



دبي
Knowledge المعرفة



DUBAI NATIONAL SCHOOL US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

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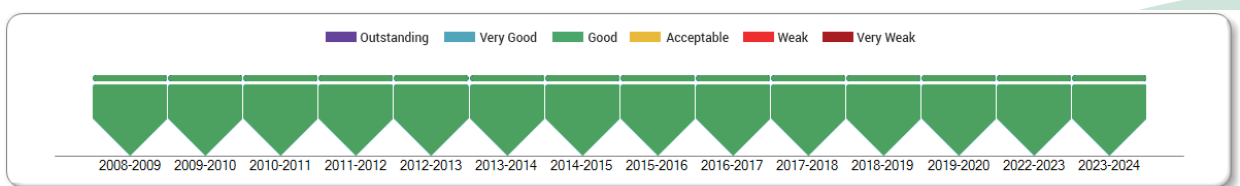
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha
	 Opening year of school	1988
	 Website	www.dnsalbarsha.com
	 Telephone	97143474555
	 Principal	Saud M. A. Abu-Harb
	 Principal - date appointed	1/9/2014
	 Language of instruction	English
	 Inspection dates	20 to 24 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2425
	 Number of Emirati students	1372
	 Number of students of determination	106
	 Largest nationality group of students	Emirati
 <p>TEACHERS</p>	 Number of teachers	230
	 Largest nationality group of teachers	Jordan
	 Number of teaching assistants	16
	 Number of guidance counsellors	6
 <p>CURRICULUM</p>	 Curriculum	US
	 External Curriculum Examinations	MAP and Advanced Placement
	 Accreditation	NEASC

School Journey for DUBAI NATIONAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' attainment is mainly good in the Kindergarten (KG), Elementary and Middle. It is very good in mathematics and science in the high school. Progress is inconsistent. It is in mostly very good in Arabic, as an additional language, and in mathematics and science in Middle and High, but good in English in Elementary and Middle. Learning skills are well developed in the high school, but less so elsewhere.
- Students' personal and social development is of a very high standard across the school. Students show positive attitudes towards others and to their learning. Their understanding of Emirati heritage, Islamic values and world cultures is notable. In many ways, including through project work, they demonstrate concern for the environment and for others. Innovation skills are a strength of students' project work.

Provision For learners

- The quality of lessons is broadly uniform across KG, Elementary and High, with a large minority at a very good level. Teaching is almost uniformly good in the middle school. Overall, lessons tend to be more effective in the high school, where teaching is less teacher-driven than elsewhere. Assessment in lessons is generally used very well. School assessment processes are systematic, although implemented inconsistently at times.
- The curriculum is very well designed. In review it is adapted well to meet students' needs, and project work develops innovation skills. The curriculum is broad and balanced and offers progression in learning. Cross-curricular links and connections to UAE culture are positive features. A good range of choices helps students to follow courses that meet their interests and aspirations.
- Staff implement the school's arrangements for promoting health and ensuring safety very effectively. Procedures for safeguarding and child-protection are strong. Plans to install elevators to improve access have not yet been implemented. Students benefit from the school's systematic approach to care and support. Provision for students of determination is positive. Support for students who have gifts and talents is more variable.

Leadership and management

Senior and middle leaders are strongly committed to inclusion and the UAE priorities. The school's self-evaluation would benefit from increased input from governors to better inform them about the areas of strength and development needs. Partnerships with parents and the community are a strength. The school operates effectively and is well resourced and staffed. The buildings are of good quality.

Highlights of the school:

- The personal and social development of students, including their very well-developed understanding of Islamic values and Emirati culture, and their environmental responsibility.
- Students' progress and attainment in the high school, particularly in mathematics and science, and their learning skills.
- The arrangements for ensuring health, safety, safeguarding, and care and support.
- The partnerships with parents and the community.

Key recommendations:








- Improve the accuracy of data analysis and the use of this information to inform teaching.
- Improve the quality of teaching in KG, Elementary and Middle school.
- Ensure that governors are more active in holding leaders to account for the performance of the school and support them to improve where necessary.



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	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	Very good	Very good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Very good	Very good
 Science	Attainment	Good	Good	Very good ↑	Very good
	Progress	Good	Good	Very good	Very good
		KG	Elementary	Middle	High
Learning skills		Good	Very good	Good ↓	Very good

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
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	Very good
Governance	Good
Management, staffing, facilities and resources	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 (NAP) targets.



A. Registration Requirements	Met Fully	
<ul style="list-style-type: none"> The registration requirements have been met fully. 	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Very good
<ul style="list-style-type: none"> On the 2021 Progress in International Reading Literacy Study (PIRLS) test, students improved their scores from 2016 and exceeded the set targets. This is also true for Emirati students. On the Measures of Academic Progress (MAP) tests, students improved their scores in science, mathematics, language usage, and reading over the past two years. This improvement is especially evident in the middle and high schools and is true for the Emirati students. 		
C. Leadership: International and Emirati Achievement	Good	
<ul style="list-style-type: none"> The school's National Agenda action plan has appropriate activities, responsibilities, and success criteria. The focus of the action plan is on the analysis and use of data in curriculum modification and the delivery of lessons. Analyses are not always accurate. The school uses data, from cognitive ability tests (CAT4), MAP and other assessments, to adapt the curriculum. Teachers usually use the information to provide differentiated tasks that match the needs of individuals and groups. Most teachers are successful in challenging students to do their best in lessons. 	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable
<ul style="list-style-type: none"> Students' reading literacy levels in the elementary and middle schools are below expectations, including the Emirati students. Reading literacy levels are in line with expectations in the high school. The school uses the available assessment information to target specific reading skills and to provide individualized support. This is having a positive impact on students' reading levels. 		
Overall, school standards in the National Agenda Parameter are good.		

For Development:

- Ensure that teachers' interventions have a more substantial impact on students' reading literacy skills, especially in the elementary and middle schools.

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.

- The school's vision strongly promotes wellbeing. Leaders at all levels show a strong commitment to ensuring wellbeing in the whole school community. They implement many innovative initiatives, with positive outcomes. Leaders gather information from surveys of stakeholders' views, analyze it and use the results to guide provision. They recognize the importance and challenge of embedding the best practice and evaluating the impact on students' achievement across subjects.
- Most staff are highly engaged in pursuing the school's wellbeing vision. Parent involvement is developing well. There are very effective systems in place which ensure that students feel safe and well cared-for. Students initiate contact with trusted adults if they have any wellbeing concerns. Opportunities for all to take part in project-based learning and extra-curricular activities promote wellbeing very successfully. Personalized professional development is valued by staff.
- The wellbeing curriculum is developing positively, including the Social and Emotional Learning Program (SEL). Student ambassadors are proactive in influencing others to take responsibility for keeping safe and adopting a healthy lifestyle. Students enjoy coming to school and have a strong sense of belonging. An inspiring and vibrant learning climate, in which students of all abilities can flourish, is not seen in all subjects.

For Development:

- Ensure that all teachers have the necessary skills to create inspiring and vibrant learning climates.

UAE social studies and Moral Education

- The UAE social studies curriculum and the moral education program follow the Ministry of Education (MoE) standards. Both programs follow the Moral, Social, and Cultural Studies (MSCS) framework and are enhanced by a range of teacher-created resource books, field trips, and school community activities. Teachers plan lessons aligned to the standards with heightened emphasis on interdisciplinary connections to deepen understanding.
- UAE social studies and moral education are taught as stand-alone subjects for students in Grades 1 to 12. Lessons are taught in Arabic and in English for non-Arab students. Both programs link values and ethics within lessons to build character and responsibility. The social studies curriculum features UAE history, geography, economy, and global perspectives. Assessments include evaluations of students' portfolios and project-based learning.

Arabic in Early Years

- Arabic is taught by nine qualified teachers to all KG1 and KG2 children for 210 minutes weekly. The curriculum is based on the MoE standards for this age group. It is carefully sequenced and structured to ensure a smooth transition to the elementary school. In KG1, children are introduced to the letters and their pronunciations. In KG2, children learn to read letters with long and short vowels. They learn to spell and read three-letter words. Children learn through differentiated activities, hands-on experience and storytelling. Suitable resources are provided to enhance their learning. Teachers use a range of methods to assess children's progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In Elementary, Middle and High, a majority of students have levels of attainment above curriculum standards. For the majority in Middle and High, progress is ahead of expectations, and this is the case for a large majority in the elementary school.
- Students in Elementary have good understanding of the Seerah of the Prophet (PBUH) and Holy Qur'anic memorization techniques. In the middle school, students have good knowledge of Fiqh and understanding of the rules of Tajweed. In the high school, students Tajweed skills are underdeveloped.
- The school has not fully addressed last year's recommendation on the more effective use of time in lessons. The impact of initiatives to address this issue is yet to be seen.

For Development:

- Ensure that teachers make good use of time in lessons to have a greater impact on students' attainment and progress.

ARABIC AS A FIRST LANGUAGE

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

- Students' attainment and progress are broadly similar across Elementary, Middle and High. In the high school students' analytical skills and understanding of various literary genres are well-developed. These aspects are less secure in the middle school.
- A large majority of students demonstrate strong listening skills. There is variation in students' ability to identify elements of a story. They can identify the features of different writing styles. Although speaking skills are improving, students make mistakes when speaking in longer sentences using standard Arabic.
- Reading with fluency has improved because of continuous reading practice. Recitation and memorization of lines of poetry at the beginning of most lessons has supported this improvement. However, the impact has not yet been fully seen. Extended writing is not well developed.

For Development:

- Improve students' communication skills in speaking using standard Arabic and in extended writing.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The attainment levels of a majority of students in Middle and High are above curriculum standards. In Elementary it is a large majority. Progress is uniformly positive across the three phases.
- The majority of students demonstrate strong listening skills. Speaking skills are variable. The majority can recite previously learned phrases but are not able to use new vocabulary in talking about unfamiliar topics. Writing skills are very well-developed at an age-appropriate level in the elementary school.
- Students benefit from the small numbers in lessons. The increasing use of standard Arabic contributes to improved proficiency in the language. However, lack of depth in language acquisition is hampering the progress of a minority of students.

For Development:

- Ensure more consistency in the development of students' speaking skills.
- Accelerate the rate of acquisition of new vocabulary and understanding of language conventions by expanding the range of topics studied.

ENGLISH

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

- Many children enter KG with little or no English. They make rapid progress in phonic development and early writing. Elementary and middle school students are making steady progress. High school lessons feature literary analysis which accelerates students' acquisition of reading and their comprehension skills.
- Students speak confidently, particularly when presenting their work. In the upper middle school students can analyze themes of stories effectively and explain their views through discussion and in writing. In the lower middle school, students' reading comprehension is an emerging feature.
- Some lessons in the elementary school are often conducted at a too rapid a pace. This limits the depth and breadth of students' reading and writing, and the consolidation of their learning.

For Development:

- Improve students' reading comprehension in the lower middle school.
- Ensure that the pace of lessons in Elementary allows students enough time to complete their work and consolidate their learning.

MATHEMATICS

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

- In KG and Elementary, a majority of students make better than expected progress and attain levels above curriculum standards. In Middle and High, students' strong mathematical skills enable them to study college-level courses and earn university credit.
- Children in KG can sequence numbers and describe groupings as being larger or smaller. In Elementary, students can perform appropriate calculations. They can solve word problems that involve time and measurement. Most middle school students solve appropriate multi-step problems.
- An increasing focus on explaining their mathematical solutions, and linking wider world applications, have shown potential but have not yet improved attainment significantly.

For Development:

- Ensure that all lessons accelerate students' progress and enable more students to reach attainment levels that are above curriculum standards.

SCIENCE

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

- Students achieve well in KG and Elementary. A large majority of students in the middle and high schools make much better-than-expected progress and reach high levels of attainment. Rapid progress in the middle school has resulted in raised attainment.
- Students' skills in experimentation and investigation are well developed, particularly in the high school and in Advanced Placement (AP) classes. Their knowledge and understanding of concepts develop well, particularly in the middle and high schools.
- The department's focus on linking learning to everyday experiences is having a positive impact on students' achievement levels. The progress of a few lower achieving students is hindered by the overly fast pace of some lessons, particularly in the elementary school.

For Development:

- Ensure that the pace of lessons is appropriate for the lower achieving students so that they are able to make good or better progress, especially in the elementary school.

LEARNING SKILLS

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

- Although good, students' learning skills in middle are not as strong as they were at the time of the previous inspection. These skills are very well developed in elementary and high school where higher order thinking skills and the effective use of technology are more evident.
- All students engage in learning tasks with enthusiasm. In KG, children interact with others well, although collaboration skills are less evident. In lower middle school, students use learning technology primarily to access lesson content, with limited opportunities for research.
- Students make links to wider world aspects and between subjects, though this is stronger in the high school than elsewhere. In Islamic Education and Arabic, the application of students' independent learning skills is often hindered by some overly teacher-led lessons.

For Development:

- Provide more opportunities for students to develop and apply their research and investigative skills.
- Ensure that students in Islamic Education and Arabic are provided with more opportunities to develop their independent and collaborative learning skills.

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

	KG	Elementary	Middle	High
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Following improvements in KG, the personal development of children is now at an equally high level as the other phases. Children in KG collaborate well together, taking turns and sharing resources. They are very enthusiastic explorers.
- Students behave extremely well. They show self-discipline, especially in the middle and high schools. They have positive attitude towards learning and to others. The mutual respect between teachers and students creates an atmosphere of care and wellbeing. Students are valued by all staff.
- Students enjoy coming to school and attendance rates are high. They arrive on time at the start of the day and are punctual when classes change. Students understand and apply the key features of a healthy lifestyle, for example by choosing nutritious food.

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

- Students in all grades show their deep understanding of Islamic values and their impact on life in the UAE. They express belief in the principle that all people have the right to be treated equally, regardless of race, religion or nationality.
- The school promotes the UAE's heritage and culture very effectively and students have a very well-developed understanding of these aspects. In KG, children listen attentively to Holy Qur'anic recitations and sing the national anthem enthusiastically.
- Students have a very good knowledge and understanding of their own cultures and can talk extensively about other cultures from around the world.

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

- Across the school, students are highly proactive in all aspects of school life. Older students initiate and lead an extensive range of interesting activities to support younger ones, including reading with them. In KG, children participate in a range of charitable activities, such as giving food for orphans.
- Students undertake all their responsibilities with true commitment. They work hard, thoroughly enjoy education, and are ambitious and determined to succeed. They organize many fund-raising activities, including the Red Crescent. Entrepreneurial and innovation activities are a major strength.
- Students are very enthusiastic in initiating their own projects, many of which are of outstanding quality. Through these projects they demonstrate a deep understanding of, and commitment to, environmental issues such as, renewable energy.

For Development:

- Consolidate the improvements in children's personal development in KG

03 TEACHING AND ASSESSMENT

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

- Although teaching is generally effective in KG, Elementary and Middle, there is a degree of inconsistency across subjects. This inconsistency is less evident in the high school. High school teachers demonstrate strong subject knowledge which they use effectively to promote learning.
- Lessons are usually well planned. The pace of learning varies and is too rushed at times in Elementary. Teachers' questioning ensures that students are made to reflect on their work which helps to develop their critical thinking skills, particularly in the high school.
- The school has focused on improving lessons to meet the learning needs of different groups. In KG, activities are well planned at different levels to meet children's needs. This is replicated in most of the upper grades. Across lower grade levels, teaching strategies to meet students' needs are inconsistent.

	KG	Elementary	Middle	High
Assessment	Very good	Very good	Very good	Very good

- The school has effective procedures to collect and analyze different types of assessment data, but the accuracy of the analyses varies. The school effectively benchmarks students' performance against national and international expectations.
- The assessment information available to the school is increasingly used to inform teaching and learning. Teachers are making better use of the data to match learning activities to students' skills and ability levels. The school has effective systems in place to monitor students' progress.
- Students are regularly involved in assessing their own learning as evident in their written work and in lessons. Teachers provide students with written and digital feedback that often helps them to improve the quality of their work.

For Development:

- Improve teachers' use of open-ended questioning skills to promote students' higher order thinking skills.
- Consolidate and ensure consistency in the use of assessment data to match learning activities to the needs of all students.

04 CURRICULUM

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

- Across the school, the curriculum is carefully aligned with the various standards which guide the school's work. It promotes progression in learning and smooth transition between phases. The curriculum is broad, balanced and compliant with MoE requirements.
- Cross-curricular links are regularly featured in lessons, integrating learning among subjects and helping to make learning real and relevant. In the high school, students can enroll in Advanced Placement (AP) classes, preparing them for the rigor of post-secondary education while earning university credit.
- The curriculum enables students to hone their skills and apply their knowledge effectively. Senior leaders review the curriculum regularly. Where necessary, improvements are made in most subjects to address any gaps in students' learning.

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

- Staff modify the curriculum effectively to meet the needs of most groups of learners. Modification is not quite as effective in the lower elementary school. Overall, this aspect is developing well, although some inconsistency remains.
- Opportunities for students to show creativity, enterprise and innovation are embedded across subjects. Project work is a strong feature with particular strengths in entrepreneurial and environmental activities, and application of science and mathematics to the outside world.
- Links with the UAE's culture and heritage are strong. Across grades and classes, UAE heritage and culture are showcased in lessons. Cross-curricular links are regular features, integrating learning across subjects.

For Development:

- Ensure that reviews of the curriculum cover all aspects and address inconsistencies where they exist.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has effective policies and procedures for safeguarding and child protection at all grade level. All staff and those new to the school, are, well-trained and kept up to date with any amendments to the policies. Students are very well informed and know who to talk to should an issue arise.
- Routine maintenance checks and risk assessments ensure that the buildings are very clean and safe. Transport to and from school is managed very well. Effective supervision ensures that student movement is orderly. There is no access to the upper floors for students with impaired mobility.
- Medical care and facilities are very good. Staff promote a healthy lifestyle very effectively. Students have additional physical education lessons and a variety of after school activities, to support their wellbeing.

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

- A caring ethos and an atmosphere of mutual trust and respect permeate the school. Personalized pastoral care is very strong, ensuring that students feel well cared for and safe. The school's approach to maintaining very high rates of attendance and punctuality is highly effective.
- Expectations of behavior are very high, and counsellors provide interventions that help students full access to the curriculum. Academic and career guidance is a strong feature in the high school. The school implements supportive intervention programs for students of determination.
- Students benefit from access to high quality counselling and involvement in wellbeing initiatives. Those with gifts and talents have opportunities to excel through an extensive range of extra-curricular activities. However, an appropriate level of challenge is not yet fully embedded in subjects for these students.

For Development:

- Implement the existing plans to install elevators in all buildings.
- Ensure that students with gifts or talents are suitably challenged and supported.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- The inclusion team effectively promotes an inclusive ethos in the school. Students benefit from many opportunities to play a full part in the life of the school. The newly appointed leader has a realistic view of the strengths of provision and where improvement is needed.
- The school uses a range of procedures to identify students' barriers to learning and plan interventions. The team collaborates closely with external agencies. Targets and strategies in individual learning plans (ILP) are not always clear enough to guide interventions in the classroom.
- The parent partnership is very strong. Parents are valued as active participants in their children's education. They are well informed about their children's development. Parents value the guidance they receive to help with their children's education at home.
- A skilled team provides an appropriate curriculum for students with more complex needs. Adaptations and provision for students with behavioural and emotional needs are highly effective. The implementation of programs in lessons is more variable.
- Well-developed assessment systems identify students' starting points. Staff monitor students' progress towards their targets carefully. Most students make good levels of progress over time, benefiting from additional support from specialist teachers. Personal and social skills develop well, although learning skills develop more slowly.

- **For Development:**

- Ensure that teachers are equipped with the necessary skills to implement effective interventions that reduce barriers to learning and optimize students' progress.

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	Good

- The principal leads a forceful drive for improvement. Among senior and other leaders there is a strong commitment to the UAE's priorities and inclusion. Middle leaders are effective and have helped to establish a positive learning culture in the school. Overall, leaders have shown skills in innovation. They have managed to maintain students' generally good or very good progress and attainment. Improvements in teaching have not yet been sufficient to raise the overall quality and effectiveness.
- The school's processes for self-evaluation are systematic, although the information gathered is not always analyzed effectively. Analyses of both assessment data and lesson observations are sometimes inaccurate. This results in some gaps in identifying strengths and areas for development. Leaders regularly survey the views of stakeholders and take their views into account. The implementation of recommendations from the last inspection report shows a varied level of progress, with improvements in some areas.
- Partnerships with parents and the community are a strength. They have a wide range of opportunities to be involved in the work of the school. They feel that communication channels with the school are very well developed. They say that they have open access to leaders. Parents appreciate the new arrangements for reporting to them on their children's progress.
- Representation on the governing board has been widened but only marginally. Parents are involved in the life of the school, but their formal involvement in governance and decision-making is limited. Governors hold the school to account by receiving reports at meetings and in other less formal ways. They do not hold the school leaders fully to account. Governors influence and support the school well. Their view of the school's performance is not entirely accurate.
- The day-to-day life of the school is well organised. Staff are deployed effectively and benefit from professional training activities. The premises are of good quality. Plans to install elevators to improve access have not yet been implemented. Closed-circuit cameras have been extended to all rooms. Resources are in good supply.

For Development:

- Further extend local, national and international partnerships to continue to benefit students.
- Increase the formal involvement of parents in governance and decision-making.



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