

INSPECTION REPORT

2022-2023



AMERICAN SCHOOL DUBAI

US CURRICULUM









GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

 Location	Al Barsha
 Opening year of School	1966
 Website	www.asdubai.org
 Telephone	97143950005
 Principal	Stephen Lawrence Druggan
 Principal - Date appointed	8/1/2022
 Language of Instruction	English
 Inspection Dates	14 to 18 November 2022





STUDENTS

 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	2025
 Number of Emirati students	28
 Number of students of determination	110
 Largest nationality group of students	US

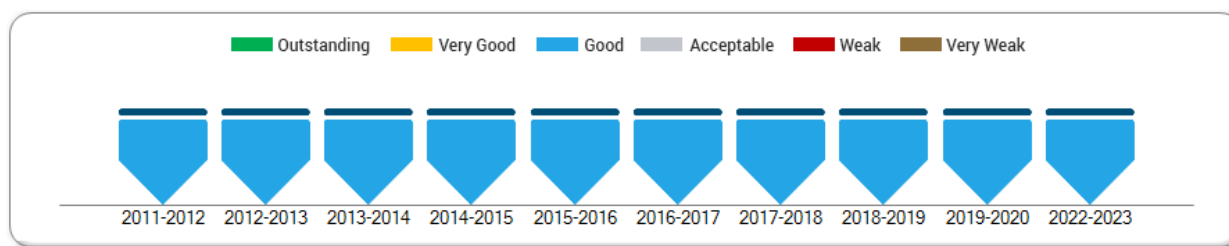
TEACHERS

 Number of teachers	169
 Largest nationality group of teachers	United States of America
 Number of teaching assistants	56
 Teacher-student ratio	1:12
 Number of guidance counsellors	13
 Teacher turnover	14%

CURRICULUM

 Educational Permit/ License	US
 Main Curriculum	US
 External Tests and Examinations	AP
 Accreditation	Middle States, MSA-CES

School Journey for AMERICAN SCHOOL DUBAI



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- From Kindergarten (KG) onwards, students acquire outstanding learning skills and achieve exceptionally well in English, mathematics and science. In these subjects, students' attainment and progress are outstanding in all phases. Attainment and progress in Islamic Education are weak in all phases. Although students' progress in Arabic, as a first language, is acceptable in Elementary, attainment and progress in all other phases are weak. In Arabic as an additional language, attainment is also weak in all phases. Students' learning skills are outstanding.
- Students' positive attitudes and respectful behavior make a significant contribution to the school's calm and purposeful learning atmosphere. Their high levels of motivation are directly linked to their achievement. Students appreciate and respect Islamic values and develop a deep understanding of the culture and traditions of the UAE. They willingly take on leadership roles and display well-developed innovative and enterprise skills.

PROVISION FOR LEARNERS

- Outstanding teaching is a characteristic of many lessons across all phases. Teachers use their secure subject knowledge and teaching skills to plan lessons that engage and motivate students. They make effective use of questioning to promote critical thinking. In most lessons, teachers make very good use of assessment information to plan for learning. In KG, teachers plan imaginative learning activities. Teaching in Islamic Education and Arabic is less consistent.
- From KG onwards, imaginative curriculum planning promotes high achievement in most subjects. Cross-curricular links and connections to everyday life make learning meaningful. The extensive range of option choices and wide range of extra-curricular activities increase students' achievement opportunities. The curriculum is successfully adapted to meet the needs of most groups of students. The curricula in Middle and High do not meet the Ministry of Education (MoE) statutory requirements.
- The school gives students' welfare and wellbeing a high priority. All safeguarding procedures are supported by clear policies and appropriate staff training. Students are effectively supervised and kept safe both within the school and when on school transport. Healthy living is promoted well throughout school life. Care and support are of high quality. Students of determination make very good progress with the support provided.

LEADERSHIP AND MANAGEMENT

- The superintendent and senior staff are committed to ensuring students' wellbeing and personal development. Self-evaluation procedures provide a reasonably accurate view of the school's performance. Parents say that their children are supported both academically and personally. The board of trustees has not ensured that all statutory requirements for the provision of Islamic Education and Arabic are met. The high-quality premises and excellent specialist facilities provide stimulating learning environments.

The best features of the school:

- Students' wellbeing and strong partnerships with parents
- Children's rapid progress in all areas of learning in KG
- The highly stimulating teaching that promotes outstanding achievement in English, mathematics and science, and high-quality performances in the arts and sports
- The supportive and caring atmosphere and students' strong sense of social responsibility
- The extensive variety of extra-curricular activities





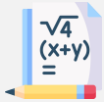

Key Recommendations:

- As a matter of high priority, the board of trustees must ensure that the provision of Islamic Education and Arabic is fully compliant with MoE statutory requirements.
- Raise achievement in Islamic Education and Arabic by ensuring that the curricula, teaching, learning and assessment are of consistently high quality.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
 Arabic as an Additional Language	Attainment	Not applicable	Weak ↓	Weak	Weak
	Progress	Not applicable	Weak ↓	Weak	Weak
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

2. 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	Very good	Very good ↑	Good	Good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	is approaching expectations

- In PISA, students have improved their scores in mathematics but not in science or reading. In TIMSS, they improved their scores and exceeded their targets in Grade 8 mathematics and science. In Grade 4 mathematics and science, students did not improve their scores, but they remain at a good level. In MAP, students maintained very good levels of attainment in the last two cycles of testing.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The school analyzes MAP and CAT4 results to identify gaps in learning and to modify the curriculum. In most lessons, the data analyses are used to group students and to provide support that addresses their learning needs. The National Agenda action plan has appropriate time frames and success criteria. However, it does not sufficiently focus on Emirati students.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	meets expectations

- The school has several programs in place to promote students' reading literacy skills. These include reading workshops and the 'Voice and Choice' initiative that engages students of all nationalities in reading for pleasure. This initiative has enabled students to score highly on external reading assessments.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Ensure that Emirati students' scores on MAP, in reading, science and mathematics, are at least in line with those of their fellow students.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- Members of the board of trustees and senior leaders place a strong emphasis on wellbeing, which permeates the school. Together they ensure that systems are in place to support the wellbeing of the community as a whole. Information on wellbeing is gathered through surveys, assessments, and feedback from all stakeholders. The resultant information is used to refine provision and identify where personalized support is needed. Plans are in place to ensure the extensive range of data and information is used to its full potential.
- In the main, students have excellent relationships with their peers and with their teachers. Care and wellbeing for all students is carefully monitored by skilled counselors. Counseling services are available for anyone in need. Wellness days are scheduled for all members of staff. Through a variety of activities, members of staff are encouraged to share their interests and experiences. Their contributions to the school are recognized and celebrated. Extensive surveys are conducted to gather stakeholder views.
- The school provides a variety of curricular activities that focus on students' wellbeing. Embedded in the school is a culture of developing each student to be empathetic, self-aware, resilient, and innovative. There is an emphasis on the development of safe and healthy lifestyles, evident in the student's behaviours. Students are highly motivated, demonstrating exceptionally positive attitudes and behaviour. They report that they feel happy, safe and connected to others within the school.

UAE social studies and Moral Education

- The UAE social studies standards are aligned with the American Education Reaches Out (AERO) social studies standards, which are used to guide the teaching of social studies in Grades 1 to 8. In the high school, these elements are integrated in topics such as the building of civilizations and world history. Moral education is integrated in a range of subjects and advisory sessions.
- Teachers are very successful in integrating social studies. Students have many opportunities to use research, to demonstrate critical thinking, or to make connections between what they are learning and their personal experiences in the UAE. A range of assessments is used to measure students' knowledge and understanding and to provide guidance on what they need to do next.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Provision for Islamic Education does not meet the statutory requirements for Muslim students. The learning outcomes for these students do not meet MoE curriculum expectations.
- In Elementary, the school registers all Emirati students in a course outside the school schedule. Emirati students in Middle and High register in combined Islamic Education courses. The registering for non-Emirati Muslims in Middle and High is optional. As a result, very few Muslim students have joined. Instruction in all lessons is in English.

For Development:

- Ensure that the school meets statutory requirements by providing the MoE Islamic Education curriculum for all Muslim students.

Arabic as a First Language

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

- Most students show sufficient skills to draw mind maps, to choose titles for new ideas and to distinguish between the main and secondary meanings of different texts. Only a few have the linguistic skills necessary to explain, debate and express their ideas in writing.
- In Elementary, a minority of students has made sufficient progress to analyze stories and write about the main features of the characters. In Middle and High, only a minority is able to write using accurate grammar and appropriate styles.
- The recent drive to encourage the reading of different Arabic stories in the elementary school has improved students' reading skills and comprehension. Although similar opportunities are available in Middle and High, there has been only a limited impact on students' language skills.

For Development:

- Raise expectations and develop students' listening, speaking, reading and writing skills, in line with the MoE curriculum standards.
- Ensure that the MoE curriculum is fully implemented, carefully planned and sequenced, and effectively taught.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Weak ↓	Weak	Weak
Progress	Not applicable	Weak ↓	Weak	Weak

- In Elementary, students' listening skills are stronger than their speaking, reading and writing skills. A few can read and understand familiar words and common phrases. In Middle and High, only a minority of students attains standards in line with their years of study of Arabic.
- A majority of students in Elementary can answer direct questions and decode familiar words. A minority demonstrates appropriate awareness of word intonation, and can speak with sufficient confidence to engage in conversations. Students' independent writing skills are underdeveloped in all phases.
- A minority of students elect to study Arabic in the middle and high schools. Teachers' expectations of progress and attainment are not high enough. Learning activities are not always well matched to students' years of studying Arabic.

For Development:

- Improve students' language skills by raising teachers' expectations and by ensuring that learning activities are more closely matched to students' years of studying Arabic.

English

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- In KG, children's language skills develop rapidly through activities based on play. This rate of progress continues as students move through the school. Results in external tests and examinations are consistently high. Most students have an excellent command of English.
- In Elementary, students become increasingly able to express themselves fluently with little need to search for words. In Middle, students produce clear, well-structured writing on complex topics. In High, students use language flexibly and effectively, for both academic and social purposes.
- The use of a structured phonics program in KG and in the early elementary grades lays a firm foundation for the development of students' literacy skills. Teaching is strengthened by the collaborative review of assessment data and the use of this information in class.

For Development:

- Ensure that lesson plans are of a consistently high quality across grade levels.

Mathematics

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- In KG, children quickly learn number, shapes and measurement as they explore with practical materials. Students in Elementary use reasoning to deconstruct word problems. They choose and explain their strategies very well. Older students demonstrate strong competencies with higher-order mathematics, gaining admirable results in standardized assessments.
- Across all grades, students are highly skilled in number domains. Their use of data, including prediction and projection, is very well developed. Geometry skills are also developing well. Across all aspects of mathematics, most students perform at a very high level.
- The school carefully reviews students' understanding of all aspects of mathematics and provides targeted instruction to support them. Students are well prepared for success. Older students are ready for their high school choices and career aspirations.

For Development:

- Support students in discovering cross-curricular links as they learn new mathematical concepts.

Science

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students acquire understanding of new scientific concepts through open-ended investigations. They develop scientific skills very well in lessons. Both school-based and external assessment data show high levels of attainment.
- Students are challenged through practical activities that allow them to make accelerated progress. They often think and behave like scientists, as they make predictions and test them experimentally. They deepen their understanding of the scientific method by applying their learning to everyday life.
- The department ensures that best practice in teaching is shared among teachers in all the phases, thus strengthening students' attainment and progress.

For Development:

- Ensure that students' accelerated rate of progress is accurately reflected in their external benchmarking assessments.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Almost all students are highly engaged in lessons. In KG, children enjoy learning. They are keen to share with others. Students in all phases have a very strong work ethic. When they enter the high school phase, they are self-motivated and can take responsibility for their own learning.
- Collaboration is a strength, as students take on challenges in cooperation with others. Most develop effective critical thinking skills. Not all students in Arabic as a first language know their strengths and weaknesses, and so do not take effective steps to improve.
- Students in all grades respond positively to challenging learning activities. They enjoy projects and the interdisciplinary learning that promotes critical thinking. Most are confident and eagerly respond to questions.

For Development:

- Ensure that, in Arabic as a first language, students have a good understanding of their strengths and weaknesses and are able to take more responsibility for their own learning.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students strongly adhere to the school's five core values of compassion, excellence, integrity, respect and responsibility. They have a very strong sense of personal responsibility and show independence of mind. Students are proactive and resilient, and they communicate their views confidently and clearly.
- Students' positive attitudes to school and to others result in exemplary behavior. They enjoy excellent relationships with members of staff. They report feeling safe and valued, and appreciate that their views are respected. They show genuine concern and empathy towards others.
- Students show an excellent commitment to safe and healthy living. They engage in many sports and participate in sporting competitions locally and internationally. They make healthy food choices at break times. Attendance is good. Punctuality to lessons is excellent.

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

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary life in the UAE. Students in Elementary can link the school’s core values, such as integrity and responsibility, with Islamic values.
- Students in Middle and High have a basic knowledge of the Emirati heritage and culture. In KG, children share stories about people and places in the UAE. In Elementary, students talk confidently about UAE history and geography, and their National Day celebration activities.
- Students fully appreciate and celebrate their own cultures. They compare their own cultures with other cultures in terms of community life, linguistic differences and common cultural practices. They have a well-developed interest in learning about, and experiencing, other cultures.

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

- The manner in which students take personal responsibility is exemplary throughout the school. They thrive as they take positions of leadership. They make meaningful contributions to the lives of others within the school, the wider community and globally through their voluntary activities.
- Students are highly motivated and work industriously. They are extremely supportive of their fellow students. An inspiring culture of innovation is promoted throughout the school. As a result, students initiate and influence change through entrepreneurial action.
- Students have an excellent understanding of conservation and sustainability issues. They actively engage in caring for their own school environment. They participate in a variety of conservation and environmental projects.

For Development:

- In the middle and high phases, extend and deepen students’ understanding and appreciation of Islamic values.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- Throughout the school, most teachers have secure subject knowledge and strong teaching skills. Teachers in KG make excellent use of their understanding of how young children learn. Positive relationships between adults and students are features of all lessons.
- Most teachers make good use of a range of questioning techniques to probe and assess students' understanding. Such questioning supports the development of critical thinking and independent learning skills. This practice is more variable in Arabic classes.
- Lessons are exceptionally well planned to promote conceptual understanding and the application of learning. Teachers make excellent use of students' advanced learning skills as they engage in problem-based learning. Learning coaches effectively support the development of teaching and learning.

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

- The school regularly collects and analyzes different types of assessment data, including MAP data and AP data. School leaders effectively use the data analyses to inform teaching and learning practices. They closely monitor the progress of individuals and groups of students.
- In Islamic Education and Arabic, school-based assessments are not appropriately linked to the MoE standards. They do not assess the full range of required content and skills. The school has not yet aligned assessments in those two subjects to other curricular areas.
- The school is developing a new system that will make it easier for members of staff to access students' attainment and progress data. The school also provides workshops to strengthen teachers' use of data information in planning and delivering lessons.

For Development:

- Ensure that the assessments in Islamic Education and Arabic are closely linked to statutory MoE standards, and provide valid and reliable data.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Good ↑	Weak	Weak

- The KG curriculum provides many opportunities for children to learn creatively through integrated areas of learning. Older students benefit from a varied and interesting curriculum leading to an extremely broad range of academic, fine arts and sports courses in the high school.
- The curriculum represents the school's vision as a high-quality American school, where wellbeing and nurturing talent are as important as high achievement. Systems for ensuring continuity in learning and curriculum review are strong. Links to the wider community and international outreach are very well developed.
- Arabic is now taught to students in Elementary. The integration of UAE social studies and moral education works well. Statutory requirements for the teaching of Islamic Education and Arabic in Middle and High are not met.

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

- Across the school, teachers modify the curriculum effectively to meet students' needs. Assessment data and teachers' knowledge of individual students are used to identify areas for improvement. Teaching approaches are then adapted to the ways in which students learn best.
- Curriculum enhancements and innovation opportunities deepen students' learning experiences and stimulate interest. Internships and many other local and international projects extend students' perspectives and build their character. Students' opportunities are enhanced by the extensive range of extra-curricular activities.
- Throughout the school, links with Emirati culture and the UAE are included within subjects. Design in modern Dubai, the building of civilizations, everyday mathematics and sustainable gardens are examples of daily connections. Students celebrate National Day and other cultural events.
- Arabic is taught in KG1 and KG2 for four lessons of 25 minutes each week.

For Development:

- Resolve the curriculum issues related to UAE statutory requirements.
- Expand cross-curricular links during curriculum reviews within each subject.

5. The protection, care, guidance and support of students

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

- Provision for health and safety, and arrangements for safeguarding, are exemplary. Members of staff receive extensive training in child protection. Procedures are fully understood by students, parents and members of staff. All necessary steps are taken to protect students from any form of abuse.
- Rigorous maintenance and safety checks ensure that the premises and facilities are safe, secure and in excellent condition to support learning. Students are carefully supervised when using school transport. Medical staff provide very effective care. All records are stored securely.
- The understanding of healthy living and of the benefits of physical activity are promoted systematically across the school, through lessons and in extra-curricular activities. Students have access to an extensive range of sporting facilities.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- A caring ethos permeates the school. Members of staff have very positive relationships with students in all grade levels. Expectations of behavior are clear and well followed by students. Effective monitoring systems ensure that students attend regularly and are punctual in arriving at lessons.
- The school has robust systems to identify students of determination, and those with gifts and talents. Well-constructed action plans guide curriculum adaptations and support. However, the levels of students' needs are not always matched to the KHDA categories.
- Care and wellbeing for all students is carefully monitored by skilled counselors. Personalized support guides students effectively through the university application process and provides advice on choices and careers.

For Development:

- Use the KHDA categories to ensure that interventions match the level of students' individual needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Members of the board of trustees and senior leaders state a commitment to inclusion. While an increased number of students of determination has been admitted this year, the lack of clarity in the schools' admission policy has resulted in the definition of a narrow range of needs.
- The school has an accurate understanding of the range of disabilities experienced by students. However, the degree of students' needs is not consistently well-matched to the different categories of learning difficulty.
- The school values feedback and the involvement of parents in their children's education. Parents report that members of staff are always readily available to meet them. They are fully involved in the construction of their children's educational programs.
- Appropriate curriculum modifications ensure that teaching approaches and personal support are successfully implemented. Well-qualified learning support staff provide individual support for students of determination.
- Effective tracking, monitoring, and evaluation procedures are consistently applied across the school. The information gained is used to improve provision and to measure students' progress both academically and socially.

For Development:

- Ensure that the school fulfills its commitment to admitting students with a wider range of needs who would benefit from the school's caring and supportive ethos.

6. Leadership and management

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

- The recently appointed superintendent is setting a clear vision for the future of the school. Central to the vision is ensuring that students' wellbeing, high achievement and all-round personal development continue to be at the heart of the school. The wide distribution of leadership roles enables all staff to contribute to the maintenance of high standards. However, not all middle leaders are equally effective in bringing about improvement. The school is not fully compliant with all statutory and regulatory requirements.
- Self-evaluation procedures provide a reasonably accurate view of the school's performance. Information gathered through systematic analyses of assessment information ensures that improvement planning is focused on appropriate development priorities. Although the school improvement plan identifies teaching, the curriculum, and achievement in Islamic Education and Arabic as improvement priorities, limited progress has been made.
- Parents are strongly supportive. They feel that the school provides a family atmosphere in which their children are well supported both academically and personally. They believe that their children are safe in school. Parents value the accessibility of members of staff and the regular reports which they receive on their children's learning and academic progress. Parents make significant contributions to the overall quality of education provided by the school.
- The board of trustees includes representation from most stakeholders. Through regular visits and reports from senior leaders, trustees have a good understanding of the school's performance. They support leaders in pursuing the national agenda targets. They ensure that the school has the resources needed to maintain the high quality of education. However, the board has not ensured that all statutory requirements for the provision of Islamic Education and Arabic, as indicated by the MoE and as recommended in the previous inspection reports, are met.
- The school runs smoothly on a day-to-day basis. Daily routines are implemented effectively. This owes much to the contributions of all members of staff, including administrative, security and maintenance personnel. The school is fully staffed with well-qualified and skilled teachers, who benefit from ongoing professional training. The high-quality premises and excellent specialist facilities provide stimulating environments for students to realize their full potential.

For Development:

- Improve the effectiveness of leadership in Islamic Education and Arabic.
- Meet the statutory requirements for Islamic Education and Arabic without further prevarication.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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