

# Inspection Report



## Collegiate American School 2014-2015



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## School information



### General information

Location	Umm Suqeim 2
Type of school	Private
Opening year of school	2011
Website	www.casdubai.com
Telephone	04-4271400
Address	PO Box 121306 Dubai
Principal	Dr. John Andrew Westerman
Language of instruction	English
Inspection dates	2 <sup>nd</sup> - 5 <sup>th</sup> February 2015



### Students

Gender of students	Boys and Girls
Age range	3 - 14
Grades or year groups	PKG - Grade 9
Number of students on roll	893
Number of children in Pre-K	170
Number of Emirati students	37
Number of students with SEN	50
Largest nationality group of students	US



### Teachers / Support staff

Number of teachers	87
Largest nationality group of teachers	American
Number of teacher assistants	23
Teacher-student ratio	1:9
Number of guidance counsellors	2
Teacher turnover	30%



### Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	MAP; CPAA
Accreditation	NEASC Candidate



# Parents' Report

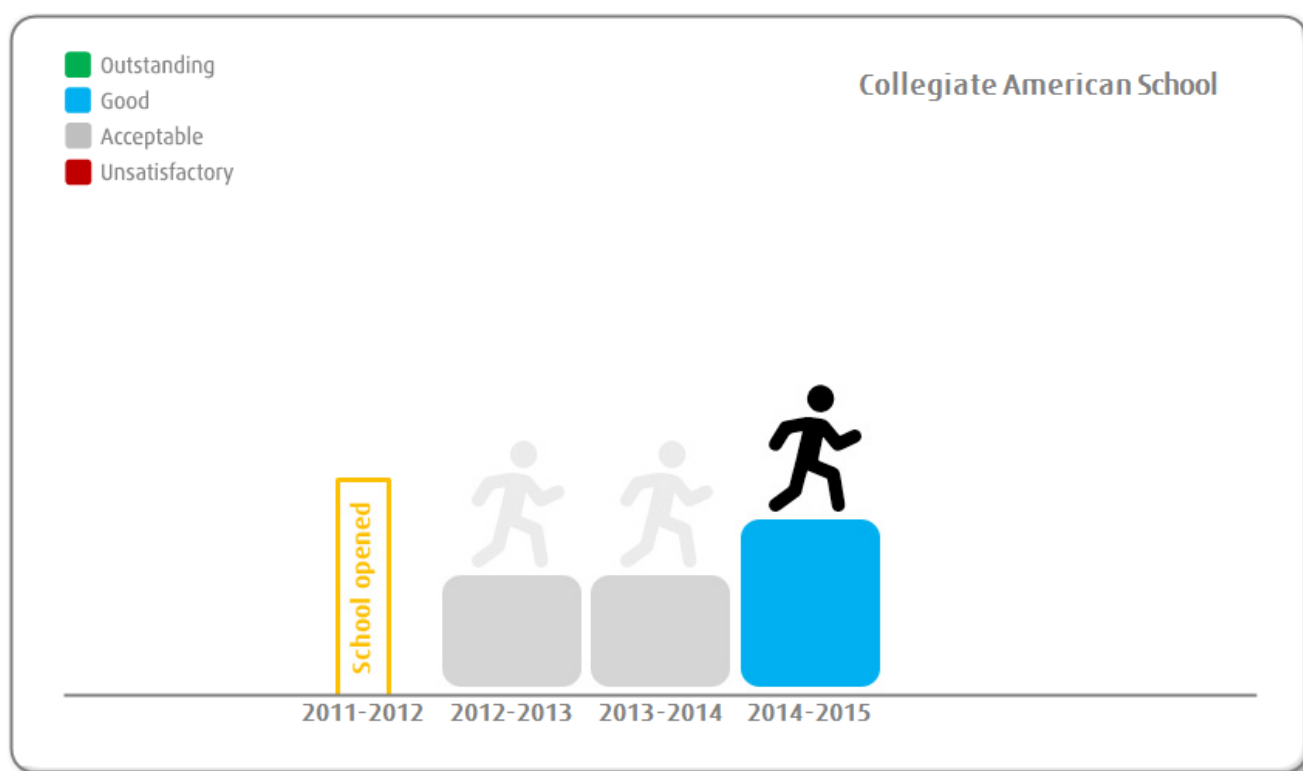




Dear Parents,

Collegiate American School was inspected by DSIB from 2<sup>nd</sup> to 5<sup>th</sup> February 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Children in the Kindergarten and students in the elementary phase had achieved good attainment and progress in English, mathematics and science. Middle and high school students made good progress in English while students in the elementary phase achieved similar success in Islamic Education.
- Students of all ages demonstrated good attitudes to learning and good behavior in lessons and around the school.
- In the Kindergarten and elementary phase, the good quality of teaching was enhancing children's and students' academic and personal development.
- The school provided outstanding arrangements for health, safety and security.
- Members of the Advisory Council and Board of Directors had provided excellent support to the school's drive for improvement.

### Areas for improvement

- Provide more opportunities in lessons for the students to use and develop their Arabic language skills through real-life situations to make better progress.
- Ensure teaching in the middle and senior school phases is at least consistently good through the sharing of good practice and raising teachers' expectations of students.
- Ensure leaders and teachers routinely use and analyze assessment data to raise the level of challenge for all students so they make at least good progress in all of their learning.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at Collegiate American School



### How well does the school perform overall?

Overall, the Collegiate American School provided a **'Good'** quality of education for its students.

- In particular phases, students' attainment and progress had improved in a few key subjects. In the Kindergarten and elementary phases, students achieved good attainment and progress in English, mathematics and science. Raising the standards in Arabic as a first language in the middle and high school phases was a continuing challenge. Students' critical thinking skills were developing well in the Kindergarten and elementary phases but were under-developed in the middle and high school phases.
- Almost all students demonstrated excellent attitudes to learning and a strong work ethic. Their personal and social development was a particular strength of the school. Students' attitudes to school and to others resulted in good behavior. Students of all ages demonstrated high levels of respect and appreciation of the Islamic culture and values in the UAE. They contributed to the life of the school and the wider community through volunteering in many initiatives. Their awareness of environmental issues was limited.
- The quality of teaching was good in Kindergarten and elementary lessons and was acceptable in middle and high school lessons. Teachers had a good knowledge of their subjects. Teachers' interactions with students were typically encouraging and supportive, leading to students' active participation in learning.
- The school defined itself as an American curriculum school using Common Core Standards in English and mathematics, and 'Nextgen' in science. Close attention was paid to developing a program of curriculum development and revision based on attainment in external standards. There was a comprehensive system of assessment of student's progress. Students were assessed with a range of school developed and international tests which were linked to the school's curriculum standards.
- Students and staff enjoyed a safe and secure environment. Record keeping was of high quality and students' health and welfare were maintained through a well-appointed and staffed clinic. There were regular fire drills and evacuation and lock-down procedures were implemented. The buildings and grounds were maintained to a high standard with access for all students and visitors including those with disabilities. Healthy living was promoted through the curriculum and the cafeteria provided healthy choices for students. Teachers' support in classrooms for students with special educational needs was inconsistent. Two guidance counsellors provided good support for all students.
- Strong and effective leadership was impacting on class teachers' ability to work in a consistent way to further improve attainment and progress in all grades. Good links had been established with parents. Governance provided outstanding support to the school. Facilities and resources were good and used well.

## How well does the school provide for students with special educational needs?



- The progress of most students with special educational needs was good. They were able to make the expected progress through the learning support provided to them and achieve their academic goals.
- The curriculum was appropriately modified for students with special educational needs and aligned with their individual learning plans.
- Support for students with special educational needs was a strength of the program. There was support for students not only academically but also emotionally and physically if needed.




## 1. How good are the students' attainment, progress and learning?

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable ↑	Acceptable ↑
	Progress	Not Applicable	Good ↑	Acceptable ↑	Acceptable ↑
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good ↑	Good ↑
 Mathematics	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
 Science	Attainment	Good ↑	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Good	Good	Acceptable	Acceptable



↑ Improved from last inspection

↓ Declined from last inspection


## 2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good 
Community and environmental responsibility	Good	Good	Good	Acceptable

## 3. How good are teaching and assessment?

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


## 4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good	Good 

## 5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Outstanding 
Management, staffing, facilities and resources	Good



# School **Inspection** Report

## Overall school judgement

Good 

## Key strengths


- Students achieved good attainment and progress in English, mathematics and science in the Kindergarten and elementary phases.
- The behavior of students was good and they had positive attitudes to learning.
- The quality of teaching and learning skills in the Kindergarten and elementary phases was good.
- The arrangements for health, safety and security in all parts of the school were outstanding.
- The leadership, support and drive for improvement provided by governance were outstanding.


## Changes since the last inspection

- Attainment and progress in middle and high school Islamic Education had improved from unsatisfactory to acceptable. In the elementary phase, progress had improved to good.
- Middle and high school students' progress in English had improved to good.
- Science attainment had improved from acceptable to good for the Kindergarten children.
- High school students' understanding of Islamic values and awareness of Emirati and world cultures had improved from acceptable to good.
- Both teaching for effective learning and assessment had improved from acceptable to good in the elementary phase.
- The curriculum design had changed from acceptable to good in the high school.
- The quality and impact of governance had improved from good to outstanding.
- A significant number of new teachers had taken up appointment.
- There had been additional appointments to the senior leadership team.

## Recommendations


- Improve attainment, progress and skills in Islamic Education and Arabic as a first and as an additional language by ensuring planning includes real-life application and more regular high-quality use of the language.
- Raise the quality of teaching and learning in the middle and high school phases by ensuring teachers consistently prepare and implement lessons that challenge students of all abilities and promote critical thinking skills as a common feature. Ensure leaders and teachers routinely use and analyze assessment data, in the middle and high school phases, so that students make at least good progress in their learning and development.

 Improved from last inspection

 Declined from last inspection


## 1. How good are the students' attainment, progress and learning?

### 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	Good	Good
Mathematics	Good	Good
Science	Good 	Good




- In English, most of the children demonstrated acceptable levels of knowledge and understanding in language development and emergent literacy. They were proficient in their reading and writing skills that were in line with Kindergarten Common Core Curriculum Standards (CCSS). A majority were able to speak and understand English above grade level and write phonetically in sentences. They showed good book knowledge and were able to sequence and retell stories. Assessment information from portfolios, checklists and external testing showed that most children made above grade level gains in their knowledge, skills and understanding in literacy and the English language.
- In mathematics, a majority of the children demonstrated a good understanding of mathematical concepts and skills that were above the CCSS. Most children made good progress in relation to their assessed starting points and as measured against learning objectives. Their numeracy skills, including counting, sorting, measuring and patterning, were progressing well. Mathematics operations were above expected attainment levels.
- In science, most children made good progress in their understanding of the world. They improved their understanding of the weather and healthy living. They also understood their relationship with the eco-system and were involved in several re-cycling projects. They were given daily opportunities for making predictions and were engaged in critical thinking and problem solving skills with appropriate prompts from their teachers.

### Elementary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good




- Most students could explain the five pillars in Islam in line with curriculum expectations. Their progress in understanding the worship in Islam was above expectations in relation to their starting point. Their level of recitation skills was secure. At the end of the phase they were able to compare between Zakat and tax, but were not able to support their understanding through Qur'anic verses.

- Most students in Arabic as a first language could listen to instructions and respond appropriately for their age, although they struggled to speak confidently. The majority could read familiar words and basic short expressions but could not always fully understand the general meaning of the scripts. Writing was the weakest skill with few opportunities for independent writing and creative writing. Progress was in line with expectation in relation to the students' starting points.
- In Arabic as an additional language, the majority of students were sufficiently able to express themselves in classical Arabic when responding to basic classroom instructions. Students' listening and reading skills were stronger. Their writing skills were developing, where most students were following a common model for their sentences.
- In English, most students demonstrated good listening and speaking skills. They read and understood a range of age-appropriate fiction and non-fiction texts. They typically wrote fluently and with good expression. Grammar and spelling skills were under-developed. Students progressed well in reading and language skills as measured by international measures of academic progress.
- In mathematics, attainment and progress above curriculum standards were exemplified by mastery of basic concepts of number sequences, whole number relationships and linear measurements in Kindergarten and the primary phases. In the upper elementary phase, most students showed progress in skills with multiplication, division, fractions and decimals, and working with geometric shapes.
- Most students in Grade 1 were able to build on the solid science foundation they had received in Kindergarten. A majority of students began to think like scientists and were able to predict, observe and draw conclusions. Most students were able to conduct age-appropriate experiments and apply their scientific knowledge.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable 	Acceptable 
Arabic as a First Language	Unsatisfactory	Unsatisfactory
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Good 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students demonstrated an acceptable level of Holy Qur'an recitation skills. In the lower grades, students were able to recite short chapters from the Holy Qur'an, often with assistance to accurately pronounce verses.
- Students often lacked the confidence when communicating their ideas in Arabic as a first language. The reading of familiar sentences was challenging for a majority of students. There was limited progress over time in students' work in basic language skills.
- In Arabic as an additional language, students listened attentively and comprehended most of the basic sentences they heard. The majority expressed themselves with ease when following a given model. Their reading skills were acceptable and their writing was developing.
- In English, the majority of students met curriculum standards in listening, speaking, reading, and writing. They were developing skills in understanding the structures of informational text and applying that knowledge to reading and writing. Most demonstrated good progress in the development of reading and language skills.

- In mathematics, the majority of students demonstrated an adequate knowledge and understanding of formulae and the skills for calculations. Progress in applying skills in everyday life situations was under-developed.
- The majority of students continued to build their scientific knowledge, including vocabulary, ideas and concepts. Students in Grade 6 were able to use information and communication technology (ICT) to research eco-systems and construct a food web. Older students were able to define and give examples of kinetic and potential energy and work related equations.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable 	Acceptable 
Arabic as a First Language	Unsatisfactory	Unsatisfactory
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Good 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most non-Arab Muslim students were able to explain in detail the rules of Zakat in Islam and describe the importance of keeping on the Sunnah. They were not able to recite the verses that would have supported their understanding. They had made acceptable progress in the understanding of the Islamic Laws in relation to their starting point.
- A majority of students in Arabic as a first language had less than expected listening, speaking, reading and writing skills. They lacked confidence when communicating their ideas and reading familiar sentences was challenging.
- Progress and attainment in Arabic as an additional language were in line with expectations. Students could listen to basic instructions, but were often unable to listen for comprehension purposes. They were developing their speaking skills which were limited to the use of simple vocabulary and short phrases. They showed progress in their writing skills which were limited to words and short phrases.
- In English, the majority of students met curriculum standards in listening, speaking, reading, and writing. They read non-fiction, fiction and poetry with enjoyment and understanding. Students wrote fluently, producing thoughtful writing involving critical thinking.
- Most students' ability to work on problem-solving and apply their mathematical knowledge was acceptable. Students were developing their understanding and manipulation of arithmetic and geometric progressions.
- The majority of Grade 9 students demonstrated a solid grounding in science and were able to define photosynthesis and explain its connection to plant growth.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Acceptable	Acceptable

- Kindergarten children and elementary students took responsibility for their learning and were eager to ask and answer critical thinking questions. Middle and high school students were more passive in their learning although they were also engaged in their lessons. Learning skills in English were mainly positive but were still developing in mathematics, science and Arabic as a first language.
- Kindergarten children and elementary students exhibited good learning skills through group work that focused on collaboration. The lessons were also deemed to be purposeful by the students and they were able to connect their learning to prior knowledge and the real world. Most middle and high school students interacted well with their peers and, when given the opportunity, were able to discuss their learning.
- Most students in the younger grades made connections to the real world and used the connections to apply learning to real life. In middle and high school connections were not always evident. However, new clubs and trips had been started with this purpose in mind.




- Critical thinking and problem solving skills were evident in the Kindergarten and elementary phases with an impact on learning at deeper levels. In middle and high school phases, these skills were under-developed. There was effective use of ICT to support learning in the Kindergarten and elementary phases.

## 2. How good is the students' personal and social development?


	KG	Elementary	Middle	High
<b>Personal responsibility</b>	Good	Good	Good	Good

- Most students were confident and had very positive attitudes to learning. They demonstrated a sense of responsibility and independent thinking and responded well to issues concerning them. They took on roles around the school involving responsibilities and were able to participate in mature discussions.
- Across the school, students' behavior was good in classes and as they moved around the campus.
- Students were courteous and respectful towards adults, peers and visitors to the school. They felt safe in school and were sensitive to the needs of others.
- Students demonstrated respect for their teachers which was reflected in the good relationships between staff and students.
- Almost all students had a good, age-related understanding of the importance of healthy living and were able to explain the importance of healthy lifestyles. They participated in a variety of sports and extra-curricular activities to keep fit. Attendance in the school was good.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good 
<ul style="list-style-type: none"> <li>Students in all phases of the school demonstrated a good understanding of Islamic values. They were aware of the impact of those values on life in Dubai. Their day-to-day behavior reflected their respect for Islam and the values of the UAE.</li> <li>Students demonstrated a sound level of understanding of the diverse cultural influences within the UAE, and how those compared to their own different cultures.</li> <li>Students exhibited, through their work and class talks, a secure understanding of their own cultures and values, and those of other nationalities.</li> </ul>				


	KG	Elementary	Middle	High
<b>Community and environmental responsibility</b>	Good	Good	Good	Acceptable
<ul style="list-style-type: none"> <li>Students demonstrated a secure understanding of their responsibilities as members of the community. This was exemplified by their work to support community groups such as students from the autistic kids' center and workers of the surrounding community.</li> <li>Students had a positive work ethic. They were critical of issues related to their learning and school life and could pinpoint suggestions for improving their school life.</li> <li>Students in the Middle and High schools found it difficult to elaborate on salient global concerns, particularly those related to the environment.</li> </ul>				

### 3. How good are teaching and assessment?

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Good	Good 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Almost all teachers had good subject knowledge. Most teachers in middle and high school phases and almost all teachers in Kindergarten and elementary phases knew how students learn and how to teach them effectively.</li> <li>Lesson planning was typically good and often creative in Kindergarten and elementary lessons. Teachers often used resources other than textbooks. Most middle and high school teachers planned lessons that ensured acceptable learning. Learning objectives were not clear in less effective middle school lessons.</li> <li>Teachers' interactions with students were usually encouraging and supportive, leading to strong participation in learning activities.</li> <li>Teaching strategies met the individual needs of students well in Kindergarten and elementary lessons and adequately in middle and high school lessons.</li> <li>The development of enquiry and critical thinking skills was inconsistent, although enquiry development was stronger in Kindergarten lessons.</li> <li>Teachers were enthusiastic and worked hard; however, the majority did not challenge students sufficiently. Lessons had been planned and objectives were written up for students to see. Planning</li> </ul>				

did not meet the needs of all students because differentiation was not developed to extend understanding or to challenge the more able.


- In Arabic as a first language, teaching did not challenge the students sufficiently. Although lessons were planned and objectives were set, planning did not meet the needs of all students.

	KG	Elementary	Middle	High
<b>Assessment</b>	Good	Good 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Assessment practices were linked well to the school's curriculum standards. The assessments provided valid and clear measure of academic development, especially in Kindergarten through to Grade 5.</li> <li>The school benchmarked students' outcomes against international tests, Measures of Academic Progress (MAP), the Children's Progress Academic Assessment (CPAA), and the Developmental Reading Assessment (DRA).</li> <li>Students' progress over time was tracked well through electronic records. The school had increased its ability to analyze assessment data.</li> <li>Assessment information was used effectively by Kindergarten and elementary teachers and adequately by middle and high school teachers in lesson planning to meet the learning needs of all students. The school was beginning a process of analyzing trends by grade level to determine which skills were learned well by students and which skills needed further attention.</li> <li>Teachers had a good knowledge of students' strengths and weaknesses. They provided well-focused challenge and support, especially in Kindergarten and elementary classes. Students were frequently involved in assessing their own learning and planning improvements.</li> </ul>				

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
<b>Curriculum quality</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum had a clear rationale and was broad and balanced. It followed Common Core Standards leading to good student outcomes, primarily in the Kindergarten and elementary phases. In a few subjects in the older phases, the curriculum was more knowledge-based and offered fewer opportunities for students to develop the skills of independent learning, higher order critical and analytical thinking, or problem solving.</li> <li>The curriculum effectively ensured continuity and progression across most subjects. Students were well-prepared for their next stage of education.</li> <li>Enrichment activities were plentiful and well attended. Music, art and physical education lessons, along with trips and visits to local organizations, enhanced students' learning experiences.</li> <li>The curriculum provided opportunities for students to link their learning across key subjects, through cross-curricular and thematic projects. This was particularly evident in the Kindergarten phase where teachers had developed an integrated curriculum to promote children's academic and personal development.</li> <li>Senior leaders engaged in a forensic annual review of the curriculum as part of the self-evaluation process, taking into account other stakeholders' views. They focused on meeting students' individual needs, and preparing students for international assessment requirements.</li> <li>The curriculum for Arabic as a first language had a clear rationale and was regularly reviewed; however, revisions were not always fully implemented. Most students' needs were adequately met in terms of their academic outcomes.</li> </ul>				

	KG	Elementary	Middle	High
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Curriculum design to meet the individual needs of students	Good	Good	Good	Good 
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- The curriculum was designed to create a stimulating learning environment for students to become independent and responsible leaders and global citizens. The Kindergarten learning environment provided almost all children with a wealth of hands-on learning experiences.
- Community links and extra-curricular activities provided rich and diverse learning experiences to enhance students' practical application of their knowledge and skills. For example, the curriculum provided an elective program starting in Grade 6, including robotics, art, music, and remedial support. In the upper grades, students could elect for animation, choir, and yearbook design and preparation.
- There was a wide range of opportunities for students to pursue their interests and aspirations through curriculum enrichment and extra-curricular learning opportunities.
- The school offered two 50-minute sessions per week for all of the 170 children in the Kindergarten, of whom 32 were Arabs. Classes for Arabs and non-Arabs were combined. The curriculum used was designed internally by the teachers.

### 5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding

- The care and welfare of all students were of the highest priority throughout the school. Staff and students were aware of the child protection policy and all staff received training on the policy. There were procedures and training for students on bullying and protecting themselves from the dangers of the internet and social media.
- All students were well supervised at all times in classrooms, in playgrounds, at lunch and breaks, before and after school and on the buses. The building and grounds were under constant surveillance and regular checks made of swimming pool chemical levels and toilet cleanliness.
- Efficient and effective computerized systems were in place to maintain records of all incidents and were recorded in the student information system (SIS).
- The buildings and grounds were of high quality and very well maintained. Classrooms, laboratories, library, playgrounds, swimming pools, gymnasiums and the cafeteria were of adequate size for the student population. The elevator and ramps at all entrances provided access for all students and visitors, including those with disabilities.
- All students received information about healthy living in classes, particularly in the lower grades, and were able to put that knowledge into practice with the choices they made in the cafeteria.

	KG	Elementary	Middle	High
Quality of support	Good	Good	Good	Good

- All staff had good relationships with students, depicted by mutual respect. There were few, if any, behavior problems and those that arose were handled in a timely manner and followed written policies and procedures.

- The school had instituted very effective procedures for tracking attendance and punctuality through an electronic SIS. Follow-up with parents was a regular feature. The school had a written procedure for admittance which included students with special educational needs.
- There was an effective system in place to identify students with special educational needs as well as those needing some kind of learning support but not necessarily identified as having special educational needs.
- Although students with special educational needs were well supported in a nurturing, caring environment with their emotional needs being met, this was not always the case academically. Some teachers understood how to provide for identified students in the classroom and helped them to make good progress but this provision was inconsistent.
- The school had two guidance counsellors who provided for the support and wellbeing of all students. Both counsellors conducted small group and help sessions on a regular basis for those students needing assistance. They also organized a different theme and activities for each month like "Boo to Bullying" and presented parent seminars.

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>• The quality of leadership and management of the special educational needs program was strong. The leader understood the program well and had a vision for moving it to the next level.</li> <li>• The identification of students with special educational needs was well embedded. There were guidelines and procedures in place on how this was to be carried out and parents were involved from the beginning.</li> <li>• The curriculum was appropriately modified and support for students with special educational needs was good. Teachers not only supported students academically but also socially and emotionally.</li> <li>• Parent partnerships were a strength of the program. A large majority of parents were pleased with the program and the support their children received. They were particularly impressed by the open, caring and nurturing environment of the school.</li> <li>• Overall the progress of the students with special educational needs was good. In almost all subjects and grades they received support, but this was inconsistent across classes. Most were able to make expected progress.</li> </ul>	




## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>The visionary and inclusive leadership of the superintendent was underpinned by a thorough understanding and promotion of the school's vision for inspirational educational experiences. A high priority was given to the development of staff. There was a good team spirit among the senior leaders and almost all school staff members. Senior leaders provided a clear direction and had driven development at a fast pace.</li> <li>The leadership team delegated responsibilities for monitoring and supporting others through team teaching, learning walks and mentoring. This contributed to their professional development. There was a growing sense of engagement and ownership within the school community.</li> <li>Communications between leaders were regular and concise which supported the efficient leadership of the school. The mutually respectful relationships between all stakeholders were a key factor in moving the school's improvement agenda forward.</li> <li>The school's leadership and senior staff demonstrated a strong capacity to secure further improvements. They shared a commitment to developing innovative learning and the quality of teaching.</li> <li>More coherent and concise direction from leaders was impacting on class teachers' ability to work in a consistent way to further improve students' attainment and progress in all grades. The impact was most effective in raising the quality of teaching and learning in the elementary phase.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> <li>Formal processes for self-evaluation were embedded in the school's practices. The views of students, parents, governance and the staff were taken into account. Leaders were knowledgeable about the school improvement priorities. All leaders made contributions to making the school a successful place of learning and personal development.</li> <li>The leadership team monitored the quality of teaching and learning across the school and gave feedback to teachers about their performance. Training needs were identified and supported through regular good quality professional development activities.</li> <li>The analysis of students' assessment results and regular surveys informed the school's improvement planning. Departmental and whole school improvement plans were regularly reviewed and modified as appropriate. There was an intrinsic focus on the school's vision and values.</li> <li>The school's leadership had made a positive response to the previous inspection report recommendations and the school's own identified aspects for improvement. There was an increased level of staff engagement and accountability in the self-evaluation process.</li> </ul>	

	Overall
Parents and the community	Good

- Parents enjoyed a strong relationship with the school’s governors and staff. The parents valued the support and advice they received with regard to helping their children’s learning and personal development.
- The open door policy adopted by the school meant that parents were able at any time to consult with class teachers or senior leaders about any matters of concern. A range of communication options also enhanced two-way dialogue between the home and school.
- Parents were kept informed of their child’s progress and development through an informative online database, progress reports, and standards based report cards. These links were further enhanced by making MAP attainment data available, and parent-teacher or student-led conferences.
- Parents were proud of the role the school played in celebrating the wide range of cultures and being an active part of the education community in Dubai. A vibrant parents’ association (CASPA) promoted the parents’ involvement in their child’s development and experiences at school. Productive links with the local community, businesses and other schools were continually improving and enhancing the students’ learning and personal experiences.




	Overall
Governance	Outstanding 

- Outstanding governance was based on the highly effective arrangement of an Advisory Council comprised of a wide range of stakeholders, including parents, and a school Board comprising directors and shareholders.
- Both groups worked seamlessly to support the school whilst holding the leadership to account for the school’s performance and academic outcomes. The directors and members of the Advisory Board responded promptly to issues raised by stakeholders.
- Governors were involved in the on-going reviews of the school’s effectiveness and had a robust input into the self-evaluation process. They had introduced external accreditation and quality assurance processes. The Advisory Council and Board had taken positive action to support further school improvement through additional resourcing and the expansion of the leadership team. They had also sought to respond to the challenges of raising standards in Arabic and Islamic Education by appointing new staff and a specialist advisor.

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> <li>• Good administration of day-to-day matters ensured the efficient and professional running of the school. All staff and students were aware of routines and requirements. Information was readily available around the school, on the school website and in other published and electronic information sources.</li> <li>• The deployment of all staff was highly efficient. There was a good balance of experience on the staff; approximately 40 percent of all staff members were American nationals. The qualifications and experience of teachers and other staff matched the demands of the curriculum.</li> <li>• Premises and facilities were of an excellent quality. The school was safe and secure. Kindergarten children enjoyed stimulating play areas. Access was good for all users, including those with physical disabilities.</li> <li>• Facilities that supported learning, such as science laboratories, libraries and activity areas, had undergone improvements. Learning Technology facilities had been further enhanced in an effort to promote the quality of independent study. Effective use was made across the school of all resources to meet the needs of all groups of students in almost all subjects, including the arts and physical education.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	171	24%
	<b>Last year</b>	159	21%
 <b>Teachers</b>	61		76%
 <b>Students</b>	There are no upper secondary-aged students in the school		

- A minority of parents and most teachers completed their surveys this year.
- Of those who responded to the surveys, most parents and teachers believed that the school offered a good quality of education and that students made good progress overall. They were able to make informed judgements about the progress that their children were making in English, mathematics and Science.
- Almost all parents and teachers felt that the students were developing learning skills, self-awareness and awareness of other cultures. Parents were satisfied with the levels of resourcing, including technology, in the school. Although most parents felt that homework was beneficial in helping their children to learn, a quarter provided their children with additional private tutoring.
- Most teachers believed that KHDA inspections had led to improvements in the school.
- Almost all parents and teachers agreed that students were safe in school and that students were well behaved. Most parents were satisfied there was a good range of subjects on offer and of extra-curricular activities to choose from. Most parents felt that the school listened to their views.
- Whilst most teachers felt engaged in the school self-evaluation process, a few did not feel the school was well-led and that leaders did not listen to or act on their views. Almost all teachers believed that the school's assessment procedures helped students to improve and that both parents and students were kept up-to-date about students' progress.

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

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)