

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Universal
American School
- Branch

Celebrating
10 years of
inspections

UNIVERSAL AMERICAN
SCHOOL - BRANCH

US/IB CURRICULUM

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School information

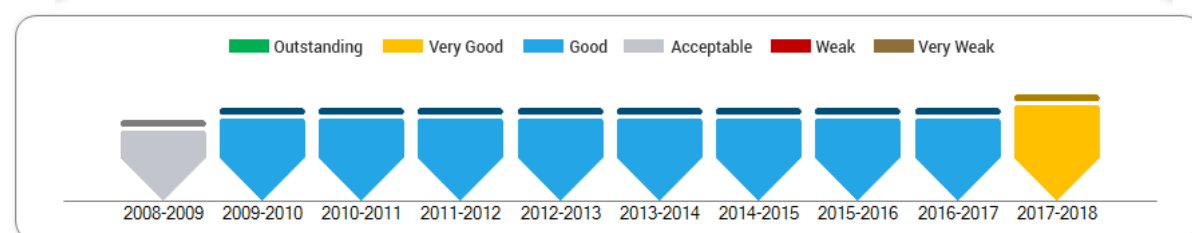
General information	
Location	Ras Al Khor
Type of school	Private
Opening year of school	2005
Website	www.uasdubai.ae
Telephone	00971-4-2325222
Address	Dubai Festival City, P.O Box 79133
Principal	Mr. Andrew Torris
Principal - Date appointed	8/1/2014
Language of instruction	English
Inspection dates	08 to 11 January 2018

Teachers / Support staff	
Number of teachers	146
Largest nationality group of teachers	USA
Number of teaching assistants	23
Teacher-student ratio	1:10
Number of guidance counsellors	7
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1336
Number of children in pre-kindergarten	0
Number of Emirati students	90
Number of students with SEND	61
Largest nationality group of students	US

Curriculum	
Educational permit / License	US
Main curriculum	US/IB
External tests and examinations	MAP, IBDP, PSAT, SAT1, SAT2
Accreditation	IB, CIS, MSA
National Agenda benchmark tests	MAP

School Journey for Universal American School - Branch



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

Summary of inspection findings 2017-2018

Universal American School - Branch was inspected by DSIB from 08 to 11 January 2018. The overall quality of education provided by the school is **very good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The director and school principals share a clear vision with all members of the school community for an innovative and inclusive school. They know the school very well and have a strong capacity to bring about further improvements. Governors provide excellent resources to enhance learning. Parents are fully committed to working in a positive partnership with the school for the benefit of their children and in the best interests of the community as a whole.

Students' achievement

Attainment and progress in Islamic education are mainly acceptable, although elementary school students make better progress than in the other phases. Attainment in Arabic as a first language is better than it is for second language learners. In the Kindergarten (KG), attainment and progress are consistently very good. Achievement in English, mathematics and science is not lower than good and is very good, particularly in the elementary school and in English across the phases. Learning skills remain very strong, particularly in the KG and the elementary school.

Students' personal and social development, and their innovation skills

Students' personal, social, and emotional development is outstanding. Their behavior, attitudes and attendance are exemplary. They understand the values of Islam and have great respect for others and for the environment. They willingly take the initiative in leading community projects both locally and abroad, and in caring for the environment.

Teaching and assessment

The quality of teaching has improved overall. Very good teaching is evident in all phases, but it is most consistently effective in the KG and the elementary school. Most teachers make effective use of assessment information to plan activities matched to the needs of all students. They ask open-ended questions to assess understanding and promote critical thinking.

Curriculum

The curriculum is very well designed to meet the needs, aspirations and interests of all students, especially in the KG. It is aligned with the Common Core standards and takes account of National Agenda priorities. Adaptations to the curriculum are very effective and ensure that the needs of all groups of students are met. An extensive range of extra-curricular activities enables students to pursue their talents and broaden their understanding of the UAE.

The protection, care, guidance and support of students

The school takes its duty of care for all students very seriously. As a result, the arrangements for protecting and safeguarding them, and for promoting healthy lifestyles, remain outstanding. Support and guidance for students' personal, academic and emotional wellbeing are very effective and have improved in the elementary and middle schools.

What the school does best

- The director's and principals' vision and drive for an inclusive, vibrant and successful school, and the unstinting support they receive from governors and parents
- Students' outstanding personal development and its positive impact on their academic achievements
- Students' enthusiastic engagement with the school, local and global communities and their innovative and substantial contribution to them
- The attention given to developing students' reading in English and to their social, emotional and physical wellbeing



Key recommendations

- Accelerate students' progress in Islamic education in the middle and high schools, and in Arabic as an additional language in the high school.
- Improve teaching in the middle and high school by developing the coaching model and ensuring that work is matched to students' different abilities.
- Ensure governance under the new owners:
 - is fully representative of all members of the school community
 - enables a smooth transition
 - communicates a clear vision and direction for the future of the school
 - creates a strategic plan for continuous improvement.

Overall School Performance

Very good ↑

1. Students' Achievement

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

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Very good	Good	Good
Assessment	Very good	Very good	Very good	Very good↑

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good↑	Very good↑	Good

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Outstanding

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 the school's targets:

- Attainment, as indicated by the National Agenda Parameter (N.A.P.) benchmarks is below expectations in mathematics and science and meets expectations in English.
- The school meets the registration requirements for the N.A.P.
- Governors and senior and middle leaders are committed to the National Agenda. A detailed action plan is in place with clear goals, timelines and identified responsibilities.
- Data from both Cognitive Ability Tests (CAT4) and MAP are thoroughly analyzed alongside internal data to identify strengths and weaknesses in the learning of individuals and groups. All stakeholders are aware of the results.
- The curriculum is modified wherever external benchmarking or internal assessments identify weaknesses. Similar changes have been made following previous TIMSS and PISA reports.
- Teachers adjust their teaching to address issues highlighted by benchmarking. Critical thinking initiatives, such as the mini-projects and individual investigations in Grades 4 and 10, are being developed.
- Benchmarking data is both the stimulus and the focus for setting goals. Research skills are taught from the elementary school through Grade 12 and are increasingly used in project-based assignments.

Overall, the school's provision for achieving its National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership.
ii) Learning and Intervention. iii) Personalisation

- The achievement of Emirati students has a high profile in the school. Governors and senior staff ensure that the performance of these students is monitored carefully as part of the ongoing monitoring. Oversight of Emirati students' progress is shared amongst senior staff. Parents are aspirational and keen for their children to succeed.
- Although a few Emirati students lack motivation, most are enthusiastic, well-motivated and willing to take responsibility for their own learning. They report that they enjoy learning and are challenged and motivated to learn. Students' potential and achievement data are analyzed and acted upon to identify and address any underachievement.
- Very good use is made of CAT4 data to identify any gaps in Emirati students' achievement. In most lessons, the curriculum is adapted effectively to meet their individual needs. In general, these adaptations are focused on the development of verbal reasoning and reading skills. Most Emirati students respond positively to these interventions, and individual underachievement is reduced more effectively, the longer a student is in the school.

Moral Education

- The moral education program is taught in English as a stand-alone subject. Additionally, it is integrated with other subjects through relevant activities and discussions.
- Lessons are well planned with some features of critical thinking, challenge and connections to personal experiences. A range of resources is used to promote active learning.
- Students are engaged in the lessons and consistently demonstrate the ability to apply their learning to personal experiences and to their understanding of local and global topics.
- A limited range of assessments is used to determine students' understanding of topics. Information on students' progress is included in the reports to parents.

The school's implementation of the UAE moral education program is developing.

Social Studies

- The curriculum does not fully meet the requirements of the UAE social studies learning outcomes. It is mostly knowledge based, but in the upper grades, students' learning skills are more developed than in the lower grades.
- Teachers use multiple strategies and resources that provide challenge and support in lessons. They provide interesting environments that enable students to meet learning expectations.
- Students work well independently and collaboratively. They regularly make connections between the content of the lesson and their experiences in the UAE.
- Assessment processes are consistent and are generally linked to the UAE social studies curriculum. Parents are informed of their children's progress through personal comments on the reports.

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


Innovation in Education

- Students routinely use technologies to support innovation and develop their problem-solving and creative thinking skills very well in most lessons.
- Students' innovative contributions to communities include providing solar-powered lights to enable children in Kenya to read after dark.
- Teachers increasingly encourage students to be innovative and creative in their thinking.
- An exceptionally wide range of extra-curricular and enrichment activities provides students with opportunities to develop their skills in leadership, innovation, creativity and entrepreneurship.
- School leaders have created a broad framework in which teachers and students are encouraged to take risks. The school now uses the concept of mindfulness as an innovative mean to shape students' behavior.

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

Main inspection report

1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- In Islamic education, internal assessment data indicates high levels of attainment. However, in lessons and in their work, most students' attainment is in line with curriculum expectations. Students who speak Arabic as a second language make better progress in comparison with first language Arabic speakers.
- The majority of students can connect their learning with real-life. Their knowledge of the Pillars of Islam and Faith, and their understanding of Seerah, Hadeeth and Islamic morals are age-appropriate. Students' recitation of the Holy Qur'an, and their memorization and application of Tajweed are underdeveloped.
- Elementary school students' progress is good due to the better quality of teaching, especially in the non-Arabic speaking section. Students are improving their knowledge and understanding of the biographies of Prophet Mohammed (PBUH) and other prophets and messengers.

For development


- Improve students' understanding of recitation rules and ensure that they apply these correctly and memorize the longer chapters of the Holy Qur'an.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Very good ↑	Good	Good

- Students across all phases attain levels that are higher than the Ministry of Education (MoE) curriculum expectations in listening, speaking, reading and writing. However, these skills are weaker for a minority of students, particularly in the middle and high schools.
- The main strengths in the elementary and middle schools are students' listening and comprehension skills. The more-able students in the high school are improving their writing skills. Students' reading and comprehension skills, including skills in analysis, inference, application and drawing conclusions, are limited.
- Improvements are evident in students' writing and critical thinking skills in the elementary school. However, students' ability to distinguish between literal and implied meanings in different literature texts is insecure. Their speaking and listening skills are relatively stronger.

For development


- Improve students' achievement, particularly in the middle and high schools, by providing them with opportunities to read from a wide range of Arabic literature.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Very good	Good	Acceptable

- A majority of students attain levels that are above the curriculum expectations in the elementary school. In the higher phases, attainment levels are in line with curriculum expectations. Students' progress is strongest in the elementary and middle schools as a result of their secure comprehension skills.
- Students' listening and understanding skills are stronger when they take part in conversations using standard Arabic. Students in the elementary and middle schools have well-developed reading skills. They understand the meaning of text and can develop personal opinions in a written format, such as on the use of renewable energy.
- The improvements in the curriculum design of Arabic as an additional language have not had a positive impact on students' achievements. Consequently, these achievement levels remain unchanged from the previous inspection.

For development


- Improve students' achievement by ensuring teachers raise their expectations of what students can do in lessons and by further developing their skills of speaking and responding in standard Arabic.

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

- Students' achievement in English, especially in reading, is a strength throughout the school. In the KG, a large majority of children make better than expected progress in all language skills. These are extended in the elementary school where students apply their oral skills to express their creative and critical thinking.
- Elementary school students' progress in writing is variable, particularly regarding grammar and sentence structure. This improves in the middle school and is sustained in the high school, where students make very good progress in research, creative writing, intellectual discussions and critical thinking.
- The incorporation of specialized reading and writing programs is having a positive impact on the progress of the large majority of students across the phases.

For development


- Improve students' understanding of grammar and sentence structure to enable them to develop their writing, especially in the elementary school.

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

- KG and elementary school students make rapid progress and reach very good levels of attainment. In Grades 6 to 10, achievement is variable because teachers' expectations are not high enough, and the work provided does not always match students' abilities.
- Students in all phases focus on attaining high levels of conceptual understanding. They make very good progress within the academic year as demonstrated by their Fall to Spring MAP results. Few older students make mistakes in their calculations, and few others do not present their work well.
- In all phases, students are required to provide sophisticated responses to oral questions. In the middle and high schools, re-testing allows students to consolidate their understanding. All these initiatives are having a positive impact on students' achievement.

For development

- Use assessment information more accurately to plan tasks that cater to the needs of all students, particularly in Grades 6 to 10.

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

- Although students' MAP scores are better in the middle school than in the elementary school, the attainment levels evident in lessons and recent work are higher in the elementary school. In the high school, students' IB results are variable, but they are better at the higher level (HL).
- Across the phases, students consistently build their understanding of concepts. Their investigative skills are well developed, especially in the KG and elementary school. The lack of challenge and the slow pace in some lessons, particularly in the high school, hinder students' progress.
- The curriculum adaptations implemented to improve students' scores on the IB exams have not shown substantial impact on those results.

For development

- Provide more challenging opportunities in the middle and high schools for students to develop their use of the scientific method to acquire understanding of new concepts.

	KG	Elementary	Middle	High
Learning Skills	Outstanding	Very good	Good	Good

- Students enjoy school and take responsibility in all phases. Attitudes towards learning are strongest in the KG and the elementary school. KG children readily work enthusiastically and independently. Elementary school students can reflect on their work and identify their strengths and areas for improvement.
- The school's growing emphasis on innovation is leading to creative student projects, especially in science. However, higher-order thinking that requires analysis, synthesis, and evaluation, is not consistently emphasized in lessons, where the focus is often on the acquisition of knowledge.
- Most students see the relevance and application of their learning to the real world. However, students do not consistently transfer skills across the subjects.

For development

- Ensure students have regular opportunities to analyze, synthesize, and evaluate in lessons.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding ↑	Outstanding

- A culture of respect and inclusion is evident across the school. Students state that they belong to a community that is like a caring family. Their relationships with teachers are excellent, and they feel well supported and valued as individuals.
- Students throughout the school demonstrate high levels of personal responsibility and self-discipline. Their behavior is exemplary at all levels. They are self-reflective and respond well to critical feedback. Students make wise choices about their own health and safety.
- Students know how to resolve conflicts in mature ways. As a result of the school's emphasis on courtesy on the internet, as well as face-to-face, students report that they feel safe at school and that bullying of any kind is very rare.

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

- Students demonstrate excellent understanding and appreciation the role of Islam in UAE contemporary society. They appreciate the values of Islam, such as modesty, honesty, respect for women and tolerance. They apply them in their attitudes towards others and can talk about them in mature, age-appropriate ways.
- Students show excellent understanding of the traditions and culture of the UAE. They are well aware of the Emirati heritage and culture. In the upper grades, especially, students talk in detail about important events in the history of the UAE and can describe some of the main sporting activities.
- Students in all phases have solid knowledge and clear understanding of their own cultures. They show great respect for all cultures represented in the school. Their understanding of other world cultures is developing. Their knowledge and understanding of the wider Arab cultures are not as strong.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly responsible learners and contribute actively to the life of the school and to the wider communities. They are involved in outreach initiatives such as the 'Solar Stars' project in Kenya, a school-without-walls week and volunteering events in Dubai.
- Students across the phases have an excellent work ethic. They are highly motivated, make meaningful decisions and speak with confidence. Their skills in leadership, innovation and entrepreneurship are well-developed.
- Students in all the phases are very well aware of environmental concerns. They are keen to involve others in schemes to protect the environment by recycling different materials. They are also becoming more aware of alternative and renewable energy sources.

3. Teaching and assessment

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

- The quality of teaching ranges from good to outstanding in all phases, especially in the KG and the elementary school. In the best lessons, teachers facilitate learning as students work independently and in collaboration with their peers. Teachers routinely ask open-ended questions and promote students' critical thinking.
- In the upper phases, teaching is not as consistently effective because the pace of some lessons is slow, particularly in science and mathematics. Teaching strategies to meet the learning needs of different groups of students are of variable quality across the subjects.
- The school has recently hired full-time teaching coaches to develop the quality of teaching across the phases. The impact of this work on the quality of teaching is generally positive but not consistent in all the phases.

	KG	Elementary	Middle	High
Assessment	Very good	Very good	Very good	Very good ↑

- There are consistently rigorous internal assessment procedures across all the phases. Tracking students' achievements is effective from the KG to Grade 12, with systems in place to disseminate assessment information appropriately. Rubrics are used well in the elementary and middle schools, but less consistently in the high school.
- School leaders use external benchmark data effectively to identify issues with groups of students and individuals, and to make curriculum changes when necessary. Internal and external data are compared and used to provide a comprehensive picture of students' achievements.
- New systems for both recording and analyzing assessment data have been introduced to complement an already-existing effective system. Although assessment data are used well at the whole-school, department and grade levels, the use of the data by individual teachers is not always as effective.

For development

- Develop the work of instructional coaches to ensure that their evaluation of the quality of teaching is linked to students' outcomes.
- Ensure teachers use assessment information to plan tasks and activities that are matched to the needs and abilities of all students.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Very good	Very good ↑	Very good

- The IB curriculum, with PYP and DP, is aligned well to the Common Core Standards. The KG provides an excellent platform for continuity and progression throughout the school.
- The curriculum is carefully planned and well-articulated. It provides an appropriate balance between the development of skills and the acquisition of knowledge. An extensive range of co-curricular programs extends and enriches students' learning.
- The curriculum is kept under constant review and is revised according to the requirements of the national priorities and the needs of a constantly-changing student profile. Specialized programs support a vibrant student-centered learning environment based on clearly-defined curriculum standards at each level.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Very good	Very good ↑	Good

- The curriculum is effectively modified to meet the needs of almost all groups of students. Planned modifications to meet the needs of individual students are more evident in the KG, the elementary school and the middle school than in the high school.
- Students' personal and social development are significantly enhanced through an exceptionally wide range of extra-curricular and enrichment activities. These provide students with numerous opportunities to contribute to the wider community and to develop their leadership, innovative and entrepreneurial skills.
- The curriculum effectively promotes students' understanding of the UAE culture and society. Visits to places of interest increase students' appreciation of the history and heritage of the UAE. Influential Emiratis, invited as guest speakers to assemblies organized by the Emirati students' committee, play a role in further enhancing students' appreciation of life in the UAE.
- Five Arabic lessons, of 45 minutes each, are taught in the KG every week.

For development

- Ensure that there is greater consistency in the curriculum modifications in the high school to meet the learning needs of all students more effectively.

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

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

- The school consistently provides a fully safe, hygienic, and secure environment for students and staff across the phases. There are rigorous procedures for the safeguarding of students, including child protection. Supervision of students at all times is exceptionally effective.
- Healthy living is systematically built into all aspects of school life. Meals provided by the school consistently promote healthy choices. School transport policies emphasize safe practices. Medical staff are vigilant in their care for students.
- Improvements in safety include deploying sufficient numbers of staff to monitor traffic and to supervise students arriving and departing by car. As a result, students and their parents are now able to walk safely through the car parking areas.

	KG	Elementary	Middle	High
Care and support	Very good	Very good ↑	Very good ↑	Good

- The very positive relationships between adults and students are underpinned by mutual respect, trust and confidence. Students' behavior is managed very well, and there are effective systems to support the emotional, physical and intellectual well-being of all students.
- Staff place great emphasis on the importance of regular attendance and punctuality. Parents are very supportive of the school procedures and as a result, attendance is very good. However, although students have enough time to move between classrooms, a few older boys often arrive late to lessons.
- Comprehensive procedures for identifying and assessing students with special educational needs and disabilities (SEND) result in suitably focused individual support. Procedures for identifying and supporting students with gifts and talents are being strengthened. The counselling and guidance team provide students with personalized advice on higher education and career pathways.

For development

- Ensure that all high school students arrive promptly at the start of lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- The governor for inclusive education, the inclusion champion and the inclusive education team, work effectively with the school counsellors to promote a vision for inclusive practice across all phases. The successful implementation of the inclusive education improvement plan is having a positive impact on students' progress.
- Procedures for identifying students with SEND are very thorough. A wide range of assessment information including, where appropriate, external specialist advice, is used to plan well-focused learning support. Regular checks on students' progress, together with reviews of the effectiveness of the support provided, are helping to reduce barriers to students' learning.
- Almost all parents are very appreciative of the school's welcoming and inclusive ethos. Through regular reports and parent-teacher conferences, they are fully involved in the decision-making about the support their children receive.
- Most teachers know their students exceptionally well. In most lessons, they make good use of this knowledge to modify the learning tasks to meet students' individual needs. However, in a few lessons in the high school, teachers do not ensure that work is suitably challenging.
- Across all subjects, most students make good progress in lessons and over time, from their individual starting points. Underpinning students' good progress is the very good quality of support and guidance provided by the specialist teachers and learning support assistants.

For development

- Ensure that the work in all lessons in the high school is appropriately matched to students' individual learning needs.

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Outstanding

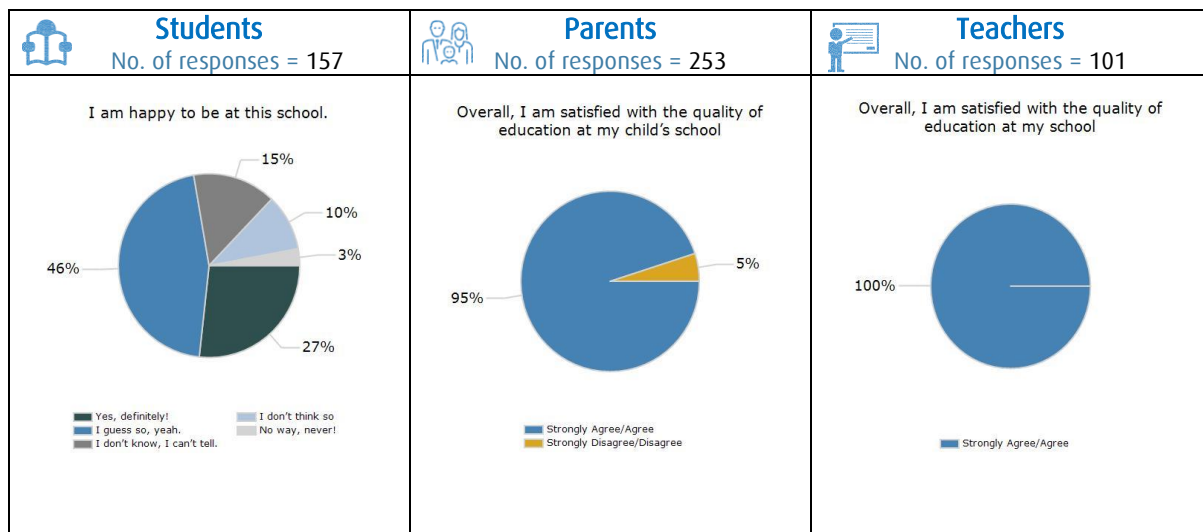
- The school director and principals have a clear and inclusive vision for valuing and supporting all students on their journey towards becoming responsible global citizens and lifelong learners. Collegiality and clarity of purpose underpin the positive ethos and culture that permeate the school. Leaders who are new to the role are already demonstrating their strong capacity for continuous improvement.
- School leaders know the school very well. They very effectively analyze performance data to establish what is going well and what needs to be improved. They monitor teaching closely and provide support to improve teachers' proficiency. On occasion, their evaluation of the effectiveness of teaching is not entirely accurate. Students' personal development and wellbeing are a priority, and school leaders recognize the importance of this in supporting their academic achievement.
- Parents are proactive partners in the life and work of the school. Their views are influential in defining priorities for school improvement. The effective communication with the school gives families a comprehensive understanding of their children's progress and next steps in learning. The school's strong partnerships with the local, national and global communities enhance students' learning experiences.
- Governors routinely consult with the whole school community and take account of their views. Representatives from the current and the new owners have maintained a professional working relationship during the transitional period to ensure continuity of provision and to hold leaders to account for their work. They provide high quality resources and have ensured that new appointments to the leadership team are suitably qualified and experienced in school improvement.
- All staff are aware of their roles and responsibilities and ensure the school runs efficiently. Information is shared and celebrated innovatively through a range of media. Staff are sufficient in number and experienced in the curriculum on offer. Almost all teachers have a recognized teaching qualification. They have access to very effective support to enhance their skills. The range of facilities and resources is of a very high quality.




For development

- Build on the improvements in teaching in the middle and high schools by sharing the best practice that exists in all phases.
- Leaders should ensure that teachers of Islamic education and Arabic as a second language have higher expectations of what students can achieve.

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.



 Students	<p>The students who responded to the survey are generally very positive about the school. The areas they have most concerns about include their ability to read Arabic, being treated fairly, the time available between lessons, opportunities for them to develop their leadership skills, the school's leadership, the pressure of exams and their workloads. Inspectors agree with some but not all of the comments.</p>
 Parents	<p>Most parents who responded to the survey are positive about the school, but it is a mixed picture. The least positive responses and comments regard their children's ability to speak Arabic, their children's reading for pleasure at home, behavior among students regarding cultural values and sensitivities and the school's response to their grievances. Inspectors agree with some but not all of the comments.</p>
 Teachers	<p>The teachers who responded to the survey are overwhelmingly positive about the school. They express some concerns about literacy in Arabic, the impact of the change of ownership on staff and student turnover and the impact of the new leaders on collegiality at school. Inspectors agree with some but not all of the comments.</p>

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