

INSPECTION REPORT

2022-2023



AMERICAN SCHOOL OF CREATIVE SCIENCE L.L.C

US CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|---|
| | Location | Nad Al Sheba 3 |
| | Opening year of School | 2016 |
| | Website | https://asc.sch.ae/nad-al-sheba/ |
| | Telephone | 045107000 |
| | Principal | Sara Hollis |
| | Principal - Date appointed | 8/15/2020 |
| | Language of Instruction | English |
| | Inspection Dates | 13 to 17 March 2023 |

STUDENTS

| | | |
|--|---------------------------------------|----------------|
| | Gender of students | Boys and girls |
| | Age range | 4 to 15 |
| | Grades or year groups | KG1 to Grade 9 |
| | Number of students on roll | 525 |
| | Number of Emirati students | 286 |
| | Number of students of determination | 40 |
| | Largest nationality group of students | Emirati |

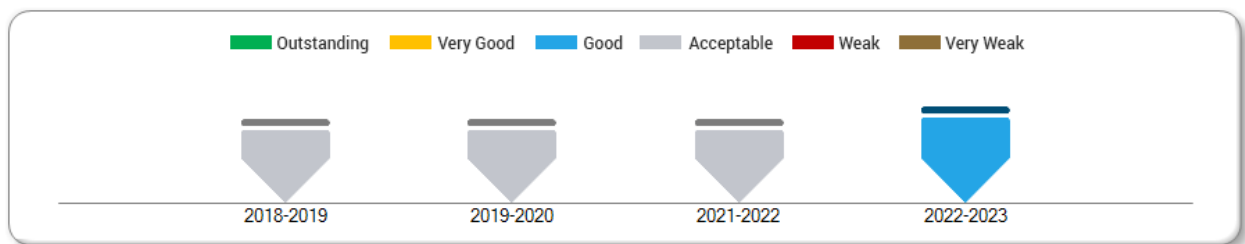
TEACHERS

| | | |
|--|---------------------------------------|----------|
| | Number of teachers | 64 |
| | Largest nationality group of teachers | Egyptian |
| | Number of teaching assistants | 35 |
| | Teacher-student ratio | 1:18 |
| | Number of guidance counsellors | 1 |
| | Teacher turnover | 12% |

CURRICULUM

| | | |
|--|---------------------------------|-------|
| | Educational Permit/ License | US |
| | Main Curriculum | US |
| | External Tests and Examinations | NA |
| | Accreditation | NEASC |

School Journey for AMERICAN SCHOOL OF CREATIVE SCIENCE L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In the Kindergarten (KG), children achieve well in the three core subjects. While students achieve well in Islamic Education and science across all phases, their achievement in mathematics is acceptable. Progress is mostly good in Arabic as an additional language and English, although, apart from English in Elementary, attainment is acceptable. Students' achievement in Arabic as a first language is mostly acceptable. Students of determination make good progress towards their learning goals. From KG onward, students display good learning skills.
- Students demonstrate very good understanding of Islamic values and practice them on a day-to-day basis. Their personal relationships are strong in KG and Elementary and are improving in the upper grades. Older students enjoy taking leadership roles and having their ideas acted upon. Younger students benefit from links with the community and service opportunities that help to build their character.

PROVISION FOR LEARNERS

- Teaching in KG is suited well to how young children learn, with many active learning opportunities. Science teachers at all levels use practical approaches that develop students' inquiry and investigative skills. Teachers and leaders use the many forms of assessment to identify gaps in students' learning. The use of reading literacy data to carry out interventions is at an early stage.
- The curriculum is well designed to ensure progression in students' learning. It is enhanced with a focus on students' social and emotional development, contributing to their secure sense of wellbeing. A range of extra-curricular activities, some initiated by students, ensures that every student has the opportunity to take part in an activity of interest. The curriculum is more consistently adapted to match the learning needs of different groups of students.
- Students are safe and well supported in this inclusive school. Students themselves promote healthy lifestyles, including food choices and exercise. Students' care and support are good. Specialized staff address pastoral care, as well as career guidance and high school choices. Students of determination are identified carefully and are well supported in a positive learning environment.

LEADERSHIP AND MANAGEMENT

- School leaders have a clear understanding of the strengths and next steps for school improvement and growth. Effective self-evaluation links action plans to assessment data and school performance. Leaders and teachers use analyses of assessment information to identify any areas of potential need. Governors are supportive and hold leaders to account for the school's performance. Parents are happy to have their children in this school.

The Best Features of The School:

- Outstanding arrangements for health and safety, child protection and safeguarding.
- Students' understanding of Islamic values.
- The good quality of provision for children in KG.
- The high participation rates of students in extracurricular activities
- The inclusive ethos and provision for students of determination.

Key Recommendations:

- Improve continuity and progression in students' learning experiences between KG and lower Elementary.
- Improve the quality of teaching in all subjects and phases.
- Provide more practical skill-building learning activities in mathematics.
- Provide more opportunities for students to carry out research independently and to develop their critical thinking and inquiry skills.

Overall School Performance

Good ↑

1. Students' Achievement

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

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

| | KG | Elementary | Middle | High |
|---|-----------|------------|-----------|-----------|
| Personal development | Very good | Very good | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good | Very good | Very good | Very good |
| Social responsibility and innovation skills | Good | Good | Good | 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 | Outstanding | Outstanding | Outstanding | Outstanding |
| Care and support | 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 | Good |
| Management, staffing, facilities and resources | Good ↑ |

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

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

| | Whole school | Emirati cohort |
|---|-------------------------------|-------------------------------|
| Progress in international assessment | is above expectations. | is above expectations. |

- In the 2019 TIMSS, students did not meet the target for Grade 4 in mathematics and science. There was no Grade 8 to participate in the tests. The NWEA-MAP National Agenda benchmark assessments for English, mathematics and science indicate overall very good progression.

| | Whole school |
|--|-------------------------------------|
| Leadership: data analysis and curricular adaptation | is approaching expectations. |

- Most leaders understand the subject skills and content aligned to the PISA proficiency levels, the TIMSS international benchmark levels and the gaps identified in their MAP assessment reports. They know how well the school performs overall in relation to these assessments. Their National Agenda action plan highlights the next steps well.

| | Whole school | Emirati cohort |
|---|----------------------------|----------------------------|
| Improving reading literacy and wider learning skills | meets expectations. | meets expectations. |

- Reading skills and wider learning skills vary depending upon grade level and subject. Not enough use is made of reading assessment data to guide interventions. Science lessons promote critical thinking across the grades. English lessons show strength in promoting reading and writing skills.

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

For Development:

- Ensure that all teachers use reading assessment data to identify and address weaknesses in students' reading literacy.

Wellbeing

The quality of wellbeing provision and outcome is at a high level.

- Wellbeing is a top priority for the school, and all school practices are developed and reviewed with a focus on wellbeing. The school's vision, policy, and improvement plans are designed to promote the wellbeing of all stakeholders. The senior leaders are accountable to the governors for the provision and outcomes, and data from the Dubai Census, wellbeing check-ups, pastoral needs surveys, and focus groups are analyzed to monitor students' wellbeing. Staff are trained in identifying students with wellbeing issues and in providing effective support.
- Staff members receive training to identify students with wellbeing issues and to provide effective support. Students can be referred for counseling by staff or parents. The school listens and responds to the concerns of staff members and organizes events to show appreciation for their loyalty and commitment. Regular surveys are conducted among parents and staff to check on their wellbeing and collect their ideas on how they can be better supported.
- The school's culture of wellbeing, caring, and kindness is enhanced by the social and emotional learning curriculum and the 'Virtues in Practice' program. Islamic Education, moral, social and cultural studies, and extra-curricular activities are also central to promoting wellbeing. The medical and physical education staff and social workers promote the importance of good health, healthy eating, and physical activity. Most students feel safe at school and have an adult with whom they can talk. They make good progress in lessons, eagerly engage in tasks, and collaborate well with one another.

UAE social studies and Moral Education

- Moral, social and cultural studies are taught across the school. The subjects are taught mainly in Arabic, but occasionally in English. The school's leadership team works in line with Ministry of Education (MoE) guidelines. The teaching and design of the curriculum enable the students to make progress in their learning.
- Throughout the school, students build their understanding of the wider world and global issues. They are generally interested and say that they enjoy learning about the UAE and beyond. They especially like the two designated rooms highlighting UAE culture which have been set up in the school.

Main Inspection Report

1. Students' Achievement

Islamic Education

| | KG | Elementary | Middle | High |
|------------|----------------|------------|--------|------------|
| Attainment | Not applicable | Good ↑ | Good ↑ | Good |
| Progress | Not applicable | Good | Good | Acceptable |

- Students' memorization of verses of the Holy Qur'an and understanding and application of the rules of recitation are secure. Although students make good progress in Elementary and Middle, progress in High is adversely affected by a lack of challenge and few links to everyday life.
- Students in lower grades can recognize the Pillars of Islam and the Pillars of Iman. In Grade 2, students are learning the food etiquette in Islam. They enhance their ideas by confidently using quotations. Grade 8 non-Arab students are able to role-play Umrah accurately.
- The school provides the department with a good deal of support. However, the outcomes do not fully reflect this high level of support. In particular, students' research and presentation skills, and their ability to make links to everyday life, are underdeveloped.

For Development:

- Provide more opportunities for students to develop and apply their learning skills and their ability to link their learning to everyday life.

Arabic as a First Language

| | KG | Elementary | Middle | High |
|------------|----------------|------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| Progress | Not applicable | Good ↑ | Acceptable | Acceptable |

- Students' attainment is in line with expectations across all phases. Progress has improved in Elementary, where students are more confident in using standard Arabic in conversations. Students' language skills in the upper grades are improving.
- Students' knowledge of grammar and sentence structure varies across phases. Their writing skills are developing with more consistent use of appropriate vocabulary, structures and rhetorical images to convey the intended messages. Speaking and oral communication skills are less secure.
- The identification of students based on abilities and needs indicates that the Arabic department has a clear improvement plan. New approaches to the teaching of reading and writing, including more varied learning activities, have recently been introduced.

For Development:

- Provide students with a greater level of challenge and more opportunities to engage in discussions using modern standard Arabic.

Arabic as an Additional Language

| | KG | Elementary | Middle | High |
|------------|----------------|------------|------------|----------------|
| Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| Progress | Not applicable | Good | Good | Not applicable |

- Students' progress is strong in both phases. They use clear language to express themselves in a variety of contexts. Students in the lower grades are at least meeting expectations based on the number of years of study.
- In both phases, students engage in various types of conversations, using a diverse vocabulary to express their thoughts. Writing abilities are at the expected level. Listening skills are good.
- Effective differentiation accelerates students' progress, particularly in Elementary. However, inconsistencies in teaching restrict the progress of many students. Students make effective use of technology to support learning and engage in a variety of Arabic language activities and competitions.

For Development:

- Improve all language skills, particularly speaking and independent writing.

English

| | KG | Elementary | Middle | High |
|------------|------|------------|------------|------------|
| Attainment | Good | Good ↑ | Acceptable | Acceptable |
| Progress | Good | Good ↑ | Good ↑ | Good |

- Reading skills are developing well. Children in KG know that print has meaning. Students' acquisition of complex vocabulary is developing well, particularly in Middle and High. However, the progress of older boys does not match that of other groups.
- Students regularly practice their writing skills, as evidenced by the written work which they produce. In the upper grades, students' ability to write at length shows improvement. Older students enjoy sharing their ideas, they enjoy discussions and debates, and present reasoned arguments related to a variety of issues.
- Lessons are carefully planned to offer a range of experiences such as encountering new vocabulary and putting it in context. English lessons are interesting, offer challenge and variety. Students enjoy exploring novels, such as 'Black Beauty'.

For Development:

- Improve the progress of boys in Middle and High.

Mathematics

| | KG | Elementary | Middle | High |
|------------|--------|------------|------------|------------|
| Attainment | Good ↑ | Acceptable | Acceptable | Acceptable |
| Progress | Good | Acceptable | Acceptable | Acceptable |

- The effective use of technology enables students to use online resources, which promotes their independent learning skills. Tackling mathematical word problems and using subject-specific terminology is a challenge for a significant minority of students.
- Children in KG develop understanding of the relation between the same sets of numbers. In Middle, students apply their mathematical knowledge to find the surface area of a variety of shapes. Grade 9 students successfully analyze the graph of a quadratic function.
- Enquiry, research and reasoning skills are underdeveloped, and critical thinking is not a feature of many mathematics lessons. Nevertheless, students' recent work shows a more positive picture than the results of external assessments.

For Development:

- Improve students' ability to tackle word problems.
- Provide more opportunities for students to develop their mathematical reasoning and critical thinking skills.

Science

| | KG | Elementary | Middle | High |
|------------|--------|------------|--------|------|
| Attainment | Good ↑ | Good | Good | Good |
| Progress | Good | Good | Good | Good |

- Students demonstrate well-developed skills in scientific methods. Children in KG predict and classify objects. In Elementary and Middle, students understand fair testing with independent and dependent variables, and in High, students successfully apply experimental design methods.
- Extended reading and writing, and the use of scientific vocabulary, improve students' understanding of scientific principles and concepts. They can explain how temperature affects the Earth and can relate climate change and the greenhouse effect to carbon dioxide levels.
- Increased levels of conceptual application improve students' critical thinking skills. In High, students use the engineering design process to devise a hypothetical leaf to convert light energy into fuel. However, students in Elementary and High have too few opportunities to engage in practical investigations.

For Development:

- Provide more opportunities for students in Elementary and High to engage in practical investigations.

Learning Skills

| | KG | Elementary | Middle | High |
|-----------------|------|------------|--------|------|
| Learning skills | Good | Good | Good | Good |

- Students develop and apply a range of useful learning skills. Children in KG enjoy finding things out for themselves. Students are keen to explore different situations and work out problems independently.
- Students especially enjoy opportunities to engage in research. However, they do not have enough opportunities to learn independently in Islamic Education or to work collaboratively in Arabic and mathematics.
- In KG, children are encouraged to be independent and self-reliant. They learn to make decisions and share ideas. The application of critical thinking skills is a feature of science. Students apply their technological skills to support learning in most lessons.

For Development:

- Increase opportunities for students to develop and apply their learning skills, particularly in mathematics in Elementary.

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

| | KG | Elementary | Middle | High |
|----------------------|-----------|------------|--------|------|
| Personal development | Very good | Very good | Good | Good |

- Most students, particularly in KG and Elementary, have positive and responsible attitudes and need little reassurance. Most are self-reliant, exercise self-control and follow the school rules. Consequently, behavior is positive, and students are courteous to one another.
- Relationships between students and teachers are friendly and respectful. This contributes to the safe and orderly nature of the school. Students are sensitive to the needs of others, including students of determination, and extend support when needed.
- Students understand the value of healthy eating and maintaining active lifestyles. They follow the school's advice by selecting healthy choices. Most have regular sporting activities. Attendance is very good, and students are punctual in arriving at school and for lessons.

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

- Students have a very good understanding of Islamic values and how these influence life in the UAE. They link aspects of social harmony in Dubai to Islamic values such as tolerance and peace.
- Students show a strong appreciation of and respect for the culture and heritage of the UAE. They participate in activities, such as National Day and Flag Day, that celebrate the founding of the UAE.
- Students demonstrate respect and show appreciation and pride in their own cultures. They enjoy celebrating the diverse nature of the school on International Day. They have a good understanding of the similarities and differences in a range of world cultures.

| | KG | Elementary | Middle | High |
|---|------|------------|--------|------|
| Social responsibility and innovation skills | Good | Good | Good | Good |

- Students participate in many projects of benefit to the school and the wider community. They are keen to take responsibility, volunteering eagerly for the leadership roles available to them. Parents comment on their children's empathy and compassion.
- The positive work ethic seen in students in all phases is set in KG, where children develop a sense of responsibility from a very early age. They make choices about their learning activities and have the resilience and stamina to concentrate on completing them.
- Students are developing an understanding of conservation and sustainability. They enjoy exploring a variety of environmental issues. Students enjoy participating in the eco-club and annual innovation days. However, students have too few opportunities to engage in entrepreneurial activities.

For Development:

- Provide more opportunities for students to engage in innovative and entrepreneurial activities.

3. Teaching and assessment

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

- Teachers use their subject knowledge well to plan lessons that generally take account of students’ needs and abilities. This works well in KG but is not as successful in the early Elementary grades.
- Positive relationships ensure that there are productive learning environments. This is seen particularly in Islamic Education, English and science. There is not enough emphasis on the development of speaking skills in Arabic. Expectations are not always clear in mathematics.
- In the most effective lessons, teachers plan learning activities that challenge and engage students. However, this is not consistent across the school. Sometimes the work is not challenging enough, or the range of activities is too narrow to meet the needs of all learners.

| | KG | Elementary | Middle | High |
|------------|------|------------|--------|------|
| Assessment | Good | Good ↑ | Good | Good |

- Assessment processes are coherent and used effectively to track students’ progress. The school evaluates accurately how well students are meeting the standards-based curricular objectives and their proficiency in achieving the learning intentions.
- The school analyses assessment information to identify gaps in students’ learning. Curriculum adaptations are then made to close the gaps. The results of cognitive ability tests and external assessments are shared with students and individual learning targets are set.
- The school has implemented strategies to promote reading across the curriculum. However, not enough use is made of reading literacy assessments to guide teaching and improve reading standards.

For Development:

- Ensure that teaching is of a consistently high standard.
- Ensure that in all subjects, reading assessment data are used effectively to support the improvement of students’ reading literacy skills.

4. Curriculum

| | KG | Elementary | Middle | High |
|--------------------------------------|------|------------|--------|------|
| Curriculum design and implementation | Good | Good | Good | Good |

- The school’s broad and balanced curriculum is successfully implemented through the California Common Core, the Next Generation Science Standards and the MoE requirements. Continuity and progression are planned effectively, ensuring that students’ knowledge, skills and understanding develop sequentially.
- Cross-curricular links are made in some subjects, but this is not a consistent feature. Similarly, curricular opportunities to develop independent research and critical thinking are not always taken.
- Regular curriculum reviews ensure that the curriculum meets the needs of most students. Curriculum choices in the upper phases broaden students’ all-round development in a range of subjects.

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

- The curriculum is modified to meet the needs of most groups of students. However, modifications are not always translated into practice in lessons. Support for students of determination, early English language learners and students of varying abilities is not consistent.
- The curriculum offers a range of opportunities to motivate and inspire students. The innovative implementation of extra-curricular activities within the school day allows for the entire student body to explore a wide range of programs, significantly enhancing their academic, social and personal development.
- A variety of learning experiences is embedded throughout the curriculum. They enable students to develop a thorough understanding and appreciation of the values, history and culture of the UAE.
- Arabic is taught in KG for 120-minutes each week.


For Development:

- Ensure that in all lessons, curriculum adaptations to meet the differing needs of students are fully implemented
- Ensure the development of cross-curricular links in learning between subjects.

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

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

- Rigorous policies, systems, and practices ensure the safety and protection of students and staff. Supervision is highly visible and effective throughout the campus. School transport and parents' drop-off and pick-up arrangements are very closely monitored and extremely well managed.
- The school premises are of a very high standard. The excellent facilities and resources meet the needs of all students, including students of determination. Regular fire and safety drills are conducted.
- The school promotes exercise and healthy lifestyles for all students. The volunteer program also helps to promote them among members of the local community. The medical staff provides a good range of health intervention programs and comprehensive care for students.

| | KG | Elementary | Middle | High |
|------------------|------|------------|--|------|
| Care and support | Good | Good | Good  | Good |

- Relationships are kind, caring and mutually respectful. They enhance the learning environment. Comprehensive and robust policies and practices promote the school's positive approach to good behavior, attendance and punctuality.
- The school retains an inclusive ethos through policies and practice. The accurate identification of students of determination, students who are underachieving and students with gifts and talents is facilitated by established methods. There is some inconsistency in the support provided in lessons.
- The personal and social development of all students is closely monitored through the school pastoral care system. Counseling services are available to support students and staff. Career guidance is available for students who are beginning their high school journeys.

For Development:

- Improve the consistency of personalized support to fully meet the learning needs of individual students.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and senior leaders are committed to maintaining an inclusive ethos. Policy and practice provide clear guidance to staff, but the inclusive education improvement plan is overly ambitious. The inclusion team demonstrates the knowledge and skills required to provide good quality support.
- Appropriate assessment practices accurately identify the needs of students of determination and facilitate timely and personalized interventions. Assessment data, observations and information from parents inform education planning. The school has a secure understanding of the different types of disabilities which students experience.
- Parents feel welcomed and find staff to be supportive and helpful. They contribute to their children’s independent educational plans (IEPs) They appreciate the frequent communication with the school, the progress reports they receive and the school’s advice and support.
- Curriculum modifications and accommodations, designed collaboratively by inclusion staff and class teachers, enable relevant and meaningful learning activities. However, there is inconsistency in their implementation in lessons. Learning support teachers and assistants provide targeted support both in and out of lessons.
- The school tracks students’ progress using assessment data, structured observations and the achievement of IEP goals. This assists the school’s efforts to improve the provision. Most students progress at a good level when their individual learning barriers are considered.

For Development:

- Ensure consistency in the implementation of students’ IEPs in all lessons.

6. Leadership and management

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

- School leaders have clear strategic plans for school improvement, and a commitment to the UAE national priorities. Inclusion as the center of all improvement planning. Leaders have a secure understanding of the curriculum and of how students learn best. They are working to address potential barriers to students' learning. Morale is positive. Leaders and teachers work together with supportive professional relationships, collaborating on strategies to raise students' achievement.
- A systematic and detailed process of self-evaluation, informed by assessment data, provides school leaders with a clear picture of the strengths and needs of the school. This accurate review guides school improvement planning and the identification of the highest priorities. The quality of teaching is consistently monitored in line with department and school priorities. Students' performance is central to the evaluation of teachers' effectiveness. There has been improvement in relation to almost all recommendations made in the previous report.
- The school successfully engages parents as partners in learning. School reports keep parents well informed of their children's academic progress and their personal and social development. Several partnerships have been established in the community, giving students opportunities to build character and to strengthen awareness of the needs of others.
- Governance is secure, with representation from parents, community members, teachers and owners. This structure ensures a broad perspective on the school, which influences decision making. Governors hold school leaders to account for improving students' achievement. They are aware of the strengths and needs of the school and are well informed of students' performance data. Governors support the school in meeting the resourcing and staffing needs.
- The school is managed effectively. Care is taken to ensure that new teachers are appropriately qualified. Professional training is linked to the school's improvement plans and individual needs. School facilities meet most of the current teaching and learning needs. There are not enough practical materials to support learning in mathematics.

For Development:

- Ensure that there are sufficient resources to support practical learning in mathematics.
- Ensure the consistent implementation of all curriculum plans.

What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae