




Dubai International
private School - BR

 Curriculum: US

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Quoz
Type of school	Private
Opening year of school	1998
Website	www.dis.sch.ae
Telephone	00971-4-3385530
Address	AlQouz - AlMeydan Street. P.O Box 125676
Principal	Dr. Akram Zayour, د.أكرم زيعور
Language of instruction	English
Inspection dates	6 to 9 March 2017

Teachers / Support staff	
Number of teachers	133
Largest nationality group of teachers	Lebanese
Number of teaching assistants	20
Teacher-student ratio	11.1
Number of guidance counsellors	3
Teacher turnover	29%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG1-Grade 12
Number of students on roll	2180
Number of children in pre-kindergarten	NA
Number of Emirati students	1479
Number of students with SEND	65
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	US
Main curriculum	US
External tests and examinations	TOEFL, IELTS, SAT
Accreditation	AdvancEd, NEASC candidacy
National Agenda benchmark tests	MAP, CAT4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

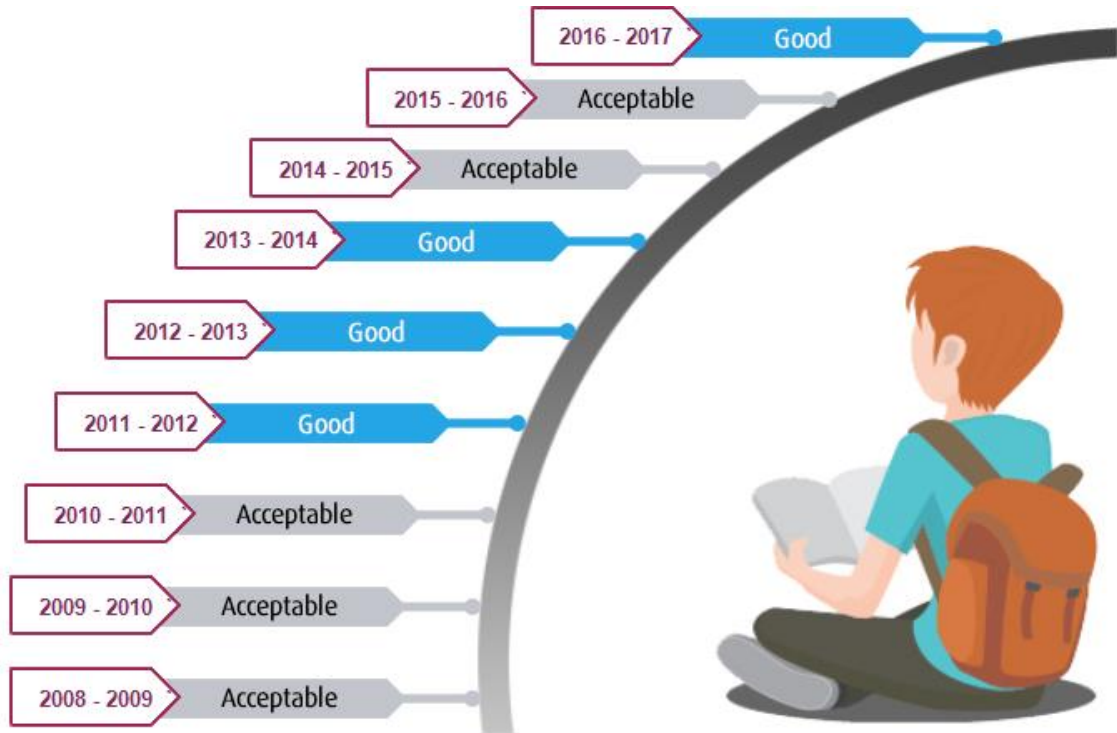
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Dubai International private School - BR



- The school opened in 1999. The principal has been in post for 17 years. The number of students on roll has increased by 291 this year.
- Previous inspections have acknowledged strengths in students' progress in Islamic education, especially by younger students, and their understanding of Islamic values. Equally, the school's inclusivity, and the outstanding care and personal development in the Kindergarten (KG).
- Recommendations from previous inspections have focused on the need to improve the rate of students' attainment and progress and develop assessment systems. Curriculum continuity and coherence is also a recurring concern, as is the capacity of the governing body to hold leaders to account.

Summary of inspection findings 2016-2017



Dubai International private School - BR was inspected by DSIB from 6 to 9 March 2017 . The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

- In the KG, children's attainment is acceptable in mathematics, science, and English. Throughout the school, students' attainment and progress are mostly good except in mathematics and Arabic.
- Almost all students demonstrate enthusiasm and enjoyment of learning. This is due to the extremely positive climate for learning, promoted throughout the school.
- All students show at least a good level of personal responsibility. Their understanding of Islamic values and awareness of Emirati and world culture are very good and outstanding in KG.
- The quality of teaching and assessment is good. Most teachers have a good knowledge of their subjects and know how students learn. The pace is good in most lessons and resources are adequate. Teachers in the KG, Arabic and Islamic education gather assessment and progress data but do not use it effectively in lesson planning.
- The curriculum has breadth, balance, relevance and a clear rationale. It complies with most statutory requirements.
- The care and support of students are good. The school has recently introduced a comprehensive behavior management system. The school's inclusive policy is reflected in all aspects of school life. There are appropriate plans and policies, which are applied across the school to benefit students with special educational needs and disabilities (SEND).
- The school's leadership and self-evaluation are good. The leadership structure of the school has been reviewed and new staff recruited to provide further strong and effective strategic educational leadership. Leaders communicate a clear educational philosophy and strategic direction. They are committed to UAE national priorities. Management of staffing, facilities and resources are of a good quality.

What the school does best

- Student achievement in Islamic education.
- Students' very good attitudes, relationships, and belief in cultural diversity.
- The improvements in teaching and assessment systems.
- The provision for students with SEND and gifted and talented.
- The commitment and dedication of middle and senior leaders.

Recommendations

- Improve students' attainment and progress to good or better in all subjects and phases by:
 - Developing a structured professional development programme which is linked to performance management
 - improving the monitoring of teaching and making sure it focuses on outcomes for students.
- Further develop provision and increase children's attainment and progress in KG by;
 - developing choices for children in both learning activities and in play
 - planning lessons that meet the needs of the range of abilities
 - creating challenging opportunities for children to develop their learning skills, particularly in exploration, discovery and investigation.
- Set higher expectations for the quality of writing across the curriculum, especially in the elementary phase by:
 - devising and implementing a whole school writing strategy which promotes cursive writing in all subjects
 - ensuring students' have the opportunity to write at length daily
 - encouraging a more systematic organization of students' notebooks, with regular written feedback from teachers so that students receive full recognition for their achievements.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment is below expectations in English, mathematics and science in the National Agenda parameter tests.
- The National Agenda parameter data is analysed rigorously. It is compared with internal assessment data and the differences explained and understood. A detailed National Agenda parameter action plan has been devised to fit seamlessly into the main school action plan. The plan addresses all the key areas for improvement. The Senior Leadership Team (SLT) has ensured that they and all heads of department receive good external training. This training has since been cascaded down to all teachers.
- The curriculum is adequately aligned to TIMSS and PISA requirements for the targeted grade levels in both content and skills. The relevant and required subject skills and knowledge are included in the curriculum and the planning and progression is thorough. The National Agenda parameter data analysis is used to influence changes to the curricula.
- Outcomes of the National Agenda parameter have had a real impact upon the teaching strategies employed. Development of critical thinking, more investigations, research and application of the subject to real life have added relevance and rigor to the teaching.
- Most students are familiar with their individual results. Students are disappointed that they did not take it more seriously and intend to do their very best in future testing to provide a more accurate picture of their attainment and progress. The results have had a direct impact on their learning. Students use a wide variety of resources including mandated laptops from Grades 6 to 12 to access information for research projects and presentations. They are developing the required National Agenda research skills using both electronic and paper resources.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Students integrate their work using technology by presenting, communicating, searching, and contributing their ideas on an on-line platform shared by teachers and students. They are encouraged to exchange ideas and practices with students from other schools. Teachers provide opportunities for students to express themselves by asking open-ended questions. They encourage them to develop hypotheses and support them to research further information. Students are engaged in relevant learning scenarios that encourage the essential skills of problem solving, collaboration, communication, clear and critical thinking as well as developing core academic knowledge. School leaders are determined to promote a culture of innovation. They have provided professional development programs that address innovation and creativity, especially in classrooms. The school has a policy of integrating technology across the curriculum and is a 'Microsoft school'.

Overall school performance

Good






1 Students' achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable ↓	Good ↑	Good
	Progress	Not applicable	Acceptable ↓	Good ↑	Good
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable ↓	Acceptable ↓
	Progress	Not applicable	Good	Good	Acceptable ↓
English 	Attainment	Acceptable ↓	Acceptable	Good ↑	Good
	Progress	Good	Good ↑	Good ↑	Good
Mathematics 	Attainment	Acceptable ↓	Acceptable	Acceptable	Good
	Progress	Good	Good ↑	Acceptable	Good
Science 	Attainment	Acceptable ↓	Good ↑	Good ↑	Good
	Progress	Good	Good ↑	Good ↑	Good
		KG	Elementary	Middle	High
Learning skills		Good	Good ↑	Good ↑	Good







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

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









3. Teaching and assessment

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

4. Curriculum

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


6. Leadership and management

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


Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable ↓	Good
Mathematics	Acceptable ↓	Good
Science	Acceptable ↓	Good

- In English, most children's attainment is in line with curriculum standards. Most children know the sounds and letters of the alphabet. They have an age appropriate oral vocabulary, and are beginning to develop high frequency word sight vocabulary. They are beginning to use their phonetic skills to write words that are familiar to them. In lessons, children respond to questions using phrases rather than sentences. Nevertheless, given their starting points they make good progress.
- In mathematics, most children demonstrate attainment in mathematical skills which is in line with the curriculum standards. By KG2 most can count, add and subtract to 10. They recognize patterns, 2D shapes and can compare and recognize different sizes. Activities generally do not lend themselves to children discovering, exploring and solving problems for themselves. They show good progress from their starting points, in lessons and over time.
- In science, most children attain knowledge and skills that are in line with curriculum standards. Their understanding of what constitutes healthy foods is strong. They are beginning to predict the results of experiments. For example, using pictures, ticks and marks, children predict items that will float or sink and work collaboratively to record their findings. This hands-on approach to science enables the majority of children to make good progress in lessons and over time.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable ↓	Acceptable ↓
Arabic as an additional language	Good	Good
English	Acceptable	Good ↑
Mathematics	Acceptable	Good ↑
Science	Good ↑	Good ↑

- In Islamic education, students' attainment and progress are good. The majority of students have a strong understanding of Islamic concepts and principles such as the six Pillars of Iman and some of the names and attributes of Allah such as the Merciful. They also demonstrate good progress in their understanding of the reasons behind the Islamic Fiqh-Laws and acts of worship, such as ablution and prayers. Students memorize short surahs such as Surat Al Alaq and Surat Al Naziat and their recitation skills are appropriate to their age.
- In Arabic as a first language, most students' attainment and progress are in line with curriculum standards. The school's internal attainment data is generous, based on repeated and familiar exercises. By Grade1, students' demonstrate improvement in the four language skills of listening, reading, speaking and writing. They can read and write a few short sentences independently. By Grade 5, most students can read prescribed topics, but their comprehension skills are still underdeveloped.
- In Arabic as an additional language, the majority of students achieve above curriculum expectations. They can read appropriate comprehension passages correctly without the need for translation in to English. They write familiar dialogue confidently with few colloquial expressions. In lessons, students express themselves confidently. Progress for the majority of students is good.
- Most students' attainment in English is in line with expectations for the California Common Core Standards. There are variations in students' performance in international tests. Students make strong progress in developing their reading skills. Their writing skills are often at word and sentence level in lower elementary. They make good progress so that by upper elementary most are regularly writing to the expected levels.
- In mathematics, students' attainment is in line with curriculum standards. In lessons, students' progress, against individual starting points is good. Students acquire numerical competencies and develop their algebraic understanding. Their knowledge of geometrical properties is less secure. By Grade 5, students are confident in being able to explain equivalence of fractions and effectively model these relationships. Difficulties in the acquisition of mathematical vocabulary impede students' progress in problem solving.
- In science, the majority of students' attainment and progress are above curriculum standards. External benchmarking is not yet embedded with the current available internal data being unreliable. Students' levels of knowledge and understanding are above grade level expectations. Although, skills' development is weaker, because practical work is not a regular feature of all lesson planning and delivery. Science progress is stronger in classes where students engage in active learning with a more student-centered approach.

Middle		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good ↑	Good ↑
Arabic as an additional language	Acceptable ↓	Good
English	Good ↑	Good ↑
Mathematics	Acceptable	Acceptable
Science	Good ↑	Good ↑

- In Islamic education, the majority of students achieve above curriculum expectations. They make better than expected progress in relation to appropriate learning objectives in lessons and as demonstrated in their work books. Students have a strong understanding and appreciation of Islamic morals and values such as charity and giving. They also have a good awareness of the meanings of prescribed Hadeeth and infer the general meaning and make connections to their personal lives. Students recite the prescribed verses of the Holy Qur'an with confidence and apply relevant rules of Tajweed.
- The majority of students attain levels above curriculum expectations in Arabic as a first language. Students' speaking and listening skills are strong. By Grade 8, most students demonstrate good interpretation of grammar rules applying them correctly. In Grade 7, most students are interested and engaged with, poetry analysis. This results in better than expected progress for the majority of students. A minority of students demonstrate strong summary writing based on free and extended reading.
- In Arabic as an additional language, students attain in line with curriculum expectations. They confidently read and understand age related text accurately without the need for English translation. Students are able to write short sentences independently. The school's internal data analysis shows inflated achievements, based on repeated and familiar exercises from textbooks. Students show better than expected progress against appropriate learning objectives.
- In English, the majority of students' attainment and progress are above expected curriculum standards. Students' achievement is now benchmarked against international expectations. The results from these test fluctuate. Students make good progress in lessons, particularly in developing their reading comprehension. For example, they confidently deal with a wide range of genre, acquiring and use new vocabulary. The quality of their writing is developing. Their work in their books demonstrate increasing accuracy in punctuation and grammar.
- In mathematics, students' attainment and progress are in line with curriculum expectations. In the lower year groups, most students can identify the difference between rational numbers and integers, representing these differences on a number line. By Grade 8, students are able to construct the image of a geometric shape using the concept of object. Generally, however, students have difficulty in using geometrical concepts and properties to solve problems. Progress is variable in some classes. In some cases, this is due to language difficulties but is also because students pay insufficient attention to the logical presentation of their work.

- Students enjoy science and the majority make better than expected progress, achieving levels above curriculum standards. External benchmarking is not yet embedded throughout the school and the test data is unreliable. In lessons student knowledge and understanding are above grade level expectations reflecting their interest and enthusiasm for science. Student skill levels are weaker since investigative, open-ended practical, underpinned by the scientific method, have not been developed. Accelerated progress is made in lessons where students communicate their scientific understanding with confidence.

High		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Acceptable ↓	Acceptable ↓
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the majority of the students' attainment and progress are above curriculum expectations. This has been the trend for a number of years. Students' can infer from the Holy Qur'an the Islamic laws and explain how to apply what they have learned to their own lives such as chastity. Students show good application of Tajweed rules in Holy Qur'an recitation. In strong lessons, students are able to derive judgments from sources such as the verses of the Holy Qur'an and Hadeeth and have the opportunity to develop their research skills and express their ideas clearly.
- The majority of students attain levels above curriculum expectations in Arabic as a first language. Students can analyze descriptive and narrative literary texts, present their views and critique others' ideas. Most students, in both the boys' and girls' sections, have strong conversational skills. Their listening skills are strong when responding to standard models of Arabic. Girls' by Grade 11, demonstrate writing skills which express their ideas and emotions confidently and fluently. The majority of students can apply prescribed grammar rules correctly. Generally, their extended and creative writing has progressed well. Girls make better progress in lessons than boys.
- Students, following the program of Arabic as an additional language attain levels in line with curriculum expectations, in the four language skills. Their listening and comprehension skills are stronger. Students read and understand age related passages accurately and write short sentences independently. Students' progress is not better because they are not sufficiently challenged by their learning experiences.
- In English, the majority of students' achieve levels of attainment that are above curriculum expectations. The school's internal tracking information indicates that standards are high and this is reflected in the successful outcomes for those students who participate in IELTS and TOEFL. In lessons, students demonstrate maturity in their writing. They read widely, fluently and demonstrate a mature understanding and appreciation of modern and classic literature.

- In mathematics, the majority of students' attainment and progress are above curriculum expectations. By Grade 11, students are secure in using algebraic techniques. For example, they effectively used technology and their understanding of compound interest in leading a discussion on changing conditions for financial investment. Grade 9 students, show similar levels of algebraic expertise in applying these skills to solving problems. Students are effectively developing their skills of analysis and deduction, such as in a Grade 12 lesson on optimization, using calculus techniques. Strong attainment and progress have been effectively sustained over the previous three years.
- In science, the majority of students attain above national and international standards in physics, chemistry and biology. Strong progress is evident in lessons where students work effectively in groups to solve problems, discuss science and explain their work confidently using accurate scientific language. Levels of knowledge and understanding are above the Next Generation curriculum standards.

	KG	Elementary	Middle	High
Learning skills	Good	Good ↑	Good ↑	Good

- Almost all students demonstrate enthusiasm and enjoyment of learning. They benefit from an extremely positive climate for learning, promoted throughout the school. This effectively supports their academic and personal development and ensures that students take responsibility for their own achievements.
- Students communicate well, collaborate effectively, and are confident in sharing their ideas and experiences. In the middle and high school, students offer mature contributions. They listen carefully to their teachers and to each other and are interested in the views and opinions of others.
- Students frequently apply their learning to meaningful situations that are relevant to their life. Opportunities for making connections to the real world are now more frequent and this enhances students' learning experiences. Consequently, this has a positive impact on students' enjoyment and understanding across the curriculum.
- Students are encouraged to be curious learners through critical thinking opportunities which are frequent in many subjects. Students use learning technologies effectively in research and enquiry. They consider many different ways to explore learning and present their findings with creativity, originality and effectively, using the available technology and their own devices.

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

	KG	Elementary	Middle	High
Personal development	Very good ↓	Good ↑	Good ↑	Very good ↑

- Most students have positive attitudes and are involved in the life of the school. They act responsibly and participate with enthusiasm in all activities. Student engagement with the social emotional learning program is underpinning the promotion of their personal development.
- Most students exercise strong self-discipline. This is reflected in the productive learning environment, which exists in most lessons. For example, a Grade 3 lesson, centered on sandwich making, illustrated the exemplary conduct of students. Their responsible actions ensured that it was an enjoyable learning experience for all, with the essential element of fun.
- Relationships between students and staff are respectful and courteous. Students comment on how much they value the multicultural diversity of the school, enabling them to make friendship groups with a range of nationalities. In the KG, a strong supportive relationship between the staff and children is promoted through storytelling and shared experiences.
- Discussion with students indicate many are aware of the importance of a healthy lifestyle and are making informed decisions about their diet. Students are increasingly aware of the consequences of their choices through the science curriculum, assemblies and invited speakers such as nutritionists. They also take an active role in promoting the message of Health and personal wellbeing. In Grade 11, students used their initiative to create and run a First Aid workshop.
- A common remark made by students is that they 'enjoy coming to school'. The high attendance levels, 94 per cent or better, is a clear indicator of their commitment. Punctuality between lessons is understood to be important by most students. However punctuality to assembly is not consistently adhered to. A significant number of students are 'missing out' on this important part of the school day.

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

- Students demonstrate an excellent understanding and appreciation of how the values of Islam play a major role in the multi-cultural society of the UAE. These values are an essential part of the school ethos and are reinforced through students' participation in different Islamic occasions such as Eid and Haj. They also actively participate in "Al Reem Award" for Qur'an memorization, which is organized by the school.
- Students are very respectful of the UAE heritage and culture. They understand how culture influences the UAE society. They are actively involved in different cultural activities such as Flag Day, Martyr Day, and the National Sports day. Moreover, the school organizes different trips to cultural locations such as Dubai museum and Saruq Al Hadid museum in order to enhance students' understanding of the UAE culture. In the KG, children demonstrate an outstanding understanding of the UAE culture through the KG's 'Union Museum'.

- Students demonstrate a strong understanding of their own culture and other world cultures. An international day is held every year in the school in which students have the opportunity to appreciate and understand different cultures. Students do not, as yet, have a deep understanding of major world cultures.

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

- Students take a proactive role in contributing to community projects. The Student Council is responsible for organizing the collection of food donations in support of the Emirates Food Bank initiative. The success of the recently organized Festival Day enabled funds to be sent to the Dubai Care Project. Particularly significant is the activity related to Honoring School workers. Students demonstrate securely that they value the role of everyone in the school community.
- Most students have a strong work ethic and show enterprise skills. In response to the 'Year of Giving' project, girls in the middle phase, became involved in organizing a Bake Sale to raise money for the charity. They have many good ideas and also the capacity to carry them through. High school students demonstrate these attributes well. For example, during the very successful Innovation Fair held at school.
- Students are well aware of environmental issues, including those of sustainability. Students conserve energy by turning off lights and understand the importance of sensible disposal of waste such as plastic bottles. Students actively seek ways to improve their school environment. Children in the KG, are keen to tend and look after the flower boxes in KG.

3. Teaching and assessment

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

- Teachers generally have a good knowledge of their subjects and know how students learn. This knowledge is more secure in the middle and high school phases than in elementary. The majority of teachers modify their lessons and appropriately match their subject expectations with their understanding of how students learn.
- Planning is thorough. In lessons in lower elementary, learning objectives are sometimes not phrased, so that the students do not understand what they are expected to learn. The pace is good in most lessons and resources are adequate. Generally, lessons are planned to meet the differing needs and abilities in the class. This is stronger in the high school. It is not consistent in all lessons and teachers, especially in KG.
- Teachers' interactions with students are positive and respectful. Teachers' questioning in most lessons is of a good quality with an emphasis on creating active discussion and promoting higher order thinking skills. Discussions are promoted in nearly all lessons and students are developing their skills in being active listeners and reflective learners.

- Most lessons include a range of strategies, which develop students' enjoyment of learning. However this is not the case for all subjects. In science, for example, the practical work is too prescriptive with few opportunities for investigations, which follow a scientific method. Students with SEND and lower attaining students are better supported than the high attainers. This is because they are not challenged in some lessons.
- Some innovative strategies are employed to support effective learning, such as inventive role-play and the use of the six thinking hats to encourage students to organize their thinking and take responsibility for their learning. Critical thinking is being developed and is a key focus of the school's developments. Problem solving is integral to many lessons but innovation and independent learning, although developing, need more time to become fully embedded.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good ↑

- Internal assessment processes are mainly valid and reliable providing assessment information that aligns closely to the school's chosen curriculum standards. The information provides broad measures of students' academic progress. Teachers in the KG, Arabic and Islamic education gather assessment and progress data but do not use it effectively in lesson planning.
- The school is using an international benchmark. These external results do not yet provide an accurate picture of students' attainment and progress. There is little correlation between internal and external assessment data. The school is planning to incorporate benchmark data into the school student reporting system.
- The school aligns its internal assessments closely to curriculum standards to support the accuracy of the data. A detailed analysis of both internal and external data is carried out to identify patterns of attainment, individual progress and areas of concern. Information is shared with teachers to allow them to evaluate their performance and to re-focus their teaching if required.
- Assessment data is used to plan lessons, which aim to support all ability levels. Although this is not yet consistent across subjects or grades, the individual learning needs of most students are met. High achievers across all phases are insufficiently challenged. Targets are not set for all individuals but the data is used effectively to set whole school, grade level and subject targets as well as targets for underperforming students.
- Teachers' knowledge of students allows them to build upon their strengths and minimize their weaknesses. Encouraging and helpful oral feedback is provided to students. Written feedback is less consistent in its effectiveness. The English department provides a model for providing useful written feedback for students on next steps to improve and they use objective criteria for students to review their own work and that of their peers.

4. Curriculum

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

- The curriculum of the school has breadth, balance, relevance and a clear rationale. It complies with most statutory requirements. It is aligned to the Common Core and California State Standards and Next Generation Science Standards, a spiraling curriculum that strengthens the understanding of increasingly complex topics. The school is aware of the compliance issues and deadlines that are yet to be met. Arabic and Islamic education follow the Ministry of Education (MoE) curriculum and meet statutory requirements.
- Generally, close consideration is given to ensure a smooth transition between schools. In the KG, there is insufficient attention given to transition. For example, in meeting the requirements of the elementary phase and inadequate liaison with whole school subject heads. Grades 5 and 6 share teachers, helping to bridge the transition between the elementary and middle phases. Students are well prepared for the next phase of their education in school and after graduation.
- Students have a choice of courses that provide continuity and progression in their learning. The school is not yet fully delivering the curricular choices required by a US curriculum. Limited opportunities are planned for exploration, discovery and investigation in the KG.
- The new curriculum coordinator has recognized the need for the inclusion of more cross-curricular links in lessons in all phases. The coordinator recognizes this would be most helpful in establishing a whole school approach, to the urgent development of effective policies and practices for the improvement of writing across the curriculum.
- Recent mapping of the curriculum and the development of scope and sequences enable students to move within each subject and from level to level systematically. Learning builds progressively with planned transitions between phases. The school's curriculum review highlighted the need for a full range of elective courses to supplement core provision. A greater range of provision is still required to meet students' interests and future career goals.
- UAE social studies is implemented using the MoE social studies curriculum. It is delivered through separate classes, from Grades 1 to 8. The framework provides for continuity and progression, developing students' understanding and respect for the UAE. A worldview and respect for the environment are built into the curriculum. Further enrichment is provided through a range of activities within the classroom, the school and the greater community. Lessons allow students to research and make presentations on a variety of topics ranging from heritage to space exploration. Assemblies, field trips and competitions extend and enhance the curriculum. Students, for example, participate in Heritage Competitions sponsored by KHDA. The curriculum enables students to understand and appreciate the UAE.

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

- Appropriate modifications to the curriculum ensure that the needs of different groups of learners are met in most lessons. Further curriculum adjustments are required to ensure students are prepared and can be successful in international assessments in English, mathematics and science.
- The school's interesting and varied curriculum is a successful blend of academic and creative subjects enriched with UAE traditions and values. Learning opportunities frequently promote innovation, health and well-being and contribute to students' social and personal development.
- Rich and imaginative learning experiences rooted in UAE culture and society are provided for all students. The school's beautifully equipped UAE museum is an inspiring learning environment that immerses students in the UAE's unique heritage and traditions.

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

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

- The school has rigorous procedures for safeguarding students, including a comprehensive child protection plan. Staff and parents are aware of the plan. Counsellors and teachers help students to understand how to guard against and report abuse. The school is effective in protecting students from all forms of abuse, including bullying and cyber-bullying via the Internet and social media.
- The school provides a safe, hygienic and secure environment. Safety checks are regular and thorough. The school's medical teams conduct regular health checks and keep comprehensive records. Supervision of students is generally effective. Improvements are needed to protect students crossing car lanes before and after school. Students are not consistently using seat belts on school transport as required by law.
- Buildings and equipment are well maintained and in good condition. The school keeps accurate and secure records, including records of incidents and subsequent actions.
- The premises and facilities provide an inclusive environment, which meets the needs of all current students. Ramps and elevators allow students with mobility impairment to access all learning areas except for the first floor, where the elementary phase computer laboratory is located.
- The school's promotion of safe and healthy living is systematically built into most aspects of school life. The school's medical teams contribute to the curriculum and conduct presentations to students regarding diet, exercise, and child protection. The canteens offer few sugary foods, but also few vegetable dishes.

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

- Staff have positive and purposeful relationships with all students. The school implements a comprehensive behavior management system, recently introduced in this school year. The system provides for early identification of needs and interventions as required by teachers, supervisors, administrators, counsellors and parents. Processes and procedures are proving effective in promoting improved student behavior.
- The school is successful in promoting high levels of attendance. However, a significant number of students arrive late to morning assemblies and so miss important presentations and religious celebration.
- The school has developed effective systems to identify students with SEND. This includes students who may have temporary needs, which might restrict access to the curriculum. Students who are gifted and talented are identified in a wide range of areas, such as specific subjects, sports, art and music.
- The school has recently changed its focus from supporting students with SEND, individually, to supporting the development of teachers' skills to enable them to better meet students' needs in their lessons. This is achieved through professional development, although, as yet, the impact is inconsistent. Students who are gifted and talented are supported very well through a program of enrichment activities.
- Students are benefitting from a comprehensive program to promote their well-being and personal development. Counselors provide effective personal guidance and support. A new social and emotional learning (SEL) program is designed to nurture students' emotional intelligence and interpersonal skills. Older students receive good careers guidance and exposure to university options.

Inclusion

Provision and outcomes for students with SEND

Good ↑

- The school has developed an inclusive policy, which is reflected in all aspects of school life, including the admissions policy. There are appropriate plans and policies, which are applied across the school for the tangible benefit of students with SEND. The SEND team has a wide range of experience and knowledge. They readily seek advice from external sources.
- The school makes use of a range of assessment methods to appropriately identify the specific needs of students with SEND. Staff liaise well with external agencies to provide appropriate interventions for individual students. The school has an accurate understanding of the range of disabilities and difficulties experienced by its students. This ensures that more consistent and effective approaches to intervention are used across the school.
- The school keeps parents informed of their children's progress through a range of communication methods, including formal and informal reports on curriculum, achievement and personal development. Parental involvement and feedback is valued and parents make a positive contribution to the quality of provision within the school. Parents have access to helpful and appropriate guidance, training and support services through the school and links with outside agencies.

- Increasingly detailed planning enables students with SEND to be more often engaged with relevant and meaningful learning opportunities aligned to their needs and ability levels. Appropriate curriculum modification ensures that additional interventions are applied to help students develop their learning skills and independence. Consequently, most students take responsibility for their learning and collaborate well with their peers and staff.
- There is frequent monitoring to assess progress in students' learning. The school is developing systems to show how much progress students make in their personal development. There has been a recent significant improvement in how well students with SEND are respected, accepted and embraced by their peers, due to all students' increasing awareness of the diversity of individual needs.

6. Leadership and management

The effectiveness of leadership

Good

- The leadership structure of the school has been reviewed. The principal has recruited three new staff, including a curriculum coordinator, to provide further strong and effective strategic educational leadership. Since the beginning of this school year the senior team has sought to engage teachers, students, parents and stakeholders in redefining the vision and direction of the school. They have communicated a clear educational philosophy and strategic direction to their internal stakeholder group. Leaders are committed to inclusion and particularly to UAE national priorities.
- The principal and leaders demonstrate wide knowledge of best practices in teaching, learning and assessment. Already, this new leadership team has been effective in nurturing a positive culture of loyalty to the school. Increasingly the focus is on how to improve student achievement, further develop an inclusive school and establish a purposeful learning culture.
- Relationships are professional and communication is increasingly effective. Leaders' job descriptions have been re-written to emphasize their prime purpose of impacting upon student achievement. The principal fully understands the importance of ensuring effective delegation to guarantee implementation of school action plans.
- The school's leadership team is responsive to the need for change. Already, school leaders and the governing body have a clear understanding of what needs to be done to innovate and improve the school. Action has already been agreed to address potential barriers such as the difficulty of recruitment and retention of high quality teachers. Leaders have sufficient capacity to make the required improvements.
- School leaders have significantly improved school performance since the previous inspection. The school has successfully tackled areas of previous concern such as student personal development and student progress. Leaders have ensured that the school complies with statutory and regulatory requirements

School self-evaluation and improvement planning

Good

- Self-evaluation is a whole school co-operative process. All leaders have been encouraged to submit their self-evaluation and to justify its validity with credible evidence. School leaders use both internal and external data to derive the information they need to accurately identify priorities.
- Leaders implement a schedule of classroom visits and have a common rubric when looking at the effectiveness of teaching. Monitoring of teaching is now increasingly focused upon its effect on student achievement. There is, as yet, some inconsistency in the monitoring of quality of teaching both across phases and across subjects. This results in inadequate levels of student attainment.
- School improvement plans are comprehensive and reflect thoughtful self-evaluation. They are based upon analysis of internal and external data. Processes for review and re-planning are increasingly regular and thorough. Actions are occasionally not sufficiently specific or measurable to allow for judgement of their effectiveness. These plans are having a positive impact upon students' achievement.
- There has been progress in addressing the recommendations from the previous inspection report. The school has shown improvements in learning skills, teaching, assessment, and curriculum development. School leaders are developing effective systems of behavior management and social and emotional literacy, which are impacting positively on student attitudes to their learning.

Partnerships with parents and the community

Good

- Almost all parents have read the parent school contract and understand their roles and responsibilities. Parents feel school leaders and staff listen to them and act on their views. The Parent Council is dedicated to ensuring the closest links possible with the school's leadership and governing body. Recently, a member of the Parent Council has been selected as a representative on the newly constituted Board of Trustees.
- The school has further improved its communication with parents. There is very regular communication by emails, SMS and face-to-face meetings at the beginning or end of the day. Most parents say that school leaders and staff are approachable, open to discussions and offer all the help they can to students. Communications are particularly strong between the school and parents of students with SEND.
- Almost all parents value school reports and parents meetings. They note the importance of these meetings in keeping them informed about their children's progress and next steps in learning. Individual conferences are held with parents of any underachieving students.
- Students benefit from strong links with the community, including businesses, public agencies and other schools and universities. Partnerships with other schools are helping to widen the skills base of both teachers and students. Links have also been established with external support agencies to provide assistance and guidance, which enhances support for students with SEND and their families.

Governance

Acceptable

- The executive board of governors comprises of the owner and five other members. The board determines the school's strategic direction and its underlying philosophy. They have established a Board of Trustees with whom they intend to consult on a regular basis. Students, parents and teachers, and local community representatives have been recruited to serve on a number of committees.
- The executive board periodically reviews the actions and impact of school leaders. This is done largely through meetings, review of school improvement plans, and post inspection plans. The director general, educational adviser to the executive board, is responsible for the appraisal arrangements of the principal. They have regular meetings and a formal appraisal on an annual basis. An appraisal process is being developed for the new section heads.
- The executive board retains all decisions on budget, recruitment and retention of staff. They are committed to investment in resources of staff, technology, and infrastructure in order to rapidly improve provision for students. The executive board is aware of statutory obligations, particularly the achievement of National Agenda targets and compliance with requirements of the California State standards.

Management, staffing, facilities and resources




Good

- Aspects of the day-to-day management of the school are very organized, providing an environment conducive to teaching and learning. Procedures and routines are effective and efficient.
- The school is appropriately staffed to align with the vision and mission of the school. Most teachers are suitably qualified and benefit from an extensive program of professional development focused on key areas of teaching and learning. At the time of inspection, 79 per cent of teachers who are required to meet standards for English fluency have done so.
- The premises are well-designed with generally accessible facilities. Most learning areas, including computer suites are of high quality and are well used to support students' achievements. The school environment effectively supports teaching and learning.
- A range of resources relevant to curriculum requirements promote effective teaching and learning. The school provides students with access to a full range of digital learning technologies to support them in their research, inquiry and investigations. Classes in the KG, lack essential learning resources to encourage creative expression, enhance numeracy, facilitate exploration and understanding of the world and how it works.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgments. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	182
	2015-2016	125
 Teachers	76	
 Students	280	

*The number of responses from parents is based on the number of families.

- Parents who responded to the survey, are most satisfied that the school encourages an awareness of UAE culture and an understanding of Islamic values.
- Parents indicate they read aloud with their children at home. Parents feel their children are safe at school, on school transport and when using the Internet.
- Parents are less satisfied about 'teachers knowing children's strengths and weaknesses', 'careers and academic guidance', and feel that their children are not always well supported in their learning.
- The parents who responded specifically to issues of SEND are satisfied. They generally feel the school welcomes and cares for students with SEND.
- Students who responded to the survey express some concerns about not eating healthily, being treated fairly, the lack of subject choice and extra-curricular activities.
- Teachers who responded to the survey are all highly satisfied.

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 inspection@khda.gov.ae