



المعرفة Knowledge



VERNUS INTERNATIONAL PRIMARY SCHOOL - FZCO

US CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER





























ACCEPTABLE

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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Dubai Silicon Oasis
	 Opening year of school	2020
	 Website	www.visdubai.com
	 Telephone	97143208000
	 Principal	Bruce Elbert Major
	 Principal - date appointed	8/23/2023
	 Language of instruction	English
	 Inspection dates	05 to 09 February 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 11
	 Grades or year groups	Pre-K to Grade 5
	 Number of students on roll	238
	 Number of Emirati students	3
	 Number of students of determination	11
 Largest nationality group of students	Arabic	
 TEACHERS	 Number of teachers	32
	 Largest nationality group of teachers	South African
	 Number of teaching assistants	9
	 Number of guidance counsellors	1
 CURRICULUM	 Curriculum	US
	 External Curriculum Examinations	None
	 Accreditation	None

School Journey for VERNUS INTERNATIONAL PRIMARY SCHOOL - FZCO



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

- In the Kindergarten (KG) and Elementary, attainment in English, mathematics and science is acceptable. In both phases, progress in English is good, while in mathematics and science it is acceptable. Progress and attainment in Arabic as an additional language are acceptable. While progress in Islamic Education and Arabic as a first language is acceptable, attainment is weak. Learning skills are acceptable across the school.
- Students' personal and social development are good. They display very good behavior and positive attitudes towards learning. They establish respectful relationships with their fellow students and staff, and show a secure understanding of safe and healthy lifestyles. While students value diversity and Emirati culture, their understanding of the significance of Islamic values in the UAE is limited. Students demonstrate an awareness of environmental issues.

Provision For learners

- Teaching and assessment are acceptable across the school. Teachers have secure subject knowledge, but lessons often lack opportunities for students to take responsibility for their own learning. There is an over-reliance on instruction led by teachers. While the school benchmarks students' outcomes against international standards, there is inconsistency in the use of assessment data to plan learning activities that meet the differing needs of students. The marking of students' work is inconsistent.
- The curriculum aligns with Californian Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the Ministry of Education (MoE) requirements. The curriculum offers an appropriately diverse range of subjects. The elementary curriculum is carefully planned and where necessary adapted. However, adaptations are not always translated into practice in lessons. In some subjects there is a stronger emphasis on the learning of facts than skills.
- The school ensures effective safeguarding and child protection. All members of staff are well trained and understand their roles and responsibilities. The successful promotion of mutual respect and tolerance underpins students' very good behavior. Strategies for ensuring regular attendance are effective. Individualized learning programs are in place for students of determination, but they are not always fully implemented., Support for higher achievers and students with gifts and talents is variable.

Leadership and management

- School leaders prioritize UAE national priorities and inclusivity. They have an adequate understanding of best practice in teaching. They maintain positive professional relationships with staff and are aware of areas in need of improvement. However, self-evaluation is not entirely accurate and improvement planning lacks clear targets. Parents are supportive. Governors are not fully effective in holding leaders to account. There are limitations in human and physical resources.

Highlights of the school:

- Students' strong personal development, their awareness of Emirati and global cultures, and their innovation skills.
- The procedures for supporting the health and safety of students and staff.
- The positive partnerships with parents.

Key recommendations:








- Improve progress and raise attainment in all subjects in both phases.
- Improve the quality and consistency of teaching and learning and ensure that work in lessons matches the needs of all groups of students.
- Improve the capacity of leaders, at all levels, to bring about improvement in their areas of responsibility.
- Improve the accuracy of school self-evaluation so that it provides a secure base for improvement planning.
- Ensure that governors have the information needed to hold leaders to account, and that the school is adequately staffed and resourced.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

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

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

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

03 TEACHING AND ASSESSMENT

	KG	Elementary
Teaching for effective learning	Acceptable ↓	Acceptable
Assessment	Acceptable ↓	Acceptable

04 CURRICULUM

	KG	Elementary
Curriculum design and implementation	Good ↓	Good
Curriculum adaptation	Acceptable ↓	Acceptable

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good
Care and support	Good	Good

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	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Not applicable

- The school did not participate in the Progress in International Reading Literacy Study (PIRLS) in 2021. Scores on the Measures of Academic Progress (MAP) tests show that students' performance in science, mathematics, language usage and reading has improved over the past year, but it is still below international expectations.

C. Leadership: International and Emirati Achievement	Good	
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- The school's National Agenda action plan has appropriate success criteria and timelines. Leaders use the available assessment information to identify gaps in learning and to modify the curriculum and instruction. In the better lessons, teachers group students according to ability and provide them with tasks that match their learning needs.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- External reading assessment data show that the majority of students read at age-appropriate levels. The school has developed and implemented personalized reading plans that are tailored to individual needs. The school is also promoting a culture of reading outside the classroom through the well-resourced library. This is having a positive impact on students' reading literacy skills across the curriculum.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Improve students' scores on the MAP tests in science, mathematics, language usage and reading.

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 an acceptable level.

- Governors and school leaders understand the importance of wellbeing development but have not yet set out a vision that is understood and appreciated by all students, parents and staff. They collect relevant wellbeing information but do not yet analyze it in sufficient detail to prioritize future initiatives. The impact of wellbeing development training is limited because of the rapid turnover of staff.
- There are emerging systems for gathering stakeholders' views and including them when planning initiatives. Parents and students say that staff are approachable, and they know whom to contact if they need support and guidance. Staff say that induction programs are helpful and that school leaders attempt to promote a proper work-life balance.
- Students enjoy the extra-curricular activities, trips and visits. They say that these help them to think positively about the school and their work. Most have a developing awareness of their wellbeing status and are very considerate towards the needs of others. The curriculum is modified to meet the needs of a few groups, such as early English language learners and older students, who follow a social and emotional learning curriculum. Students rarely make decisions independently nor are they routinely encouraged to use their initiative.

For Development:

- Set out a clear wellbeing vision and plans that are clearly understood by all stakeholders.
- Introduce rigorous systems for monitoring and assessing wellbeing across the school.

UAE Social Studies and Moral Education

- Social studies and moral Education are aligned with the standards of the UAE Moral, Social and Cultural Studies (MSCS) framework. Curriculum plans ensure the scope and sequence of topics. The subjects are taught separately in Grades 1 to 5, twice per week. Teachers create resources to enhance social and ethical themes to embed moral education.
- The thematic units cover environmental and global issues, citizenship, entrepreneurship and leadership. Learning is promoted through a range of resources and project-based activities. The assessment of students' progress and attainment is ongoing.

Arabic in Early Years

- Arabic is taught in KG by two teachers for four lessons of 45 minutes per week. Lessons focus on listening, speaking, writing, vocabulary and phonics. A variety of reading and writing exercises is used to begin to develop children's comprehension and writing skills. Termly assessments are carried out to measure attainment and track progress. Ongoing assessments allow teachers to continuously check children's learning during lessons. Arab and non-Arab children are taught together in these lessons.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- The majority of students demonstrate knowledge, skills, and understanding of Islamic concepts that are below MoE curriculum expectations. They lack knowledge of the Prophet's (PBUH) biography, Islamic teachings and understanding of the verses of the Holy Qur'an. Internal assessments reflect unrealistic levels of achievement.
- Throughout Elementary, students' skills are below the expected level in terms of their ability to relate Islamic concepts to everyday situations. They do not present acceptable levels of fluency in recitation of the Holy Qur'an. Memorization skills are underdeveloped.
- Although all students demonstrate acceptable progress, the lack of effective adaptations of learning activities to meet individual needs is slowing progress.

For Development:

- Raise attainment and improve students' recitation and memorization skills.
- Ensure that learning activities are more closely matched to the needs of students.

ARABIC AS A FIRST LANGUAGE

	KG	Elementary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Many students have difficulty in using Arabic to express themselves, either orally or in writing. Upper elementary students demonstrate a slightly higher proficiency in language usage. Internal attainment data are above the attainment levels observed in lessons and in students' recent work.
- Reading comprehension skills and speaking in standard Arabic are below the expected levels because students have insufficient practice. The majority lack confidence in asking and answering questions. Their understanding of grammar rules is very weak. Writing skills are underdeveloped.
- The introduction of guided reading has impacted positively on the proficiency of a few students. However, the absence of systematic methods of assessing and tracking students' progress hinders the matching of learning activities to students' abilities.

For Development:

- Provide more opportunities for students to use standard Arabic in lessons.
- Introduce systematic procedures for accurately assessing students' attainment levels and make use of the information to provide appropriately challenging learning activities.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students attain the expected levels based on their years of learning Arabic. Internal attainments are unrealistic, showing attainment to be above that observed in lessons and in students' recent work.
- Students have good listening skills. Their ability to express themselves varies, but speaking is generally basic. Students can read sentences of different difficulty levels. However, their use of Arabic in unfamiliar contexts is limited. Writing skills are underdeveloped.
- Regular exposure to Arabic during lessons has contributed to students' linguistic competence. However, the teaching program is not well adapted to meet students' needs, particularly those of the more able.

For Development:

- Ensure that all assessments are closely aligned with the curriculum expectations.
- Ensure that curriculum adaptations meet the learning needs of all students.

ENGLISH

	KG	Elementary
Attainment	Acceptable ↓	Acceptable
Progress	Good	Good

- Children in KG2 make slightly faster rates of progress than those in KG1. In KG2, children have slighter better achievement. In Elementary, students' reading abilities cover a wide range, especially their pronunciation. Internal assessments reflect higher levels of attainment than those shown by external assessment data.
- In KG1, children demonstrate an understanding of a story's narrative. Most KG2 children can decode simple words and write their own sentences, with phonetically plausible spelling. Most Elementary students can make inferences from text and use features as evidence to support their understanding.
- In Elementary, guided reading activities and reading intervention programs are beginning to impact on the development of students' literacy skills. In upper Elementary, students create basic outlines of informative writing. In KG, opportunities to encourage children to extend their answers to questions are not always taken.

For Development:

- Ensure that assessments of students' attainment and progress are accurate.
- Ensure that, in KG, all opportunities to extend children's spoken responses are taken and modeled on their teachers' spoken English.

MATHEMATICS

	KG	Elementary
Attainment	Acceptable ↓	Acceptable
Progress	Acceptable ↓	Acceptable ↓

- Internal assessments in Elementary are higher than the results of external tests. Progress is hindered because mathematical activities do not consistently challenge or support students well enough.
- In KG, children can count to 10 and sort and match pictures and objects based on attributes such as color, size and shape. In Grade 3, students understand the relationship between multiplication and division. By Grade 5 most students can add and subtract fractions.
- Students' understanding of mathematical vocabulary and the improvement of students' problem-solving skills are a whole-school focus. However, students are not always asked to explain their reasoning or to use appropriate language to embed their understanding of mathematical concepts.

For Development:

- Ensure that the results of internal assessments align with the outcomes of external tests.
- Provide students with more opportunities to explain their mathematical reasoning using appropriate vocabulary.
- Raise the level of challenge in the learning activities provided to students.

SCIENCE

	KG	Elementary
Attainment	Acceptable ↓	Acceptable
Progress	Acceptable ↓	Acceptable

- Internal assessment data show higher levels of attainment and progress than do external data. In most lessons, students acquire knowledge of scientific concepts through group work that allows them to make appropriate progress. As evident in lessons and in their recent work, students' attainment is only in line with the curriculum expectations.
- Students' development of scientific skills, such as predicting and experimenting, is limited by the lack of focus on those skills in the planning and delivery of lessons. In most classes, students' progress is hindered by slow-paced lessons and excessive teacher talk.
- This year, the school is working to further develop students' innovation and design engineering skills by providing them with more project-based learning opportunities in the science, technology, engineering and mathematics (STEM) laboratory.

For Development:

- Raise attainment and progress throughout the school.
- Ensure that students' experiences in lessons include a stronger focus on the development of scientific skills.

LEARNING SKILLS

	KG	Elementary
Learning skills	Acceptable ↓	Acceptable

- Students are keen to learn, but they make few choices for themselves and are dependent on their teachers for direction. Children in KG take personal responsibility for clearing away and returning items to the correct place. However, they are more dependent on their teachers during learning activities.
- Though relationships and interactions within the school are usually positive, students are not equipped to develop their skills of communication or collaboration. This is because classroom discussions are rare and students' responses to questions are generally short.
- Students expertly use their electronic devices to access the new learning platform, but they do little research during lessons. Enquiry, enterprise and critical thinking are underdeveloped. Students do not have enough opportunities to apply their learning across different subjects.

For Development:

- Provide more opportunities for students to take responsibility for their learning, to work collaboratively and to share their ideas.
- Ensure that students apply their learning across different subjects and develop critical thinking and research skills.

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

	KG	Elementary
Personal development	Very good	Good

- Children in KG demonstrate a secure awareness of foods that are healthy and unhealthy. The 'All about Me' theme educates children about healthy habits, including fitness. Elementary students can describe, but do not always follow, healthy lifestyles.
- Students enjoy school, are in regular attendance and behave well. However, some students arrive late to class in the morning. Students in Elementary are sometimes prepared to wait for direction from the teacher instead of finding things out for themselves.
- Relationships are strong. Older students help those new to the school to find their way around. Children in KG get on well together and are usually sensitive to the needs of others, including children in need of additional support.

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

- Students have a good understanding of the heritage and culture of the UAE. They demonstrate their knowledge through familiarity with food, places, clothing and cultural celebrations. They engage in extra-curricular activities that enhance their acquaintance with this heritage. Some children in KG demonstrate a higher level of knowledge than elementary students.
- Students take pride in their cultures and can highlight their distinctive features. They recognize the importance of cultural diversity. They understand the interdependence of global cultures and their relevance to the present and the future.
- Children and students demonstrate some understanding of Islamic values and how these values play a role in shaping the contemporary Emirates. They engage in activities such as charitable work to express their understanding of these values.

	KG	Elementary
Social responsibility and innovation skills	Good	Good

- Students are responsible members of the school community. Some take on leadership roles through, for example, the student leadership program, the school council and the wellbeing committee. Most show consideration for others, including students of determination.
- Students have positive attitudes to their schoolwork and take pleasure in purposeful activities. They enjoy their involvement in innovative projects such as recycling campaigns, but they rarely initiate them.
- Students are aware of environmental issues and of the importance of sustainability. They participate in projects to improve their school environment. In KG, children plant and maintain flowers and vegetables in the school garden. Elementary students are knowledgeable about hydroponics.

For Development:

- Improve students' understanding of Islamic values.
- Provide more opportunities for elementary students to initiate projects and demonstrate leadership.

03 TEACHING AND ASSESSMENT

	KG	Elementary
Teaching for effective learning	Acceptable ↓	Acceptable

- Teachers have secure subject knowledge. However, their teaching approaches are mainly related to the transfer of this knowledge, rather than being responsive to the learning needs of students. Teachers' questioning does not often probe students' understanding or encourage them to explain and justify their answers.
- In some lessons there is little difference in the level of difficulty that activities offer, and students seldom access more difficult tasks than the one first given to them at the start of a lesson. Tasks provided do not consistently challenge students, thereby limiting progress.
- Teachers' lesson planning now includes a range of learning opportunities for students. However, they are not always implemented in lessons. Critical thinking and independent learning skills are not well developed.

	KG	Elementary
Assessment	Acceptable ↓	Acceptable

- Leaders benchmark students' outcomes against appropriate international expectations. They use the available assessment data to influence their decision making in relation to the curriculum and instruction across the school.
- In the best lessons, teachers use assessment information to group students and to provide them with activities that match their ability levels. There is inconsistency in the quality of the written and oral feedback given to students to help them to improve the quality of their work.
- Leaders use online platforms to monitor the progress of individuals and groups of students. Although a gap still exists between internal and external assessment data, leaders are working to align internal assessments with the curriculum to improve their validity.

For Development:

- Make more effective use of questioning to assess students' understanding, encourage critical thinking, and assign appropriately challenging learning tasks.
- Ensure that the internal assessments produce a more realistic view of students' attainment and progress.
- Ensure more consistency in teachers' use of assessment information in planning tasks that match students' learning needs, and improve the quality of the feedback given to students on their work

04 CURRICULUM

	KG	Elementary
Curriculum design and implementation	Good ↓	Good

- The curriculum has a clear rationale and is compliant with CCSS, NGSS and MoE requirements. The KG curriculum has been recently reviewed to improve continuity and progression. Elementary students benefit from a range of subjects, including music, art, information technology, French and project-based learning activities.
- Intervention programs are being implemented to improve students' literacy skills. In a number of subjects, there is a focus on the knowledge of facts rather than on the development of skills.
- The Islamic Education and Arabic instructional programs are regularly reviewed to ensure alignment with the expectations set by the MoE. In KG and Elementary, cross-curricular links are planned but do not fully facilitate the transfer of learning between subjects.

	KG	Elementary
Curriculum adaptation	Acceptable ↓	Acceptable

- The curriculum across the school is adequately modified to meet the needs of most student groups. However, there is inconsistency in the implementation of these adaptation to ensure that the needs of all students are met. Higher achieving students, in both phases, lack sufficient challenge.
- Curricular links to develop children's understanding of UAE culture and society, and appreciation of UAE heritage, are limited in their effectiveness. In Elementary, students do not have enough opportunity to engage in enterprise activities. Social contributions are limited although creativity and innovation are effectively promoted in project-based activities.
- In KG, there are emerging opportunities for children to engage in more child-initiated activities, that allow them to be more creative and imaginative. In Elementary, the curriculum offers students opportunities to engage in hydroponic farming and sustainability art projects using recycled materials.

For Development:

- Develop the school's literacy program as a cross-curricular theme to address students' low literacy rates.
- Ensure that curriculum adaptations are translated into practice.
- Adapt the curriculum to feature stronger links to UAE culture, heritage and society.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- Effective policies and practices ensure safeguarding and child protection. Staff receive comprehensive training covering their roles and responsibilities. Open channels of communication with parents and student awareness campaigns support a safe school environment. They include the appropriate use of technology and awareness of cyber bullying.
- The school premises and facilities are rigorously maintained, checked for safety and documented. Effective incident management and regular audits sustain safety measures. All off-campus activities are assessed for risk. School transportation is safe and well managed.
- The school prioritizes safe and healthy living, providing students with opportunities to participate in a wide range of physical and sporting activities. Healthy lifestyles are promoted effectively, and the school hosts events for students and staff focused on their wellbeing.

	KG	Elementary
Care and support	Good	Good

- Teachers successfully promote mutual respect and tolerance, which results in good behavior throughout the day and on school transport There are high levels of attendance. Too many students arrive late in the morning.
- Comprehensive identification systems lead to individualized education programs (IEPs) for students of determination. Appropriate support is provided for these students to enable most to meet their learning objectives There is insufficient support for higher achievers and students with gifts and talents.
- Systems for monitoring wellbeing are mainly informal and lack objectivity. The medical staff routinely monitor students' physical health. Appropriate strategies for guidance and support are known to most students and their parents.

For Development:

- Improve systems for promoting good punctuality.
- Strengthen support for higher attainers and for students with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The inclusive education policy demonstrates the school's commitment to providing education for students with differing needs and abilities. The suitably qualified team includes an experienced and well-organized head of inclusion. There is appropriate professional development training for team members. Resources are adequately matched to students' learning needs.
- The needs of students of determination are identified at an early stage. Systems for identifying the gifted and talented are not yet robust. Students' starting points are shared with English and Arabic-medium teachers. Students' individual education plans (IEPs) are created following consultation with parents but are of variable quality.
- There are efficient systems for engaging parents as partners, including shared training sessions. Everyone understands and usually follows the agreed plans.
- Suitable curriculum modifications and appropriate support enable students to tackle challenges alongside all others. However, learning support is of variable quality. Insufficient attention is paid to relating learning to students' everyday experiences.
- Students' progress and achievements are tracked but information is not used consistently to plan the next steps in learning. Students are not always sufficiently challenged in lessons and occasionally repeat familiar work. Most make the expected progress towards their individual and learning objectives.

For Development:

- Improve the quality of IEPs by prioritizing next steps in learning.
- Improve the quality and consistency of the support provided to students of determination in lessons.
- Improve systems for identifying and making provision for gifted and talented students.

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 ↓

- Leaders demonstrate a commitment to UAE priorities and to inclusion. They have adequate knowledge about the curriculum and best practices in teaching and assessment. They foster a positive learning environment, maintain professional relationships and have clear roles and responsibilities. However, not all leaders have the capacity to drive improvement in their areas of responsibility. Leaders have maintained the strengths in provision noted in the previous report.
- The school's self-evaluation is overoptimistic in terms of students' outcomes. Too much account is taken of inaccurate internal assessment data. Leaders' monitoring of lessons does not focus enough on the impact of teaching on students' learning and progress. School improvement plans are adequate but do not include clear targets or enough detail on how the targets are to be achieved. Some recommendations from the previous inspection report have been tackled successfully.
- School leaders engage parents as valued partners in their children's education. They consider parents' views in shaping improvement plans. Clear communication channels facilitate information sharing and the exchange of views. Parents express considerable concern about high rates of teacher turnover. Regular school reports update parents on their children's progress, with many opportunities for direct communication with teachers. The school has limited links with local, national and international partners.
- The governing board, comprising the owner and representatives of stakeholders, oversees the school. Governors are very supportive and seek the views of all stakeholders. However, the information received by governors is not sufficient to evaluate provision accurately or to hold leaders to account for the school's performance. The staffing and resources provided by the board are barely adequate for the needs of the curriculum.
- The day-to-day management of the school is effective. There is an adequate number of qualified teachers, although the rate of turnover is high. While teachers are provided with ongoing professional training, the focus of training is more on whole school needs than on individual teaching and subject specific skills. The school facilities provide a good learning environment, but in many subjects teaching resources are insufficient. In particular, the library, the music room and KG are under-resourced.

For Development:

- Ensure that all staff with leadership responsibilities have the capacity to drive improvement in their areas of responsibility.
- Ensure that school self-evaluation is accurate and provides a reliable base for improvement planning.
- Ensure that governors supply the human and physical resources needed to support effective teaching and learning, and the needs of the curriculum.



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