

GOOD



2019-2020









INSPECTION REPORT








US CURRICULUM







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School Information

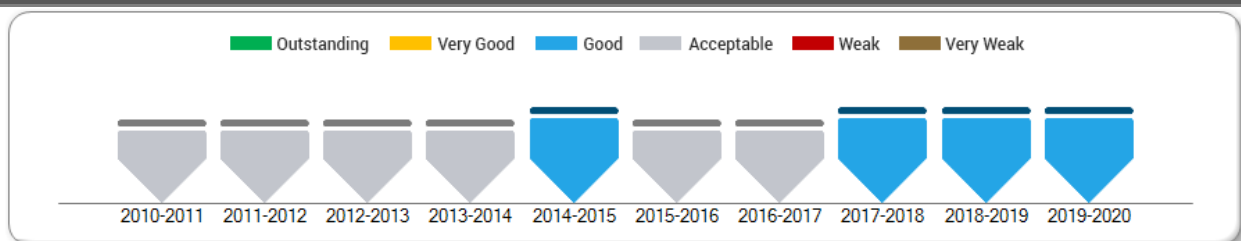
General Information	 Location	Al Mizhar
	 Opening year of School	1995
	 Website	www.mirdifamericanschool.ae
	 Telephone	97142883303
	 Principal	Randa Ghandour
	 Principal - Date appointed	9/1/1995
	 Language of Instruction	English
	 Inspection Dates	18 to 21 November 2019

Students	 Gender of students	Boys and girls
	 Age range	3-13
	 Grades or year groups	Pre KG-Grade 8
	 Number of students on roll	881
	 Number of Emirati students	662
	 Number of students of determination	51
	 Largest nationality group of students	Emirati

Teachers	 Number of teachers	58
	 Largest nationality group of teachers	American
	 Number of teaching assistants	58
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	1
	 Teacher turnover	12%

Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	TIMSS, CAT 4
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for MIRDIF AMERICAN 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> • Across all phases of the school, students make good progress in most key subjects. Their attainment is better in English and in science than in other subjects. UAE social studies is strongest in the middle phase. The program for reading across the curriculum is improving Arabic and English reading in all phases. However, for some students, low reading proficiency is limiting their ability to improve. • Children and students demonstrate positive attitudes and respectful behavior. Children in KG interact well with their classmates, demonstrating self-reliance in their choices of activities. Students in upper grades are well behaved in lessons and during break times. They welcome students of determination into lessons and in the playground. They are cordial and respectful in their conduct towards teachers and other staff.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Teaching is strong across all phases of the school. Teachers plan thoughtfully and address curriculum standards. Subject leaders are effective in strengthening the level of rigor in lessons, so that students can demonstrate their ability to think critically and to learn independently. Assessment has improved in the elementary and middle phases and is now good overall. • The school has adopted the Common Core State Standards from the US State of California. Teachers prepare lessons that are closely aligned with these standards for English Language Arts, math, and science. In some lessons, only a minority of students achieve above curriculum expectations. Ministry of Education (MoE) curricula in Islamic education, Arabic, moral education and UAE social studies present challenging opportunities for students. • The school offers excellent provision for health and safety. The clinic is staffed with licensed professionals who monitor students' health and attend to minor injuries. The school makes healthy eating alternatives available during break times. Under the guidance of physical education teachers, students are learning the importance of healthy living and the value of exercise. All staff are properly trained in child-protection policies and practices.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Stability in leadership is a building block for the school's improvement. The school has recognized the need for data analysts and teacher coaches, and appointments of these specialists result in improved outcomes for students. Governors have increased the number of English-speaking teachers, and have improved the library collections in both Arabic and English. The premises are well resourced, and are very clean and hygienic.

The Best Features of The School:

- The very good quality of personal development, as demonstrated by students' positive attitudes and good behavior
- Students' understanding and respect for Islamic values and appreciation for how they guide them through their lives in the UAE
- The very successful partnerships with parents that result in better outcomes for studentsThe very good provision for the health and safety of students and staff
- The good or better progress made in most key subjects.








Key Recommendations:

- Ensure that senior leaders and governors give to subject heads the autonomy necessary to lead the teachers in their departments.
- Strengthen and broaden effective strategies to develop critical thinking, reasoning, and inquiry skills across all subjects and phases by:
 - improving students' reading proficiency, and
 - providing more enriched writing activities in every lesson to develop their writing skills.
- Improve spelling and extend vocabulary across the phases, but particularly for boys in the middle phase.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable
	Progress	Not applicable	Good	Acceptable ↓
 English	Attainment	Good	Good ↑	Acceptable
	Progress	Very good ↑	Good ↑	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Good ↑
 Science	Attainment	Good	Good ↑	Good ↑
	Progress	Good	Good	Good
 UAE Social Studies	Attainment		Good	

		KG	Elementary	Middle
Learning skills		Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

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 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.

The school's progression in international assessments is above expectations.

- Information on students' progression in international assessments is restricted to the Trends in Mathematics and Science Study (TIMSS), for which the 2019 results are not yet available. Progression in National Agenda parameter assessments is good, with the most notable improvements in English and science. In English Language Arts, math and science, students' progression in relation to their measured potential is judged to be outstanding. Math and science show significant strength in this regard.

Impact of leadership meets expectations.

- School leaders have fully embraced the National Agenda and have worked assiduously to build a common understanding which will promote the vision of the leaders of the UAE. This year, school leaders' support of initiatives led by teachers to build strong interventions for students, based on information from assessments, has led to significant gains for students.

Impact on learning is approaching expectations

- Older students use learning technologies well and are improving their use of critical thinking in science. In KG, there are opportunities to use project-based learning, which include inquiry and reasoning as essential components. Students in the elementary phase use analysis to identify the key features of word problems in math, and are learning to find essential facts and solutions.

Overall, the schools' progression to achieve the UAE National Agenda targets **meets expectations**.

For Development:

- Build familiarity with the language used in international and external assessments, and ensure that students fully understand what they are required to do.
- In all subjects, extend the use of assessment data to identify areas of need and to initiate targeted interventions which will support students' learning.

Moral Education

- The curriculum for moral education meets requirements. Students in Grades 1 to 8 have a weekly lesson that covers the key curriculum concepts from the prescribed textbooks.
- School leaders have considered carefully who is best placed to teach moral education. Lessons are taught by specialist and home-room teachers. The lead teacher has significant experience in the subject. Students benefit from teachers' expertise and enjoy their lessons.
- Assessments of students' outcomes are appropriately administered, and the resulting information used to report to parents. The use of a range of assessments, to ensure that the needs of all students are met effectively, is not well developed.

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

For Development:

- Extend the range of assessment procedures so that information gathered on students' outcomes in moral education is used effectively to ensure that the needs of all students are well met.

Reading Across the Curriculum

- Reading achievement information reveals that proficiency in reading in KG is very good, good in Grade 8, but that in Grades 1 to 7 proficiency is weak.
- The school's literacy coach effectively supports underperforming students and maintains appropriate records of students' literacy, performance in reading, and development needs.
- A governor, who is also a parent, has been instrumental in supporting literacy in Arabic by providing training for teachers. The school has introduced a "reading aloud" strategy to extend students' reading comprehension during lessons in most subject areas. Shared and guided reading time also support students' progress.
- The school is increasingly effective in promoting reading through initiatives such as a reading challenge in Arabic and a read-a-thon in English. All students visit the library once per week to select three books for reading at home.

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

For Development:

- Review the literacy policy to feature a whole-school approach across all subjects and phases.
- Use the expertise of the literacy coach and heads of departments to develop strategies for reading across the curriculum.

Innovation

- Although not consistent across all subjects, the majority of students are engaged in their work and learn independently. They think critically, solve problems and use technology for research.
- The school prepares students to be global citizens and provides them with opportunities that enhance leadership skills and facilitate involvement in social and community projects.
- In the majority of lessons, teachers make strong innovative links to Emirati culture and to the UAE. Assemblies featuring the Year of Tolerance motivate students in creative, project-based learning.
- Extra-curricular clubs and the elective courses provide opportunities for engagement in innovative activities. Apart from science, there are few subjects where innovation is explicitly linked to the curriculum.
- Governors and school leaders have strongly supported a developing culture of innovation through technology, digital record-keeping and communication, and by nominating an innovation leader.

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

For Development:

- Ensure that all students, in all curriculum areas have appropriate opportunities to develop and use innovation skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In all grades, the majority of students possess sound knowledge, above curriculum standards, of the Pillars of Islam and Iman. Their progress is above expectations, especially in their written work. Elementary students in are making most progress.
- Through stronger teaching, students' memorization of the Holy Qur'an and Hadeeth is strongest in the elementary phase. Students also have a secure knowledge of Seerah and Faith, particularly in Grades 1, 2, and 3. Boys and girls achieve equally well.
- Students in the middle phase are improving their ability to apply Islamic concepts to real-life situations. However, their ability to use the Holy Qur'an and Seerah in the same way is not yet evident. The application of recitation rules is improving slowly in all grades.

For Development:

- Adapt the curriculum and use assessment information effectively to improve students' knowledge of Seerah and Faith.
- Provide opportunities for students to discuss Islamic topics and to refer to the Holy Qur'an and Hadeeth to support their learning.
- Ensure that students consistently apply recitation rules accurately.

Arabic as a First Language

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

- Of the four language skills, reading is the strongest. Inconsistent constructive feedback and the lack of variety and opportunities result in writing being students' least developed skill.
- Students in the middle phase are beginning to develop their critical thinking and speaking skills through group work and presentations of cross-curricular topics. However, these activities are often too controlled by teachers.
- Written advice and awareness of the standards have enabled students to assess their own work and that of others according to the MoE curriculum reading standards. All students are participating in the Arab Reading Challenge.

For Development:

- Review and modify the curriculum and assessments to ensure that students achieve strongly in all four language skills.

Arabic as an Additional Language

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

- In the elementary phase, the majority of students demonstrate knowledge, skills and understanding that exceed curriculum expectations. In the middle phase, students' performance is in line with expectations. Girls in the elementary phase make better progress than boys. In the middle phase, boys progress faster.
- Listening and reading skills are more developed than writing skills in the elementary phase. In the middle phase, low expectations and the lack of opportunities to practise speaking and writing independently are hindering students' progress.
- The newly-introduced spelling notebooks and designated spelling folders assist students in both phases in developing their skills in spelling, through increased practice and frequent assessments.

For Development:

- Adjust the curriculum and internal assessments to ensure that appropriate levels of challenge are in place

English

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

- Across phases, the majority of students make better than expected progress as learners of English as an additional language.
- Throughout, students can speak confidently and actively engage in activities to enrich their English skills. In KG and in the elementary phase, progress in reading and writing is strengthening. This is less evident in the middle phase, where spelling and vocabulary need improvement.
- In the KG, progress is improving. In the elementary phase, students' attainment and progress in reading and writing have improved. In the middle phase, the development of spelling, vocabulary and literacy remains variable.

For Development:

- Provide more opportunities to develop vocabulary and spelling, especially for boys in the middle phase.
- Ensure that draft writing routinely includes final rewrites.
- Review the pace of lessons to eliminate rushed activities, and so, deepen students' understanding.

Mathematics

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

- In KG and in the best lessons in the elementary phase, teachers have high expectations, which lead to notable improvements in students' mathematical understanding and skill. Some students in the middle phase can apply strategies to analyze word problems, giving them a clearer path towards finding solutions.
- Young students use resources well as they recognize, compare and write numbers, draw equivalent objects or count on from a number. Older students read and interpret graphs and connect tables to functions, but their work is often not precise.
- Added language support in math classes contributes positively to students' ability to understand problems better and to interpret real-world scenarios. Clear learning expectations support students in finding purpose in what they are learning, and in how their classwork might be useful.

For Development:

- Ensure that basic mathematical practices are a regular part of all students' learning, with particular attention given to reasoning, perseverance and precision.
- Help all students to develop strategies for solving problems, using different learning styles, and strengthen their mathematical reasoning.

Science

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

- In all grades, students demonstrate a good understanding of the scientific method, and can apply these ideas in classes and during experiments. In KG, children use problem-based learning to make predictions and then test them using age-appropriate practical approaches.
- Students' skills in higher-order thinking are developing in all grades, but more so in the middle phase where there are better opportunities for independent research and interdisciplinary connections. Cross-curricular lessons connect learning and reinforce skills that are transferable in reading, writing, math, and research.
- Students' understanding of scientific concepts is developed through an emphasis on scientific vocabulary, which is then reinforced in lessons. Their progress in lessons is improving as they confidently use correct terminology and explain in their own words what scientific terms mean.

For Development:

- Enable all students to make meaningful and relevant connections in their learning through the development of challenging cross-curricular projects.

UAE Social Studies

All phases

Attainment

Good

- Attainment in the middle phase is significantly better than in Elementary. Lessons in the elementary phase are mostly directed by teachers. In the middle phase, better planning results in lessons of discovery that develop critical thinking and contain opportunities for independent research.
- Elementary students can study a list of countries participating in Expo 2020, and find out the capitals, currencies, and population. In middle grades, students can create a timeline of events from 1852 to the present, tracing the emergence of the UAE.
- The use of technology as a teaching tool provides opportunities for all students to learn independently, and to research related topics that require them to think critically about their work.

For Development:

- Improve lesson planning in the elementary phase to enable more opportunities for independent learning.

Learning Skills

KG

Elementary

Middle

Learning skills

Good

Good

Good

- Across the school, students are confident and work together well in groups. They collaborate particularly well in science, where they explain concepts to one another. In the KG, children explore and think of different solutions to problems.
- As independent learners, students make connections between subjects such as Arabic, Islamic education and UAE social studies. They develop their ability to think critically and to solve problems in most lessons. However, these skills are not embedded in all subjects or across all phases.
- When given sufficient time and opportunity, students effectively develop their higher-order thinking skills in lessons. However, teachers do not routinely provide such opportunities, or, crucially, sufficient time, for students to reason and think.

For Development:

- Ensure that students have appropriate opportunities to solve problems, to reason, and to use technology.
- Encourage students to develop critical thinking and to extend their independent learning.

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

	KG	Elementary	Middle
Personal development	Very good	Very good	Very good

- In all phases, students demonstrate positive, respectful and responsible attitudes. They feel part of the school. Most relationships between students and staff are positive and contribute to the productive learning environment.
- The school is inclusive. Students work collaboratively and thrive on interpersonal opportunities, thus contributing to a positive learning community.
- Students understand the importance of a healthy lifestyle. They make mostly healthy choices in eating, as information on healthy lifestyles and on snack choices is provided. Poor punctuality is monitored daily and has been significantly reduced since the last inspection. Attendance is very good.

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

- Students' charitable activities and the Ramadan fridge reflect secure levels of understanding of Islamic values. Students participate in Islamic competitions. In the recitation club, they practise their recitation skills in the Holy Qur'an and Hadeeth.
- Students demonstrate a deep knowledge and appreciation of the leaders of the UAE, their history and values. They celebrate national and cultural events. They appreciate the priorities of the UAE, and the opportunity which they have to live safe, happy lives

Students show an interest in art and language when learning about other cultures. This is better developed in the middle phase, but is steadily improving in KG and Elementary. Emirati students are proud of their own culture and appreciate the diversity of the UAE.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students have a well-developed sense of being global citizens. Children in KG enjoy singing about the magic words “thank you” and “please” in assemblies. Older students are involved in charity and cultural activities and show a good level of responsibility.
- In all phases, in their learning and daily activities, children and students demonstrate a positive work ethic. They generate good ideas within school committees such as the well-being committee, and they demonstrate commitment when completing tasks.
- Recycling projects, and recognition of the need to reduce globe warming, reflect appropriate awareness of environmental issues. Students participate in environmental projects, and extend their knowledge of global sustainability in lessons and in extra-curricular activities.

For Development:

- Provide more opportunities for students to initiate and develop projects which contribute to the community.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Good	Good

- Teachers collaborate in the development of strategies and in the preparation of lessons to meet students’ needs. A strength in KG and in Arabic as a first language is the teaching of phonics, which aids progress in the acquisition of language skills.
- In stronger lessons, where teachers’ knowledge and expertise are robust, teaching is well planned, student centered, and engaging. The most effective teachers facilitate learning rather than direct it, and use a collaborative approach that leads to greater engagement of students.
- Teaching strategies and improved questioning techniques are apparent in most lessons, but these skills are developing inconsistently level of their development varies. Open-ended questions that require analysis and evaluation, applied skilfully by some teachers, engage students, prompt dialogue, and promote higher-order thinking skills.

	KG	Elementary	Middle
Assessment	Good	Good ↑	Good ↑

- Processes and systems of assessment are secure and embedded. In each phase, teachers track students’ learning against specific criteria. They use standardized assessments in each grade. Additional measures, such as on-going records, show gains, for example in reading in Arabic and in English.
- Teachers’ use of information from assessments to differentiate teaching effectively is strongest in KG, in math and in science. It is less evident in Arabic and English, and minimal in Islamic education. When data are used skilfully to target interventions, students show considerable improvement.
- Additional assessments to indicate areas for growth are now used, including a new external review of Arabic. Better use of new assessment approaches has successfully contributed to growth in students’ attainment.

For Development:

- Use available information from assessments to influence teaching, fill gaps in learning and raise students’ attainment, in line with grade expectations.
- Ensure that written feedback is consistently used in project-based and on-going assessments.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum uses Common Core, Next Generation Science Standards [NGSS] and MoE guidelines as frameworks to guide the development of skills, knowledge and understanding. In Arabic as a first language, the balance of reading and writing is inconsistent. In math in the early grades, there is a lack of rigor in curricular implementation.
- Cross-curricular links are strong in Islamic education, Arabic, UAE social studies and moral education. Many lessons make meaningful connections between subjects. These connections give students a complete learning experience that supports the context, the transfer of learning and critical thinking.
- The curriculum is regularly reviewed, and developed. However, the curriculum from KG to Grade 8 does not always align learning objectives to standards and learning outcomes. It does not enhance progression and continuity in all subjects, nor does it ensure that all of the MoE requirements are followed.

	KG	Elementary	Middle
Curriculum adaptation	Good	Good	Good

- Across the phases, modification of the curriculum is variable. An exception is provision for students of determination, which is managed effectively. Some good practice is evident in the better lessons, but it is not consistent across subjects and phases.
- Students' knowledge and appreciation of the UAE is developed through cross-curricular topics and learning. Teachers are beginning to use data to identify gaps in students' reading levels. In some lessons, especially in science, students have opportunities to be creative.
- Enterprise and enhancement are not overly evident in lessons as strategies to enrich and deepen learning. Teachers make better connections to UAE culture, and frequently ask students to apply their understanding to the UAE context.

For Development:

- Ensure that curriculum modification in all lessons meets the needs of all students.
- Improve continuity and progression in the curriculum and align learning objectives to standards and learning outcomes.
- Develop more opportunities for students to be creative, and to explore and generate ideas.

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

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

- Comprehensive, rigorous procedures for the health and safeguarding of students, including child protection, are in place. Parents are aware of all procedures. All staff participate in training to ensure compliance and to review their responsibilities.
- School leaders respond to safety concerns immediately. They conduct regular inspections to ensure safety and security. Not all staff are adequately trained to find safety equipment rapidly in the event of an emergency.
- The school premises are well maintained, safe, secure and hygienic. Students are carefully supervised and have access to medical personnel, if necessary. Some improvements have been made to improve access to the premises for all students.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- The school has a positive behavior management policy. Appropriate systems and procedures for managing students' behavior are in place. Regular attendance and punctuality are strongly advocated in order to support learning, and accurate records are kept. School leaders successfully promote punctuality to school and to lessons.
- The school effectively identifies and supports students of determination. There are criteria for the identification of students with gifts and talents, but there is no guidance to ensure that such students are appropriately supported or challenged in lessons.
- Students benefit from highly effective personal and academic guidance and support. Their wellbeing is monitored and promoted. Older students and their parents receive good support in planning the transition to high school.

For Development:

- Develop and implement systematic support for students with gifts and talents, and ensure that they reach their potential
- Ensure that all staff know where the fire extinguishers are, and can use them effectively and safely.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school is inclusive, and welcomes students with a diverse range of abilities and needs. Well-developed teaching practice is effective in ensuring consistent provision across the school. However, the school does not have an inclusive education improvement plan in place.
- An established, systematic process facilitates the early and accurate identification of students of determination. Individualized learning programs based on structured observations, and the results of diagnostic assessment, guide the work of the support teachers and learning support assistants.
- The school keeps parents well informed about their children's progress. Parents are involved in the individual planning process. They are encouraged to contribute to their children's learning and behavior goals, but the school does not offer training on how to do this.
- Teachers and learning support assistants collaborate to plan highly effective support in class. However, in some lessons, the presence of a learning support assistant deters teachers from including students of determination in the lesson activities.
- Students' progress is closely tracked, monitored and evaluated. A large majority of students make good progress in relation to their difficulties and achievement potential. Students are not involved in the development or review of their individual education plans.

For Development:

- Develop and implement a strategic inclusive education improvement plan to ensure successful inclusion of, and provision for, all students of determination.

6. Leadership and management

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

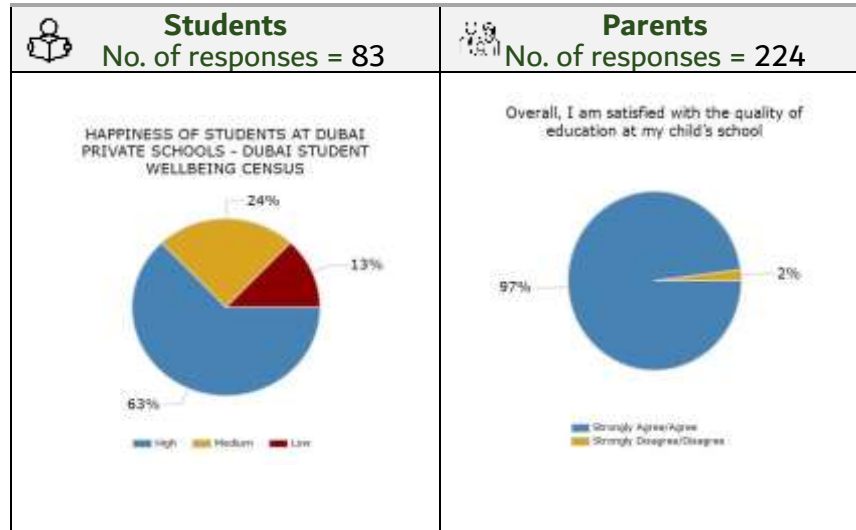
- The principal and senior school leaders continue to emphasize the agenda for improvement. The new management structure now includes a literacy coordinator and a teaching coach, whose remit is to bring about more effective classroom instruction. They, and other recent additions to the senior and middle leadership team, are responsible for taking the school's improvement forward. While a climate of change is apparent, improvement is evolving more slowly.
- School leaders have identified improvement planning as the key to improved outcomes. They acted immediately on the recommendations in the previous inspection report. The school improvement plan has clear success criteria and includes careful monitoring of the school's progress. The actions taken have a measurable impact on students' outcomes. However, measurement of students' progress for the 2019-2020 session is aspirational. In some cases, evidence does not support the judgements.
- Partnership between the school and parents continues to be effective. Communication with parents is maintained through a variety of channels, and the school welcomes parents' suggestions. Teachers and school leaders are accessible and ensure that parents' concerns are promptly addressed. Parents receive frequent reports on their children's progress. The school shares information gained from external assessments.
- Representation of stakeholders on the governing board has improved. The governing board is kept aware of the school's performance, and receives immediate updates on changes. Governors have appointed a new vice-principal, skilled in the analysis and interpretation of information from assessments. They have increased significantly the number of teachers whose native language is English. Through the appointment of new heads of department, governors have ensured that teachers are made aware of the most appropriate teaching strategies.
- The school operates efficiently on a day-to-day basis. Staffing is appropriate. Almost all teachers are suitably qualified. Specialist rooms are well equipped, with sufficient resources to enhance curricular provision, independent and collaborative learning, and students' well-being. Targeted opportunities for professional training are provided for staff at whole-school, small group and subject department levels. The campus is meticulously maintained. Facilities are clean and hygienic.



For Development:

- Governors should hold leaders more accountable for improving the school's performance, as measured by students' outcomes, and should provide the necessary support.

Views of parents and students

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



 Students	<ul style="list-style-type: none"> Students report greater levels of happiness and a more positive outlook than in previous surveys. The great majority have strong friendships and a good sense of belonging to their peer group. Almost all indicate that there is at least one teacher in the school with whom they can share any anxieties that they may have. While most students report satisfaction with their lives, they also believe that they worry too much.
 Parents	<ul style="list-style-type: none"> The great majority of parents are satisfied with the quality of education that their children are receiving. They believe that the school offers good value for money. Almost all report that their children are safe at school, and that the school has good provision for child protection. They report that their children are able to share their concerns with someone on the school staff. Almost all agree that the school uses a variety of effective means of communication, and that reports keep them well informed of their children's progress.

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