



Dubai International
private School

 Curriculum: US

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information

General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1985
Website	www.dis.sch.ae
Telephone	00971-4-2823524
Address	Al Garhoud- Dubai P.O. BOX 15495
Principal	Mr. Nafez Hayek, نافذ الحايك
Language of instruction	English, Arabic
Inspection dates	3/13/2017 to 3/16/2017

Teachers / Support staff	
Number of teachers	141
Largest nationality group of teachers	Arab
Number of teaching assistants	25
Teacher-student ratio	1:17
Number of guidance counsellors	4
Teacher turnover	22%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1- Grade 12
Number of students on roll	2392
Number of children in pre-kindergarten	0
Number of Emirati students	962
Number of students with SEND	50
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US / Ministry of Education (MoE)
External tests and examinations	ACER, TOEFL, SAT, IELTS
Accreditation	Advanced
National Agenda benchmark tests	MAP



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

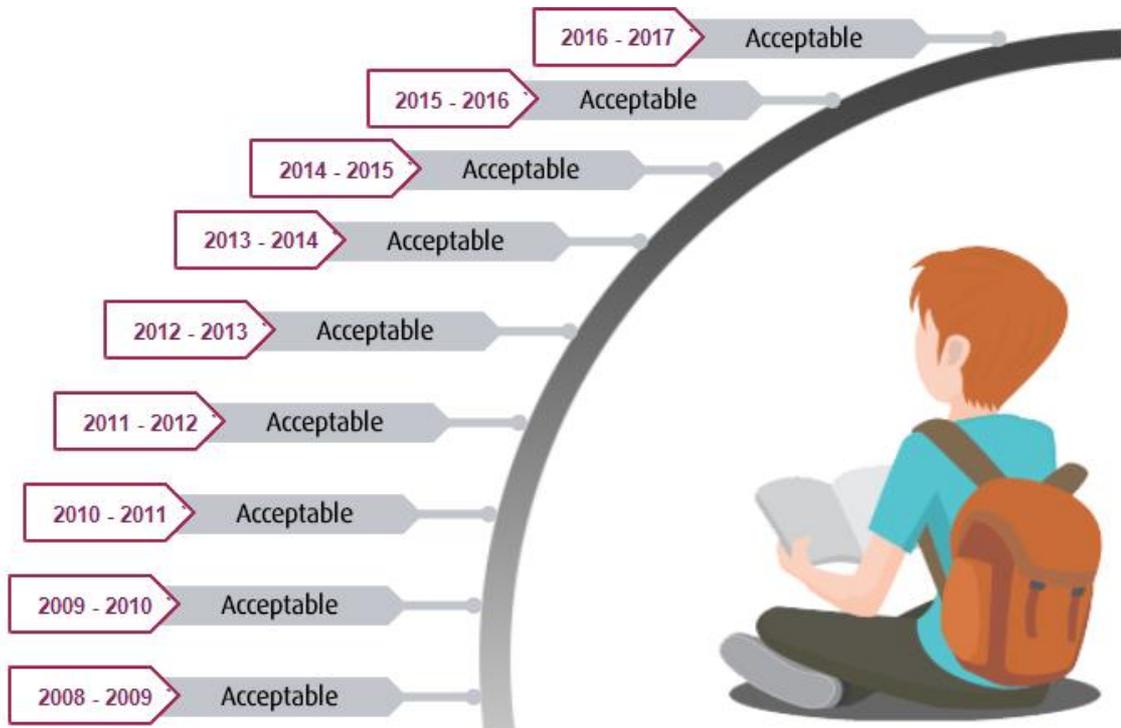
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Dubai International Private School



- Dubai International Private School opened in 1985. At the time of the inspection the school had 2392 students, aged from four to 17 years; a decrease of 110 students from the previous year. The principal has led the school through the last four inspections. Teacher turnover at the time of the inspection was 22 percent, compared to 10 percent the previous year.
- The three previous inspections have acknowledged strengths in provision and outcomes in the Kindergarten, students' good progress in both Arabic as an additional language and in English, the positive promotion of UAE culture and Islamic values, the good relationships with parents and the surrounding community alongside the improving provision for students with special educational needs and disabilities (SEND).
- Recommendations of inspections over this period have repeatedly focused on improving the quality of teaching and learning, the accuracy of internal assessments and their alignment with external assessments, and the ability of school leaders to carry out accurate school self-evaluation. In 2016, governors were also asked to reduce the overcrowding in classrooms.

Summary of inspection findings 2016-2017



Dubai International Private School was inspected by DSIB from 3/13/2017 to 3/16/2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress are good in science in the elementary, middle and high phases, and in Arabic in the elementary and middle phases. Attainment and progress are also good in English in the Kindergarten and in Islamic education in the elementary phase. Although attainment in English is acceptable in the elementary, middle and high phases, progress is good. In other subjects and phases attainment and progress are acceptable.
- Students' personal and social development is a strength of the school. Most students are well behaved and ready to learn when they arrive in school. They have a very good appreciation of Islamic values and a few are involved in projects that enable them to exercise initiative.
- The quality of teaching and learning skills are acceptable in all phases. Teachers do not use assessment well enough. Work in lessons is often not sufficiently challenging and there is too little high quality teaching.
- The curriculum has improved and is now good in all phases and there is some appropriate curriculum adaptation. However, although there is an understanding of the differing needs of students, there remains not enough modification to meet, consistently, the needs of the most and least able.
- The school has adequate procedures for safeguarding students. The Kindergarten provides a safe and caring environment for children. Provision for students with SEND is good.
- Leadership is acceptable. Senior leaders have not been able to identify and improve the weaknesses evident in teaching. School self-evaluation is weak. Because most evaluations are too high, the school does not have an accurate picture of its strengths and areas where improvement is needed. Partnerships with parents and the wider community are good.
- Governance is acceptable. Governors have provided additional resources to support school improvement. A lack of clarity in lines of accountability for school improvement planning makes it difficult for governors to hold leaders to account for students' outcomes. Day-to-day management and provision of resources are acceptable. However, whilst the school is adequately staffed, most teachers have limited prior experience of teaching the school's chosen curriculum.

What the school does best

- The good attainment and progress in Islamic education in the elementary phase, in Arabic in the elementary and middle phases, and in science in the elementary, middle and high phases
- The personal and social development of students, which is outstanding in the Kindergarten and very good in the other phases
- The good links with parents and the wider community
- The good provision for students with SEND

Recommendations

- Continue to raise attainment and progress in all subjects and phases by ensuring that:
 - teachers have a clear understanding of what constitutes high quality teaching and learning, and strive to achieve this in their daily lessons
 - full use is made of assessment information to plan work that is matched to students' ability levels and that lessons are taught as planned.
- Improve school self-evaluation by ensuring that;
 - internal assessments are accurate and validated by external assessment information
 - judgements of all aspects of the school's performance are accurate and so form a reliable base for improvement planning.
- Improve the effectiveness of leadership, at all levels, by ensuring that:
 - there is a clear organisational structure in which leadership roles, responsibilities and lines of accountability are clearly defined and understood
 - all school leaders understand what constitutes high quality teaching, and that this provides the template for monitoring and improving teaching and learning
 - rigorous monitoring confirms the consistent implementation of all school initiatives, policies and plans.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter
- Attainment based on the National Agenda Parameter benchmarks is below expectations in English, mathematics and science.
- Data from both the MAP and CAT4 tests are analysed and the results shared with students, parents and other stakeholders. As a result, students are aware of the levels they have achieved. Using the MAP target setting forms, students have agreed targets with their teachers. Parents also sign the agreement. Students are aware of their strengths and weaknesses and have the information needed to develop personally and academically.
- The school is in the process of using the results of the TIMSS and PISA tests to review and align the curriculum. Lesson planning is more closely linked to the test results and the requirements of MAP. In science, assessments are related to subject specific skill development. This, together with the curricular development of investigation, research and creativity, are elements not consistently seen in other subjects.
- Teaching strategies are often intended to help students meet the demands of external tests. While lesson plans include a focus on student centred learning, this approach is not seen in most lessons. The school is aware of the need to improve students' critical thinking and problem solving skills and to encourage students to take more responsibility for their learning. Links between subjects and the wider world are underdeveloped.
- Students understand the requirements of the National Agenda and appreciate the value of the vision to the UAE. The increased availability of technology is helping students to develop their investigative skills. However, the application of research skills and the ability to analyse information critically are attributes that most students have yet to develop.

Overall, the school's improvement towards achieving its National Agenda targets is not secure

Overall school performance

Acceptable

1 Students' achievement

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

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

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

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

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

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

6. Leadership and management

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

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Acceptable ↓	Acceptable ↓
Science	Acceptable ↓	Acceptable ↓

- In English, the majority of children attain levels that are above curriculum standards. In relation to their individual starting points and the curriculum standards, the majority of children make better than expected progress. KG1 children listen carefully, follow instructions and start to learn letter sounds. By KG2 children have developed a good range of oral vocabulary. The majority confidently speak with adults. They answer questions with single words and also talk in full sentences. A few are able to read and write simple three letter words and short sentences.
- In mathematics, most children attain levels that are broadly in line with curriculum expectations. Active involvement in learning helps reinforce children's mathematical knowledge and understanding. As a result, most children are making the expected progress. By KG2, most children can identify numbers beyond 20 and can accurately combine small groups of objects. They recognize and can name a range of simple shapes. Children have some basic opportunities to apply their mathematical understanding to solve problems, for example by correctly sequencing numbers and continuing repeating patterns.
- In science, most children's attainment is in line with curriculum standards and they make the expected levels of progress. This is evident in lessons where children gain new knowledge, skills and understanding. In KG1, children can talk about a range of natural building materials and some of their properties. In KG2, children are beginning to develop their skills of prediction and observation. For example they guessed whether a range of objects would sink or float and recorded the actual outcomes.

Elementary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good ↑	Good
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Good ↑	Good ↑

- In Islamic education, the majority of students attain levels that are above curriculum expectations. Students can explain the ideas conveyed in the verses and contexts. However, their ability to apply Islamic concepts in everyday life and other contexts is underdeveloped. Students' recitation and memorization skills are strong across the phase. The majority of students make better than expected progress in relation to the curriculum expectations. The progress of non-Arab students is slower than that of other students. Boys make better progress than girls both in lessons and over time.
- In Arabic as a first language, the majority of students make good progress and attain levels that are above curriculum expectations in all language skills. In Grade 1, students demonstrate good listening skills, for example as they explore care for the elderly. Students in Grade 3 use long sentences to explain the importance of electricity in everyday life. Writing skills develop well and students in Grade 5 write descriptions of a variety of scenes presented in pictures.
- In Arabic as an additional language, the majority of students attain levels that are above curriculum expectations. Speaking skills develop well and students, throughout the phase, are increasingly able to use Arabic in a wide range of contexts. Students have secure listening skills and can generally respond with simple sentences. Writing skills also develop well, although accuracy in spelling remains a weakness for some. Given their starting points, the majority are making good progress both in their lessons and over time. All groups of students make similar rates of progress.
- In English, most students attain levels that are in line with curriculum expectations. A few are above. These levels of attainment represent good progress when measured from students' differing starting points. External benchmarking does not align with internal assessments. Speaking and listening skills develop most rapidly and students acquire a widening vocabulary relevant to their general academic studies. They learn that some words have multiple meanings and older students use them in different contexts. Comprehension skills develop well and students easily gain meaning from stories and informational text.
- In mathematics, students' attainment meets the expectations of the curriculum standards. In international benchmark tests students' attainment is below the level expected. Students in the elementary phase develop a sound understanding of working with decimals and apply their number skills with an acceptable fluency. In the lower grades, students are competent in determining shapes and defining their attributes. Given their starting points, the progress of all groups of students, both in lessons and over time is broadly in line with expectations.

- In science, students' attainment is above curriculum expectations but external benchmarking test results do not align with internal assessments. Students enjoy regular opportunities for investigative practical science. An enquiry based approach ensures that the majority of students make better than expected progress. Students make better progress when they are challenged to discuss and solve problems, as seen in the most effective lessons where real life contexts are used to make science more relevant. Most groups of students make similar progress, although boys' progress is slower than that of girls.

 Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Good 	Good 
Arabic as an additional language	Good	Good
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Good 	Good 

- In Islamic education, most students make the expected progress and attain levels that are in line with curriculum expectations. Students infer and conclude rulings and guidelines from the verses. However, they are less confident in reflecting their own views and linking their own knowledge to the Holy Qur'an. Students discuss Islamic values but are less capable of making extended connections with everyday life. Recitation skills and students' understanding of the deeper meaning of the verses are well developed across the phase. Non-Arab students make slower progress in lessons and the progress of girls is slower than that of boys.
- In Arabic as a first language, students' attainment is above curriculum expectations. Speaking and listening skills are the strongest. Grade 6 students use long sentences when discussing the advantages and disadvantages of using the Internet. Grade 8 students discuss the main features of Dubai and express their feelings about the city in extended writing. When reading, the majority of students comprehend the main themes of a story and the roles of different characters. They demonstrate this when making presentations to the class.
- In Arabic as an additional language, the majority of students attain levels that are above curriculum expectations. Speaking and presentation skills are particularly good. A few students are competent in the use of standard Arabic in their discussions. Whilst the writing skills of most students develop well, the extended writing of students who joined the school at different times is more limited. The majority of students make better than expected progress in relation to their starting points. All groups of students are making similar rates of progress.
- In English, most students attain levels that are in line with curriculum expectations. A few are above. External benchmarking does not align with internal assessments. Students are strongest in listening and speaking skills, which allow them to engage in meaningful exchanges of ideas in lessons. The reading skills of a majority of students are not strong but students are making good progress in reading comprehension. The mechanics of the students' writing, handwriting, punctuation, spelling and grammar, although weaker than the other skills, is developing at a good rate. All groups of students are progressing at a similar pace.

- In mathematics, the attainment of most students is in line with the expected curriculum standards. However, students' results in external benchmarking tests are below the level expected for their age. In Grade 8, students are competent when working with histograms and box plots, and understand the mean, median and mode. Students in Grade 6 use alternative methods to establish a ratio. The progress of all groups of students, including those with SEND, is in line with expectations throughout the phase.
- In science, the attainment of the majority of students is above curriculum expectations. This reflects a more practical, enquiry based approach, which supports stronger scientific understanding and skills development. External benchmarking does not align with internal assessments. Students make better progress when opportunities arise for student collaboration in problem solving, discussion and research, but critical thinking is rare. Students communicate their scientific understanding and knowledge using accurate and complex vocabulary. Girls are performing more strongly than boys whilst students with special needs make equivalent progress when well supported and challenged.

 High		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Good 	Good

- In Islamic education, most students attain levels that are in line with curriculum expectations. They conclude rulings and guidelines from the verses. However, few students have the skills necessary to use their knowledge to support their views in relation to their daily lives. Most students make the expected progress in lessons in relation to the learning objectives. Their recitation skills are well developed. However, the outcomes of their most recent work reflect a lack of depth in their knowledge and understanding. Non-Arab students make slower progress in lessons. Boys are making better progress than girls.
- In Arabic as a first language, students demonstrate attainment levels that are in line with curriculum expectations. They make steady progress in the development of the key language skills. In Grade 12, students analyse and explain the deeper meanings of poetry and prose. In Grade 10, they analyse text and offer alternative conclusions, supporting their views with some evidence from the text. Students' writing skills develop reasonably well, although at a slower rate than the other skills.
- In English, the attainment of most students is in line with curriculum expectations. A minority are above. Students' listening and speaking skills contribute to powerful exchanges of ideas in academic discussions. Many students have developed a strong ability to organize and sequence ideas and facts as they prepare formal presentations using slides with written and graphic content. Many students' functional reading skills, although not strong, are developing well. In writing, spellings, punctuation, vocabulary extension and grammar are developing well but at a slower pace than the other skills, where progress is good.

- In mathematics, the attainment of most students is in line with expectations when measured against the curriculum standards. Students taking SATs attain broadly in line with students nationally but below international averages. Students are effective in their use of calculus. Grade 12 girls apply their mathematical skills to real life situations recognizing the importance of mathematics beyond the classroom. Students in Grade 9 are competent in working with rational expressions. Students progress at an expected rate across the phase. Most groups of students achieve this rate including those who have special educational needs.
- In science, the attainment for the majority is above curriculum expectations. Students make better than expected progress in lessons when realistic learning objectives are closely aligned to the curriculum standards. Improvements in attainment are underpinned by linking knowledge acquisition and scientific understanding to skill development through the introduction of more investigative practical work. Students engage in discussion, research and problem solving, but critical thinking is underdeveloped. Students are confident presenters of science using complex and accurate terminology. Girls achieve more strongly than boys.

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Students' attitudes to learning are inconsistent across the school. In Arabic and science, students show that they can work for short periods of time on their own and, given the opportunity, take responsibility for their own learning. However, this is less evident in other subjects. Children in the Kindergarten enjoy learning and can sustain concentration for a reasonable amount of time.
- Most students work together effectively. They show a keenness to communicate their learning and present to peers. For example, science students present confidently using accurate vocabulary. Nevertheless, students often do not work productively and are passive in their learning.
- Most students do not readily make links between different strands of learning. There are a few occasions, for example in science, when students make the connection between their learning and everyday life. However, this is not a consistent feature of students' learning across the curriculum. In the Kindergarten, children do not always recognize connections between their learning and the real world.
- In the Kindergarten, children have too few opportunities to use technology, either to engage in problem-solving activities or to find things out for themselves. Resources are not readily available for children to select and set up for themselves. A similar picture is seen across the other phases where research skills and critical thinking are developing but are not a consistent part of students' learning.

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

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

- Most students display responsible attitudes to their learning and around the school. In the Kindergarten, personal responsibility and children's attitudes to learning develop particularly well. In other phases, students respond well to critical feedback and are developing self-reliance.
- Students' behaviour is generally good across the school. In most lessons, students relate well to each other and are courteous towards their teachers. However, this is not always the case. In a few lessons there are concerns about the behaviour of a minority of boys.
- In all grades, most students are considerate and sensitive to the needs of others. They are ready to help and support when needed. In the Kindergarten, the very good quality of relationships means that children feel safe and are ready to learn. In other phases, while students' relationships with their peers are positive, a few students do not consistently show proper respect for their teachers.
- Students across the school make good healthy eating choices. They choose from a variety of healthy foods and drinks in the school cafeterias. Students are reminded of the value of a healthy lifestyle through numerous campaigns, posters and displays throughout the school.
- Attendance is good. Although most students arrive at school and to lessons on time, a few are consistently late at the start of the school day.

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

- Students' understanding and appreciation of Islamic values are excellent in the Kindergarten and very good in the other phases. Students have a clear understanding of the impact of Islamic values on everyday life. This is seen in their understanding of the equality of all people living in Dubai, irrespective of race, gender or faith. Students have strong contacts with the Red Crescent society through their collection of donations for children outside the UAE.
- Students are knowledgeable about Emirati heritage and culture. In the Kindergarten, children understand the national dress code and other heritage symbols such as the palm tree and the camel. In other phases, students understand the way in which culture and history underpin modern life in the UAE. They play active roles in Emirati national celebrations, participating in activities such as flag and national days.
- Students are proud of their own cultures and demonstrate an awareness and appreciation of others. They interact positively with peers from different backgrounds and take part in various school cultural celebrations. Most high school students are aware of the common features displayed amongst different cultures within their school.

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

- A large majority of students are enthusiastic about the opportunities provided for them to support their school and the wider community. They contribute to social projects such as volunteering at Latifa hospital. Many older students take responsibility for guiding and being role models for younger students in the school. Younger students serve on committees that benefit the school.
- Students show a positive work ethic. They initiate successful projects, for example, in raising funds for projects in Pakistan or applying the sustainability concepts of Masdar City at home and at school. In clubs and extra-curricular activities. They offer and implement innovative and feasible ideas of benefit to the wider community.
- Students care for their school and actively seek ways to improve its environment. Students talk knowledgeably about the need for environmental sustainability and conservation. They have an awareness of what would make Dubai a greener, more sustainably city. Older students organize a beach cleaning day and act to ensure that use is made of the recycle bins at school.

3. Teaching and assessment

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

- Teachers' subject knowledge is generally secure. While teachers in the Kindergarten have adequate subject knowledge, their understanding of how young children learn is inconsistent. Children are not provided with enough opportunities for exploration and investigation. In the most effective lessons in all phases, teachers use their knowledge to provide students with challenging work. Teaching of this quality is most often seen in science but less often in other subjects.
- Teachers generally plan lessons effectively so the purposes of the activities are clear. When learning objectives are made clear at the start of lessons, students know exactly what they are going to learn. However, some lessons lack focus because the objectives state what students are going to do, rather than what they are going to learn. Resources are not always used to best effect in support of learning.
- Interactions with students are generally positive and, as a result, they are willing learners. Questioning in the better lessons is used well to promote critical thinking. However, too many teachers use a closed questioning style or ask a question of the entire class and receive shouted answers. Teachers do not sufficiently challenge the most able students in their questioning.
- Teachers' planning often includes a range of strategies to provide for students' differing needs. However, these strategies are not consistently seen in classroom practice. Support for SEND students is generally good but the levels of challenge for students at either end of the ability range are often inappropriate. Occasionally teachers modify their lessons in the light of ongoing assessment of students' progress.

- There are examples of students being encouraged to use their initiative and to reflect on their own learning and that of their peers. This is most often seen in Arabic and science. In these subjects, learning is often linked to the real world and placed in socially relevant contexts.

	KG	Elementary	Middle	High
Assessment	Acceptable ↓	Acceptable	Acceptable	Acceptable

- The school's internal assessment processes are linked to the California State Standards in the core subjects. They provide appropriate measures of students' attainment and progress. However, internal assessments are not entirely reliable and do not correlate well with external test results. As a result, judgements on attainment and progress are not always accurate. It is difficult, therefore, to make national and international comparisons of the students' performance.
- The school uses MAP tests to benchmark students' attainment and compare it to students internationally. An objective measure of cognitive ability has recently been used to identify the learning needs of each student. The school is extending the use of these measures to all year groups to inform lesson planning better.
- The school makes use of external test data to measure students' progress. However, ongoing checks of students' progress are mainly based on internal assessments. As these are not entirely reliable, they do not provide an accurate interpretation of students' progress.
- The school makes use of assessment information to make adaptations to the curriculum. In the best examples, appropriate curriculum adaptation ensures that students make the most rapid progress in learning. However, assessment information is not being used effectively to differentiate learning activities. As a result, the curriculum is not always adapted well enough for lower and higher attaining students.
- In most lessons teachers have reasonable knowledge of the strengths and weakness of their students. However, in many lessons, they do not give continuous feedback to students about their learning. The quality of evaluative written feedback in students' books varies widely and does not provides sufficient information on how the work can be improved and so guide their next steps in learning.

4. Curriculum

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

- The curriculum is based on the US California State curriculum standards. It is relevant and provides a sound basis for developing knowledge, skills and understanding. The school has improved curriculum guidelines to provide a balance of the acquisition of knowledge and the development of skills. The kindergarten curriculum provides children with a purposeful start to their educational careers.

- The curriculum is designed to build on students’ previous achievements and ensure continuity and progression in learning, both within and across phases. It meets the needs of most students and prepares them for the next phases of their education within the school and beyond.
- An interesting range of learning opportunities is available to children in the Kindergarten. Much of this learning is based on children's interests. Curricular options have been extended for older students. The range of choices includes more elective courses to provide students with more opportunities to develop their talents, interests and aspirations. Students are supported in planning their career paths.
- Some cross-curricular links are planned but they do not fully facilitate students’ transfer of learning between subjects. There may be references to learning in other subjects but these are irregular. The promotion of reading across the curriculum is a good example of an initiative that could be developed further to practise and consolidate skills.
- The school conducts periodic reviews of the curriculum which involves teachers and subject leaders. These reviews are increasingly informed by the learning needs identified through student assessment.
- UAE social studies features in all four phases of the school. It is integrated in the Kindergarten and high school phases. In Grades 1 to 8 it closely follows the MoE curriculum standards. Grade 10 students who choose sociology instead of world history do not receive a comprehensive high school course in world history as required by US California standards. Assessment in social studies is aligned to the Ministry of Education standards.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum is planned appropriately to meet the learning needs of most groups of students. Although there is an awareness of the students’ differing needs there is insufficient modification to meet the needs effectively and consistently of the most and least able. The needs of most students with SEND are being met. The lower achievements of boys are not being adequately addressed.
- Special focus weeks and assemblies develop social awareness but integration and delivery across the curriculum is less evident. The Grade 12 Science Fair provides enterprise and creativity with strong curricular links. Community activities support some valuable charity work. An appropriate range of extra-curricular activities benefits students’ academic and personal development. Student eagerly attend additional activities for during break times.
- Each phase has implemented curricular programmes that develop students' knowledge, understanding and appreciation of the heritage, culture and values of the UAE. These are mainly in Arabic, Islamic and social studies although good examples occur in science using the desert ecosystem.

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

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

- The school has adequate procedures for safeguarding students. The child protection policy is clear. It is posted around the school and available on the school's website. New staff are provided with suitable training and annual refresher training is provided for existing staff. The school takes adequate steps to protect students from all forms of abuse, including bullying and cyber bullying.
- Improvements have been made to ensure the environment is safe and hygienic. Students are supervised at all times within school and on school transport. All medicines are stored safely and securely in the school clinic. Medical records are kept properly. School transport is well supervised. While safety checks have improved, they are not systematic and often reactive rather than proactive.
- The buildings and equipment are maintained in a sound state of repair. Maintenance records are of good quality. The medical clinics are well staffed and appropriate treatment is provided for any illnesses or injuries. These are properly recorded and promptly reported to parents. The preparation areas in practical areas are secure and items are safely stored.
- The premises and facilities are suitable for all groups of students, with the addition of access ramps installed for safety. External play areas, particularly in KG are covered, safe and provide suitable learning environments. The school is taking steps to alleviate the overcrowded classrooms. However, in some areas of the school overcrowding continues to interfere with students' learning.
- Healthy lifestyles are promoted through a variety of awareness campaigns and supported by the medical staff. The introduction of a salad bar in the cafeteria provides students with more healthy eating options. A few unhealthy items have been removed from the menu.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- Staff and student relationships are usually cordial in all grades. Most teachers have a positive rapport with their students. Effective systems for behaviour management contribute to a generally positive climate for learning. Occasionally, behaviour in lessons is not managed well and a few students show a lack of respect to staff. Student council members aid in monitoring their fellow students' behaviour throughout the school
- The school's systems for promoting and managing students' attendance are effective. However, procedures for ensuring students are punctual at the start of the day are less effective and frequent late arrivals for lessons mean that, for some, learning time is lost. Parents are given reminders that their children should be in school on time.

- Procedures for identifying students with special educational needs and disabilities begin early. These procedures are, in the main, effective in ensuring that those with additional needs are recognised. Parents are fully involved in this process. Procedures for identifying students with particular gifts and talents are at an early stage of development.
- Teachers are aware of which students are identified as having SEND and these students are provided with in-class support. Additional interventions include one-to-one support teaching and small group work. Systems to support students with SEND are being further developed with more training opportunities. There is more work to do to ensure that the needs of gifted and talented students are fully met.
- Students are well supported through a range of systems. The school counsellors and career guidance officer are available to give advice and support. Career guidance starts in Grade 10 with career advice enhanced in Grade 12 by visits from a variety of higher education institutions. The student council plays an active role in the school and reports that the views of students are listened to and acted upon.

Inclusion

Provision and outcomes for students with SEND

Good

- The leader of SEND is knowledgeable, very committed and enthusiastic. She leads a team of teachers and support staff who implement the support strategies effectively. The environment is purposeful and guided by a vision that all students should achieve their potential. The increased investment in SEND is enabling improved support to be provided.
- Students with particular needs are identified early in their school careers through a screening process immediately after entry to Kindergarten. Teachers are informed and advised accordingly. Parents have an important part to play in the information gathering process. Teachers' skills in the ongoing identification of emerging needs are being developed so that any barriers to students' learning can be overcome more quickly.
- Parents speak very positively about the work of the SEND department. They respect the views of the leader and she spends time ensuring that confidence in her department is high, and that communication is good. All staff liaise with parents and provide weekly updates on student progress.
- Curriculum modifications for students with SEND are regularly checked for effectiveness. The individual education plans (IEPs) are well constructed, indicating students' strengths and their key barriers to learning. At present students do not provide an input to the IEPs. Provision for students with SEND is affected by the variable quality of classroom teaching in most subjects.
- Whilst teachers in all phases are fully aware of students' individual targets they do not all understand how to make skilful modifications to their teaching in the light of the content of the IEPs. Tracking data is increasingly being used to monitor progress and this is a key development in teachers being more accountable for the progress of SEND students in their care.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal, members of the leadership team and the governing board have clarified the school vision and set a direction to improve the educational outcomes of all students. Across the school, there is a commitment to UAE priorities and the inclusion of students with SEND. However, this commitment is too recent to see a measurable impact in students' learning and progress in the classroom.
- The assistant principal has brought a clear understanding of what constitutes effective teaching and learning, and provides teachers with well considered guidance on what needs to be done to ensure consistently good practice. Central to this is an attempt to shift the emphasis in teaching from the acquisition of knowledge to the development of enquiry and critical thinking skills.
- Relationships are positive and professional. Although leadership responsibilities are distributed, lines of responsibility and accountability are unclear. All heads of departments and heads of sections are members of a large senior leadership team. It is not clear how these middle leaders are held to account for students' outcomes and this limits senior leaders' knowledge of how effectively they are carrying out their work.
- Leaders at all levels are committed to continued improvement. However, their capacity to lead such change is variable. This is because not all staff with leadership responsibilities share a common understanding of what effective classroom teaching and learning looks like, and how these link with students' attainment and progress.
- The school is compliant with all statutory and regulatory requirements and leaders respond to any concerns. Most of the concerns about health and safety have been addressed. Other recommendations made, such as those related to the quality of teaching and self-evaluation, have not been fully addressed.

School self-evaluation and improvement planning

Weak

- School self-evaluation is supported by a range of information from a variety of sources. Because the greatest weight is placed on the school's internal unmoderated data, most of the evaluations are too high and do not accurately reflect the school's performance. This has been noted repeatedly in recent inspection reports. The school does not have an accurate picture of its strengths and areas of priority, where improvement is needed.
- Checks on the quality of teaching and learning have been made more rigorous and linked to professional development opportunities to tackle weaknesses. However, the impact of these checks is lessened because not all leaders carrying out the observations fully recognise the difference between effective and ineffective teaching, and not all teachers are willing to accept the advice they are given.

- School improvement planning, including departmental and National Agenda action planning, has improved. The plans now specify appropriate targets and address the school's and the UAE's national priorities. However, the plans are too general in some important respects. They lack measurable success criteria, clear timescales and the identification of the individual member of staff responsible for ensuring the targets are achieved.
- The school has made some progress in addressing the recommendations of the previous inspection report. There has been improvement in students' attainment in Arabic and there has been improvement in students' personal development. However, many of the areas in the improvement plan are in the early stages of being addressed. The impact of these developments is, therefore, limited.

Partnerships with parents and the community

Good

- Parents feel included in the life of the school and in decisions about their children's learning. They are positive about assigned homework and projects. However, they would like the school to assign a certain time during the school day when students could be helped with their assignments. Parents interviewed said that they feel that notice is taken of their views and that they have been able to influence school policies and procedures.
- Communication between home and school is good. Teachers and leaders are easily accessible by phone and email and the school online portal provides regular updates. Parents of students with SEND also feel well informed and are respected as partners in their children's learning.
- Parents are provided with regular reports on their children's academic and personal progress. These reports are supplemented with opportunities for parent-teacher conferences at which their children's progress and next steps in learning can be discussed. The reports do not at present enable parents to compare their children's performance with children of a similar age internationally.
- Parents are enthusiastic about the additional extra-curricular activities and competitions offered, especially in the Kindergarten. The school makes regular contributions to local and national communities. Students work in local clean-up campaigns and have engaged in fund raising for a variety of charitable organisations.

Governance

Acceptable 

- Governance has improved with the recent establishment of a Board of Trustees. This board has representation from different groups and is a positive step towards informing the governing board of the views of stakeholders. Because this is a very recent development, it is too early to be certain of the extent to which the views of stakeholders will be taken into account in policy making and strategic planning.
- Governors provide good support for the school and have worked diligently to ensure that they have a better understanding of the school's performance. However, a lack of clarity in lines of accountability in school improvement planning makes it difficult to hold leaders systematically to account for students' outcomes. As a result, school improvement is not proceeding at a rapid enough pace.

- The governance of the school is underpinned by a clear desire to provide a good quality education for all students. Governors have ensured that significant additional resources have been made available to tackle the weaknesses identified in the last inspection report. However, they have not linked the provision of additional resources to measurable improvement in students' attainment and progress.

Management, staffing, facilities and resources

Acceptable ↑

- Most aspects of the day-to-day management of the school run smoothly. Timetabling ensures that most available spaces are used well to meet the needs of students and staff. Throughout the day, the school's procedures and routines are effective, ensuring that lessons and activities are efficiently organized.
- The school is adequately staffed and the majority of teachers are qualified or experienced in teaching, but most have limited experience of teaching the school's chosen curriculum. Teachers in US curriculum schools are expected to have proficiency in English. The majority of teachers continue to strive towards this but a few lessons that should be taught in English continue to be taught in Arabic.
- The premises and facilities provide a secure and suitable environment for learning. Since the last inspection the school has started to address overcrowding by reducing student numbers, enlarging a chemistry laboratory, replacing bulky furniture and providing lockers for bags. Cafeterias have been improved and students in Grades 6 to 12 have better access to technology to support their learning.
- There are sufficient supplies of resources to support learning in most subjects. The library provides an adequate range of reference and reading materials. A good supply of Arabic books supports the development of reading well. The limited amount of technology and digital equipment in KG restricts the development of learning skills and full delivery of the science curriculum.

The views of parents, teachers and senior students



The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	222
	2015-2016	98
 <p>Teachers</p>	120	
 <p>Students</p>	38	

*The number of responses from parents is based on the number of families.

- Most parents who responded to the survey are satisfied with the quality of education the school provides. Almost all think that their children are kept safe at school and on the school transport. They feel that behaviour is good and that any incidents of bullying are rare.
- Almost all parents say that the school provides good opportunities for their children to increase their community and environmental awareness. They also say that their children develop a good awareness of the importance of Islamic values in Dubai and a good understanding of UAE and other cultures.
- Most parents say that the reports they receive on their children's progress are informative. They also feel that the school welcomes and cares for students with SEND.
- A minority of parents are concerned about the extent to which the school listens to parents, the quality of teaching and learning and the extent to which their children are encouraged to be curious and creative. They are also concerned about teachers' knowledge of their children's strengths and weaknesses, academic and career guidance, and the extent to which teachers really care about students.
- Almost all teachers who responded to the questionnaire are satisfied with all aspects of the school's work.
- There is no clear pattern in the responses of the small number of students who responded to the questionnaire.

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