

INSPECTION REPORT

2022-2023



AMERICAN ACADEMY FOR GIRLS

US CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of School	2005
	Website	www.americanacademy.ae/
	Telephone	97142887250
	Principal	Lisa Ranae Johnson
	Principal - Date appointed	12/1/2019
	Language of Instruction	English
	Inspection Dates	07 to 10 November 2022

STUDENTS

	Gender of students	Girls
	Age range	3 to 18
	Grades or year groups	KG1 to Grade 12
	Number of students on roll	502
	Number of Emirati students	393
	Number of students of determination	72
	Largest nationality group of students	Emirati

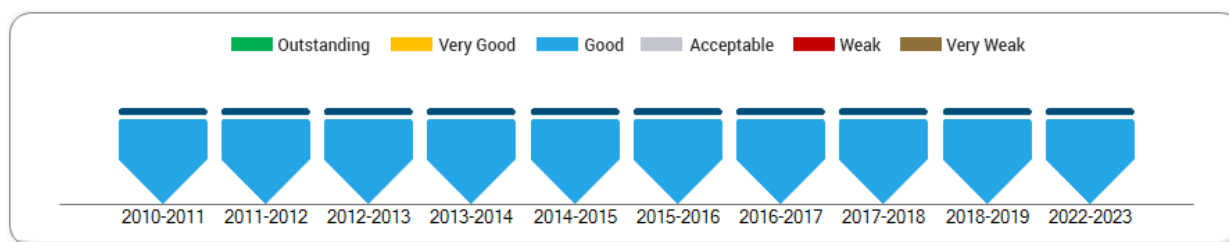
TEACHERS

	Number of teachers	51
	Largest nationality group of teachers	American
	Number of teaching assistants	17
	Teacher-student ratio	1:10
	Number of guidance counsellors	2
	Teacher turnover	14%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP
	Accreditation	NEASC

School Journey for AMERICAN ACADEMY FOR GIRLS



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

- Attainment in Arabic, Islamic Education, mathematics, and science is generally good across all phases. Attainment in English is acceptable as confirmed by external assessments. Attainment and progress in the Kindergarten (KG) is very good because of very good teaching and the successful phonics program. Progress in Arabic, English, mathematics, and science is good. It is very good in Islamic Education.
- Students' Islamic values, personal development, social responsibility, innovation skills, and understanding of world cultures are very good across all phases. Students are respectful of the needs of others. They demonstrate sensitivity and acceptance of others who are different from them. They have a secure understanding of how Islamic values influence life in the UAE. They show great respect for the heritage and culture of the UAE.

PROVISION FOR LEARNERS

- The quality of teaching is very good in KG and good elsewhere. Teaching in KG is stronger because teachers have high expectations and understand how young children learn. All teachers have strong subject knowledge, and their lesson planning is detailed and focused on good use of resources. The school has a wealth of assessment data but the systematic use of this information in classrooms is inconsistent. Internal and external data are not fully aligned.
- The school follows the New York curriculum standards. The curriculum has a very clear rationale, matched to the school's and UAE visions. The curriculum provides clear progression from year-to-year, and addresses the skills, knowledge and understanding needed. In KG, the curriculum is adapted well in lessons. Curriculum modifications to address individual student's needs are inconsistent in other phases.
- Health and safety, and child protection are outstanding. There are comprehensive procedures and policies covering all aspects of safeguarding, child protection and security. A caring ethos permeates the school and staff have very positive relationships with students across all grades. The wellbeing and personal development of all students is carefully monitored. Careers guidance across the school is particularly effective.

LEADERSHIP AND MANAGEMENT

- The principal and her senior team are highly effective. Leaders know the strengths and weaknesses of the school, but improvement planning lacks specific focus. Relationships are strong and morale across the school is high. Partnerships with parents and the community are outstanding. The governing board represents all stakeholders and provides financial and developmental support to the school. Statutory requirements are met.

The Best Features of The School:

- The vision and ambition of the principal and her senior team inspires girls to be leaders of the future
- The provision for children in KG, including teaching, learning and assessment
- Students' understanding of Islamic values, social responsibility, and their technological skills
- Health, care and support, as well as students' welfare and wellbeing
- The quality of partnerships with parents which encourages their involvement and support

Key Recommendations:

- Improve students' attainment and progress by:
 - identifying and sharing the very best practice in teaching and learning already in place
 - providing a greater level of challenge for higher ability students
 - increasing opportunities for students to develop their reading skills.
- Ensuring internal and external assessments are aligned and that teachers make full use of this information.
- Prioritizing school development plans and targets, and supporting these by measurable and realistic success criteria.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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	meets expectations	meets expectations

- In the international PISA tests, students' performance shows improvement with higher scores than in TIMSS. Students' progress in English, mathematics, and science, in the 2022 National Agenda assessments, was weak.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders have established effective systems to analyze data, and to use these to identify areas of the curriculum that are not effectively covered. This information is shared with staff. It results in close monitoring of students' learning enabling improvements to be implemented quickly and effectively.

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

- Detailed action plans are in place across the school. Students use a range of reading materials enabling them to develop breadth in their reading experiences and improve their understanding of what they read.

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

For Development:

- Ensure all students have opportunities to extend the range and quantity of their reading.
- Provide opportunities for all students to develop critical thinking, investigative and problem-solving skills.

Wellbeing

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

- Governors and senior leaders promote practices and policies which ensure the wellbeing of students and staff. Leaders are held to account for the provision and success of their wellbeing arrangements. Suitable data is collected and analyzed by the wellbeing committee. This informs planning, policies and provision which results in an ethos of care and support throughout the school.
- Students with a range of different learning needs are well cared for and appropriately supported by qualified staff. Staff participate in ongoing training provided by internal and external providers. The wellbeing of staff and students is central to the school's agenda. Well-informed staff, across all phases, accurately identify students in need of additional support. Stakeholder feedback is welcomed. Support is provided through the pastoral system and by the school's counselors. The school counselors are also available to meet with any staff or parents who have any wellbeing issues. Parents would appreciate more opportunities to participate in wellbeing sessions.
- Across subjects, students focus on areas of wellbeing in the curriculum. In addition, students practise mindfulness, and have time during lessons to reflect and share. Further mapping and review of the wellbeing curriculum will promote access to further wellbeing promotion opportunities. Students' positive behaviors and attitudes are seen across all grades in all lessons. Students in the high school would appreciate more extra-curricular offerings focused on giving and community service. Students say they feel safe and well supported.

UAE social studies and Moral Education

- From Grade 1 to Grade 4, UAE social studies and moral education are taught in Arabic. Students in Grade 5 to Grade 9 benefit from the moral, social, and cultural framework. For older students, UAE social studies is interwoven into world history classes along with discrete lessons on moral education taught for one hour each week. In all cases, the appropriate curriculum standards are applied.
- Social studies is discretely taught and adapted to meet the needs and skills of students in the elementary phase. Moral, social and cultural education topics are enhanced by a variety of projects and activities. Teaching promotes enquiry-based learning that students find engaging and interesting. Assessment takes place through continuous assessment and the evaluation of project work.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data is consistent with that observed in lessons. Progress in the elementary and high phases is slightly better because of students' engagement and collaborative learning in lessons. The school's assessments of attainment are accurate.
- Students have strong Holy Qur'an memorization and recitation skills. Their understanding of Fiqh is consistent and extends to evaluating cases considering Islamic rulings. In the lower elementary school, students' knowledge of Seera is excellent. Students consistently reflect on how to apply their learning to life in the UAE.
- Teachers and learners use technology effectively in lessons. The school's provision of morning Holy Qur'an clubs is contributing to improving recitation skills. However, students' ability to cite evidence from the Holy Qur'an and Hadeeth is inconsistent.

For Development:

- Improve students' ability to cite evidence from the Holy Qur'an and Hadeeth.
- Raise expectations of students' written work to extend their understanding and skills.

Arabic as a First Language

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

- Students achieve well in Arabic language across the phases. They make good progress in listening comprehension and reading analysis skills. They develop their writing and speaking skills at a good pace.
- Students across all phases have secure listening skills and knowledge of grammatical structures. The ability to analyze readings and literary texts has improved in the middle and high phases. Critical thinking skills are developing well.
- Recent curriculum reviews have led to adaptations that more closely match students' needs. These changes have had a positive impact on students' progress across all phases. Nevertheless, students speaking and writing lag behind their other language skills.

For Development:

- Improve students' Arabic speaking and writing skills.

Arabic as an Additional Language

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

- Students' language skills are developing well across the phases, especially in the elementary phase. Students achieve strong outcomes in their reading comprehension, writing, and speaking in relation to their individual starting points.
- Students enjoy their Arabic language lessons because they are taught a curriculum that is relevant to their own lives. This underpins the progress they are making in reading, listening, and speaking. Students can speak in simple and basic ways and write about their experiences using vocabulary and phrases they have learned
- The most recent curriculum reviews and improvement to teaching and assessment practices have helped consolidate students' learning experiences in lessons and over time.

For Development:

- Enhance students' speaking and writing skills.

English

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

- Internal assessment reflects very good attainment while external assessments show consistently weak results. The outcomes of measures of cognitive potential and academic progress are used to establish personalized learning targets for students in Grade 1 to Grade 12.
- Speaking and collaborative skills are predominant features in most lessons. The school has recently opened a new secondary library and has developed a 'Reading across the Curriculum' policy. Learning technology platforms are effectively used to support English tasks and activities.
- In KG, the phonics program is helping to develop children's English language skills. In the elementary phase, teachers effectively promote reading through guided and focused literacy activities. In the middle and high phases, there is an ongoing focus on improving speaking and writing.

For Development:

- Improve progress in all phases through more frequent reading and writing opportunities.
- Ensure that the results of internal and external assessments are more closely aligned.

Mathematics

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

- Children in KG learn quickly as they work practically with shape and explore differences in sets of numbers. Elementary and high phase students use reasoning well and can explain their thinking. Middle phase students demonstrate similar strengths, but this is not consistent across the phase.
- Work with number operations is secure for most students, leading to more advanced level options in the high phase. Geometry skills are still developing and sometimes lack precision. Students work well in displaying, interpreting, and predicting with data.
- Tighter alignment to curriculum standards is starting to affect student performance positively, including improved external assessment results. Students' improved understanding of mathematical concepts and skills is having a positive impact on attainment in High School.

For Development:

- Provide more opportunities for students to apply their mathematical skills in everyday contexts.
- Include geometry, algebra, and data handling along with number, more regularly across the school year.

Science

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

- Children in KG understand the importance of caring for the environment and are working on making the outdoor area more friendly. Students in the elementary, middle, and high phases have a wide understanding and knowledge in all areas of science. They are well prepared for internal and external examinations. Their attainment is improving.
- Teachers generally use assessment information well to match work to the needs of students. Questioning, especially in the middle phase, is challenging. This deepens students' scientific understanding. Investigative skills are improving in middle and high phases. Critical thinking skills are improving throughout the school.
- Since the previous inspection, work is more challenging although, for higher attaining students it is not always demanding enough. In the elementary phase, teachers sometimes give students too much direction, so that they do not develop their own investigative skills.

For Development:

- Improve scientific enquiry skills by making sure students have opportunities to conduct their own investigations.
- Use assessment information to make sure work is always challenging, especially for gifted, talented, and higher ability students.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- Learning skills are well developed in KG where children are keen to communicate their understanding. In the elementary, middle, and high phases, the use of learning technology is effectively used to enhance and complete most tasks.
- Students in the middle and high phases interact and collaborate purposefully to achieve their learning goals across subjects. Independent learning is strongest in the high phase. In other phases, critical thinking, and the quality of discussions are not impacting consistently on students' learning.
- Students across all grades demonstrate increasing responsibility for their learning. Collaborative learning is a developing feature, although student discussion is not always purposeful. In the majority of lessons, students apply their understanding to everyday life when prompted by the teacher's questions.

For Development:

- Develop the quality of students' collaboration skills in the middle and high phases.

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

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

- Students have positive and responsible attitudes. They are self-reliant and accept feedback from others during peer assessment. Self-discipline contributes to the positive ethos and harmony observed throughout the school.
- Students are sensitive to the needs of others and consistently help one another. They enjoy working together and looking after one another inside and outside lessons. Relationships in the school are respectful and considerate.
- Students demonstrate an exceptional understanding of safe and healthy living. They consistently make wise choices about their own health and safety. They strongly participate in many sports activities that promote safe and healthy lifestyles. Attendance and punctuality are inconsistent.

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

- Students have a secure understanding of how Islamic values influence life in the UAE. They highly appreciate how Islamic values of equality and tolerance permeate their communities. They demonstrate strong respect and acceptance of diversity.
- Students show respect for the heritage and culture of the UAE. They understand the immense development that has taken place in the country since its foundation, and attribute that to its visionary founders and leaders. Students initiate and participate in UAE celebrations such as National Day and Flag Day.
- Students show deep understanding and appreciation of their own culture. Through international days, students have the opportunity to represent different world cultures. Elementary students eloquently and eagerly share their international travel experiences.

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

- Students across the school have a very well-developed sense of community and responsibility. They are keen to take on leadership roles such as house captains. Children in KG enjoy roles as little leaders. Students contribute to the wider community through charitable fundraising events.
- A strong work ethic is evident from the youngest children onwards. Students show initiative, for example, pitching for business investments, and younger students making a presentation to encourage girls to join the school.
- Students are very aware of sustainability goals with several recycling drives that are then used for art projects and a fashion show. Elementary projects, for example, imagining a school on Mars or celebrating events such as global day, reinforce students understanding of worldwide climate issues.

For Development:

- Improve attendance across the school, and punctuality to lessons.
- Build on non-Emirati students' knowledge and understanding of Emirati heritage and culture.

3. Teaching and assessment

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

- The improved teaching in KG is attributed to a better understanding of the teaching methods more suited to young children’s learning. In the elementary, middle, and high phases, the quality of teaching is variable. Too much teacher direction restricts the development of independent learning.
- Student and teacher interactions are positive. Questioning to promote critical thinking and deepen students understanding are developing features. Differentiated tasks to meet the needs of all students are not regular features. In core subjects, learning objectives are not always clearly explained
- While there are examples of teaching effectively supporting the development of higher order thinking skills, this is not consistent. The promotion of cross-curricular links and real-life applications are emerging features in most subjects.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Good

- Assessment in KG is detailed. It involves ongoing checks of children’s development and is shared with parents on a regular basis. Data are used effectively to make sure children are well supported in those areas where there are gaps in their learning or to gain new skills.
- In the elementary, middle, and high phases, the quality and detail of assessment information has improved considerably. It is increasingly used to guide learning and to keep parents informed about attainment and progress. Students successfully self-assess and set their own targets for improvement.
- There is a closer alignment of the results of internal and external assessments. Rubrics are used more accurately to evaluate progress and to plan learning activities.

For Development:

- Ensure that teachers’ questioning promotes higher order thinking skills to deepen students’ understanding.
- Use assessment information to guide teaching and set challenging targets for all students, especially gifted, talented, and higher ability students.

4. Curriculum

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

- The school aligns to the New York curriculum standards. It provides breadth and balance between curriculum content and learning skills. Ministry of Education (MoE) standards provide a strong Islamic and Arabic component. Overall, the school’s licensed curriculum requirements are fully met.
- A hallmark of the curriculum is choice. In KG through to Grade 8, students have daily opportunities to make choices in learning. This is particularly strong, in the high phase, where students choose from a broad range of core and elective courses to match their university or life interests.
- The shift to the New York standards, alongside the in-depth analysis of the curriculum in relation to student learning gaps, has resulted in a clearer curriculum path against which student performance is evaluated. The impact of curriculum enhancements and innovative focus areas forms part of the annual reviews.

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

- In KG, the curriculum is adapted well in lessons, particularly for children whose first language is not English. Although curriculum modifications to address individual student’s needs are made in other grades, these are inconsistent. In some subjects, successful adaptations address earlier gaps in learning.
- Enhancements to the curriculum add value and interest as students become involved in their own enterprises, take part in competitions, develop innovative projects, or learn life-skills. Opportunities for creativity are evident in student displays around the school.
- Links with Emirati culture and UAE society are evident schoolwide. Students develop projects linked to national priorities or community projects based on local needs. The curriculum integrates aspects of cultural awareness with subjects including Islamic Education, science, and art.
- In KG, Arabic is taught for 150 minutes each week, and Islamic Education for 50 minutes.

For Development:

- Systematically track and evaluate the effectiveness of modifications to the curriculum, analyze what works best in improving student outcomes, and direct professional development towards these.

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

- Comprehensive procedures and policies cover all aspects of safeguarding, child protection and security. These, combined with rigorous staff training at every level, ensure students feel very safe and protected from all forms of bullying and abuse.
- The exceptionally clean and hygienic site is fully accessible with lifts, ramps, and emergency evacuation procedures. The school is proactive in resolving any health and safety matters quickly. The end-of-day school leaving arrangements are monitored carefully by the school.
- The promotion of healthy physical and personal development lifestyles permeates the school. Several methods for students to obtain support from the pastoral team together with access to a well-resourced clinic, ensure arrangements for students' health and safety are secure.

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

- A caring ethos permeates the school and staff have very positive relationships with students across all grade levels. Systems and procedures for managing student behavior are effective.
- Schoolwide systems are in place to monitor attendance and punctuality. However, absences and lateness to class across in all phases disrupts students' learning.
- The school has thorough systems to identify students of determination and students who are gifted and talented. Interventions which match the needs of students are seen in lessons across all grade levels.

For Development:

- Enlist the support of all stakeholders in improving the attendance and punctuality of all students.

Inclusion of students of determination

Provision and outcomes for students of determination


Good

- The development of specific leadership roles has ensured that a vision of inclusion is evident in the policies and practices across the school. This inclusive ethos is reflected in the everyday life of the school.
- The identification of the needs of students is accurate and well informed. This ensures that the specialist team provides intervention plans that are targeted and successful at removing barriers for students.
- Parents are strong partners with the school, and they are fully involved in their children’s educational programs. Parents confirm that their children are well looked after and supported by the school.
- Provision for students of determination is effective and matches individual needs, learning profiles and ability levels. Curriculum modifications ensure support enhances student engagement in learning, but teachers do not always modify lessons or teaching approaches effectively enough.
- The differentiated teaching approaches used in most lessons, and the effective work of the specialist team, ensure that students of determination make good progress overall. This is less effective for higher ability students.

For Development:

- Ensure that teachers implement the modifications to learning, as listed in the student passport ,to lower barriers to learning.

6. Leadership and management

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

- Leadership and management are effective across the school. The relatively new principal has worked diligently to identify areas for improvement and offer a realistic plan over a three-year timescale. The school has a clear vision, purpose, and direction. Relationships and communication with stakeholders are professional and effective. Morale is high and staff turnover is reducing. Staff, students, and parents talk positively about recent improvements and the promotion of girls as future leaders.
- The school knows itself well. Self-evaluation includes regular checks on teaching and learning and is more effective. However, although areas for improvement are identified, they are not prioritized as effectively as possible to identify clear achievement of the set targets. The school development plan is detailed with a large number of goals but no timelines and no success criteria. There has been some progress in addressing the recommendations of the previous inspection report.
- Parents are highly supportive of the school and its leaders. The school has a very effective parent board which is linked with governance and ensures that parents are heard. The school uses a wide range of methods, including technology, to communicate with parents. Parents value the school reports. The school makes significant contributions to a range of charities including breast cancer prevention. The school liaises closely with other schools, including schools in the USA.
- The governing board includes representation from a range of stakeholders including parents, who are members of the school advisory board. The governing board meets regularly to review the school's work. They review the progress in addressing the targets in the school's self-evaluation. This review is all encompassing but does not offer any particular focus with excessive references to ongoing rather than identifying clear achievement. Governors make a significant contribution to the school's leadership, direction, and ethos.
- The operation of the school runs smoothly, and timetabling makes the best use of the available time and space. Governors and leaders ensure that there are sufficient appropriately qualified teachers to support the curriculum. Leaders have been effective in reducing staff turnover. Resources are well matched to the learning needs of students. Recent refurbishments, especially in KG offer a pleasant and welcoming environment, which is well suited to curriculum requirements.

For Development:

- Ensure that school improvement targets are more sharply focused so that the whole school community is clear about the school's development priorities.

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