

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

**Inspection Report
2018-2019**

**International Academic
School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US



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School Information

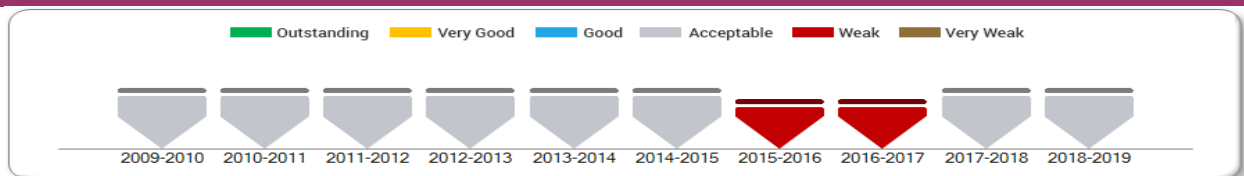
General Information	Location	Al Warqaa
	Opening year of School	2006
	Website	www.iasdubai.com
	Telephone	00971-4-2800993
	Principal	Haleema Karout
	Principal - Date appointed	4/30/2017
	Language of Instruction	English, Arabic
	Inspection Dates:	25 to 28 February 2019

Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	13609
	Number of Emirati students	494
	Number of students of determination	283
	Largest nationality group of students	Arab

Teachers	Number of teachers	96
	Largest nationality group of teachers	Irish
	Number of teaching assistants	39
	Teacher-student ratio	1:14
	Number of guidance counsellors	4
	Teacher turnover	50

Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	US / MOE
	Accreditation	None
	National Agenda Benchmark Tests	MAP, CAT4, EmSAT

School Journey for International Academic 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 elementary, progress in English and mathematics, and students' learning skills have improved and are now good. The good attainment and progress in mathematics from the previous inspection have been maintained. Attainment and progress in the rest of the subjects across the school remain acceptable, and learning skills in Kindergarten (KG), middle and high are also acceptable.
- Students are polite, respectful, courteous and supportive of one another. They are developing independence and learning to be self-reliant. Their attendance rates are good and there are now fewer arriving late. Students have a good understanding of Islamic values and an appreciation of other cultures. Their social responsibility and environmental action are at least acceptable, but are better in the high school than in the other phases.

Provision for learners

- The quality of teaching remains the same as at the time of the last inspection, but the effectiveness of teaching is stronger in elementary. The promotion of critical thinking and the adaptation of lessons to individual student need are not strong features of teaching. Assessment systems are in place and the analysis of student progress data is developing. The use of assessment information to improve teaching and learning is still in the early stages of development.
- The curriculum is broad, balanced and well aligned with the Californian State Standards. It is reviewed regularly, based on both assessment information and self and external evaluations. It is stronger in elementary and middle. The curriculum is not fully adapted to meet the needs of all groups of students, especially for students of determination, the more able and those with gifts and talents.
- The health and safety policies and procedures ensure that students are safe at all times. The school has established good child protection processes, including cyber safety. There are healthy options for students at break times. The provision and quality of support for students of determination is at an early stage of development across the school and is more effective in elementary.

Leadership and management

- The newly structured senior leadership team has had a clear impact on raising students' progress and ensuring continuous school development. Self-evaluation helps the school identify priorities, with extra support provided to newly appointed middle leaders. Links with parents have improved. Governors are supportive but need a greater understanding of the differences between their role and that of the senior leadership. The range of resources are limited, especially in KG.

What the school does best:

- The determination of the principal and senior leadership team to overcome many challenges and move the school forward
- Students' personal development, their understanding of Islamic values and their awareness of Emirati and world cultures
- Improvements in elementary of learning skills, and progress in English and mathematics
- The improved partnership with parents
- The curriculum design in elementary and middle.







Key recommendations:

- Improve students' attainment and progress levels by:
 - developing middle leadership skills in identifying and sharing best practice in teaching and learning
 - ensuring consistency in the effective implementation of the curriculum in all subjects and phases
 - improving the range of resources relevant to curriculum requirements and students' needs across the school but especially in the KG.
- Improve the use of assessment by:
 - ensuring that teachers use reliable assessment information more effectively to influence teaching and review the curriculum in order to challenge and meet the learning needs of all groups of students
 - using data in order to track and accelerate students' progress and raise attainment in all subjects.
- Improve the quality of support and outcomes for students of determination by:
 - providing additional professional development opportunities for teachers and learning support assistants
 - improving the accuracy of the identification process so that there is a full understanding of individual needs
 - ensuring that individual student needs in every lesson are fully met.
- Ensure that governors fully understand the difference between their role and the responsibilities, as outlined in the job description, of the school principal.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Elementary	Middle	High
 Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Good ↑	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning skills		KG	Elementary	Middle	High
		Acceptable	Good ↑	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good↑	Good↑	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good↑

3. Teaching and assessment

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

4. Curriculum

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

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.).

School's progression in international assessments

meets expectations.

- All PISA scores improved in 2015 when compared to 2012 to be in line with or above the school's targets. Results of the 2017 PBTS tests only sustained this improvement in science. Grade 4 TIMSS scores in both subjects improved significantly in 2015 compared to 2011, but the Grade 8 scores declined substantially during the same period. The school's average score in the PIRLS international assessment improved to 443 in 2016. The outcomes of the National Agenda benchmark assessments for all three subjects in all grades in 2018 were low. When comparing N.A.P outcomes against potential, as measured by cognitive ability tests (CAT4), most students attain in excess of what is expected of them.

Impact of leadership

is approaching expectations.

- Leaders' commitment to the UAE National Agenda is demonstrated in their action plans. External attainment data is used as a benchmark for the school's internal assessments. The curriculum is being aligned with the requirements of the TIMSS, PIRLS and MAP tests. Assessment information is not used consistently to influence teachers' choice of learning activities.

Impact of learning

is approaching expectations.

- The imperative to promote and develop students' problem-solving skills effectively is understood by leaders. Early action is being taken to develop students' critical thinking, enquiry and research skills. These skills are stronger in the elementary than in middle or high school. A few students can gather relevant data and communicate their findings. Digital devices are a common feature of learning activities in all subjects.

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

For development:

- Raise attainment in all three subjects in all grades to ensure that the outcomes of the 2019 National Agenda benchmark assessments are higher than those in 2018.
- Ensure that assessment information is used consistently to influence teachers' choice of learning activities.
- Sustain the action to ensure that students' problem-solving, critical thinking, enquiry and research skills are effectively promoted in all subjects.

Reading across the curriculum

- Assessment data are analyzed and used appropriately. Reading outcomes are tracked and are slowly improving. A growing number of students are beginning to improve their reading skills.
- Increasing numbers of students use their reading skills for learning. Guided Reading sessions are developing student awareness and use of reading comprehension strategies.
- There is currently no school librarian, no library program and only a few library-based or initiated activities. The library is not being used effectively for students.
- There is no reading policy, but a range of initiatives to develop the reading ability of all students is in the early stages of implementation.

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

For development:

- Generate a policy outlining a whole-school reading across the curriculum development program to drive the improvement of reading skills for all students in all subject areas.
- Make more effective use of the library to promote a love of reading and utilize the facilities for research activities.

UAE social studies

- The curriculum is developing well to cater for the full range of learners. Tasks, projects and resources are thoughtfully planned for all grades.
- Students collaborate purposefully, participate in discussions and are beginning to use technology competently for research. Critical thinking and presentation skills are developing features of their learning.
- Most students' knowledge, understanding and skills are at the expected level. Students in middle school show strong knowledge of how significant leaders have shaped developments in the UAE.
- Students' recent work indicates that most make expected progress from their starting points. Individual assessment is integral to lessons and enables both the teacher and student to track progress.

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

Innovation

- The use of technology and robotics in the classroom for research and assessment is providing greater opportunities for independence.
- Students in elementary investigated the use of renewable energy in Dubai by designing a dam to generate electricity from water.
- There are some opportunities for students to develop new ideas through critical thinking, problem-solving and creativity, but these are not sufficiently developed to improve students' innovation skills.
- Curriculum provision for innovation is at an early stage of development. However, there is now a greater emphasis on independence and skill-based learning.
- Leaders show a commitment to, and understanding of, developing innovation. Professional development opportunities are available to support staff in their understanding of innovation and all that is required.

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	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students' ability to explain and discuss ideas conveyed in the Qur'anic verses or Hadeeth is underdeveloped. Older students' competency in using technology supports their ability to make inferences. However, progress is slowed by the lack of linguistic competence in Arabic and the inability to make links to prior knowledge.
- Better opportunities are given for younger students to recite and memorise the Holy Qur'an. Girls show a deeper level of understanding of Islamic concepts and doctrines. In-depth knowledge and analyses of the main events of the prophets' lives and their connections to present life are underdeveloped.
- Recent improvements have been made to planning which include the identification of differentiated tasks. These plans are not always implemented as intended, resulting in restricted attainment and progress for some groups of students.

For development:

- Improve transition between phases so that students in the secondary and high schools build successfully on the knowledge and skills established in prior stages.
- Ensure that high achieving students gain access to challenging or extension work more frequently and for a greater proportion of lessons.
- Extend the use of technology and develop assessment strategies to enable more students to demonstrate the depth and breadth of their understanding.

Arabic as a first language

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

- Most students in all phases attain levels that are in line with Ministry of Education (MoE) expectations. This is not reflected in internal and external assessment information, which shows students' attainment to be weak. In lessons and their recent work students make adequate progress. In the high school girls make consistently better progress than boys.
- Students' listening and speaking skills are secure. They are able to read, write and understand a variety of literary texts and converse with each other. There is a gap between boys' and girls' extended writing in middle and high phases, as girls' writing is generally of a higher standard.
- The school has added a number of on-line reading resources to encourage independent reading, but the impact on the quality of reading is inconsistent.

For development:

- Ensure learning objectives and planned activities develop independent learning and higher order thinking.
- Provide additional reading tasks and use them to improve the quality of extended writing, especially in the middle and high schools.

Arabic as an additional language

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

- The achievement of most students is in line with appropriate learning objectives. Internal and external assessment data show that attainment is weak except in the upper grades. In lessons, however, students make acceptable progress in listening and increasing their vocabulary and attain levels that are in line with curriculum standards.
- Students are able to read familiar Arabic texts aloud and most understand key words. Their ability to comprehend and interpret texts is limited. They are able to follow instructions, but few are able to engage in conversation.
- Students' independent and creative writing skills are underdeveloped. The majority of students are not able to read texts or write about what they know, linked to their topics or to prescribed reading books.

For development:

- Ensure learning objectives include meaningful activities that help students engage in conversation.
- Develop additional reading tasks and use them to improve extended writing.

English

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

- In the KG, children's language skills are at the early stage of development. Improved teaching in the elementary school is making a significant impact on progress and most students are developing and applying language skills effectively. In the middle and high schools teaching is not as strong and this slows progress.
- The development of literacy and verbal skills remains a focus in the school across subjects. There are limited opportunities for students to write or edit their work and engage in critical thinking and creativity.
- There have been improvements to the implementation of the English curriculum over the past year with well-organized lesson plans across all grade levels. The school is at the early stages of embedding these with appropriate activities to support language skills, especially writing skills.

For development:

- Increase the opportunities for writing, editing, critical thinking and creativity.
- Fully embed curriculum standards in lessons with appropriate activities to support the development of language skills.

Mathematics

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

- Most children in the KG make acceptable progress from their starting points in understanding and using mathematical language to describe quantity, shape and size, and in counting and recognising numerals. Students in the elementary and advanced high school classes have strong mathematical vocabulary, reasoning and application skills. They are attentive to correct mathematical processes, checking for accuracy, and can consistently provide clear and concise explanations of their work.
- In middle school students struggle with numeracy skills, mental mathematics, organization of sequential problem-solving steps, data analysis, quantitative comparison and verbal reasoning skills.
- In elementary school lessons students demonstrate strong skills of collaboration and peer correction. Students enjoy learning and are attentive to the organization of their work. They are able to relate it to everyday life and can discuss their processes and steps used in problem solving using appropriate mathematical vocabulary.

For development:

- Improve opportunities for middle school students to develop an understanding of mathematical processes and reasoning skills by providing structured practices in algebraic competencies.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- In the KG children's skills of observation and prediction develop steadily. Through elementary, middle and high school progress does not accelerate as students are not challenged sufficiently and, therefore, test results remain low.
- Most children in KG know the difference between living and non-living things. In elementary students know that vibrations cause sound, and successfully learn about gravity and plant reproduction. Students' skills of analysis and interpretation in middle and high school are underdeveloped.
- All students from Grade 6 regularly work in the science laboratory. They are engaged in highly structured practical activities, but these are not developing investigative skills because the activities to promote this are undemanding.

For development:

- Accelerate students' progress in all four phases by designing learning activities which challenge and stimulate the interest of all groups of students more effectively in every lesson.

Learning skills

	KG	Elementary	Middle	High
Learning skills	Acceptable	Good ↑	Acceptable	Acceptable

- Most students take greater responsibility for their own learning and know their strengths and weaknesses. In elementary school, learning skills are developing rapidly. Higher up the school some students rely too much on teacher direction. Girls in the middle and high school show more initiative and a stronger self-reliance for learning.
- Students often collaborate in a constructive way and actively discuss their work. However, some group work is not well organized and so not all students actively participate.
- Improvements have been made for students to develop their skills in the use of technology and to become independent learners. Problem-solving and critical thinking skills are still not strong features of learning in the classroom.

For development:

- Ensure that boys in the middle and high school show far greater initiative and self-reliance with their work.
- Ensure that problem-solving and critical thinking skills are embedded features of learning in the classroom.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good

- Students have positive and responsible attitudes, but many younger students lack the opportunity and confidence to be self-reliant. Older students positively welcome feedback and advice on ways to improve, and show a strong work ethic.
- Students are respectful towards teachers and are courteous and helpful to visitors. The mutual regard between teachers and students contributes to a positive learning environment, despite a few incidents of disruptive behavior in the boys' classes.
- Healthy living is embedded in the curriculum. Students understand the importance of a healthy lifestyle including a balanced diet and regular exercise. Many students take advantage of the opportunities for sport and physical activities. Attendance overall is good, but students do not always arrive punctually to school or lessons.

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

- Students across all phases have a strong understanding of Islamic values and are aware of how they influence the contemporary life of Dubai. Students are developing an awareness of the UAE culture. Their understanding of wider world cultures and globalization is not as strong.
- Students are highly respectful and appreciative of UAE heritage and celebrate this through daily morning assemblies. They actively lead national celebrations, such as National Day and Flag Day, and also organise and contribute to a range of Islamic celebrations such as Hajj, and the birth of the Prophet (PBUH).
- UAE culture is integrated into the school curriculum and supported by cross curricular links. Students show pride in their own cultures and are appreciative of the multicultural diversity in the school and the wider community.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good ↑

- Students in all phases, especially in high school, respond well to charity initiatives. Elected counsellors from high school show a mature commitment to their responsibilities and contribute to decision making in the school.
- Students are increasingly involved in the local community, universities, hospitals and the Dubai police. They donated 550 vouchers for free consultations at a local hospital. Older students support younger ones, and also students of determination, to serve as mentors and assist with anyone who needs extra support.
- Most students have a sense of responsibility and show awareness of the importance of protecting the environment by, for example, recycling paper and plastic. They take part in Science, Technology, Engineering, Art and Mathematics (STEAM) projects to develop their innovation skills, but this is at the early stages of development.

For development:

- Include opportunities for innovation in activities and lesson plans.

3. Teaching and assessment

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

- Most teachers use a variety of strategies to motivate their students to become life-long learners. In effective lessons, teachers have secure subject knowledge, know how students learn and plan lessons that are closely linked to curriculum standards.
- Relationships between students and teachers are positive, and support staff are often used well to support learning. When teaching is stronger, students are actively involved in critical thinking, and problem solving, and are able to develop their innovation skills.
- The use of teachers' questioning to extend thinking is effective in the better lessons. In many lessons, there is not sufficient use of discussion for students to clarify their thoughts and to improve their English language skills.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Assessment processes are linked to the school's curriculum and are applied consistently in all subjects. Developments in the standardization and analysis of its six annual internal assessments of students' attainment and progress now provide more accurate information for senior leaders.
- External assessment data are analyzed sufficiently to identify the strengths and weaknesses of most groups of students. This is interpreted accurately enough to be an effective benchmark for the school's own assessments of students' attainment.
- Assessment information is not used consistently by teachers to design and use activities that promote the intended learning. Outcomes for students in mathematics and English in elementary are improving because teachers routinely assess students' progress during lessons to ensure that all receive suitable challenges and support.

For development:

- Improve teachers' questioning skills in order to challenge and extend students' thinking and address misconceptions.
- Enable students to clarify their thinking and improve their spoken English during lessons.
- Develop teachers' understanding of the effective use of assessment information so that they design and implement activities based securely on the learning needs of all groups of students.

4. Curriculum

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

- The school is making progress in creating hands-on and student-centered learning opportunities, especially in the elementary and middle school. In KG there are limited opportunities for exploration, investigation, or developing creative skills. High-impact learning, including writing and editing, are not well developed in the high school.
- The curriculum is well planned and consistent with California Standards and informs well-organized lesson plans. Teaching provision does not always reflect curriculum standards, with the greatest strengths in the elementary and middle school.
- The recent focus on literacy across the school has improved student learning outcomes. More attention to literacy, writing, editing and student learning skills is making improvements, but is not sufficiently well developed.
- Moral education is taught as a stand-alone subject except in KG, where it is integrated. The school uses the UAE text book and a variety of other resources. Assessment takes the form of teacher observations in the KG, and both formative and summative strategies in the other phases.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, the school is starting to modify the curriculum to meet the needs of all students more appropriately, although this is not consistent and rarely effective for the more-able students. The greatest successes are in the elementary and middle schools, where teachers use assessment data to adapt the curriculum.
- The school has started to create more diverse learning opportunities in electives in the middle and high schools. There remains a lack of diversity of approach that restricts opportunities for problem solving, critical thinking and innovation.
- Holidays and special days are celebrated as school wide events, and attention is given to develop, through them, students' knowledge and understanding of the UAE culture.
- The school provides one 40-minute Arabic lesson in KG1 and two in KG2 per week.

For development:

- Raise the level of expectations for students by using assessment information to create more personalized pathways.
- Ensure that the curriculum is adapted to meet the needs of individual students, including more-able students.

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 contracted professional services for the canteen, transportation, security, fire safety and all mechanical infrastructure maintenance. There is ongoing review of facilities and planning for improvements to ensure full use of the facility and provide equal access for all stakeholders.
- The child protection policy and safeguarding training is emphasized during staff orientation and the policy is posted throughout the building. The school has contracted to provide on-going training and professional development. The arrival and dismissal procedures provide safe access and departure within the challenging traffic patterns surrounding the school.
- The school clinic is well staffed and maintained. Annual student health checks, include BMI monitoring, are carried out, recorded and securely stored. The canteen provides healthy choices for students at break times.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- The systems for managing behavior ensure that most students are respectful and well behaved, but ineffective classroom management results in poor student behavior in a minority of lessons. Although the school has initiated a range of measures, poor punctuality to school has a negative impact on learning.
- The inclusion policy and practice provide for early identification and support for students experiencing learning difficulties. The system of identifying and supporting students with gifts or talents, and those who are more able, is underdeveloped.
- The career guidance program provides crucial advice and support to ensure that high school students graduate and select an appropriate career. Teachers monitor student well-being and support personal and social development, but there is only one counsellor in the school and that limits the available support.

For development:

- Ensure that the identification process is sufficiently effective so that ensuing interventions target the individual needs of students and reduce the barriers to their learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- An inclusive ethos is evident and understood across the school. An inclusion governor, inclusion champion, and a new director lead the provision and are held responsible for student outcomes. They ensure that policies are adhered to and that inclusion is promoted throughout the school.
- The school is proactive in identifying students who experience learning or behavioral difficulties. It uses assessment, observations and professional reports to recognize the needs of most students. The process does not provide sufficient information to ensure appropriate interventions.
- Parents are informed of their children's progress. They attend individual education plan (IEP) meetings. However, the school does not offer sufficient guidance, training and support to parents to help them understand their children's learning difficulties and to help them support their children at home.
- A curriculum modification policy guides teacher planning. Modifications are not effectively implemented in a large minority of lessons. Differentiation has been effective in a large majority of elementary school lessons, but is seen less frequently in the other phases.
- External assessments indicate that when the ability of students is considered, academic progress for a majority is in line with expectations. Student work and teacher assessment support this conclusion. Assessment data is beginning to inform planning and teaching.

For development:

- Enhance the ability of every teacher to implement appropriate curriculum modifications and differentiated instruction to improve learning outcomes for students.
- Provide more guidance, training and support for parents to enable them to support their children more effectively at home.

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

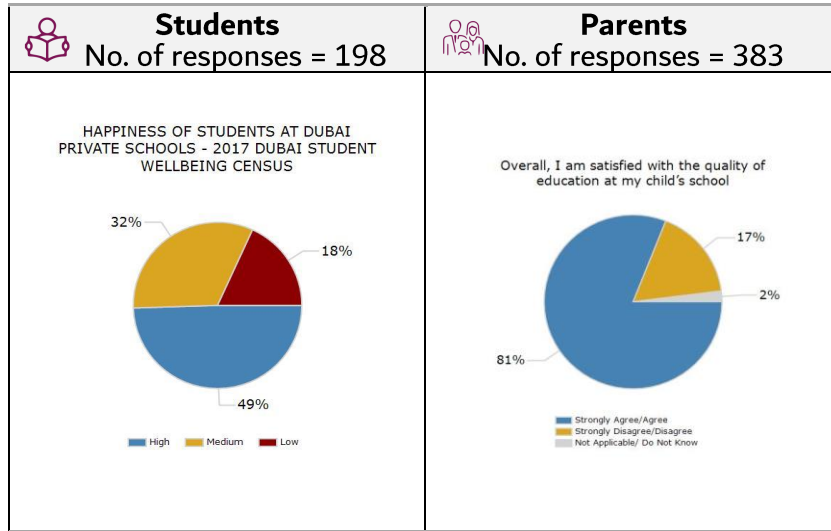
- The senior leadership team shares a clear vision for continuous improvement and demonstrates an understanding of the US curriculum requirements. The strong relationships and collaboration between leaders at all levels contribute to the school's sustained development. Although leaders have shown good capacity to improve and innovate, the systems and procedures they have created require more time to be embedded, including middle leaders' understanding of their roles and responsibilities.
- Self-evaluation is being increasingly used to influence future planning, but it is not accurate enough to ensure consistently effective delivery across all subjects and phases. School improvement plans contain appropriate action and achievable goals and are beginning to have an impact on students' achievements. There has been progress in addressing most of the recommendations from the last inspection report, despite the high turnover of staff at the beginning of this academic year.
- Parents understand the changes that have taken place to improve student outcomes. Parents are very pleased with all the principal and her team have achieved. They feel very welcome and involved in the life of the school. They can see improvements in assessment, behavior, attendance, provision, communication, leadership and the quality of teaching. Parents now believe that they have a voice and that the school listens to them.
- Governance includes representation from the majority of stakeholders, teachers, parents and students. Monitoring is in place and senior leaders are held to account for their performance and the quality of the school's outcomes. The board has provided funding for resources, but more is needed to ensure continued improvement. Governors exert a positive influence on the leadership of the school, but the roles and responsibilities of both parties need to be more clearly defined.
- The daily operations of the school are well designed to meet the needs of students and staff. The implementation and development of middle school leaders' roles and responsibilities provides some support for the large number of new teachers and the high rate of staff turnover. Resources for learning are limited, especially in technology for students, the library, KG and staffing.



For development:

- Develop middle management skills in identifying and sharing best practice in teaching and learning.
- Ensure that the roles and responsibilities of the governing board and the school leadership are more clearly defined.
- Provide appropriate resources to support learning and accelerate progress, especially in the KG.

The view of parents and senior students

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



 Students	<ul style="list-style-type: none"> Most students say they feel happy in school and that, when they are worried, they can think about things in a different way that makes them feel better. They say that they connect well with adults and their friends, and at home there is an adult who believes that they will have success in what they do.
 Parents	<ul style="list-style-type: none"> Most parents are satisfied with the quality of education. They believe that school leaders listen to their views and that teachers are helping their children develop the skills to learn. The school includes students of determination, but the majority of these parents say that they are not regularly involved with school life.

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