 Number of teachers	31
	 Largest nationality group of teachers	Russian
	 Number of teaching assistants	3
	 Number of guidance counsellors	7
	 <p>CURRICULUM</p>	 curriculum
 External Curriculum Examinations		Volgograd
 Accreditation		Volgograd

School Journey for RUSSIAN INTERNATIONAL 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

- Children in Kindergarten (KG) have practical activities both indoors and out, which stimulate their curiosity and eagerness to learn. In Primary, students' learning skills have improved, alongside their science achievement, and now match those in the middle and secondary phases. In Secondary, students' well-developed knowledge and appreciation of Russian literature remains a strength. Their progress in Islamic Education has declined. Students' achievement in Arabic lags behind that in other subjects.
- Personal development remains a strength. Students' responsible behaviour and attitudes contribute to the school's purposeful learning climate. Students across the school continue to demonstrate good understanding of Islamic values in the UAE. Through their civic action and entrepreneurship, they actively support charitable causes. The wide range of student councils promotes engagement with environmental issues, reading and debate.

Provision For learners

- Teaching in KG, making use of the newly created outdoor learning spaces, stimulates children's curiosity to learn. The improved quality of teaching in Primary offers more opportunities for collaborative and practical learning, especially in science. Students' progress is evaluated termly through regular assessments. Teachers do not consistently use information from these assessments in planning to meet all students' needs in lessons.
- The KG curriculum supports children to learn through play and investigation. In other phases, the curriculum supports the continuity and progression of students' learning. Senior students are very well prepared for next steps beyond school. In Secondary, teachers generally adapt the curriculum to meet students' needs. Adaptation of the curriculum in earlier phases does not yet fully meet the needs of all groups of students.
- Comprehensive arrangements address the protection care, guidance and support of students. The school is a safe and secure environment. Children and students know to whom they can refer for help. Adults know their responsibilities in keeping students safe. Key members of staff support students well. Students in Secondary receive very good advice which helps them to plan their next steps in learning beyond school.

Leadership and management

- Senior leaders ensure improvements in learning and teaching, particularly in Primary. Self-evaluation is overall accurate, but leaders overestimate attainment in Islamic Education and Arabic. Parents very effectively contribute time, energy and skills to a wide range of school activities. Governors have a clearer understanding of the school's strengths, areas for improvement and their own supportive role. Improvements in resourcing support outdoor learning in KG, practical activities in science, and technology.

Highlights of the school:

- Students' achievement in Russian language and literature and in mathematics and science.
- Students' very good learning skills in the primary, middle and secondary phases.
- Very good personal development throughout the school.
- Very good arrangements for the health and safety of all.
- The very strong partnerships with parents

Key recommendations:








- Improve students' achievement in Islamic Education, and in Arabic as an additional language.
- Improve teachers' use of information from assessments.
- Resource the school fully to enable appropriate use of learning technology.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Weak ↓
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Good	Outstanding	Very good	Outstanding
	Progress	Good	Very good	Very good	Outstanding
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Very good	Very good	Outstanding
	Progress	Good	Very good	Very good	Very good
 Science	Attainment	Good	Very good ↑	Very good	Very good
	Progress	Good	Very good ↑	Very good	Very good
		KG	Primary	Middle	Secondary
Learning skills		Good	Very good ↑	Very good	Very good

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

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

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Very good ↑	Good	Very good
Assessment	Good	Good	Good	Good

04 CURRICULUM

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Very good	Very good
Curriculum adaptation	Good	Good	Good	Very good ↑

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Care and support	Good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

Wellbeing



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

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

- Governors and senior leaders demonstrate a clear commitment to wellbeing. Wellbeing is directed by a qualified team and permeates most aspects of school life and the curriculum. As a result, students experience a positive and very supportive environment. Wellbeing surveys include all stakeholders, with more informal consideration of on-going concerns. The lack of a regular formal data collection system constrains the speed of response to personal and emotional needs. The inclusion team checks progress towards goals which have been set for students of determination. Students have direct access to a number of adults, including the school counsellor and wellbeing leaders.
- A number of active councils ensure that students' opinions are heard, and that appropriate action is taken. Continuing professional training for members of staff and a high regard for personal welfare ensures that staff morale is high. Classroom management is effective. Students' behaviour is often exemplary. Strong relationships result in a harmonious and welcoming community. Parents are close partners with the school in supporting their children's education with strong and effective communication between home and school.
- There is an increasing range of extra-curricular activities. However, access for many students is limited by transport arrangements. Students understand the needs of others and successfully regulate their own wellbeing. They are aware of safety protocols and demonstrate responsibility in their online behaviour. Healthy lifestyles are promoted and monitored by medical personnel. Students feel valued and safe in school.

For Development:

- Introduce a regular, systematic data collection method to ensure a rapid response to personal and emotional needs.
- Consider ways to ensure that all students have access to the range of extra-curricular activities offered by the school.

UAE social studies and Moral Education

- The teaching of moral, social and cultural studies follows the Ministry of Education (MoE) curriculum. It has the prescribed number of lessons each week in Grades 1 to 9 and is fully integrated into the Russian curriculum in Grades 10 and 11. The curriculum is based on the latest books from the MoE. Lessons are taught in Russian in Grades 1 to 4, with a broad range of additional resource material. In Grades 5 to 9, the language of instruction is English with some Russian for clarity, in line with the school's bilingual policy.

Arabic in Early Years

- The school offers Arabic in KG1 and KG2, for 40 minutes per week. The curriculum is based on the development of listening, speaking and reading skills only. The MoE curriculum is used. Evaluation is based on observing children's language development and linguistic skills through classroom activities.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Weak ↓

- In lessons and in recent work, most students demonstrate knowledge and understanding in line with MoE curriculum standards. Internal assessment data do not accurately reflect students' achievements. Progress in the primary and middle phases is better than in Secondary.
- In Primary, students demonstrate knowledge of Islamic concepts such as the pillars of Islam and faith. Recitation and memorisation of the Holy Qur'an remain underdeveloped in all phases. Students' ability to discuss Islamic concepts and relate them to everyday applications is a strength.
- Students' knowledge and understanding of the history of the Prophet (PBUH) and Islamic morals are well developed. Students' ability to reference the Holy Qur'an and Hadith for evidence is insecure. They lack opportunities to link them with other areas of the subject.

For Development:

- Improve progress through increased challenge.
- Improve students' Holy Qur'an memorisation and recitation skills across all phases.
- Ensure that rigorous internal assessments accurately reflect students' achievement.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In lessons, most students attain standards in Arabic that are in line with the curriculum expectations. The high results in internal examinations are not reflected in the standards demonstrated in students' work. Boys and girls achieve equally well.
- In most grades in Primary, students can write letters correctly and copy sentences. They do not have the skills to write freely. In Middle, reading skills are improving. Students can read individual words but struggle to read extended texts with sufficient levels of understanding.
- Students' listening skills remain acceptable. They listen attentively. They can follow instructions accurately and respond appropriately to questions. Across the school, writing skills are underdeveloped, because students lack enough opportunities to practise.

For Development:

- Provide more opportunities for students to use a wider range of vocabulary in speaking and writing, in line with their years of study of Arabic.
- Ensure that students undertake suitably challenging tasks in all four language skills.

LANGUAGE OF INSTRUCTION

	KG	Primary	Middle	Secondary
Attainment	Good	Outstanding	Very good	Outstanding
Progress	Good	Very good	Very good	Outstanding

- Attainment in assessments is very strong in Primary. The attainment of students for whom Russian is not their first language is less strong.
- Students in KG and the lower primary phase recite poems and show appreciation of them. In the upper primary and middle phases, students develop their knowledge of grammar and spelling rules and how to apply them in creative writing. A notable strength in Secondary is students' well-developed analysis of original texts of Russian classical literature,
- Students now have more opportunities for creative writing in the primary and middle phases. They enjoy reading, composing and reciting poems in all phases. Poetry is the positive link between the phases.

For Development:

- Improve students' attainment in external assessments in Middle.
- Provide extra support for students for whom Russian is not their first language, to enable accelerated progress.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- By the end of each phase, the majority of students attain above curriculum standards. Children in KG develop speaking and early reading and writing skills in line with their age and development.
- Students demonstrate good listening, speaking, reading and writing skills. They have limited opportunities to share their creative writing. The majority demonstrate good levels of language proficiency in class discussions. A significant minority of students have lower levels of English language skills that constrain their progress.
- In Middle and Secondary, students have a well-developed vocabulary and a good understanding of grammar and literary techniques. They demonstrate sophisticated skills in the analysis of plays and other literature. Students engage successfully in extended writing in Secondary, leading to higher writing standards.

For Development:

- Ensure that students have opportunities to share their creative writing.
- Develop a strategy to cater for the needs of those students who are less confident in English.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Good	Very good	Very good	Outstanding
Progress	Good	Very good	Very good	Very good

- Attainment in external assessments is above curricular expectations in Secondary. Students' progress largely depends on their level of fluency in the language of instruction. Boys' and girls' achievement is broadly equal throughout the school.
- Children in KG develop their knowledge of shapes well. In Primary, students have strong skills in mental calculation. The ability to approach a geometry task from different perspectives is a strength in the upper middle phase. Students in Secondary can apply the rules of differentiation.
- A newly introduced financial literacy course provides more opportunities for applied mathematics for students in Secondary. The use of technology in lessons remains an underdeveloped feature in all phases.

For Development:

- Provide support for those students with lower levels of fluency in the language of instruction.
- Provide more opportunities for students to use learning technology during lessons.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Good	Very good ↑	Very good	Very good
Progress	Good	Very good ↑	Very good	Very good

- Students' improved achievement in the primary phase includes the progressive development of higher order thinking skills and use of the scientific method. Students in Middle and Secondary achieve highly. They are developing their observational and inferential skills in practical science activities.
- In Primary, students make highly effective links between different areas of their learning when discussing water, and when researching Russian flora and fauna. In Middle and Secondary, students ably apply analytical and problem-solving skills in their learning about organic compound structure, and study of the fossil record.
- Students progressively develop their confidence to learn independently. However, in laboratory contexts, they can be overly dependent on their teachers. Their practical skills are developing well. Lessons which last for a single period constrain the time available to complete experiments and to review learning.

For Development:

- Ensure that time is given in lessons for teachers and students to review their learning.
- Develop students' confidence to undertake independent practical work.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Good	Very good ↑	Very good	Very good

- In all phases, students are active, well-motivated learners. They increasingly take responsibility for their own learning, generally becoming less dependent on their teachers. They have an accurate understanding of their progress and how to improve.
- In Middle and Secondary, students are reflective and analyse learning tasks in order to identify the best solutions to problems. They do not always make full use of technology to access and share their learning. Students in the middle phase do not often direct their own learning.
- Students work collaboratively. They listen to other students' views, analyse them and respond to them thoughtfully. Students in the primary phase very successfully apply their problem-solving skills to learning activities which reflect everyday situations.

For Development:

- Provide more opportunities for students in the middle phase to lead their own learning.
- Ensure that all students have opportunities to research, using their critical thinking and problem-solving skills.
- Extend students' use of technology to support learning.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Very good

- Students have very mature and responsible attitudes to their work and to school. Behaviour is exemplary. Students demonstrate high levels of self-discipline. They engage very successfully with their classmates.
- Bullying is rare. Students enjoy excellent relationships with members of staff and respond well to critical feedback. They are very caring for one another. They feel supported, valued and safe.
- Most students are aware of the benefits of a healthy lifestyle. They understand the value of exercise and healthy eating. Students eagerly attend school. Most are punctual in arriving at school and to their classes. Attendance is good and has improved this school year.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students in all phases appreciate Islamic values and understand their relevance to modern society in the UAE. They can give examples of many of these values in the context of Dubai, such as modesty, respect and tolerance.
- Students have great respect for Emirati heritage and culture, including the main sporting activities and traditional clothes. They know about the history of the UAE. They can talk knowledgeably about the future of the UAE and explain how the country has changed and entered the world of space.
- Students have a clear appreciation of their own culture and the variety and range of other cultures from around the world. Although they are familiar with the cultures of some other countries, many, particularly in the lower grades, do not have a deep enough knowledge.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Very good	Very good	Very good

- Students in the primary, middle and secondary phases understand their responsibilities as members of the school community. Some take key roles. This is not yet the case in KG. Students participate in local charity events and have a strong sense of empathy. Their opinions are heard.
- Students show a positive work ethic. In Secondary, students have regular opportunities to develop their skills in financial management and other entrepreneurial activities.
- Students across all phases display sensitivity to the needs of the environment. They undertake whole school recycling campaigns to reduce plastic waste. In KG, children grow plants in their garden and have an increasing understanding of environmental issues.

For Development:

- Enhance students' knowledge and understanding of worldwide cultures in all phases.
- Increase opportunities for students to take on leadership roles, particularly in KG.

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Very good ↑	Good	Very good

- Teachers in all phases demonstrate a secure knowledge of their subjects and how students learn. All teachers plan effective lessons. They assess students' learning regularly. Most make sure that students are clear about what they should learn. Most leave enough time for review of learning.
- Teachers promote collaborative learning in all phases. Learning activities, linked to students' everyday experiences, are planned in Primary to engage students in individual, group and whole-class settings. Questioning is focused and appropriately individualised in some classes.
- Most teachers use digital resources effectively to promote learning. They create positive learning environments, where they ensure that students feel respected. In some classes, fewer opportunities are provided for reflection, problem-solving and critical thinking.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Assessment points throughout the year include entry, mid-semester and end of semester internal tests. In addition, benchmark tests and Volgograd examinations are taken annually. Analysis of assessments enables overall accurate evaluations of progress in most key subjects.
- Most teachers know the strengths and weaknesses of their students. They give both support and oral feedback to aid students' learning. Written feedback is limited in exercise books, although they are checked regularly and graded using Russian curricular criteria.
- Teachers record information on current attainment electronically. This is visible to leaders, students and parents and facilitates a comprehensive evaluation of achievement. Teachers do not always use this information effectively to plan lessons that meet all students' needs.

For Development:

- Ensure that all lessons include time for students to reflect and consolidate their learning, and for teachers to assess students' progress.
- Ensure that the assessment information available to teachers is regularly used to inform lesson planning.

04 CURRICULUM

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Very good	Very good

- The school meets the statutory requirements of the UAE and Russian educational authorities. The curriculum has a clear rationale aligned to the needs of its community. It is effectively planned to ensure continuity and progression in all subjects.
- The Russian national curriculum determines the range of curricular choices. The choice is broader in the middle and secondary phases. A wide range of carefully planned cross-curricular links enables students to establish meaningful connections between the subjects.
- Recent developments include increased teaching time for Arabic in KG and the extension of the English-medium project to Grade 7. The school has also introduced two new courses in the secondary phase. Bilingual teaching in Russian and in English is a common curricular feature.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Very good ↑

- Curricular adaptation to meet students' needs in Secondary includes the introduction of applied mathematics and financial management. Adaptations in other phases do not always stem from what teachers know about their students' strengths and what they need to do to improve.
- The curriculum has been enhanced by the addition of a range of clubs and activities such as the debating, poetry and science clubs, youth leadership in parliament and a certificate in entrepreneurship. The uptake and impact of these opportunities are not closely evaluated.
- Most aspects of the curriculum are well planned to support students' understanding of the values, culture and society of the UAE. This includes reference to the development of the UAE space industry and the country's first cosmonaut.

For Development:

- Ensure that all students have equal access to the range of extra-curricular activities.
- Provide more opportunities for students in enterprise, innovation and social contribution through modification of the curriculum.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The school's promotion of safe and healthy living is effective. Regular sports activities and national campaigns clearly influence all aspects of school life.
- The school has rigorous procedures and policies in place to ensure students' security. Safety checks are frequent and thorough. The school meets all legislative requirements, including evacuation procedures.
- All members of staff are fully trained in the procedures to follow if an issue of child protection should arise. Students know that they can report any concerns to an adult in school. They also have a strong sense of how to keep themselves safe online.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Mutual respect and trusting relationships ensure that the school has a very positive atmosphere. The many new students feel welcome and are successfully integrated. Almost all students behave well. Rigorous procedures for monitoring attendance and for promoting punctuality are beginning to have an effect.
- Students of determination and those with a range of differing needs are accurately identified. They receive overall good support. In a minority of lessons, where ongoing assessment does not fully identify the next steps in learning, progress is restricted.
- Personal care and wellbeing are school priorities. Students receive effective support from the counsellor, medical personnel, teaching staff and senior leaders. Transition arrangements between phases are carefully planned. Older students receive high-quality advice for course and career options.

For Development:

- Ensure that tasks in lessons are consistently matched to students' individual needs.

INCLUSION OF STUDENTS OF DETERMINATION

<p>Provision and outcomes for students of determination</p>	<p>Good</p>
<ul style="list-style-type: none"> • School leaders and governors are committed to providing access for students of determination and lower attainers. The knowledgeable, well-qualified inclusion manager leads provision effectively, aided by an increasing number of trained class teachers. Systematic monitoring and review inform improvement planning and careful self-evaluation. • A wide range of procedures, complemented by input from external specialists, accurately identifies barriers to learning. Teachers know their students well. Many provide supportive interventions to improve students' learning. Programmes to support the increasing number of students with gifts and talents are underdeveloped. • Parents are very positive about the support which their children receive. They are close partners with the school. A good range of communication channels facilitates the transmission of helpful advice. Regular meetings involve parents in reviewing, formulating and setting goals for their children. • Positive classroom climates feature mutual support and maintain wellbeing. In the more effective lessons, teachers use their accurate knowledge of individual students to plan interventions which are well matched to current needs. • Overall, most students of determination make good progress and acquire an appropriate range of knowledge and skills over time. The school monitors the progress of these students against their personal and academic goals. This monitoring informs the setting of appropriate targets and provision planning. 	
<p>For Development:</p> <ul style="list-style-type: none"> • Ensure that in all lessons, planning clearly identifies specific challenging tasks for different groups. • Develop programmes to support higher attaining and gifted and talented students. 	

06 LEADERSHIP AND MANAGEMENT

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

- The clear vision of senior leaders ensures continuing development of effective teaching, learning and attainment, particularly in the primary phase. Leaders focus appropriately on the UAE priority of wellbeing. At all levels, they maintain the school's positive climate for learning, beginning in KG. Senior leaders prioritise further improvement in the use of assessment to identify and meet students' needs better. Not all middle leaders share sufficiently high expectations of what their students can achieve.
- Systematic self-evaluation informs senior leaders' accurate assessment of the school's strengths and areas for development. However, the quality of students' outcomes in Islamic Education and Arabic is overestimated. Comprehensive improvement plans address the recommendations of the previous report effectively and include the school's own priorities. As a result, many students have more opportunities for practical learning.
- Parents are very effectively engaged as partners in their children's education. They contribute significantly to a wide range of school activities, including trips and visits which are strongly focused on educational enrichment. Parents value very highly the range, promptness and effectiveness of school communications, and the informative and accessible online portal on students' progress. Senior leaders are regarded as approachable and willing to tackle parents' concerns. A wide and growing range of community partnerships supports students very effectively, especially the senior students.
- An expanded governing body now meets more frequently. Governors have an improved understanding of the school's strengths, areas for improvement, and their own role in supporting that improvement. As a result, the school is better resourced in KG, and in science and information technology across the phases. Governors understand that further resources are required. They do not yet hold leaders fully accountable for the school's performance or for compliance with statutory requirements.
- Leaders ensure that the school's daily routine runs smoothly, maintaining a calm, purposeful learning environment. Single-period timetabling meets learning needs well in almost all subjects, but not in science. Teachers benefit from relevant professional training. Almost all members of staff are suitably qualified and effectively deployed to meet students' needs. However, not all statutory requirements are fully met in respect of staff qualifications. Well-resourced outdoor learning and specialist classrooms now support children's learning better in KG, science and information technology. Some classrooms are not designed for enquiry-based learning.

For Development:

- Ensure that all middle leaders are accountable and have high expectations.
- Complete the provision of resourcing in learning technology.
- Ensure that teachers are suitably qualified and approved to teach specific subjects where this is required by statute.



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