

ACCEPTABLE



2019-2020

INSPECTION REPORT

US CURRICULUM

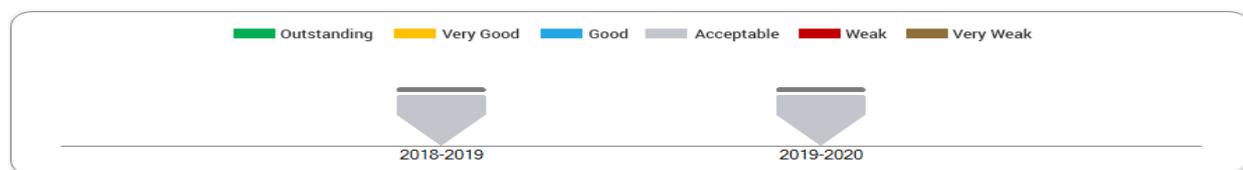
Contents

<i>Contents</i>	2
<i>School Information</i>	3
<i>Summary of Inspection Findings 2019-2020</i>	4
<i>Overall School Performance</i>	6
<i>National Priorities</i>	8
<i>National Agenda Parameter</i>	8
<i>Moral Education</i>	9
<i>Reading Across the Curriculum</i>	9
<i>Innovation</i>	10
<i>Main Inspection Report</i>	11
<i>Views of Parents and Students</i>	20

School Information

General Information	 Location	Al Barsha South
	 Opening year of School	2016
	 Website	https://ascs.sch.ae/en/al-barsha
	 Telephone	045108000
	 Principal	Johnathan Maxwell Letcher
	 Principal - Date appointed	1/25/2018
	 Language of Instruction	English
	 Inspection Dates	24 to 26 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 13
	 Grades or year groups	KG 1 to Grade 8
	 Number of students on roll	535
	 Number of Emirati students	225
	 Number of students of determination	37
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	55
	 Largest nationality group of teachers	US
	 Number of teaching assistants	34
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	US/California
	 Main Curriculum	Common Core State Standards (CCSS)
	 External Tests and Examinations	Measures of Academic Progress (MAP)
	 Accreditation	New England Assessment of Schools and Colleges (NEASC) Candidate
	 National Agenda Benchmark Tests	Granada Learning (GL), Cognitive Ability Test (CAT 4), MAP

School Journey for AMERICAN SCHOOL OF CREATIVE SCIENCE



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • Most children in the Kindergarten (KG) attain at curriculum expectations. Their progress is good in English and science. In the elementary and middle schools, attainment and progress are acceptable in all subjects apart from science in the middle school, where they are good. Learning skills are best in KG, where children develop independence, self-reliance and an ability to initiate their own lines of enquiry. • Most students have positive and respectful relationships with their fellow students and teachers. However, some boys engage in behavior that can be disruptive to teaching and learning. Students have a deep appreciation of Islamic values, which they apply to their own lives. They are aware of their roles and responsibilities in the school. They seek ways to care for their school environment.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • The quality of teaching is best in KG. Teachers know the children well and deliver focused lessons to small groups. In Grades 1 to 8, the majority of teachers concentrate more on having students complete the tasks set, rather than on learning. Procedures for assessment have improved, but in all phases, the majority of teachers underestimate the expected curriculum standards in their lessons. • The curriculum is coherent and balanced in all phases. Teachers align lessons and assessments with curriculum standards, but do not emphasize higher-order thinking and problem-solving sufficiently. Modifications to the curriculum are not always effective in addressing the specific learning needs of students, particularly those of students of determination and students with gifts and talents. • Effective policies and procedures help to ensure that students are safe at school and on school transport. Staff promote healthy lifestyle choices. There are positive relationships between teachers and students in most lessons, especially in KG. Challenge and support in lessons for students of determination and those with gifts and talents are variable, and dependent on the skills of teachers and support assistants.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • The leadership team is beginning to have a positive impact on the quality of provision, particularly in KG. Leaders' ability to evaluate accurately the strengths and weaknesses of the school is still developing. Parents are engaged in the life of the school and in their children's learning. Governors help to ensure that leaders are held to account. Staffing is only adequate for delivering a US curriculum.

The best features of the school:

- The welcoming ethos of the school, which has resulted in improved parental participation
- Students' strong Islamic values
- The improved provision and outcomes for children in KG.

Key recommendations:

- Ensure that the school is staffed by teachers who are able to deliver the licensed curriculum.
 - Improve the quality of teaching in the elementary and middle schools.
 - Carry out accurate self-evaluation, including evaluation of the quality of teaching.
 - Create assessment processes that accurately reflect the required curriculum standards.
 - Ensure that students of determination make good or better progress in lessons.

Overall School Performance

Acceptable

1. Students' achievement

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

		KG	Elementary	Middle
Learning skills		Good	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good ↑	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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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 NAP targets.](#) The school meets the registration requirements for the National Agenda Parameter for 2019-2020 academic year.

The school's progression in international assessments **meets expectations.**

- All students participate in the Measures of Academic Progress (MAP) tests. Overall attainment in English, mathematics and science does not reach expected levels. From 2018 to 2019, students show better progress in English and mathematics than in science. In all three subjects, performance in relation to the Cognitive Ability Test (CAT4) predictions is very strong.

The impact of leadership **meets expectations.**

- The gap between internal and external test outcomes remains significant. Teachers still underestimate the standards expected by the curriculum framework. Most teachers use information from assessments, but the rigor of its use is variable. Detailed analysis identifies curriculum gaps which are appropriately addressed. An intensive reading program, monitored by reading level tests, is addressing issues of literacy.

The impact on learning **meets expectations.**

- The development of students' critical thinking skills is variable. In mathematics, problem-solving does not meet curriculum standards, and opportunities for critical thinking are often restricted to more able students. Students know the stages of scientific investigation, but rarely plan their own experiments. Extended independent research opportunities in lessons are infrequent.

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

For development:

- Ensure that most students reach at least expected standards in NAP tests.
- Use information from assessments more effectively to plan lessons that meet the learning needs of all.

Moral education

- The moral education program is taught from Grades 1 to 8 through one discrete lesson each week. The curriculum is designed in line with UAE expectations. Students have opportunities to make links with other subjects and with various aspects of real life.
- The quality of the teaching is inconsistent. In the stronger lessons, teachers challenge students to think, debate and deepen their learning.
- Teachers use on-going assessments. They encourage students in the senior grades to reflect on how their learning links to their personal experience. Next steps in learning are sometimes incorporated into teachers' feedback. A guidance counsellor helps to address personal, social, and emotional development.

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

For development:

- Provide the correct level of challenge, based on students' prior knowledge.

Reading across the curriculum

- The school is working to improve literacy levels and reading achievements, and has identified groups of students who are underperforming.
- The teaching of reading is significantly improved. The school is providing two sessions each week in the library for guided reading. During these visits, each class is supported by the teacher of English, the librarian and teaching assistants, as appropriate. Support is personalized.
- The skill of reading is fostered effectively in the large majority of lessons. Students use the library facilities more frequently and borrow books more often. Students access online resources in both Arabic and English lessons.
- Whole-school provision for the development of literacy is effective, and is leading to improved reading skills in all grades. Girls have developed better reading literacy skills than boys.

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

For development:

- Improve the assessment of reading in Arabic in order to identify students' needs more accurately.

Innovation

- Students make some use of critical thinking and problem-solving when carrying out investigations in science, and when engaged in extra-curricular projects. They are beginning to use information technology (IT) more frequently as a tool for learning.
- Students have opportunities to apply their learning in a few different contexts. They develop innovation skills through engagement in activities such as the 'Apollo 13' challenge and the 'innovation kitchen'.
- In most lessons, teachers do not provide enough opportunities for students to think critically, solve problems or generate their own ideas.
- In extra-curricular projects, students have opportunities for developing innovation and entrepreneurial skills, for problem-solving and for developing their own lines of enquiry.
- Leaders have established a number of initiatives to promote creativity and innovation. The extent to which these initiatives result in improvement in students' learning and innovation skills is not evaluated effectively.

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

For development:

- Provide more opportunities for students to be innovative and enterprising through well-planned, purposeful challenges.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- In lessons and written work, most students in both phases, attain at curriculum standards. The school's internal assessment information is unreliable, and indicates much higher levels of attainment than those observed. Students make adequate progress against modest learning outcomes. Arab students make better progress than others.
- Additional lessons help students to improve recitation of the Holy Qur'an. Students' knowledge and understanding of Islamic values are strong. Their understanding of Seerah and interpretation of Hadeeth are adequate. Their ability to cite references from the Holy Qur'an and Hadeeth is underdeveloped.
- Teachers' expectations are low in most lessons. The current implementation of four levels of success criteria is not leading to accelerated progress, because planned activities do not consistently align with appropriate learning outcomes.

For development:

- Raise teachers' expectations and ensure that they set more challenging learning targets.
- Improve students' ability to cite evidence from the Holy Qur'an, and to interpret Hadeeth to support their answers.

Arabic as a First Language

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

- Students' skills of listening, speaking and reading are in line with curriculum expectations. In the middle school, girls have better skills in reading and speaking than boys.
- Students' communication and reading comprehension skills improve as they advance through the school. Girls use verbal skills more effectively to discuss and express their ideas. Students' writing skills are developing inconsistently across the grades.
- The school has prioritized reading across the school. Teachers encourage students to use a designated online reading platform. As a result, more students engage in out of class reading for enjoyment. Throughout the school, writing is improving slowly.

For development:

- Improve students' writing and conversational skills.
- Make reading an integral part of lessons, and promote effective use of the school library.

Arabic as an Additional Language

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

- Students in the elementary school show improvement in their language skills. Achievements in the middle school remain unchanged. Lesson observations and information from assessment show no significant differences between the attainment of boys and girls.
- Students in the elementary school can use new vocabulary to form complete sentences in familiar contexts. In the middle school, students' listening, speaking and reading skills are in line with curriculum expectations. Students' writing skills are developing slowly.
- The school is adapting the new Ministry of Education (MoE) standards when planning lesson activities and setting levels of expectation. Assessments are not aligned well to curriculum standards and do not reflect the years of students' study.

For development:

- Ensure that assessments are aligned to MoE standards, are applied accurately and are based on the number of years that students have studied Arabic.

English

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

- Children in KG make better progress from low starting points because their teachers know their needs. In the other phases, most students make expected levels of progress overall. A minority of students make progress which is above the expected rates for their ages.
- Students' oral skills are generally strong. They understand spoken English from different sources. Almost all can express themselves well, a few at near-native levels of fluency. Students are committed readers. Girls generally write more extensively than boys.
- Students' attainment in Grades 1 to 8 has improved since the previous inspection. Most demonstrate the expected levels of literacy. A minority exceed those levels. A few students have published original prose in the new school magazine.

For development:

- Encourage students of all ages to write more extensively for a variety of purposes.

Mathematics

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

- Throughout the school, students are not yet working at the expected level in terms of understanding mathematical concepts and the ability to apply related skills. In some classes and some topics, students work better, but this is inconsistent overall.
- Some younger students' ability to increase place value mentally, and older students' growing understanding of geometry, are positive features. Number skills are generally developing well, but the ability to find answers mentally, or to use number sense without writing, is not strong.
- Due to gaps in students' knowledge, many lessons are set at too low a level. Teachers do not impose sufficient challenge or pace to improve students' understanding of mathematical concepts and skills.

For development:

- Ensure that each student practices problem-solving and reasoning skills every day, in all mathematics lessons throughout the school.
- Support students as they reflect upon and explain their mathematical thinking.

Science

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

- Although students experience a practical approach to learning science, they have insufficient opportunities to plan their investigations. They have an increasing understanding of scientific enquiry. In KG, children observe carefully. By the end of the elementary school, students understand a fair test.
- In the elementary school, students make slower progress in developing their understanding of concepts, in part due to a lack of focus and challenge in lessons. In the middle school, they develop an increasing knowledge of scientific vocabulary.
- Students in the middle school make better progress in developing understanding. They are able to apply their knowledge to unfamiliar situations, such as calculating the acceleration of a roller coaster; and to practical problems, such as choosing appropriate insulating material for a cool-box.

For development:

- Improve focus on developing the understanding of concepts in the elementary school.
- Give students in the middle school opportunities to plan, to carry out and to evaluate independent investigations.

UAE Social Studies

All phases

Attainment

Acceptable

- Assessment information indicates that most students attain above curriculum expectations. However, inspection evidence finds internal assessment results to be over-inflated, reflecting assessments that are not sufficiently challenging.
- In most grades, students' attainment is stronger in acquiring knowledge than in understanding and applying concepts. Students know basic facts about the establishment, history, and geography of the UAE.
- Students' ability to link what they are learning with other areas of the curriculum improves as they progress through the school.

For development:

- Ensure that teaching and learning are sufficiently challenging to cater adequately for all students, including the most able and those with gifts and talents.

Learning Skills

KG

Elementary

Middle

Learning skills

Good

Acceptable

Acceptable

- Most students are willing to learn, and are aware of their strengths and progress as learners. Children increase their learning skills to best effect in KG, where they develop independence, self-reliance, and the ability to make choices and initiate their inquiries.
- Students demonstrate the ability to solve problems. They inquire and think critically through engagement in science, technology, engineering, art and mathematics (STEAM) activities, as well as enterprise and innovation projects, and extra-curricular activities. In lessons, teaching generally limits opportunities to develop these abilities.
- When teachers prepare challenging tasks, students engage more readily in their work and are not easily distracted. In the elementary and middle schools, girls take more responsibility for their learning. Inquiry and research skills involving the use of IT are developing too slowly.

For development:

- Provide more opportunities for students to develop critical thinking, inquiry, problem-solving and research skills in all subjects.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Students benefit from positive and mutually respectful relationships with their fellow students and teachers. Most respond well to critical feedback. They contribute to making the school a warm, safe and inclusive community.
- Students, in general, can resolve minor conflicts without being unruly and discourteous. However, in some classes, boys' behavior disrupts the learning process.
- The emphasis on promoting students' health and safety has a positive impact. Students understand the importance of making good choices and maintaining a healthy lifestyle. Nevertheless, they need ongoing reminders about incorporating healthy options into their daily routines.

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

- Students have a deep appreciation of Islamic values and of how these influence their lives and those of others in the UAE. They are involved in a number of initiatives to promote and strengthen the Islamic ethos in the school.
- Students have a strong knowledge of Emirati culture and heritage. They engage in events to celebrate the national heritage and history. They develop a high appreciation of society in Dubai through their interactions at school and within their own communities.
- Students have a strong understanding of and affinity with their own home culture and heritage. Their understanding of other world cultures is less strong.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students are aware of their roles and responsibilities in school and in the wider community. They participate in school activities such as sports day and the American School of Creative Science Souk. Their contribution to the local community is limited.
- Most students show a positive work ethic. A few are becoming more confident in implementing their ideas. Students participate in activities designed to develop their innovation skills.
- Students have a good understanding of environmental sustainability. They are active in seeking ways to care for their school environment. They participate in a limited number of projects to save the environment, such as recycling projects and the organic garden.

For development:

- Ensure that all students, particularly boys, behave appropriately at all times.
- Give students opportunities to initiate projects related to the wider community and to the environment.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good ↑	Acceptable	Acceptable

- The quality of teaching is best in KG, where teachers know the children well and deliver focused lessons to small groups. In Grades 1 to 8, good teaching is less common. Lesson planning is often too ambitious.
- Some teachers use information from assessments to plan lessons skillfully. More often, the tasks set for students are different in content but not in difficulty. Students are kept busy, but many are not learning anything new.
- The majority of teachers focus on having students complete the tasks in their plans, rather than on extending their learning. Some teachers talk at excessive length, thereby limiting the time available for students to learn.

	KG	Elementary	Middle
Assessment	Good ↑	Acceptable	Acceptable

- Information from assessments is well-analyzed and given to teachers in a usable format. In KG, teachers track children continuously and modify their teaching as needed. Elsewhere, most teachers use data to plan lessons, but the matching of work to students' abilities is too variable.
- Assessment processes have improved in rigor. In all phases, the majority of teachers underestimate expected curriculum standards in their lessons. Consequently, some information fed into the school's very detailed tracking system overstates students' levels of attainment and rates of progress.
- Teachers' oral feedback to students is useful and appropriate. The quality of written feedback is improving. Pictorial information supports learning in KG. Elsewhere, students use on-line information effectively to understand levels of achievement. Self-assessment guidance given to students is too simple.

For development:

- Prepare assessments that accurately reflect the required curriculum standards.

4. Curriculum

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

- The curriculum, which includes the MoE requirements and the CCSS, is cohesive and balanced throughout all phases.
- Continuity and progression are ensured in planning, but aspects of the curriculum which require higher-order thinking and problem-solving are not always emphasized sufficiently.
- Teachers are becoming more aware of curriculum standards. Lessons and assessments are beginning to be more successfully aligned with these standards, thus contributing to some improvements in students' learning.
- Moral education is taught during a weekly lesson from Grades 1 to 8, and incorporates the full MoE curriculum, with appropriate links to UAE culture and heritage.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum adaptations in all phases are designed to engage all students in learning. Modifications are not consistently effective in addressing the specific learning needs of students, particularly those of students of determination and of those with gifts and talents.
- The curriculum provides opportunities for students to participate in activities that emphasize enterprise, innovation and creativity, in addition to developing their understanding of Emirati culture. Popular enrichment activities include field visits, the creation of a Souk, robotics and the Holy Qur'an recitation club.
- The practice of establishing different groups in classes is not consistently meeting all students' learning needs. The curriculum is being adapted to address gaps identified by assessments. The impact on learning is not yet clear.
- Children in KG learn Arabic as a first language.

For Development:

- Provide effectively for students' diverse learning needs, particularly during lessons.

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

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

- Effective policies and procedures are in place to ensure that students remain safe while in school and on school transport. The policies are reviewed and updated regularly. They are well understood by staff, parents, and students.
- The premises, equipment and resources are all maintained to a high standard. The school meets legal and regulatory requirements and carries out regular emergency evacuation drills. Procedures to ensure students' safety during arrival and dismissal are effective.
- Throughout the school, staff promote healthy lifestyle choices. Medical personnel conduct important health education campaigns to raise awareness of the importance of keeping healthy. There are appropriate measures to provide reasonable protection from the sun, including shading.

	KG	Elementary	Middle
Care and support	Good ↑	Acceptable	Acceptable

- Positive relationships between teachers and students exist in most lessons, especially in KG, where children flourish in the caring and nurturing learning environment. Teachers are not consistent in their implementation of positive behavior. As a result, boys' behavior disrupts some lessons.
- The school's effective approach results in very good attendance rates and punctuality in all phases. Challenge and support in lessons for students of determination and those with gifts and talents are variable, and dependent on the skills of teachers and support assistants.
- Teachers monitor students' well-being and personal and social development closely. Academic guidance is a developing feature. More senior students benefit from early guidance on education pathways and careers.

For development:

- Ensure that the needs of students of determination and of those with gifts and talents are fully met in lessons.
- Strengthen systems to ensure that all students show self-discipline and behave in an appropriate way both in and out of class.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
--	------------

- Leaders are effective in promoting an inclusive ethos in the school. This is evident in the school's admission policy and its welcome for students of determination. Professional training for teachers has had limited effect on classroom practice and on the outcomes for these students.
- The school has extended the range of assessment tools to ensure greater accuracy in identifying barriers to learning and students' specific needs. Individual education plans (IEPs) are written thoughtfully and provides detailed profiles. The inclusion team uses them well when planning interventions.
- Parents' strong involvement contributes significantly to students' achievement. They value the inclusive ethos in the school, the daily updates on their children's progress, and the advice on how they can help at home. They appreciate the quality of care, and the school's responsiveness.
- Students benefit from sessions where teachers provide structured intervention programs. The effectiveness of curriculum modification and support in lessons is variable. Learning environments do not always provide a calm space for some students of determination.
- Assessment information is not always accurate or used well enough by teachers to design suitable tasks and worksheets. Students do not always make appropriate progress in lessons. They develop their personal and social skills well, benefiting from additional support from the counsellor and social worker.

For development:

- Provide training for teachers to equip them with the necessary skills to design suitable tasks that optimize students' progress in lessons.
- Ensure that tasks given to students build on their prior learning.
- Support students effectively to ensure smooth progression in their learning.

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

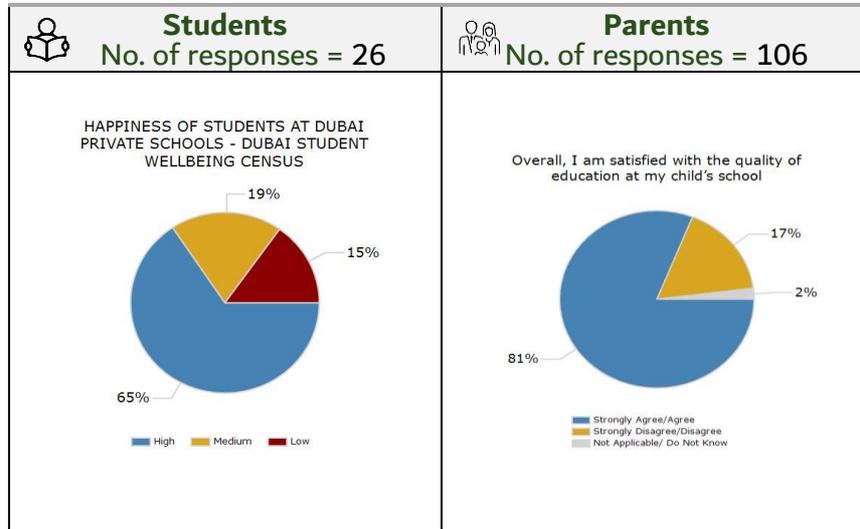
- The leadership team, which has been significantly expanded since the previous inspection, is beginning to have a positive impact on the quality of provision, particularly in KG. Almost all leaders work collaboratively towards achieving the school's vision, and are aware of the school's priorities for improvement. Leadership capacity has improved, but the ability of middle leaders to identify and address barriers to improvement is not consistent.
- Leaders carry out self-evaluation collaboratively, analyzing information from external and internal assessments. However, the use of external assessment information to validate that from internal assessment is not yet consistently effective. Leaders monitor the quality of teaching systematically, but do not take sufficient consideration of the impact that teaching has on students' learning. A comprehensive improvement plan is structured around carefully considered priorities, but it does not sufficiently focus on the impact of improving outcomes.
- Parents have positive views about their children's experiences in school. They are engaged in the life of the school and in their children's learning. They feel that their views are welcome, and that the school responds well to their concerns. Regular reports and meetings with teachers keep parents well informed about the personal and academic progress of their children. Reports include advice on what students need to do in order to improve.
- The board of governors has adequate representation of interested parties. Governors hold the principal and other leaders to account for the effective operation and improvement of the school. They have supported improvement by significantly enlarging the leadership team and by increasing library and IT resources. They have not ensured that the school is staffed by teachers who are appropriately qualified to teach the curriculum effectively.
- The school is managed efficiently on a daily basis. All members of the school community follow appropriate routines. Staffing is only partially adequate for delivery of a genuine US curriculum. Not all of the teachers are qualified to teach. Only a few have previous teaching experience. The facilities in school support the curriculum. The resources for teaching and learning, especially those for reading, have improved since the previous inspection.

For Development:

- Ensure that self-evaluation, including the evaluation of the quality of teaching, is accurate and that it considers the impact of the school's planned actions and of teaching on students' levels of attainment.
- Appoint teachers who are able to deliver the school's licensed curriculum effectively.

Views of Parents and Students

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



 Students	<ul style="list-style-type: none"> Most students feel that they belong in the school. They perceive themselves as healthy and have a positive self-image. Most feel happy, and confident and can persevere with tasks. Almost all think that they relate well to their teachers. They feel safe at school. The majority of students report that they occasionally experience physical or verbal bullying.
 Parents	<ul style="list-style-type: none"> Most parents are satisfied with the quality of education that their children receive at school. Almost all agree that their children are kept safe in school. Most consider that teachers help their children to develop skills for learning. Parents indicate that school leaders listen to them, and act on their views. Parents interviewed during the inspection also have positive views about their children's experiences in school.

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