INSPECTION REPORT 2023-2024

SHARJAH AMERICAN INTERNATIONAL PRIVATE SCHOOL

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION

GOOD

WELLBEING

GOOD

NATIONAL AGENDA PARAMETER

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Warqaa
Opening year of school	2005
Website	www.saisdubai.com
Telephone	97142801111
Principal	Mohammed Sultan Ibrahim
Principal - date appointed	1/3/2017
Language of instruction	English
Inspection dates	13 to 17 November 2023

STUDENTS

Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	KG 1 to Grade 12
Number of students on roll	2072
Number of Emirati students	685
Number of students of determination	73
Largest nationality group of students	Arab

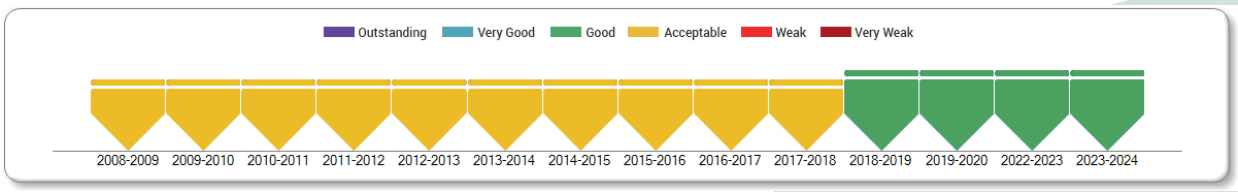
TEACHERS

Number of teachers	159
Largest nationality group of teachers	Lebanese
Number of teaching assistants	25
Number of guidance counsellors	1

CURRICULUM

curriculum	US
External Curriculum Examinations	AP
Accreditation	NEASC

School Journey for SHARJAH AMERICAN INTERNATIONAL PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- The majority of children in the Kindergarten (KG) and Elementary exceed curriculum standards and make better than expected progress in English, mathematics and science, and in Islamic Education and Arabic in Elementary and High. Students in Elementary and High perform better in Arabic and English than students in Middle. In High, achievement is above curriculum standards in science, with better than expected progress in mathematics. Students have good learning skills.
- Students show a responsible and positive attitude towards their school and learning. They are self-disciplined and empathetic. They have a clear knowledge and understanding of Islamic values and how they influence life in the UAE. They particularly relate to the values of tolerance, charity and responsibility towards their community. Most students are ambitious, work hard and value education. They clearly understand sustainability and environmental awareness.

Provision For learners

- Teachers use a range of strategies to promote students' learning. Teaching in English, mathematics and science in High is particularly effective. In Middle and Elementary, the pace of lessons is sometimes too slow. Teachers generally know the strengths and weaknesses of their students. Although most teachers use assessment information in lesson planning, the differentiation of learning activities is inconsistent.
- The school's broad and balanced curriculum provides appropriate learning opportunities in all phases. Students are offered a wide range of courses, including electives that extend and enhance their learning. Cross-curricular links and connections with the world beyond school are strong in all phases. The use of assessment information, and curriculum adaptations and modifications, generally close learning gaps and positively impact on students' outcomes.
- A whole-school pastoral care program, supported by the close collaboration of teachers and counsellors, monitors and promotes students' personal development and wellbeing. Child protection policies are clear. Students know what to do if an issue should arise. Qualified medical staff take good care of all students. The premises are clean and secure, with staff at all entry points. Regular checks ensure that the building is well maintained.

Leadership and management

- School leaders are dedicated and committed to the national priorities of the UAE. Leaders identify their priorities well through a comprehensive process of analysis of information from internal and external sources. Parents are highly supportive. They are regularly consulted about aspects of school life. Members of the board bring a range of expertise that is reflected in their support for the school.

Highlights of the school:

- Students' personal development.
- Students' understanding of Islamic values and the culture of the UAE.
- Strong relationships with parents.
- Effective management of the school.

Key recommendations:

- Implement consistently effective teaching strategies to ensure that all students achieve well.
- Ensure that teachers use valid and reliable assessment information.
- Develop the skills of leaders so that they can identify and share the best examples of teaching and learning and bring about improvement in their areas of responsibility.

OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

02 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	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Good	Good	Very good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

A. Registration Requirements	**Met Fully**

	Whole school	**Emirati cohort**
B. International and Benchmark Achievement	**Outstanding**	**Very good**

- The international assessment data show improvement in students' overall scores in the Measures of Academic Progress (MAP) and the Progress in International Reading Literacy Study (PIRLS). The whole-school MAP progress data are strongest in English at an outstanding level. In mathematics and science, progress in MAP is very good. Emirati students' progression in MAP is good overall, reflecting very good progress in English and good progress in mathematics and science. Progression in PIRLS is outstanding for the whole school and also for the Emirati students.

C. Leadership: International and Emirati Achievement	**Very good**

- School leaders support the vision and goals of the National Agenda. Action planning specifies clear processes for monitoring and measuring students' outcomes. Targeted modifications have improved alignment of curricula to the Trends in Mathematics and Science Study (TIMSS), the Programme for International Student Assessment (PISA) and MAP. Teaching is supported by the use of information from external assessments. Quality assurance, regular monitoring and focused action planning have ensured a significant improvement in both MAP and PIRLS for the whole school, including Emirati students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	**Acceptable**	**Acceptable**

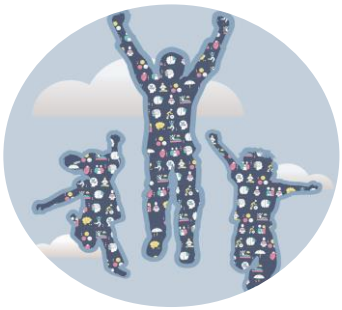
- Analysis of the benchmark reading data supports an acceptable judgement for reading literacy across the school. Teachers make some use of the reading test data to inform their teaching practice. Their understanding of students' needs is variable. Interventions for struggling readers are erratic. However, there is some improvement in students' reading ability and proficiency. An emerging English reading culture is developing across the school in a majority of curriculum areas.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Monitor rigorously the effectiveness of the development of reading literacy in classrooms.
- Ensure that teachers know each student's reading level.
- Provide a high level of reading support as required.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a good level.

- Wellbeing is a strategic goal for the school. It is supported by leaders' commitment and a detailed action plan. A committee with representatives from all stakeholders promotes wellbeing through many activities and initiatives. The wellbeing governor liaises with the committee and keeps the governing board informed. Information from surveys and feedback from events inform improvement planning. Professional training supports the involvement of members of staff in sustaining and embedding wellbeing in the curriculum.
- Teachers and counsellors monitor students' wellbeing. They are generally proactive in identifying students and in offering support. Students trust the adults in the school and know that they can confide in them. Students' opinions are heard through representatives on the wellbeing committee and the board of governors, as well as through surveys. Parents are not fully involved in the planning for wellbeing. Leaders monitor and support teachers' wellbeing. Members of staff report high levels of satisfaction.
- Wellbeing is promoted through an integrated program of social and emotional learning. Teachers foster positive learning environments. They listen to students and respond to their wellbeing needs. Students show a secure understanding of their own needs as well as those of others. They support their fellow students through the student welfare project. They describe strategies for managing their wellbeing with an increasing level of independence. Students have a consistently positive outlook.

For Development:

- Ensure that all teachers understand their role in monitoring and improving students' wellbeing.
- Engage parents in the development of their own and their children's wellbeing.

UAE social studies and Moral Education

- Social studies and moral education are taught for one period per week in Grades 1 to 4, and for two periods per week in Grades 5 to 8 and Grades 11 and 12. In Grades 9 and 10, Moral Education is taught for one period per week within Social Studies courses. In addition, all students have one weekly UAE social studies lesson in Arabic in Grades 1 to 9. The school uses the moral, social and cultural studies (MSCS) framework and the MoE social studies standards.
- Leaders view these two subjects as central to the curriculum and to the life of the school. Topics studied are linked to themes such as conflict resolution, sustainability and personal responsibility. Teachers encourage students to be aware of the consequences of their actions. The MoE textbook is the main resource, supplemented by activities and material created by teachers. Lessons connect to everyday experiences and the culture of the UAE. Ongoing and final assessments are used, together with self-assessment.

Arabic in Early Years

- The school provides four Arabic lessons in KG for a total of 180 minutes per week. The lessons are taught by two teachers with early years backgrounds. The curriculum is enriched with appropriate resources to support the development of language skills. Assessment comprises ongoing and formal assessments that are administered regularly. Teaching is child-centered and aligned with the best KG practice. The emphasis is on enjoyment and the development of wellbeing. Learning through play is supported by outdoor learning spaces. Parents are involved in their children's learning of Arabic.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' knowledge of Islamic values has improved in all phases. Students in the upper phases use their knowledge of the Seerah and Islamic laws skillfully in response to open-ended questions. Tajweed and recitation skills are insecure. Internal assessment is not accurate enough.
- Students demonstrate progression in their knowledge of Islamic values and etiquette. A majority use their knowledge of faith in discussing contemporary issues. Across the school, students' knowledge, understanding, application and inference skills are improving. However, they are not yet consistent across all grades.
    - Students' use of evidence from the Holy Qur'an and Hadith is not fully developed.

For Development:

- Develop memorization of the Holy Qur'an and application of Tajweed rules in all phases.
- Improve the rigor of all internal assessments.

ARABIC AS A FIRST LANGUAGE

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

- The majority of students in Elementary and High attain levels that are above curriculum standards. In Middle, Students' productive skills remain underdeveloped, and their ability to apply knowledge and understanding is not clearly demonstrated through their communication of learning. Girls' achievements are better than those of boys.
- Students' listening is well developed. They read with comprehension and analyze texts independently in all phases. In Secondary, the use of standard Arabic is insecure, which limits their achievements. Students demonstrate some knowledge and understanding of grammar.
- Appropriate activities and online platforms are improving students' reading. They have limited opportunities to write. Teachers' feedback is not constructive. As a result, students' writing skills are underdeveloped.

For Development:

- Improve students' speaking skills by ensuring consistent use of standard Arabic in lessons.
- Ensure that written feedback provides specific development points for students to improve their writing.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The internal assessment data indicate that students achieve above curriculum standards. This is evident in lessons and in students' recent work. Girls' achievements are better than those of boys.
- Students' listening and reading skills are stronger than their speaking and writing. They read with comprehension. They can analyze and interpret texts. They demonstrate an understanding of grammar rules, but their application of grammar in writing is not accurate. Scenarios for speaking are mundane.

- The development of better teaching strategies and extra time for reading have improved students' reading skills. Students have limited opportunities to write and speak independently. As a result, communication skills are less developed.

For Development:

- Encourage students to speak in engaging situations.
- Offer students models of writing at length.

ENGLISH

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

- Achievement is strongest in High. Students express complex ideas well, using a range of vocabulary and structures. External assessments show that most make good progress.
- Listening and reading are strong. Older students read age-appropriate texts with good understanding. A minority make frequent errors in writing and find difficulty in writing at length. In Middle, students often do not have enough opportunities to develop their speaking skills. In High, most are fluent and assured.

- The school has improved performance in external assessments through targeted practice. This does not always translate into the practical application of skills.

For Development:

- Raise achievement in Middle by raising teachers' expectations of what students can achieve.
- Improve writing at all levels.

MATHEMATICS

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

- The application of everyday contexts makes learning real, relevant and applicable to students' lives, fostering their good attainment and progress. Learning objectives are not always sufficiently demanding.
- In KG, attainment and progress are enhanced through opportunities for children to apply their understanding to problem-solving. An increased emphasis on numeracy and the development of mathematical vocabulary supports good attainment in Elementary. In High, students successfully follow college level classes and earn university credits.
- Opportunities to discuss and explain mathematical solutions in lessons are helping to develop students' confidence and understanding.

For Development:

- Ensure that all learning objectives are sufficiently challenging.

SCIENCE

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

- Science attainment is strongest in High, where there is a greater focus on applied theoretical knowledge and understanding. An increased focus on reading and precise scientific vocabulary supports good achievement in other phases. Girls show weaker progress in Elementary and Middle, but by High their progress is outstanding.
- Children in KG learn best through applications to everyday life. In Elementary, students perform simple experiments following the scientific method. In Middle, students have opportunities for research, critical thinking and problem-solving in preparation for more challenging concepts.
- Insufficient engagement in regular investigative practical work delays the development of problem-solving and inquiry skills.

For Development:

- Ensure that regular investigative practical work is integrated into all science programs.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students are positive about learning and keen to do well. They communicate their ideas effectively, especially in High, where they are reflective and self-aware.
- In KG, children begin to share experiences in circle time. In High, the majority are articulate and able to justify their viewpoints. Elsewhere, dialogue is sometimes superficial, and students' critical thinking skills are underdeveloped. Students relate learning to the wider world in most subjects.
- The school has prioritized project-based learning. In environmental science in High, students show very good research skills. Overall, students' independent learning and enquiry skills are more limited.

For Development:

- Create opportunities for students to engage in meaningful dialogue and to develop critical thinking skills.
- Ensure that students in all phases have secure research skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- In all phases, students show responsible and positive attitudes. They are generally self-disciplined and empathetic. They show respect to members of staff and fellow students, fostering healthy relationships among themselves and others. However, a few present challenging behavior.
- Most students feel safe and pleased with the school's interest in them. They understand the importance of healthy living. They generally make considered judgments and appropriate choices. They have a strong awareness of safety and a healthy lifestyle.
- Students are punctual in arriving at school and for lessons. Most are keen to attend the morning homeroom lesson. Attendance is at least good.

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

- Students have a clear knowledge and understanding of Islamic values and how they influence life in the UAE. They particularly relate to the values of tolerance, charity and responsibility towards their community. They promote the Islamic value of collaboration, and support one another in school.
- Students are very knowledgeable about and respectful of Emirati culture and heritage. They have a clear appreciation of the UAE and its visionary leaders. They are involved in UAE national celebrations.
- Students show a clear understanding of their own cultures and identities. They participate in a variety of activities during International Day. However, their knowledge of other world cultures is limited.

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

- In KG, students participate in local initiatives including the Dubai Fitness Challenge. Older students act as a link between members of staff and students. In Elementary and Middle,

students are involved in the book club as well as in creative and drama activities. They are less involved in the community.

- Most students are ambitious, work hard and value education. They are determined to succeed. Older students create worksheets for children in KG about the value of good food. Only a few have been involved in internships. Students promote awareness of medical issues, including diabetes.

- Students clearly understand sustainability and environmental awareness. They have a range of ideas focused on waste management to reduce transportation, and on the impacts of air conditioning.

For Development:

- Raise students' awareness of world cultures.

03 TEACHING AND ASSESSMENT

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

- Teachers use a range of strategies to involve students in learning. In High, dynamic teaching in English, mathematics and science means that students are fully engaged and industrious. In Elementary and Middle, the pace of lessons is sometimes too slow.
- Most teachers use questioning well to check students' understanding. Strategies to enhance students' independent learning and problem-solving skills are inconsistent. Teachers make good use of resources, especially in KG and Elementary.
- The school has improved the use of assessment data to inform planning. This is beginning to have an impact on the matching of learning activities to students' ability levels.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment processes are mainly clear. Moderation is not embedded. Internal assessments align students' progress against curriculum standards. Assessment data are analysed well. In KG, information from assessments provides a starting point for measuring children's progress.
- Analysis of data allows teachers to evaluate students' progress and their own performance, and to refocus their teaching if necessary. Some teachers use information from assessments in lesson planning to meet students' individual learning needs. However, differentiation is inconsistent across subjects and phases.
- Teachers know their students' strengths and weaknesses. Oral feedback is strong. Written feedback in students' notebooks is inconsistent and does not always provide helpful advice on how to improve.. Self - and peer- assessments are rarely used.

For Development:

- Improve teaching in Elementary and Middle by increasing the pace of lessons.
- Ensure that all teachers use assessment information to match work to students' ability levels.
- Ensure that teachers' marking of students' work provides clear guidance on how to improve.

04 CURRICULUM

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

- The curriculum is broad and balanced. It is well aligned to the standards of American Education Reaches Out (AERO) and the MoE requirements. It provides appropriate academic and scientific opportunities throughout all phases.
- Regular reviews and revisions ensure that the curriculum meets students' needs. The curriculum offers a good preparation for the next stages of their education.
- Students are offered a wide range of courses, including electives that extend and enhance their learning. Advanced Placement (AP) classes enable students to earn university credit in High. In all phases, cross-curricular links and connections made to the world beyond school are strong.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Very good

- The flexibility of the AERO curriculum standards enables curricular modifications and ensures alignment with national requirements.
- The curriculum develops knowledge, understanding and appreciation of the culture and values of the UAE. During lessons, frequent references to Dubai provide opportunities for students to know and appreciate the world in which they live. Buildings in Dubai are used to enhance geometry lessons.
- Through curriculum adaptations and modifications leaders strive to close learning gaps. They impact positively on students' outcomes. Extra-curricular activities and external competitions foster students' innovation and enterprise skills.

For Development:

- Ensure that curriculum modifications consistently meet students' needs.

05 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

- Students are well cared for. Child protection policies are clear. Students know what to do if an issue should arise. Qualified medical personnel take good care of all students. Emergency exit procedures are practiced regularly.
- Drop-off procedures are well managed. All buses are equipped with cameras. Students are checked on and off. The premises are clean and secure, with all entrance doors supervised. Regular checks ensure that the building is well maintained.
- The promotion of a safe and healthy lifestyle begins in KG. Healthy food and regular physical activities are encouraged. However, space for physical play outdoors is limited. Supervision of play during break times is variable. Good hygiene and the importance of healthy living are promoted throughout the school.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Members of staff and students enjoy mutually respectful relationships, thus contributing to the positive learning environment. However, ineffective classroom management results in poor behavior in a few lessons. Systems for managing attendance and punctuality are mainly effective.
- The inclusion policy and practices identify and support students of determination. The school has also established procedures for the identification of students who are academically gifted. They have advanced learning plans, but support and challenge in lessons is insufficient.
- A whole-school pastoral care program monitors and promotes students' personal development and wellbeing. The career guidance counsellor provides helpful advice and support to students in High as they plan their future careers and choose higher education pathways.

For Development:

- Improve the management of outdoor facilities during break times.
- Provide training and individualized support for teachers to enable them to manage inappropriate behavior.
- Increase the support for gifted and talented students in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good

- The principal and the governors foster an inclusive ethos which is evident throughout the school. Experienced senior leaders implement the effective inclusive education policy. The action plan contains important goals to improve provision, but they are not always measurable and do not have time scales.
- Established procedures enable the early and accurate identification of barriers to learning. Most teachers know their students well. They seek support when their students experience difficulties. An understanding of learning barriers informs the planning of interventions. Specialist teachers deliver effective individualized support.
- Members of the inclusion team work closely with parents. They have strengthened communication links and encourage parents to be involved in the school. Parents are invited to attend meetings, to contribute to their children's individual education plans (IEPs) and to discuss progress.
- Teachers welcome students of determination. They collaborate with the inclusion team to develop and implement appropriate support. Modified curricula in English, mathematics and science are provided for students who have difficulty in accessing the standard curriculum. There are no specialist education pathways.
- A tracking system monitors students' progress in meeting IEP and MAP goals, as well as in internal examinations. Most students make expected progress in relation to their starting points. Students also progress in personal, social and communication skills.

For Development:

- Improve communication links with parents and their engagement with the school.
- Develop alternative education pathways leading to certification for students of determination.

06 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

- School leaders are dedicated and committed to the national priorities of wellbeing and inclusion. This is reflected in their strategic and improvement plans and in their communication with parents and members of staff. Leadership duties are distributed equitably. Leaders have not adequately monitored the impact of intervention plans on the attainment and progress of Emirati students. They ensure that the school is compliant with all statutory and regulatory requirements.
- Leaders have generally identified school priorities well through a comprehensive process of analyzing internal and external assessment data. They monitor teaching and learning both formally and informally. The procedures are not sufficiently linked to students' progress in lessons. Leaders collate all information and modify the improvement plans as needed. Success criteria lack clarity. The school has addressed most of the recommendations from the previous inspection report.
- Parents are highly supportive of the school. They are consulted about different aspects of school life, such as the length of the school day. Communication is effective. Parents have good access to school leaders and teachers. They are regularly informed about their children's achievements through formal report cards, acknowledgement emails or individual calls from supervisors. Partnerships with universities are strong. Partnerships with the local community are not extensive.
- The governing board has representation from all stakeholders, including students. Members bring a range of expertise that is reflected in their support for the school. The board is informed about the work of the school through regular meetings. Members report to the owners and also give feedback from the school community. They exert a positive and direct impact on the overall performance of the school, but they do not hold leaders sufficiently to account.
- Appropriate day-to-day routines ensure that the school runs smoothly. Timetabling is efficient. There is a good balance of experience among teachers. Members of staff benefit from regular

professional training opportunities, but they are not always targeted to meet individual needs. The premises and facilities provide a safe and stimulating environment. Most departments have enough resources to enhance students' learning.

For Development:

- Ensure that monitoring of teaching and learning is linked to students' outcomes.
- Improve partnerships with the local community.
- Develop the role of the governing board as a critical friend to the school.

WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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