

Inspection Report



International School of Arts and Sciences 2014-2015



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School information



General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2007
Website	www.isas.sch.ae
Telephone	04-2800459
Address	Al Warqa'a 1 - Dubai UAE PO. Box 35901
Principal	Muhieddine Soubra
Language of instruction	English
Inspection dates	2 nd -5 th March 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Pre K - Grade 12
Number of students on roll	869
Number of children in Pre-K	14
Number of Emirati students	222
Number of students with SEN	22
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	84
Largest nationality group of teachers	Lebanese
Number of teacher assistants	6
Teacher-student ratio	1:23
Number of guidance counsellors	3
Teacher turnover	38%



Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	ACER IBT, SAT, PSAT, AP
Accreditation	AdvancEd

The background is a vibrant blue color filled with a repeating pattern of white, hand-drawn icons. These icons represent various educational fields: science (atom symbols, lightbulbs, beakers, globes), mathematics (rulers, plus and minus signs), music (musical notes), and general school supplies (backpacks, notebooks, pens, paper airplanes). The icons are scattered across the entire page, creating a busy, academic atmosphere.

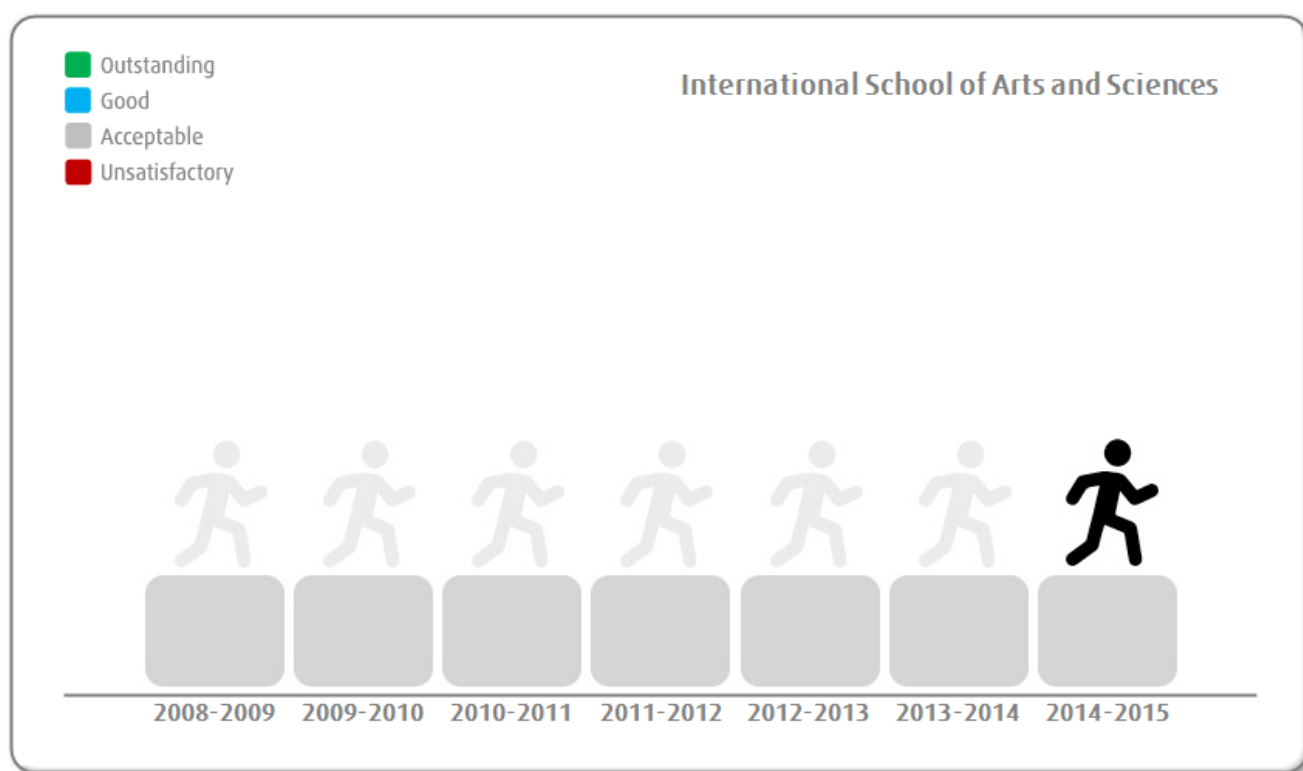
Parents' Report



Dear Parents,

International School of Arts and Sciences was inspected by DSIB from 2nd - 5th March 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in Islamic Education and Arabic language lessons were good in the Elementary School, as were their attainment and progress in English in the Middle and High Schools.
- Students' personal and social development across the school was good.
- Provision for students' health and safety was outstanding.

Areas for improvement

- Improve students' attainment and progress in all subjects, particularly the key subjects, so that students make good progress and subsequently their attainment is good across the school.
- Improve the quality of teaching so it is consistently good in all subjects and phases of the school.
- Ensure students with special educational needs receive effective learning support and an appropriately modified curriculum so they make at least good progress in their day to day learning.
- Ensure leaders compare and analyse international test data with internal school tests, and use this to improve the quality of teaching by providing more challenge for the most able students and more support for the least able students.
- Improve leaders' effectiveness by ensuring everyone in the school community has a clear and consistent understanding and direction for school development based on an accurate self-evaluation of the school's performance and standards.
- Ensure governors routinely hold school leaders fully accountable for the school's performance and standards, and prioritize the raising of students' attainment and progress.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at International School of Arts and Sciences



How well does the school perform overall?

Overall, the International School of Arts and Sciences provided an **'Acceptable'** quality of education for its students.







- Students' achievement in key subjects had declined across the school, particularly in the Kindergarten. In Islamic Education and Arabic lessons, students' attainment and progress were good in the Elementary School and acceptable elsewhere. Their attainment and progress in English was good in the Middle and High Schools. When prompted, students could explain their learning to others during lessons. However, they were given limited opportunities to develop their independent learning and critical thinking skills as part of their learning.
- The majority of students had a strong sense of responsibility for the quality of their own work. They understood the variety of cultures that lived in Dubai, as well as the local traditions representing the heritage and culture of the United Arab Emirates. They were involved extensively in school activities and demonstrated awareness of others' needs in the wider school community.
- The majority of teachers demonstrated acceptable subject knowledge. However the quality of teaching was more often acceptable than good. Teaching did not consistently provide for the different needs of students, or provide for them with opportunities to develop their independent enquiry and critical thinking skills. The school had used external and internal assessment information to assess students' levels of achievement. However, few teachers were skilled at using this assessment information in lessons to give students appropriately challenging work or support where necessary, which resulted in their progress declining to acceptable in most subjects.
- The curriculum was better in the High School, with more varied electives and advanced placement courses to meet older students' needs and aspirations. However, the school had not ensured that the curriculum was fully clear to all stakeholders, particularly teachers. The curriculum was functional but lacked appropriate enrichment. The design of the curriculum did not fully meet the needs and interests of all students.
- Health and safety arrangements for students and staff were outstanding. The school protected and promoted students' well-being. Relationships between staff and students were highly positive. Students were encouraged to lead a healthy lifestyle. The processes for identifying the needs of students with special educational needs, and for providing appropriate support to them, were acceptable. Older students were given high quality advice and guidance for future education and careers.
- School leaders were well-intentioned and showed commitment and some capacity for improving the school. However, the school's self-evaluation did not show a clear understanding of all areas for improvement and how to achieve these. The impact of teacher training was not carefully monitored to determine whether the training had improved the quality of teaching and students' learning experiences. The school had strong links with parents and the wider community.

How well does the school provide for students with special educational needs?



- Students with special educational needs made acceptable progress in the key subjects. However, recent teacher training relating to supporting students with special educational needs had not been effective.
- Provision for special educational needs had been recently developed and was now seen as the responsibility of the whole school. This philosophy was promoted among teachers.
- Modifications made to the curriculum were inconsistent due to a lack of understanding of how to effectively adapt the 'Common Core' curriculum in key subjects to the needs of students with special educational needs.

1. How good are the students' attainment, progress and learning skills?

		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	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 English	Attainment	Acceptable ↓	Acceptable ↓	Good	Good
	Progress	Good	Acceptable ↓	Good	Good
 Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Good	Acceptable	Good
 Science	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable ↓
		KG	Elementary	Middle	High
Learning skills		Acceptable ↓	Acceptable ↓	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Good

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable ↓
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable ↓
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- Students' attainment and progress in Islamic Education, Arabic as a first language and Arabic as an additional language in the Elementary School, as well as their attainment and progress in English in the Middle and High Schools, were good.
- Students' personal and social development was good across the school.
- There was outstanding provision for the health and safety of students and staff.


Changes since the last inspection

- Students' attainment in Islamic Education in the Elementary School had improved to good.
- Students' attainment in English in the Kindergarten and their attainment and progress in English in the Elementary School had declined to acceptable.
- Children's attainment and progress in mathematics and science had declined to acceptable in the Kindergarten.
- Students' progress in science had declined to acceptable in the Elementary and High Schools.
- The quality of students' learning skills had declined to acceptable in the Kindergarten and the Elementary School.
- The quality of teaching had declined in the Kindergarten and the elementary phase to acceptable.
- The quality of the curriculum quality had declined to acceptable in the Kindergarten, Elementary and Middle Schools.
- School leadership and governance had declined to acceptable.

Recommendations

- Raise students' attainment and progress in all subjects, so that this is consistently good, and to ensure students make at least good progress in relation to their starting points.
- Improve the quality of teaching so it is consistently good or better by:
 - providing students with appropriately challenging activities which develop their critical thinking and independent learning skills
 - routinely giving students consistently high quality feedback about how to improve the quality of their work
 - ensuring teachers provide learning activities that are inspiring and imaginative, and meets the needs of all students.
- Ensure students with special educational needs receive appropriate support and modifications to their learning so they make at least good progress.
- Ensure all staff have a full understanding of the complete curriculum requirements in their subjects and across the phases so they effectively implement this to deliver learning which is inspiring and imaginative and which meets the needs of all students.
- Ensure leaders accurately analyse students' results in international assessments in relation to their performance in school assessments, and ensure it is used effectively by teachers in lessons to provide appropriate levels of challenge and support for students.
- Improve the effectiveness of leaders' self-evaluation processes and analysis so that there is a clear and unified understanding and direction of school development based on an accurate analysis of the school's performance and standards
- Ensure governors routinely hold school leaders fully accountable for the school performance and standards, and prioritize the raising of students' attainment and progress.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

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	Acceptable ↓	Good
Mathematics	Acceptable ↓	Acceptable ↓
Science	Acceptable ↓	Acceptable ↓

- Most children understood and spoke English, and wrote some letters and their name at levels expected for their age. A few children could write three or four letter words. Most demonstrated the ability to listen to a story, predict, sequence and retell events. From low starting points as second language learners, the majority of children had made better than expected progress.
- In mathematics, most children could recognise the numbers 1-10. A few older children were able to count to one hundred using a counting square. With assistance, children could record simple addition and subtraction. The majority of children were able to identify the days of the week and the months of the year.
- In science, children had developed the use of simple science words. They could plant seeds and identify and explain the parts of a flower at an acceptable level.

Elementary

Subjects	Attainment	Progress
Islamic Education	Good ↑	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable ↓


- In Islamic Education, the majority of students exceeded expectations in their knowledge and understanding as demonstrated in their discussions with their teacher. They had good knowledge of the pillars of Islam. The majority made better than expected progress in knowledge of worship such as ablution, prayer and fasting. However, students' recitation of the Qur'an was at an expected level.
- In Arabic as a first language, students' speaking and listening skills were strong. The majority of students were able to express their views using a broad range of vocabulary but their writing skills were weaker.
- In Arabic as an additional language, the majority of students could speak expressively using correct structure of language and words. Their progress in writing was mostly evident in the improved clarity and quality of their hand-writing.

- For most students in English, their speaking and listening skills were stronger than their reading and writing skills. By the end of the Elementary School, most were applying accurate grammar in written work. Students had made better progress in reading through reading for pleasure. However, the skill of inferring was still weak for most students.
- The majority of students showed good progress in mathematics with a firm understanding and use of addition, subtraction, multiplication and division in lower grades. By the upper grades, the majority of students were skilled in the addition and subtraction of fractions, understanding whole numbers and decimal operations, and the use of geometric figures extended into the concept of volume.
- In science, students were able to observe, make predictions, record data and draw conclusions. They had an acceptable understanding of scientific vocabulary and concepts. Students in lower grades conducted simple experiments related to liquids and in the mid elementary phase could identify and describe different types of rocks. Older students gathered information and recorded facts about the solar system.



Middle

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students had expected level of knowledge and understanding of concepts and morals such as Halal and Haram and the accepted Islamic behavior. However, their understanding of the Holy Qur'an was underdeveloped.
- In Arabic as a first language, most students showed expected skills in listening and speaking. In conversation they could use an acceptable range of words. They could read familiar texts well but showed limited ability when reading unfamiliar genre. Students' writing skills were weak.
- Most students, in Arabic as an additional language, could listen and respond to the directives of the teacher. Most could read phrases in the textbook.
- In English, most students could respond in Standard English language. The majority read with good levels of fluency and intonation. Their knowledge and use of English grammar was good, such as their use of active and passive voice in verbs. Most could paraphrase a paragraph in their own words. Students' extended and creative writing were much weaker, although older students used a variety of sentence structures to develop paragraphs. Their drafting and editing skills were weak.
- At the start of the Middle School, in mathematics, students could apply the concepts of ratio and rate to solve problems, and multiply and divide fractions. They understood proportional relationships and could work with complex numbers and solve linear equations. The majority of older students could solve systems of linear equations and use functions to describe quantitative relationships.
- In science, students demonstrated an acceptable understanding of scientific concepts and vocabulary in conjunction with their laboratory experiences, at acceptable levels. Students could construct models of different kinds of clouds. They were able to dissect and explain the parts of the heart and differences found in a human heart. Older students were able to classify pH levels of solutions as an acid, base or neutral.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable 

- In Islamic education, most students demonstrated expected levels of understanding such as the etiquette, morals and values. Most students had made acceptable progress in developing their knowledge of the life of Prophet Muhammad (PBUH). Students' understanding and recitation of the Holy Qur'an were weak.
- In Arabic as a first language, the majority of students demonstrated acceptable listening, speaking and reading skills, but their writing skills were weak because there were limited opportunities for writing. Their ability to read unfamiliar topics required further development.
- In Arabic as an additional language, students' listening skills were acceptable. Most could say short phrases, but only using a limited range of vocabulary. They could read simple familiar words and phrases, but their writing skills were weak because there were too few opportunities to develop their writing.
- The majority of students, in English, could define a research question, analyse features of a speech and argue a point of view. They could support their opinion about the writer's purpose and meaning. By the end of this phase most students had developed their understanding of imagery in language related to the characters and themes of the text. Their extended writing, drafting and editing skills were developed to an acceptable standard.
- In mathematics, at the start of this phase, the majority of students could determine the order of operations of complex polynomials and the operational arithmetic to go with them. Older students had developed a good understanding of trigonometry and calculus and could discuss and apply algebraic and geometric skills to new and more complex mathematics.
- Most students' understanding of science was at expected levels based on curriculum expectations. Grade 9 students, were able to describe the impact and importance of heredity and the meaning of dominant and recessive. Grade 11 students understood and could apply the quadratic formula to selected problems on projectile motion, whereas Grade 12 students understood and could apply electrostatic superposition to find the resultant force on a charge due to multiple charges.

	KG	Elementary	Middle	High
Learning skills	Acceptable 	Acceptable 	Acceptable	Acceptable
<ul style="list-style-type: none"> • Students could work independently and took responsibility for their own learning when given the opportunity. However, in most lessons students were passive learners and were often given tasks that lacked challenge. • When prompted, students could explain their learning to others. They worked productively in small groups such as free flow activities in the Kindergarten, and in a few lessons in the other phases. • Students usually made connections to previous learning when opportunity for this was provided by teachers in lessons. However, class work was not well connected to the real world and students mostly demonstrated their learning in narrow and familiar contexts. 				

- Students could find things out for themselves using basic research skills. They could investigate and think critically but these were often below expectations for their age in most phases and subjects.

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Across all phases, students were mature and sensible and demonstrated good personal responsibility.
- Most students behaved appropriately and were courteous to each other and to adults.
- Students' relationships with peers and staff were friendly and respectful.
- Most students understood and had a strong commitment to healthy living through healthy eating and physical activity.
- Students' attendance was good. However, their punctuality was not always at expected levels.

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

- Students showed a clear understanding of the impact of the values of Islam in contemporary Dubai society.
- They appreciated the culture and heritage of the United Arab Emirates and its influence on Dubai.
- They had a strong understanding of their own culture and an acceptable understanding of the diversity of cultures around the world.

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Good	Good	Good

- Students had a sound understanding of their responsibilities as members of the school community. Their voice, through their opinions, had some positive effect on the school's development.
- Most students demonstrated a good work ethic. They were involved effectively in a range of school activities and were aware of their responsibilities and duties towards others and the wider school community.
- Students understood a range of environmental issues found around the world. However, their ability to make decisions independently regarding initiatives about these issues was not well developed.

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable
<ul style="list-style-type: none"> • Most teachers across the school demonstrated acceptable subject knowledge. However, few teachers had a strong understanding of how students learn. • The best teachers used time and resources effectively, but most teachers relied on using material from textbooks and pre-printed worksheets and resources for most learning tasks. Information technology was mostly found limited to the teacher's video projections of the main elements of a lesson and PowerPoint presentations made by some students. • In the best lessons, students exchanged ideas, showed their critical thinking abilities, and were actively engaged in learning. However, more often teachers' interactions with students were limited to the use of closed questions requiring only limited responses from students. In many lessons the level of academic challenge was minimal and there was little requirement for students to think at higher or advanced levels. • Teaching strategies to meet the needs of individual students were inconsistent and often limited in scope and quality. They varied from supporting some students' specific needs through providing appropriate levels of challenge, to lessons that more often showed that teachers had low expectations of their students and where they providing a distinct lack of support for the least able students. • The development of enquiry and critical thinking were an integral part of only a few lessons. In most lessons these skills were not expected of students because teachers often had too low expectations of what their students could achieve. • The teaching of Arabic as a first language was inconsistent in quality. It was better in the Elementary School than in the other phases of the school. Teachers in the Elementary School used a variety of strategies to engage students. However in the Middle and High Schools, strategies did not always promote or lead to students' language development. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • Assessment practices were appropriately linked to the school's curriculum standards, and provided a measure of students' academic achievements. • The school had benchmarked student outcomes against appropriate international expectations through external assessment. However, insufficient analysis of data meant that leaders and teachers did not have a complete understanding of students' academic abilities or development in all curriculum areas. • The tracking of students' progress was not well developed, and trends had not been analysed to show sufficient evidence of students' progress. • Assessment data had been used well by some teachers in a few subjects. However, in most subject areas the analysis of data was not communicated well to teachers or used effectively by them in their teaching leading to inconsistencies in the quality of teaching and in students' progress in lessons. • Most teachers had an acceptable knowledge of students' strengths and weaknesses. However, not all teachers provided appropriate levels of challenge, support or feedback to students on their achievement, nor provide them with the next steps they should take to improve their learning. Self-assessment was rarely used by students to determine how well they were learning. 				

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good
<ul style="list-style-type: none"> The curriculum was mostly broad and balanced and provided choice in the High School. However there was too much emphasis in the curriculum on developing students' knowledge rather than their skills and conceptual understanding. The curriculum provided for acceptable progression from grade to grade and built on the previous curriculum, but this was not done effectively in all subjects. While some curriculum enrichment occurred in a few lessons, particularly found in the High School, overall the curriculum lacked creativity and imagination. Cross-curricular links occurred occasionally in a few subjects such as in science and mathematics, but was more often lacking in most subjects. There was little development of students' critical thinking, research and independent learning skills. The curriculum was reviewed formally on an annual basis and informally during the school year. Effective review was hindered by teachers' lack of understanding of the curriculum requirements. Arabic as a first language was compliant with the Ministry of Education curriculum and teaching requirements. There had been a few modifications and some enrichment. However, there were few opportunities for students to speak and develop their creative writing skills. The curriculum did not always provide continuity and transition across the school. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> The school had identified students who required modifications to the curriculum to make progress. However, the effectiveness of these modifications were dependent on the knowledge and skills of the teacher, and this was inconsistent across the phases and subjects. Students were provided a few opportunities to engage in extra-curricular activities to broaden their curriculum experiences. High school students had a wider variety of choices to pursue their interests through electives, Advanced Placement (AP) courses and internships. Links with the community were effective in the High School but only acceptable for students in the other phases. The school offered 50-minute sessions, six times per week, for all of the 77 Arab children in Kindergarten. Classes were provided for Arabs and non-Arab children. The school's curriculum programme was concentrated on developing children's understanding of letters and basic vocabulary. 				

5. How well does the school protect and support students?


	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Throughout the school, health and safety provision was outstanding. The child protection policy and procedures were known well by staff. Security in the buildings and grounds of the school ensured students' safety at all times. Evacuation procedures were conducted regularly. Buildings, grounds and equipment were well maintained, and the buses transported students safely and efficiently. Premises and facilities were suitable for all students and included accommodations for those with a physical disability. Comprehensive health care was provided by staff in the clinics. Student health records were maintained and there were effective procedures for the storage and removal of hazardous materials. Healthy food choices and healthy living were a priority promoted throughout the school. 				

	KG	Elementary	Middle	High
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Students enjoyed supportive and productive relationships with teachers underpinned by effective behavior management systems. Effective systems were in place to monitor students' attendance and punctuality. The school followed recorded student absences and contacted parents immediately regarding their child's absence. However, a few students in the Middle School were not always punctual to class. The school had appropriate procedures for identifying and screening students with special educational needs. There were clear policies and processes for their admission, inclusion, and learning support requirements. Students with special educational needs were a focus for personalised support in the school. However, this support was still inconsistently applied in practice and did not always ensure students made good progress with their learning. Most students reported that they felt confident about asking for help and advice. Older students received individualized support in preparing them for further education and future careers. 				

How well does the school provide for students with special educational needs?


	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> • Appropriate provision for students with special educational needs provision was in place and led by qualified and experienced leader who provided advice and guidance to teachers about how to support students. However, the impact of this training had yet to be embedded as a majority of teachers continued to need additional support on how to develop integrated and meaningful activities that matched the different ability levels of students in their classes. • The school aspired to be an inclusive establishment and had promoted this policy among teachers as well as strengthening its processes for ensuring inclusive education provision. Screening and diagnostic procedures had been developed so that children arriving to the school were adequately assessed for their individual learning and development needs. • Parents were given information about special needs provision in the school and the school's policy was communicated to them. They were involved in the development and review of their child's individual education plan, including the steps the school took to support their child. • Modifications made to the curriculum for supporting students with special educational needs were not consistent. There was a lack of understanding of how to effectively deliver a modified 'Common Core' curriculum and the appropriate strategies to meet students' needs. • There was a lack of reliable data supporting the school's opinion that students were making good progress from their start points. Most students had made acceptable progress. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable 
<ul style="list-style-type: none"> • Senior leaders were committed, well-intentioned and had a clear vision for improving the school. However, the direction of improvement was not fully understood and agreed by all leaders, nor clear to all stakeholders, particularly teachers. • Most leaders had clear roles and responsibilities, but their development priorities had led to only a little improvement in the school. • Relationships and communication were professional between staff, but were not always fully productive in meeting agreed improved outcomes for students. Actions by school's leaders had not always resulted in improvements for students. • There was some capacity among leaders to improve the school. However, leaders had had only limited success in improving aspects of the work of the school and demonstrated limited impact on improving the school's performance and standards. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • There were clear systems and processes for self-evaluation such as the analysis of assessment data, teacher appraisal, and student and parent surveys. However, the key areas for development and the necessary strategic actions for improving student outcomes were not clear to all stakeholders, particularly teachers. • Performance management systems were in place, but the monitoring and analysis of the quality of teaching in relation to the progress that students make in lessons was weak. • There had been a strong focus by the school to accurately analyze international data in relation to the internal assessment data as an integral part of school improvement. However, there had been little impact in aligning the analysis of this data to the school improvement priorities. • The school improvement plan did not prioritize improvements in students' academic achievement enough, and was not used clearly as the measurement of the success of the school's actions. There had been limited progress in meeting the recommendations from the previous inspection report. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • There were good links between home and school, with strong parental engagement with parents as active partners in their child's education. • Parents felt confident that they could express their ideas and opinions about the school, and that school leaders' responses were timely and constructive. However, a minority of parents were not satisfied that the school gave them enough guidance to help their child at home, and they did not know if the school had a cyber-safety programme. • Reporting was regular and most parents felt fully informed about their child's achievement, particularly through parent-teacher conferences. However, teachers did not provide students' with the next steps to improve learning in the report commentary. • There were strong and purposeful links with the wider community which had a positive impact on students' learning experiences. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> • The Governing Board listened to the views of stakeholders, but representation from a range of stakeholders was minimal and did not include parents, teachers or members of the community. • The Board had not fully ensured that the school had met all the recommendations from the previous inspection report to improve the school, and had not held senior leaders sufficiently accountable for improving the school. • The Board did not take sufficient responsibility or have adequate influence on the school's performance, such as monitoring leaders' actions and impacts for improving students' outcomes. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Daily management of the school was efficient and there was effective use of learning areas for the needs of students. • Only a minority of teachers had a teaching qualification with most teachers having an academic qualification. Staff were used effectively for subjects and grades, including teaching assistants in the Kindergarten. • The premises and facilities provided a pleasant, suitable environment for learning including for extra-curricular activities. • There were appropriate facilities and resources for the range of learning activities including outdoor areas, Information and Communication Technology, a music room, a robotics room, art rooms and a swimming pool. However, the library had very limited resources to meet students' learning needs in all subjects. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	71	13%
	Last year	105	19%
 Teachers	56		60%
 Students	80		37%

- Parents stated that students made progress in English and math but were less satisfied with their progress in science.
- Many parents did not know or disagreed that their child made progress in Islamic Education, Arabic as a first language and Arabic as an additional language.
- Almost all agreed that students enjoyed school, had developed good social skills, behaved well and worked well with others.
- They believed teachers were skilled and helped their child learn, including through homework, and that the school prepared their child well for the next stage of learning and careers' education.
- More than half did not know or disagreed that students gained a good understanding of Islam and the importance of Islamic values in Dubai.
- The majority of students stated that they made progress in English and math but were less satisfied with their progress in science and only two-thirds thought homework helped them learn. Most agreed that there was a range of subjects to choose from but fewer were satisfied with the extra-curricular activities offered. Only two-thirds believed they were treated fairly at school and that the school dealt well with bullying.
- The majority of teachers did not know if students made progress in Arabic as a first language, Arabic as a second language and Islamic Education.
- More than one third of mathematics and science teachers did not know if students made progress in mathematics and science, and more than twenty-five percent of teachers did not know if students made progress in English.
- Almost all agreed that students enjoyed school, had developed good social skills, behaved well and worked well with others.
- Most thought the school dealt well with bullying but did not know if students had had any benefit from a cyber-bullying programme at the school.

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

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

How to contact us

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