

GOOD



INSPECTION REPORT



























US CURRICULUM

SHARJAH AMERICAN INTERNATIONAL PRIVATE

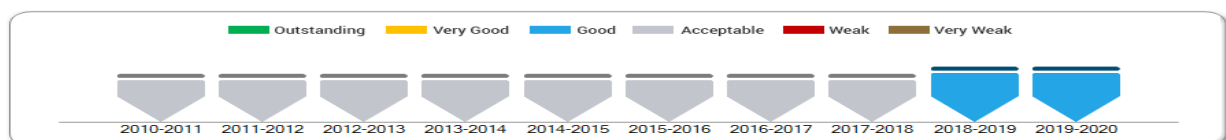
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School Information

General Information	 Location	Al Warqaa
	 Opening year of School	2005
	 Website	www.saisdubai.com
	 Telephone	+97142801111
	 Principal	Mr. Mohammad Sultan Ibrahim
	 Principal - Date appointed	3/1/2017
	 Language of Instruction	English
	 Inspection Dates	10 to 13 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1864
	 Number of Emirati students	787
	 Number of students of determination	48
Teachers	 Largest nationality group of students	Arab
	 Number of teachers	143
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	30
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	3
Curriculum	 Teacher turnover	10%
	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	SAT 1, PSAT, TOEFL, IELTS, IBT, AP
	 Accreditation	NEASC, AdvancED
 National Agenda Benchmark Tests	GL and MAP	

School Journey for SHARJAH AMERICAN INTERNATIONAL PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> Students' progress across all phases and subjects is good, and Kindergarten (KG) children are making a very strong start in English. Attainment across the school in the key subjects is improving to mainly good, although writing skills in Arabic and English have been making slower improvement. Throughout the school, students demonstrate good learning skills and enjoy their studies. Students' behaviors and attitudes to learning are very good across all phases and subjects. Their understanding of Islamic values and of Emirati and world cultures is good in the KG and middle school, and very good in the elementary and high schools. Almost all students contribute enthusiastically to the school's inclusive and harmonious ethos and culture, and many students in the high school display strong leadership qualities.
Provision for learners	<ul style="list-style-type: none"> Teaching is good in most classrooms, and it is rooted in teachers' strong knowledge, thorough planning and creative channeling of appropriate resources. Opportunities for students to engage in higher order thinking are developing well, and lesson plans accurately identify the learning needs of students of determination and the higher achieving students. The very good analysis of assessment information by leaders is not complemented by its regular use in classrooms. The curriculum across all phases enables students to develop their basic skills well, especially in spoken English. Islamic education and Arabic are compliant with all UAE Ministry of Education (MoE) regulations. The new courses in all phases are enriching students' learning experiences, particularly in the high school. The innovative courses are valued by students and parents because they broaden access to good quality higher education. The school campus is safe and very well maintained, and there are frequent safety checks and prompt responses to any reported matters. The new investments in digital resources and physical education are enhancing learning. Support for students of determination and the higher achieving students is good.
Leadership and management	<ul style="list-style-type: none"> The principal continues to monitor the pace of improvement. Procedures for monitoring are well embedded, and middle leaders are improving their skills in evaluating students' progress. Parents support the school's efforts to raise standards and are happily engaged in their children's schooling. The governing body has adopted action plans to accelerate improvement and has made sure the school is suitably staffed with qualified teachers.

The best features of the school:

- The principal's leadership skills that inspire staff and students on the school's continuing improvement journey
- Students' very positive attitudes to one another which ensure a welcoming, well-ordered and inclusive school community
- Parents' confidence in, and support for, the school's academic and social expectations for all students
- Leaders' day-to-day management of the school and the investment in digital and other new learning resources
- The school's professional development programs that support the recruitment and retention of staff.








Key recommendations:

- Increase the very good and outstanding teaching and improve marking and assessment practices in all classrooms.
- Improve students' writing skills in Arabic and English, particularly in the elementary and middle schools.
- Develop the respective roles of senior and middle leaders to accelerate improvements across all phases.
- Sustain the recent innovation in the curriculum and enhance the provision of new programs and courses.

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	Good
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Acceptable	Good
	Progress	Not applicable	Good	Good	Good
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 <p>English</p>	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Very good ↑	Good	Good	Good
 <p>Mathematics</p>	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good	Good	Good
 <p>Science</p>	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 <p>UAE Social Studies</p>	Attainment	Acceptable			

	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	Very good ↑	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	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	Very good	Good
Curriculum adaptation	Good	Good	Good	Very good ↑

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
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			Very good	
Governance			Good	
Management, staffing, facilities and resources			Very good ↑	

National Priorities

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 (NAP) for the academic year 2019-2020.

School's progression in international assessments

is above expectations.

- Overall, the school's progression in international assessments is better now. Scores in Trends in Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) have improved since the previous exam cycles. Progression in benchmark assessments is strong in mathematics. In English language usage and reading, the results are steadily improving. In science, there is a lack of progress. When compared to measured potential, students' achievement is very strong in each subject.

Impact of leadership

is above expectations.

- Leaders are proactive and responsive to ongoing developments in the NAP assessments. Assessment information is very well analyzed and used to improve teaching strategies and curriculum adaptation. This is still work in progress with a mixed impact across English, mathematics and science.

Impact on learning

meets expectations.

- Opportunities for students to think for themselves are developing, with some very good activities in English in the high school. In the other phases and subjects, especially in the boys' section in the middle school, this is less developed. Opportunities for independent enquiry and research are available mainly outside of normal lessons through the Science, Technology, Engineering and Mathematics (STEM) activities.

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

For development:

- Sustain the existing improvements through the regular review of key assessments to identify gaps in content and skills.
- Improve students' awareness of what they need to do to raise their scores on the NAP assessments.
- Provide students with more relevant opportunities to reflect on their understanding of topics in lessons.

Moral education

- Lessons are effectively planned to give students time to develop their own thoughts and learning skills. Engaging resources, field trips and student projects are common features of the program.
- The use of assessment information in lessons is limited. As a result, lessons do not always meet the needs of the different groups of students. Parents are asked to give feedback about the program, and reporting about their children's progress is regular.
- The scope and sequence of the planned curriculum is well developed. Opportunities for independent learning, research and critical thinking are developing features of the curriculum.

The school's implementation of the moral education program is meeting expectations.

For development:

- Ensure teachers use assessments more effectively to determine students' progress and to modify lessons to challenge and support all groups.

Reading across the curriculum

- The school's assessments of students' reading levels are accurate, and interventions enhance their reading ability. The well-considered reading initiatives, including individual coaching, are helping improve reading and literacy skills, particularly in the lower grades.
- Children's understanding of phonics is becoming more secure in the KG. In the other phases, students' reading skills are improving because reading materials are more closely matched to their abilities.
- The school and classroom libraries, as well as the online reading resources, give students access to a wide range of appropriate reading materials. Students' reading skills are supported by structured reading and literacy development schemes.
- The school's commitment to the development of reading, as a key learning skill, is evident in the well-structured reading strategies that are being embedded across the school.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Ensure that there is a consistent approach to the development of students' reading skills in Arabic.
- Enhance the accommodation in the school library so that it provides an inviting atmosphere and comfortable seating arrangements.

Innovation

- Teachers promote the development of students' independent and collaborative learning skills well. Students' use of technology to support learning is often good but variable.
- Most students apply themselves well to their work and enjoy developing their own research projects. The older students show innovative approaches to their work in robotics and artificial intelligence.
- Teachers provide varying opportunities for students to develop critical thinking and problem-solving skills. These opportunities are evident most consistently in the upper grades.
- The range of new curricular initiatives, including project-based learning, business fairs and electives, provides opportunities for research, enterprise and innovation in learning.
- Senior leaders seize opportunities to improve the school through the harnessing of innovative resources. By working closely with the governing board and local stakeholders, they are creating a culture of innovation.

The school's promotion of a culture of innovation is developing.

For development:

- Increase the opportunities for students in the lower grades to engage in innovative activities.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Students across all phases develop a strong understanding of Seerah and the Holy Qur'an, and they can infer rules from the Divine revelations. This is stronger in the high school. Girls outperform boys in most areas, particularly in the middle school. Assessment information reflects students' current attainment levels.
- Students demonstrate well-developed knowledge of Fiqh and Islamic manners and etiquette. While students' recitation of prescribed verses from the Holy Qur'an is well developed, their recitation of new verses is limited. Their understanding of Islamic creed and national identity is underdeveloped.
- As a result of the additional activities to develop recitation skills, students in the elementary school make considerable gains in these skills and in understanding the rules of Tajweed. Students' application of Islamic concepts to real life situations is not evident in lessons.

For development:

- Ensure that students apply their understanding of Islamic concepts to real life situations.

Arabic as a First Language

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

- Students' language skills, especially their reading skills, are more developed in the lower elementary and high schools than in the middle school. Across the school, girls' achievement is better than that of boys.
- Students in the elementary school have good knowledge of vocabulary and a secure understanding of grammar. In the middle school, students' ability to analyze texts is less developed. Although students can write a reasonable amount of text, the quality of their writing is variable.
- Although the school has introduced programs to improve students' reading skills, the impact of these is not evident. Overall, students' attainment and progress remain similar to those of the previous year.

For development:

- Provide more regular opportunities and more effective guidance to improve students' writing and analytical reading skills.
- Challenge students to speak more extensively using clearly-articulated modern standard Arabic.

Arabic as an Additional Language

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

- Students in the elementary school have well-developed language skills, which is evident in their understanding of Arabic and their confidence in using the language. In the middle and high schools, students' acquisition of language skills remains uneven, especially in writing.
- The majority of students, especially in the elementary school, are making good progress with the acquisition of vocabulary, basic grammar and reading comprehension. However, in the middle and high schools, students lack confidence in speaking, and their independent writing is still underdeveloped.
- The school has recently taken initiatives to identify students' attainment levels more accurately and to promote their engagement and progress through online programs and in-class presentations. This is not yet reflected in students' achievement, especially in the middle and high schools.

For development:

- Deliver engaging lessons that give students more opportunities to independently develop their speaking and writing skills.
- Ensure the accurate identification of students' attainment levels and modify the curriculum to meet their learning needs.

English

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

- KG children make rapid progress in speaking and listening. Their reading and writing are improving through a specific focus in lessons. Attainment has risen in the high school as a result of teachers' high expectations and students' positive attitudes to English.
- Students make rapid progress in speaking and listening. Most can read age-appropriate texts with fluency and understanding. Writing skills are developing well although more slowly in the elementary and middle schools, where there are fewer opportunities for students to write at length and insufficient feedback on how to improve their work.
- A focus on various approaches to writing has had a positive impact, especially in the high school. New online resources are beginning to lead to improvements in students' reading skills across the school.

For development:

- Develop students' writing skills in the elementary and middle schools, especially their ability to write coherently at length.
- Improve the quality of marking to enable students to know exactly how they can improve their work.

Mathematics

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

- Attainment in the elementary and middle schools has improved, and students' progress over time is supporting these developments. As a result, the majority of students now exceed the expectations of the curriculum and the appropriate international standards.
- In the KG, children understand number and can place numbers in correct sequences. They understand the concept of more and less. Number skills are further enhanced in elementary and middle schools through a strong focus on mental mathematics to increase the speed and accuracy of calculations.
- Students' knowledge of key concepts is developing well through their understanding of mathematical language and ability to read and interpret word problems. For example, many high school students understand the link between the slope of a line and the design of safe transport systems.

For development:

- Improve students' understanding of mathematical concepts by giving them more opportunities in lessons to explore their relevance to unfamiliar situations.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Attainment and progress are consistently good across all phases as reflected in assessments, in lessons and over time. This consolidation is due to the effective teaching and embedded opportunities for learning through investigation and STEM activities.
- Progress is not very good in any phase because the quality of teachers' questioning to develop critical thinking is variable. It is stronger in the high school. The application of learning in real-life contexts is also variable, and some students do not always work beyond the curriculum expectations.
- The curriculum and assessments are closely aligned to the standards and to external examinations, allowing students to attain well and develop their problem-solving and inquiry skills. The improved use of technology across all phases is contributing to improved progress.

For development:

- Ensure students make more rapid progress by developing their critical thinking and by supporting them in setting their own next steps in learning.

UAE Social Studies

All phases

Attainment

Acceptable

- Across the school, most students demonstrate adequate knowledge and understanding of the subject components. Students in the elementary school attain better than in the other phases. The school's internal assessment information does not reflect students' current attainment levels.
- Elementary school students describe the factors that helped the development of early Arabic civilizations. Middle school students demonstrate knowledge and understanding of the characteristics of the landscapes in the Gulf. High school students are developing their research skills through projects to identify the major achievements of the UAE, such as EXPO 2020.
- Across the school, teaching time meets the MoE requirements. The provision of English social studies is having a positive impact on improving students' knowledge and skills. However, this is not fully aligned with the curriculum standards.

For development:

- Align the English social studies curriculum expectations with those of the UAE social studies.
- Ensure that the assessment of non-Arab students is fully aligned with the MoE standards.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Good

Good

Good

Good

- Students of all ages are engaged in their learning. Children in the KG are particularly enthusiastic and relate their learning to their own experiences. In the middle school, girls have better attitudes to learning than boys. Most have good levels of communication and broadly know what they are aiming to improve.
- Students are developing their independence in learning and taking greater responsibility for improving their work. This aspect is less evident in Islamic education lessons. Students interact, collaborate and support one another effectively in most subjects.
- The use of technology to support independent research and presentation has improved considerably across all phases. However, the development of critical thinking and problem-solving is underdeveloped in most subjects.

For development:

- Develop students' learning skills by providing them with greater challenge in lessons and more opportunities for discussions.

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

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

- Children in the KG exhibit positive and responsible attitudes to school and show developing self-reliance. Elsewhere in the school, students demonstrate positive behavior and maintain good relationships with their teachers.
- Students are self-disciplined and demonstrate respect to all. An orderly learning environment is evident in most classes, where students work together and respond well to each other. Students support their peers, including those of determination, and are sensitive towards them.
- Students' very good understanding of the importance of maintaining a healthy lifestyle is evident across the school. Although students' attendance is good, their punctuality in arriving to school is variable.

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

- Most students demonstrate a secure understanding of the values of Islam, and most display an awareness of how these values affect them. For instance, students show generosity and care for others during the Holy Month of Ramadan. This understanding is still developing in the KG.
- Students are very respectful towards the Emirati culture. They participate in many cultural events that promote the heritage of the UAE, such as National Day and Flag Day. The Emirati Union Group is very active in organizing cultural and Islamic events.
- Students have well-developed understanding and awareness of their own culture. Although elementary and high school students demonstrate a strong awareness of other world cultures, this is less secure in the KG and middle school.

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

- Students in the high school organize and participate in a wide range of activities to support the school and the wider community. They visit retirement homes, assist in the library, organize National Day and play important roles on the student council.
- Most apply themselves well to their work and enjoy developing their own cross-curricular research projects. They show innovative approaches to their work in robotics and artificial intelligence.
- Students look after the school environment, carefully putting litter in the bins provided. They are aware of the importance of sustainability in relation to the United Nations sustainable goals. They regularly participate in beach clean ups.

For development:

- Improve students' punctuality to school in the morning.
- Improve students' knowledge and awareness of other world cultures, in particular in the KG and the middle school.

3. Teaching and assessment

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

- Teaching is consistent across all phases but is generally most effective in the high school. There is variation in its quality across the subject areas. Some lessons lack the challenge and probing questioning needed to develop students' critical thinking and accelerate their progress.
- Most teachers have strong subject knowledge and apply it well to engage students in discussions. Teachers create positive learning environments that are conducive to good interactions, but this not always the case for a minority of boys in the middle school.
- Across the school, students are becoming more independent in their learning as teachers are encouraging them to do so through a variety of activities. However, time is not always used well in lessons, and on occasions, there is insufficient time for students to complete tasks or to reflect on their learning.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school has very strong internal assessment processes in most subjects. These produce mainly valid and reliable data that are used as the basis for the effective measurement of academic achievement. Assessment processes are less developed in Islamic education and Arabic.
- The school effectively benchmarks students' outcomes against externally assessed progression tests. This assessment information is linked very well to cognitive ability tests and used well to track students' progress over time. This is less secure in Arabic.
- Most teachers know their students well and use this knowledge to plan lessons. However, the level of personalized challenge is often variable, especially in the KG. While some students assess their own work and know how to improve, this is still a developing practice within the school.

For development:

- Improve the setting of targets to enable students to understand what they need to do to improve their work.
- Ensure that all skills and strands in Islamic education and Arabic are assessed against the MoE curriculum and tracked over time.

4. Curriculum

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

- The curriculum is comprehensive and adheres to the California Common Core State Standards. Its planned progression enables smooth transitions within and between phases. The addition of a comprehensive STEM program has strengthened the delivery of the science curriculum.
- A broad range of electives, particularly in the middle school, is offered based on students' interests and talents. However, not all courses offer the rigor and challenge needed to secure stronger student achievement.
- Cross-curricular links are clearly defined and consistently delivered in most lessons. Consequently, students can make connections between the different areas of learning. Opportunities for independent learning, critical thinking and research throughout the curriculum are still developing.

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

- The curriculum has been adapted and enhanced in the high school to offer more electives to meet the needs of students of determination and to support all interests. Most students have a range of options to support their future career and college choices.
- The thematic projects with a cross-curricular approach, introduced this year in all phases, promote research, enterprise, innovation and creativity. Most students are socially aware, and older students have taken the initiative to raise funds for the development of water resources in underdeveloped countries.
- In the KG, a new phonics program is supporting the development of reading. The use of the discovery room, with a focus on STEM, has improved aspects of the curriculum. In the high school, a new Emiratization course is offered to raise awareness of the UAE values, culture and society.
- Arabic is taught in KG 1 and KG 2 for 150 minutes per week.

For development:

- Ensure that all high school courses follow the curriculum standards, and that transcripts reflect the rigor and best practice of a high-quality American high school.
- Ensure that the curriculum is engaging and challenging for all students in all phases.

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

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

- Child protection procedures are effective and students, parents and staff are fully aware of them. There is a clear anti-bullying policy, and expectations of behavior are clearly outlined in student planners. Students receive good advice on internet safety and cyber bullying.
- The school is very clean and well-maintained. Regular checks of buildings are made to identify any concerns, which are then quickly addressed. Students are supervised well while at school.
- The school effectively promotes safe and healthy lifestyles through an interesting program of talks for students and parents and through individual support and advice. A well-coordinated program that involves physical education teachers is helping students maintain good health and fitness.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Positive relationships are a strong feature of the school, and mutual respect is evident in all interactions between students and adults. The regular attendance is supported by an effective monitoring system. Despite the numerous reminders sent to parents, punctuality at the start of the day is still an ongoing issue.
- Students of determination are quickly and accurately identified. The support provided for these students is carefully managed and effectively coordinated. Procedures for the identification of students with gifts and talents and the support for them are being suitably developed.
- The well-being and personal development of all students is effectively monitored by the care and support staff. The school counsellors ensure that students receive good guidance on future careers and courses of study.

For development:

- Ensure that all parents wear their identity tags when they are at school.
- Work with families to improve punctuality at the start of the school day.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders and governors are fully committed to ensuring that the schools' provision for students of determination is well-resourced. Their commitment is demonstrated in the admissions policy and the investments made in the recruitment of additional staff and resources to support students of determination.
- The effective systems ensure the accurate identification of the learning needs of children on entry to the school, through routine academic assessments and parental referrals. New procedures have been introduced to ensure the early identification of students with gifts and talents.
- Most parents of students of determination have very positive relationships with the school. Communication between school and home is frequent, and the school provides parents with regular updates on their children's progress. Parents can contact the school whenever necessary.
- Teachers know their students well, and most make good use of assessment information to plan learning activities that are matched to the needs of individuals. As a result, in most subjects, students receive the support needed to make their best academic and personal progress.
- Most students of determination make good progress in relation their individual targets. Their progress is closely checked, and provision is adjusted where necessary. For the older students who are less suited to a fully academic program, the options available are limited.

For development:

- Enhance teachers' skills in the implementation of inclusive practices in the classroom.
- Plan alternative learning pathways for the older students who are less suited to a fully academic program.

6. Leadership and management

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

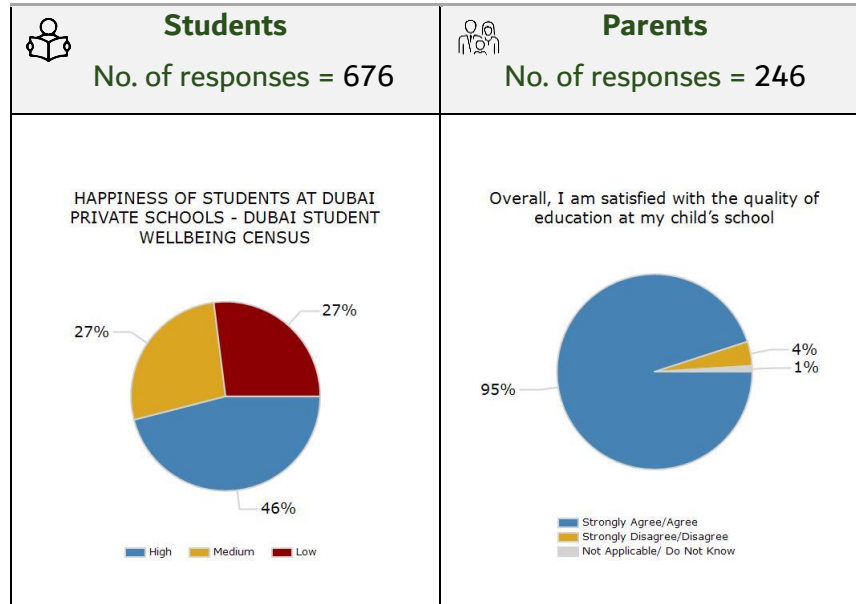
- The experienced principal continues to lead school improvement while sustaining a culture of teamwork and mutual support. Senior and middle leaders recognize their critical roles in putting school policies into practice in their departments and classrooms. Students' personal well-being and academic achievements are valued equally.
- The school's monitoring and evaluation procedures continue to be effective. The analysis of assessment information is very good but does not have a consistent impact on teachers' planning. Improvement plans are detailed and appropriately address the school's priorities and the UAE National Agenda. The school is sustaining improvement and has successfully addressed the recommendations from the previous inspection report.
- Parents consider they are an integral part of the school's improvement journey. They are well informed about their children's progress and how their children can take the next important steps in learning. Links with local, national and international bodies continue to flourish and broaden opportunities for all students in an inclusive school community.
- The governing body is effective in monitoring the school's progress and in holding leaders to account. The introduction of action plans for specific issues is a positive development which is beginning to have a genuine impact on the curriculum and on increasing opportunities for all students. Governors have made good progress in deepening their understanding of the graduation requirements in an American school.
- The day-to-day routines in all the phases are very well managed. The school is well staffed and has a vibrant culture for learning. The high quality professional development contributes significantly to the successful recruitment and retention of good teachers. There is a sustained investment in specialist facilities, where digital and artificial intelligence resources are a key priority.



For development:

- Ensure that senior and middle leaders focus on what happens in the classrooms and on evaluating the impact of provision on the quality of students' learning.

Views of parents and students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> A large minority of students responded to the well-being survey. The results show that students are below the Dubai average in many measures, including happiness and satisfaction with school and life. Students' feeling about the importance of connectedness to adults at school is broadly in line with the Dubai average. However, high school students feel less satisfied with the school. This did not concur with inspection findings.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents who responded to the survey are generally satisfied with the school and feel it provides good value for money. They believe that the school is safe for their children and that leaders and teachers listen to their concerns. A few parents express some concerns regarding the quality of teaching of Arabic as an additional language. Inspection findings confirm these views.

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