

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**Dubai International
Private School**

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
US



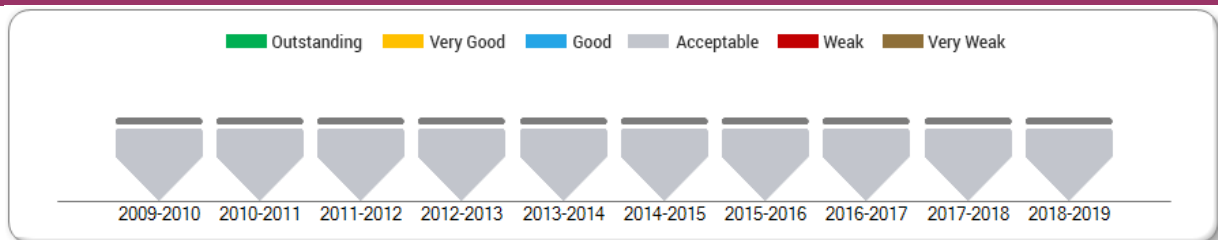
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School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1986
	 Website	www.dis.sch.ae
	 Telephone	04-2823524
	 Principal	Mr. Nafez Hayek
	 Principal - Date appointed	11/1/2011
	 Language of Instruction	English, Arabic
	 Inspection Dates:	18 to 21 March 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 17
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2131
	 Number of Emirati students	858
	 Number of students of determination	85
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	142
	 Largest nationality group of teachers	Arab
	 Number of teaching assistants	26
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	4
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	SAT, PISA, ETIMSS, PBTS, EMSAT
	 Accreditation	Candidate NEASC
	 National Agenda Benchmark Tests	CAT4, MAP

School Journey for Dubai International private School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In English and science, students have improved from their starting points and now show good progress across all phases. In mathematics, students have improved from weak to acceptable in the elementary school. Attainment and progress in Islamic education and Arabic have stayed the same in all phases. Students' learning skills remain good in the Kindergarten (KG) and acceptable in the rest of the phases.
- Children in the KG show very good qualities of personal development, as they build a strong sense of responsibility and very positive attitudes to learning. In the other phases, students demonstrate similarly good qualities, particularly in their application of Islamic values and their understanding of Emirati culture. However, punctuality is an issue for many students.

Provision for learners

- Gradual improvements to teaching are taking place, particularly in the elementary school. Teachers with experience of an American curriculum have brought new approaches that are better matched to the expected standards. More use is being made of assessment information to identify gaps in learning or where students need support in applying their new knowledge.
- The school has made very slight improvements to the curriculum. Teachers are making more use of grade level curriculum standards when planning and carrying out lessons. Reviews of the curriculum have helped address the timing and the content of topics, particularly in mathematics. Adaptations of the curriculum, to meet the identified needs of different groups of students, are at an early stage of development.
- There are improvements to the quality of support in the elementary and middle schools, where staff-student relationships are generally positive and student behavior is managed well. Effective support is provided for students of determination, following accurate identification processes. Students receive effective guidance, and their well-being is a high priority for school staff.

Leadership and management

- New staff in senior and mid-level leadership positions have brought educational experience, which is contributing positively to the development of the school. Where new initiatives are being consistently implemented, there are early signs of improvement. The leadership of the KG successfully supports good provision, which underpins children's good personal and academic development.

What the School does Best:

- Students' understanding of Islamic values in their daily life, their appreciation of Emirati culture and their developing awareness of world cultures
- Students' willingness to take leadership roles within the school and the wider community, particularly through student government, environmental action and community volunteering
- The consistently good provision for children in the KG, which leads to a happy learning environment where children are engaged and achieve well in all subjects.







Key Recommendations:

- Put in place an effective distributed leadership model that ensures the leaders of key subjects and inclusion work cohesively and conscientiously towards whole-school improvement.
- Develop and implement a school improvement plan that takes into account the views of the principal, governors and other stakeholders, and includes measurable targets to be achieved within specified time frames.
- As a matter of urgency, reconfigure the high school to better match that of an accredited American curriculum school with:
 - two semesters, offering rigorous core and elective courses that allow students greater choice in preparing for future career paths
 - the staffing, guidance, teacher expertise and leadership necessary to ensure its success.
- Develop consistently high-quality educational practice by ensuring that:
 - teaching is aligned with the curriculum standards and makes full use of assessment information to plan lessons that build on students' previous learning and matches their needs
 - all teachers fully understand the needs of students of determination and how to support them effectively
 - the support provided by learning support teachers is effective in helping students overcome their barriers to learning
 - there are effective procedures for identifying and supporting students with gifts and talents.
- Review the procedures for accessing the school campus, ensuring that all visitors and parents are individually identifiable and that, during arrival and dismissal, visitors and parents are limited to identified waiting areas.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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			Acceptable	
School self-evaluation and improvement planning			Acceptable	
Parents and the community			Good	
Governance			Acceptable ↑	
Management, staffing, facilities and resources			Acceptable ↑	

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- Almost all of the N.A.P. test results are improving. Grade 4, 8 and 9 students' scores in the Trends in International Mathematics and Science Study (TIMSS), Progress in International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS), have improved. The greatest improvement was in Grade 4 where students exceeded the set targets. While still weak overall, most Measures of Academic Progress (MAP) results have also improved. Many students exceed their predicted outcomes from measures of academic potential (CAT4). Progression of students in English and science is good, and it is acceptable in mathematics.

Impact of Leadership

meets expectations

- Leaders of all levels give the National Agenda high priority. They carefully analyze the assessment information to check the performance of all groups of students. This information is then used to provide additional support where it is most needed.

Impact of Learning

is approaching expectations

- The development of critical thinking is inconsistent across the school. In the most effective lessons, teachers use skillful questioning to probe students' understanding and develop their critical thinking. However, this is not a consistent feature. Teachers' lack of expertise in using information technology is sometimes a limiting factor.

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

For development:

- Prepare the students in Grades 2, 7, and 8 for the forthcoming TIMSS, PISA and PIRLS assessments.
- Ensure that teachers have the necessary skills to make full use of digital technology to support learning.

Reading Across the Curriculum

- Most students' reading levels are improving, as evident in their external MAP test results and internal school assessments. From low starting points, most students make good progress in reading.
- By the end of the high school, most students are confident readers who are capable of using a range of reading strategies.
- The library environment and the range of reading resources available are not sufficiently conducive to promoting a love of reading. The school does not have a qualified librarian.
- The school does not have a policy for the development of reading across the curriculum. There has been little staff training on the development of students' reading skills.

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

For development:

- Implement a whole-school reading policy and regularly evaluate its impact on students' reading levels.

UAE Social Studies

- Appropriate adaptations are made to the curriculum to support and challenge students with differing abilities. A variety of resources are used to engage and motivate students and promote their learning.
- Students are beginning to use their learning skills to engage in relevant discussions and make cross-curricular links. They can explore topics for themselves and use technologies in project work.
- In lessons and in their recent work, a majority of students attain levels that are above the curriculum standards.
- Students' work shows that a majority make better than expected progress in relation to their individual starting points and the expectations of the curriculum.

The school's implementation of the UAE social studies program is meeting expectations.

Innovation

- Learning skills are developed well in the KG. In other phases, the development of learning skills is inconsistent. Not enough use is made of digital technology to support innovative learning.
- Students are encouraged to take the lead roles in voluntary activities. Through such activities, students develop a good sense of social responsibility.
- Teachers provide some opportunities for students to work on innovative projects. However, the level of challenge is often too low to promote higher-order thinking.
- The development of skills of innovation is identified in the curriculum and in lesson plans. However, this is not always translated into practice.
- The lack of cohesion in school leadership limits the impact of leaders on the development of innovation within the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessments show that students' attainment levels are above curriculum standards in all phases. However, lesson observations and students' work show that attainment levels are above the expected standards only in the elementary school. Students' attainment in the middle and high schools is at the expected levels.
- Students in the elementary school demonstrate a good understanding of Islamic values and aspects of Seerah. In the middle and high schools, students are aware of some rules of Fiqh and Hadeeth and demonstrate appropriate understanding of verses from the Holy Qur'an. However, their ability to think critically is underdeveloped.
- The access to an online dictionary enables students to find the meaning of unfamiliar words in the Holy Qur'an. However, digital technology is not frequently used to conduct research, to compare different sources of information or to produce work that reflects students' findings.

For development:

- Make full use of all of the available resources, including digital technology, to enhance students' research and higher-order thinking skills.

Arabic as a First Language

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

- The language skills of students in the elementary and middle schools are above those of students in the high school. Students' progress is better in the middle school. The progress of different groups of students is inconsistent, particularly in the higher grades.
- Speaking is the most well-developed of the language skills. Listening and reading with understanding are improving. Creative and extended writing is the least developed skill, because of the limited opportunities for writing and the low expectations set by teachers.
- The introduction of reading and summarizing activities is having a positive impact on the development of students' language skills. These activities increase students' vocabularies and provide them with models for writing.

For development:

- Ensure that all lessons have clear learning objectives that relate to the weaknesses in students' language skills, particularly in the upper grades.

Arabic as an Additional Language

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

- The language skills of the majority of the students in the elementary, middle and high schools are above curriculum standards. While the majority of students, in all phases, are progressing well, students in the lower grades are making the most rapid progress.
- Students are able to communicate using modern classical Arabic in most classes. Their listening and reading skills are improving. However, their writing, whether of short or extended sentences, remains the weakest of the language skills
- Students are being provided with more opportunities to read for pleasure and purpose. However, they do not experience enough activities that enable them to use their widening vocabularies in conversations related to everyday life, particularly in the middle and high schools.

For development:

- Provide students with more challenging opportunities to practice their developing language skills in everyday contexts.

English

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

- From their differing starting points, most children in the KG make rapid progress in developing their speaking and listening skills. In the other phases, recent initiatives are having a positive effect on the development of students' reading and speaking skills.
- Across the school, the quality of students' written work lags behind that of their reading and comprehension. Because reading and discussion are features of most lessons, students develop wider vocabularies, and their confidence and competence in speaking increase.
- The quality of students' written work is below grade-level expectations. Gaps in attainment between different groups of students have narrowed since the previous inspection. Students evaluate their own work but do not give sufficient attention to spelling, punctuation or grammar.

For development:

- Provide more opportunities for students to write more extensively and imaginatively.
- Ensure that in marking students' written work, teachers give more attention to spelling, punctuation and grammar.

Mathematics

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

- The majority of children in the KG demonstrate proficiency in early number skills. Students, particularly the boys in the middle and high schools, show weaknesses in important areas of mathematical knowledge, skills and understanding.
- In the KG, children are secure in their understanding of basic shapes and measurement. In the elementary school, students' understanding of geometric shapes is a weakness that carries through to the middle and high schools, where their understanding of geometry and probability is not secure.
- Recent initiatives, focusing on improving teaching, closing gaps in attainment and developing students' understanding of mathematical concepts, are beginning to have an impact, especially in the elementary classes. However, there is inconsistency in the quality of teaching and learning in the upper three phases.

For development:

- Ensure greater consistency in the quality of teaching and provide more opportunities for investigative mathematics that makes use of digital technology to support learning.

Science

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

- Achievement in the KG and the elementary school is stronger than in the other phases. Students' laboratory experiences in the middle and high schools are not consistent enough to sharpen their ability to observe and analyze experimental outcomes and draw conclusions.
- Students in all phases are filling the gaps in their scientific knowledge, through critical thinking and research. This supported by a deeper understanding of scientific vocabulary.
- The more effective use of assessment information is ensuring that the curriculum is more carefully aligned with the required standards. This enables teachers to plan work in lessons that is better matched to students' learning needs and preferences.

For development:

- Ensure that all students have the opportunity to develop their scientific skills by providing laboratory experiences at least weekly, in the middle and high schools.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable

- In the KG, the variety of activities enable children to display a wide range of learning skills. In the other phases, students' learning skills are more varied. Although many show the capacity to reflect on their learning, only a few make connections between learning and real-life situations.
- Most students have a genuine interest in learning. When given the opportunity, they interact well when working together. In general, students do not have enough opportunities to develop and apply their critical thinking and problem-solving skills.
- Collaborative learning and discussions feature in most lessons, particularly in English. The use of digital technology to support independent learning is a developing feature, particularly in the upper grades. The majority of students are not clear about their next steps in learning.

For development:

- Increase students' ability to take responsibility for their learning by ensuring they understand what they have to do next.
- Improve the use of digital technology to support students' learning and promote their independence.

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

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

- Students generally have positive attitudes towards learning. They follow instructions and finish work in the allotted time. In the KG, children develop a strong sense of personal responsibility and make choices in their learning activities.
- Most students have respectful relationships with their teachers and their peers. They frequently listen to the ideas, opinions and comments of others without interrupting. Not all students are punctual at the start of the day and to lessons.
- Students generally demonstrate a good understanding of healthy living. They are aware of the importance of making healthy choices when eating. Many participate in physical activities both inside and outside the school.

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

- Most students have an appropriate understanding of Islamic values, such as tolerance, empathy and caring for others. They are accepting of each other and show tolerance towards differences. Students recognize, understand and celebrate national days, such as the Flag Day, and religious days.
- Students across the school appreciate the UAE as a multicultural and safe country. They demonstrate their understanding of UAE culture and heritage through their artwork. They contribute to the wider society through, for example, the 'honoring school workers' initiative.
- Students demonstrate a clear understanding of diversity while showing pride in their own cultures and identities. They organize and celebrate cultural days, where they are introduced to the food, costumes and traditions of other cultures.

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

- Students make very positive contributions to the life of the school. They willingly embrace responsibility and, through the student government, are empowered to contribute to the life of the school and the safety and wellbeing of all students.
- Across all phases, most students demonstrate a positive work ethic. While some students display their ideas through exhibitions, robotics classes and national competitions, these are not consistent enough for them to develop their innovative and entrepreneurial skills.
- Students understand the importance of looking after the environment. They successfully promote awareness of the need for sustainability through school assemblies, recycling activities and their caring for green spaces. They emphasize the need to conserve energy.

For development:

- Provide more consistent opportunities for students develop innovative and entrepreneurial skills.

3. Teaching and assessment

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

- Action to improve the quality of teaching and learning is beginning to have a positive effect in the KG and the elementary school. In these phases, students are given more opportunities for independent learning. Lessons in the middle and high schools tend to be overly teacher-directed.
- Generally, teachers have secure levels of subject knowledge. Lessons are centrally planned and aligned with the curriculum standards of the relevant subject. However, teachers do not consistently refer to these standards in guiding students' learning.
- Improvements to resources and the availability of digital technology are not having a significant impact on learning in the classroom. Not all teachers are confident or competent in the use of learning technology.

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

- Across the school, internal assessments are linked to the relevant curriculum standards. They are well-designed to track mastery and demonstrate students' progress. Assessment in the higher grades is less reliable because of the absence of external tests to validate the internal evaluations.
- A complete restructuring of the assessment procedures followed the previous inspection and extensive training took place to help teachers interpret assessment information. There is now a higher expectation that teachers make use of this information to inform lesson planning and curriculum modifications.
- The introduction of the online student information system is making the analysis of assessment data more efficient and is providing teachers with a more rounded view of students' progress. The implementation of the system has increased the rigor and reliability of assessments.

For development:

- Provide more opportunities for students to learn independently, particularly in the middle and high schools.
- Develop teachers' skills in the use of digital technology to support learning.

4. Curriculum

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

- In the KG, a balanced curriculum promotes children's personal and academic development through a variety of age-appropriate experiences and activities. In the other phases, there is an over-emphasis on the acquisition of knowledge at the expense of the development of skills.
- Planning across the phases is beginning to build on students' previous knowledge and skills. However, higher grade students have few opportunities to make choices from a range of curricular options suited to their interests and career aspirations.
- Improvements have been made to the curriculum review process. Lesson plans are now linked more closely to both the California State Standards and the Ministry of Education (MoE) standards for Arabic, Islamic education and social studies. They provide clearer guidelines for progress in learning.
- Moral education is taught as a stand-alone subject for a minimum of 40 minutes per week in Grades 1 to 12. Relevant topics are also covered in the morning assemblies presented by students.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum modifications are made in response to teachers' feedback, test results and the monitoring of lessons. Modifications to meet the needs of all groups of students, although improving, are inconsistent across the school.
- A range of extra-curricular activities is available for students. Some involve collaboration with other schools and organizations, while others develop students' understanding of citizenship in the UAE. Students in all phases engage in projects that develop their environmental awareness and sense of social responsibility.
- Students have a clear understanding of the UAE values, culture and society, which are embedded in subject plans across the curriculum. Opportunities for national celebrations are appropriately included throughout the school year and become a focus for learning, particularly in the KG and elementary school.
- Arabic is taught in the KG for 280 minutes per week.

For development:

- Develop the curriculum and the credit system in the high school in accordance with the California State Standards and include a range of electives suited to students' interests, abilities and aspirations.

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

- The school has an appropriate range of safeguarding policies, including those for child protection and anti-bullying, which are shared with staff, students and parents. Leaders do not always have a clear knowledge of the identity of all visitors on campus.
- The school conducts regular checks on the accommodation and grounds to ensure that any deficiencies are noted and quickly addressed. All regulatory requirements, including those for emergency evacuation drills, are met. Thorough risk assessments are conducted before any school trips.
- The school promotes healthy living through assemblies and the curriculum. Members of the medical staff are vigilant in their care of students. Routine checks are carried out, and detailed records are kept. Medication is kept securely in a locked cabinet.

	KG	Elementary	Middle	High
Care and support	Good	Good ↑	Good ↑	Good

- Mutual respect is evident in the relationships between staff and students. Building students' character is a stated goal of the school. The management of student punctuality is not effective. New procedures have recently been put in place to address this issue.
- Procedures for the identification of students of determination are comprehensive and guide the composition of relevant individualized education plans (IEPs). Procedures for the identification of students with gifts and talents are not as well developed.
- The well-being and personal development of students is a primary focus in the school. Additional resourcing to more closely monitor the personal and social needs of younger students has recently been put in place.

For development:

- Improve procedures for the identification and support for students with gifts and talents.
- Ensure that at all times, the school authorities have a clear knowledge of the identity of all visitors on the school premises.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusive nature of the school is clear in the school admissions policy. Provision has improved with increased investment in resources and the employment of appropriately qualified staff. An updated inclusive education improvement plan guides provision.
- Specialist staff make use of a range of indicators. Well-considered procedures are followed at the time of student entry and the information gained is supplemented by teachers' observations in the early years. This information is then used to develop IEPs.
- Most students of determination are engaged in meaningful learning activities. However, in some lessons, support is not always effective as the approaches specified in the IEPs are not followed. Therefore, students do not make the progress that they should.
- Parents report that they are well aware of the content of their children's IEPs and that they have regular communication with the champion of inclusion. Some parents are concerned that not all teachers are fully informed of their children's particular needs.
- The progress and outcomes of students of determination are closely monitored. Assessments are routinely carried out to check their progress. Tracking sheets are used to check students' progress towards the targets in their IEPs and to set new targets when these have been achieved.

For development:

- Ensure that teachers fully understand the barriers to learning of students of determination and the guidance in their IEPs on how these can be overcome.

6. Leadership and management

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

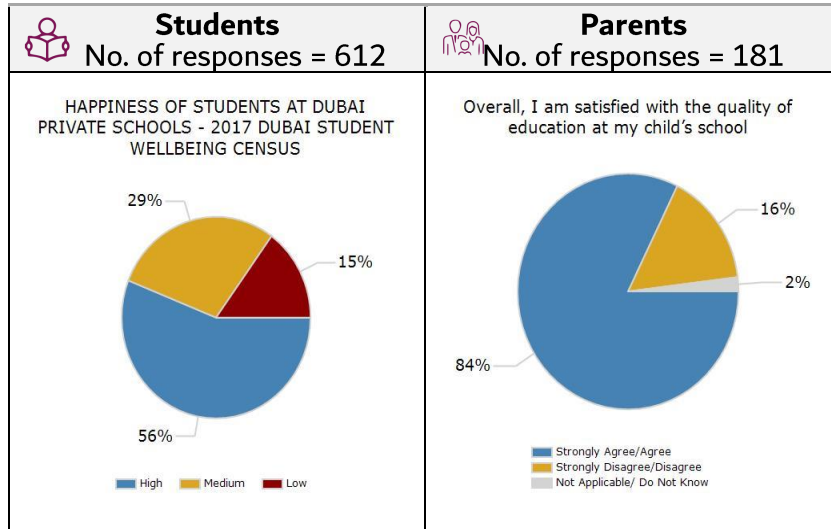
- Across the school, leaders share a commitment to the improved academic performance of all students and towards the UAE national priorities. While there are a few school leaders with a secure understanding of the California State curriculum, there is a lack of cohesiveness overall, which inhibits effective educational leadership. Many leaders hold student achievement and the development of innovation as high priorities.
- More use is made of assessment information in evaluating the school's performance and planning for improvement. However, the evaluations of the school's growth and students' strengths and needs are not realistic. More systematic approaches for evaluating the quality of teaching have been introduced, which focus more clearly on the impact on students' learning. Progress has been made on the recommendations of the previous inspection, most notably in relation to English language proficiency.
- The school communicates with parents effectively. Parents are informed of all upcoming activities and events and are always welcome into the school. They are fully supportive of teachers in relation to the academic and personal development of their children. However, parents are not fully aware of the details and implications of their children's results in external benchmark tests.
- Governance has improved, particularly in relation to the recruitment and deployment of teachers who have a better understanding of American education and who can have a positive impact on students' achievement. The structure of governance is in a transitional stage, as it is being expanded to widen representation. Nevertheless, the governors are fully committed to their responsibilities and maintain a focus on the accountability of leaders for the school's performance.
- The school operates effectively on a day-to-day basis and is making good progress in addressing the previously identified staffing issues regarding English language proficiency and the recruitment of teachers with experience in American education. Staff are provided with relevant professional training. Although there are specialist learning facilities, not all learning spaces provide high-quality learning environments. The availability of digital learning technologies, to support student learning and teaching, is improving.



For development:

- Leaders should carry out a realistic evaluation of all aspects of the school's performance, with a view to identifying and sharing the practices that are having the biggest impact on students' outcomes.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior 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"> About half of the students who responded to the survey indicate that they have high levels of satisfaction and willingness to persevere. About two-thirds feel optimistic, and about a third feel worried. Although less than half of them indicate high connectedness with adults at school, about two-thirds of them express high belongingness to their peers. Most feel they have friends at school. One third of students report low rates of sleep.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents are very positive about the quality of the child-centered education in the KG. Some parents are concerned about overcrowded classes. Almost all who responded report satisfaction with the school and believe their children are safe. Three-quarters of parents feel their children get on well with most teachers and that their children are positive about their future.

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