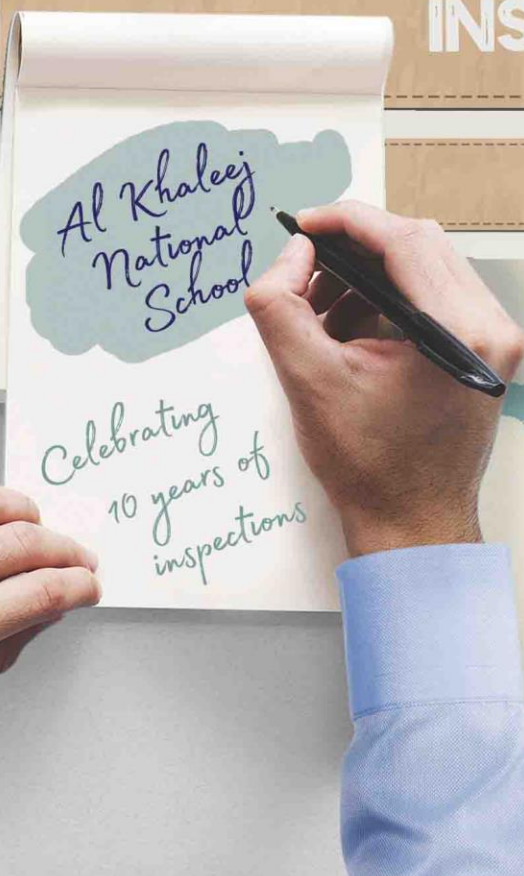


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



# INSPECTION REPORT

2017-2018



## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	13
1. Students' achievements .....	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment .....	18
4. Curriculum .....	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management .....	22
The views of parents, teachers and senior students.....	24

## School information

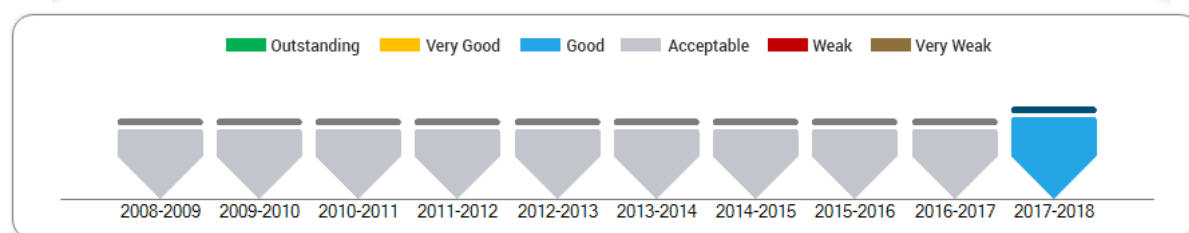
General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1992
Website	www.gemsakns.net
Telephone	00971-4-2173900
Address	P.O Box 26780 Dubai
Principal	Ghadeer Abu-Shamat
Principal - Date appointed	4/5/2015
Language of instruction	English
Inspection dates	12 to 15 February 2018

Teachers / Support staff	
Number of teachers	143
Largest nationality group of teachers	Egypt - Jordan
Number of teaching assistants	40
Teacher-student ratio	1:15
Number of guidance counsellors	3
Teacher turnover	26%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2103
Number of children in pre-kindergarten	0
Number of Emirati students	1203
Number of students with SEND	50
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US / California
External tests and examinations	MAP, SAT 1, CAT 4, PSAT
Accreditation	NEASC Candidate
National Agenda benchmark tests	MAP

### School Journey for Al Khaleej National School



## 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.

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

## Summary of inspection findings 2017-2018

**Al Khaleej National School** was inspected by DSIB from 12 to 15 February 2018. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The newly-structured leadership has a clear impact on raising students' progress and ensuring continuous school development. Self-evaluation helps the school identify priorities and improve key aspects through good planning and concerted work with the governing board. Links with parents are positive, but they are not playing an effective role in their children's learning. Management is efficient, and facilities and resources are adequate. However, the small classrooms are not conducive to collaborative and innovative learning.

### Students' achievement

Kindergarten (KG) children's achievement levels are at least good across all key subjects. Attainment in the other phases is acceptable in all subjects except in Arabic as an additional language and in science where it is good. Students across the school make steady good progress as reflected in their external assessment results. However, the outcomes in the middle school are not as good. Although the gap between attainment and progress is getting narrower, it is still significant. Students' learning skills are improving across the phases but to a lower extent in the middle school.

### Students' personal and social development, and their innovation skills

Students are polite, respectful, courteous and supportive of one another. They are mostly independent and self-reliant. Their attendance rates are improving, but their late arrival to school in the morning is still an issue. Students have an excellent understanding of Islamic values and appreciation of the Emirati and their own cultures. Students' social responsibility and environmental action are at least good. They are better in the KG and the high school than in the other phases.

### Teaching and assessment

Teaching has improved to good across all the phases. However, the effectiveness of teaching in the middle school is still less developed. The promotion of critical thinking and differentiation are not strong features of teaching. Assessment is rigorous, and data analysis is thorough. However, the use of assessment information to improve instruction is still in the early stages.

### Curriculum

The curriculum is broad, balanced and well aligned with the Californian State Standards. It is reviewed regularly, based on assessment information and on self and external evaluations. More subjects are added to the curriculum, including electives and Advanced Placement (AP) courses. The curriculum is adapted to meet the needs of most students including those with special educational needs and disabilities (SEND). However, it does not meet the needs of gifted and talented students to the same extent.

### The protection, care, guidance and support of students

The health and safety policies and procedures ensure students are safe at all times. The school has established good child protection processes, including cyber safety. The jaywalking at drop-off and pick-up times and the small and crowded classrooms still present safety issues that need attention. The provision for SEND and the quality of support for students across the phases are effective.

### What the school does best

- The academic achievement of children in the KG, and students' improving progress across the subjects and phases
- Students' excellent understanding of the Islamic values underpinning life in the UAE and their appreciation of Emirati and world cultures
- The rigorous and comprehensive assessment systems and the thorough analysis of students' achievement data
- The highly committed and aspiring leaders who ensure sustained and continuous improvement in most aspects of the school.







### Key recommendations

- Improve students' attainment levels and sustain their progress by:
  - ensuring consistency in the effective delivery of the curriculum in all subjects and phases, particularly in the middle school
  - disseminating effective teaching practice in the school
  - differentiating classroom instruction more effectively by setting appropriate levels of challenge to meet the learning needs of all students.
- Develop and implement effective systems to promote students' punctual arrival to school in the morning.
- Ensure more active involvement of parents in their children's learning to support the school in improving their attainment levels.
- Enhance students' learning environment to facilitate more collaboration and innovation in learning.

Overall School Performance

Good ↑

1. Students' Achievement

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

## 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:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- In English, mathematics and science, students' attainment on the N.A.P is below expectations.
- The National Agenda (N.A.) action plan addresses all key areas. The school's leadership is committed to the NA and clearly understands the importance of good analysis of data.
- Data is analyzed very thoroughly and, consequently, the analysis provides a sophisticated picture of attainment, progress, strengths and weaknesses of individual students and groups of students.
- There have been some recent large-scale adaptations in the light of data. Of particular note is the whole-school literacy initiative that focuses on reading.
- Teachers use data to adjust the way they teach and to offer students different experiences. This practice is still developing and is inconsistent across the school.
- Students' use of resources to carry out research in the classroom have improved, but this continues to be an area for development.

**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

- Leaders and governors are committed to ensuring Emirati students have high aspirations and achieve their potential. They are aware of the strengths and weaknesses in Emirati students' performance through the monitoring and evaluation process and have been proactive in improving it. The school is providing effective intervention for boys in the elementary, middle and high schools to improve their attitudes to learning and academic achievement, particularly literacy in English.
- Emirati students have positive attitudes and take increasing responsibility for their learning. Most are aware of their targets, particularly in the high school, and show perseverance in lessons. They speak maturely about their aspirations and what they need to do to achieve their projected grades. They acknowledge how they have benefitted from improvements in the quality of teaching and their participation in additional literacy programs.
- Training for teachers is beginning to have an impact on the quality of personalization in lessons. The majority of teachers provide tasks that are at a suitable level of challenge for most students. Emirati students with SEND benefit from individualized programs, and others benefit from literacy programs and opportunities for improving their presentation skills.

### Moral Education

- The moral education program is well integrated into the school's curriculum. It meets the mandated requirements through weekly lessons during morning advisory sessions.
- Lessons are taught in English and follow the scope and sequence of units. Teachers are beginning to personalize and differentiate the activities to engage and challenge all students.
- Students eagerly share their experiences and thoughts about topics. They explore the concepts in ways that lead to their growth in thinking and behaviors.
- Students' progress is not formally assessed, but consideration of how students feel, think and act is evaluated through reflections, discussions and projects.

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

### Social Studies

- UAE social studies is taught in Arabic as a stand-alone subject. The curriculum is balanced and relevant with strong links to Arabic, Islamic education and other core subjects.
- Teachers use effective strategies and resources to provide appropriate levels of challenge and support. They plan lessons that are connected to students' personal experiences.
- Students share their learning and understanding and work collaboratively to build on their prior knowledge of the UAE. Their critical thinking skills are developing.
- Assessment data is used to inform teaching and curriculum planning. Tests and projects provide clear measures of students' progress and understanding.

**The school's implementation of the UAE social studies program is well developed.**


## Innovation in Education

- Imagination, creativity and social contribution are promoted in students' learning. Students have the opportunity to partake in activities that feature language development, technology, art and sports activities.
- The Innovation Hub, students' council, Maker Space, specialist clubs, green garden and international competitions are platforms for students to practice and develop their innovation and creative skills.
- Innovation is not a major feature in classroom practices except in art. Lesson plans contain some elements of critical thinking and problem solving, but these are not typically well-developed in implementation.
- The provision of extra-curricular activities is focused on innovation. School-service projects employ students' creative thinking to generate ideas for design and implementation.
- Leaders are committed to promoting innovation in the school leadership, teaching and curriculum planning. Professional development provides some opportunities for staff to be creative in their curriculum planning.

**The school's promotion of a culture of innovation is developing.**

## Main inspection report


### 1. Students' achievements

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

- Students in the high school demonstrate better levels of knowledge and understanding of the different aspects of the subject than in the other phases. These include recitation skills, analyzing verses of the Holy Qur'an.
- In the elementary school, most students have appropriate knowledge of the Pillars of Islam and Iman. They have memorized prescribed Surahs adequately. In the middle school, most students' knowledge of Sunnah is in line with expectations. Non-Arab students demonstrate wide knowledge of Halal and Haram.
- The improvements in teaching, learning skills and assessment, particularly in the elementary and high schools, have led to better progress. Students in the high school have developed their ability to connect their opinions to Sunnah and the Holy Qur'an.

#### For development

- Improve students' Holy Qur'an recitation skills in the elementary school.
- Improve students' knowledge of Sunnah and Seerah at all levels.

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

- Internal assessment data indicate that students' attainment is good across the phases. However, their level of knowledge and skills, as evident in lessons and in their workbooks, is in line with curriculum standards. A majority of students make better than expected progress in the elementary and high schools.
- Most students in the elementary school are confident in reading and speaking. Middle school students can read short texts and identify story elements at an adequate level. Students in the high school can analyze texts, applying sufficient level of reading and comprehension skills.
- Promoting reading has had a positive impact on students' achievement levels. Students, especially in the elementary and high schools, are improving their speaking skills. They are improving their writing steadily as a result of using mind maps in structuring their texts.

#### For development


- Provide frequent opportunities for students to speak and reflect on their written work.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Good ↑	Good ↑
	Progress	Not applicable	Good ↑	Good ↑	Good ↑

- As reflected in their knowledge, skills and recent work, the majority of students in the elementary, middle and high schools are attaining levels that are above curriculum standards. The majority of students make better than expected progress from their starting points.
- Students show secure competencies in understanding what they read and listen to. Their ability to speak fluently and to write sentences and paragraphs is developing at a fast rate. In the high school, students demonstrate confidence in writing and summarizing texts independently.
- The good level of challenge in lessons and in examination papers are having a positive impact on students' achievement. The increased opportunities for independent reading have enabled students to make steady improvement in expanding their language.

#### For development


- Use learning technology in lessons to enable students to extend their vocabulary and produce language in authentic, meaningful and relevant contexts.

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

- In the KG, children's language skills are well developed. In the high school, students are secure and confident in applying their language skills. In the other phases, students' work demonstrates that most of them are developing their language skills.
- Reading initiatives have been predominant strands across the phases and subjects. Assessment information indicates that students have improved their literacy. Their writing and language usage are developing features of their learning.
- The development of students' literacy and verbal skills have been areas of focus in the school across the subjects. Most lessons across the phases have developed students' literacy through reading and discussion. As a result, students are beginning to make progress in their comprehension and speaking skills.

#### For development


- Increase opportunities across the school for students to write in both informal and formal settings.

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

- In the KG, children are performing above the curriculum expectations. In the other phases, students' results on external benchmarks show good progress. Stronger teaching and sufficient rigor in lessons have accelerated students' progress in the elementary and middle schools. Overall, girls' achievement is better than boys'.
- In the better lessons, critical thinking, cross-curricular links and real-life applications are common. Students do not fully master number and operations in the middle school. Differentiated activities are not consistently planned, and tasks do not always provide challenge for all students.
- Good teaching and the integration of technology into classes have enhanced students' outcomes. Detailed analysis of external and internal assessments facilitates the identification of target areas for improvement.

#### For development

- Utilize assessment analysis to plan bespoke lessons that meet all students' needs and narrow the gap between students' attainment and progress.

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

- Children in the KG make good progress from their starting points. Students' attainment on internal tests is stronger than it is on external tests. Lesson observations, discussions with students and scrutiny of workbooks indicate that students' attainment is good across all phases.
- Although practical work and modelling are common in lessons, students rarely get the opportunity to undertake investigations. Their understanding of key concepts and ability to explain their understanding are adequate. Their scientific skills are developing.
- The introduction of a more hands-on, problem-solving approach is proving successful in increasing students' engagement and in raising their achievement. The recent literacy initiative is also improving students' ability to communicate, record their findings and understand key concepts more thoroughly.

#### For development

- Undertake a systematic program of investigative science, which emphasizes the development of students' practical skills and skills of manipulating and controlling variables.

	KG	Elementary	Middle	High
Learning Skills	Good	Good ↑	Good ↑	Good

- The development of learning skills is especially strong in the KG, where children actively collaborate in activities. Students' learning skills are also strong in the elementary and high schools. Critical thinking and problem-solving skills are becoming a feature in the high school but are not well developed across the school.
- Students at all levels are keen to learn. They take responsibility for their learning and work productively in groups. They can find things out for themselves but do so typically when directed by teachers. Older students use technology frequently to support their learning.
- Recent improvements in lesson planning and teaching strategies are resulting in gains in students' learning skills, especially in the elementary and high schools. Better sequencing and alignment of activities with learning objectives are leading to stronger student engagement.

#### For development

- Integrate innovation, problem-solving and critical thinking skills into all lessons.
- Increase the opportunities for students to make meaningful connections between areas of learning and relate these to their understanding of the world.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good ↑	Good ↑	Good ↑	Good ↑

- Students demonstrate responsible attitudes. They are positive and happy to be part of the school. The relationships between students and adults are respectful, supportive, and courteous, contributing positively to students' learning and the school's ethos.
- Students actively engage in lessons and are self-reliant. They are friendly and supportive of one another. In class, students work collaboratively and develop interpersonal skills. Bullying is rare, and systems are in place to effectively deal with any instances.
- Students are aware of the importance of healthy lifestyles, and the majority make healthy food choices when selecting school meals. A significant number of students enthusiastically participate in the weekly extra-curricular clubs. Students' attendance is good, but their punctuality to school is an area to improve.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a clear appreciation and understanding of how Islamic values influence UAE society. They listen with great respect to the Holy Qur'an in assembly and apply the principles of Islam during lessons and break time such as cooperation, respect and protecting the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin the contemporary life in the UAE. They participate in a range of cultural activities. All students join in with the UAE anthem with pride and show respect for the traditions of the UAE. They willingly participate in several Emirati celebrations.
- Students demonstrate clear understanding, awareness and appreciation of their own cultures. They understand and appreciate the heritage and traditions of their own countries. Students' knowledge of other world cultures is developing.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Very good ↑	Good	Good	Very good ↑

- Students understand their responsibilities towards life at the school. They demonstrate a very positive work ethic, and they care about environmental issues. They enjoy club time every week and participate in a range of sport activities and competitions at the national and international levels.
- Children in the KG, are very active participants in green activities, while students in the elementary school are successfully involved in charity projects. Students in the middle school effectively use Maker Space to create and design their projects. High school students contribute to the wider community through the Innovation Hub.
- Through the student council, students acquire a strong sense of responsibility and contribute to decision making in the school. They feel their opinions are valued by the school management, and they often influence the school's development.

#### For development

- Provide leadership opportunities for students in the elementary and middle schools to enhance their innovation skills.

### 3. Teaching and assessment

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Good	Good ↑	Good ↑	Good ↑

- Teachers develop students' learning skills through effective collaborative activities across the phases. In the better lessons, teachers' questioning supports the development of problem solving and critical thinking skills, notably in the high school, where students frequently apply learning to meaningful situations.
- Teachers have strong subject knowledge and plan well-structured lessons. They interact with students well and engage them in learning. Not all lessons are modified to meet the needs of all students, and consequently, some students are insufficiently challenged.
- Teachers' understanding of how students learn and the importance of skilled questioning are improving as teachers refine strategies and add new approaches to their teaching. These changes are resulting in significant gains in students' progress.

	KG	Elementary	Middle	High
<b>Assessment</b>	Good	Good	Good	Good

- Across the school, internal assessments are coherent and becoming increasingly valid and rigorous. They are well-matched to the school's curriculum. Because they are not aligned closely with external data, they offer an excessively generous view of attainment.
- Analysis of data is thorough and provides accurate progress measures. The use of data to inform the adaptation of the curriculum and teaching strategies, aside from Arabic and Islamic education, remains a developing feature in many subjects.
- Recent improvements allow for more sophisticated analysis of assessment results, and students' attainment and progress over time can now be viewed more comprehensively.

#### For development

- Ensure assessment data is used systematically and consistently across all subjects to influence teaching and the curriculum more effectively.

## 4. Curriculum

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Good	Good ↑	Good ↑	Good ↑

- The curriculum is aligned to the California State Standards. It supports students' competencies in cross-curricular literacy across the phases in the key subjects. It emphasizes developing students' verbal skills through discussion strands. In the high school, AP biology has been added this year, and more AP classes are planned for next school year.
- The provision for STEAM is newly integrated into the curriculum. The elective courses meet students' aspirations and interests. Technology is used in some lessons, but there is no consistent approach in promoting students' research skills.
- The curriculum is periodically reviewed by teachers and subject leaders. The curriculum is modified using assessment data to inform changes. The school has implemented more creative opportunities to promote students' personal development in the arts, music and ICT.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Good	Good ↑	Good ↑	Good ↑

- There are more opportunities for critical thinking and problem solving in the high school than in the elementary and middle schools. In Arabic, there are strong cross-curricular links to social studies and Islamic education. The introduction of more rigorous art and ICT programs is contributing positively to students' personal and academic development.
- In the best lessons, teachers modify the curriculum to provide appropriate tasks to develop students' skills and understanding. While the use of CAT 4 data is a feature in each lesson, the school understands there is more work to do in the modification of the curriculum to meet the needs of individual students.
- The Innovation Hub initiative supports students through STEAM, visual arts, music and drama. The Maker Space is a new initiative that provides manipulatives for students to use in developing a wide range of skills. A range of extra-curricular activities support students' personal development.
- In the KG, children receive three lessons of Arabic for a total of 90 minutes per week.

#### For development

- Across the phases and subjects, develop personalized students' pathways using assessment information.
- Ensure the curriculum is adapted to meet the needs of individual students, including the more able.

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

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

- The provision for health and safety, including arrangements for child protection and safeguarding, is consistent across the school. However, the overcrowding in middle school and high school classrooms is still an issue.
- The strengths of health and safety policies and practices include excellent medical services, a comprehensive child protection policy, a strong anti-bullying program, regular safety checks throughout the school, excellent record keeping and well-designed safety procedures for school transport.
- The school has reviewed and adjusted procedures for pedestrian safety amid congested traffic during drop-off and pick-up times. The procedures are thorough but need further improvement. The school has initiated communication with the Roads and Transport Authority regarding possible traffic control changes.

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

- A caring ethos and respectful relationships are evident in all phases. The well-being and personal development of students is given a high priority. The school follows a consistent approach to behavior management and, as a result, students are courteous and self-disciplined.
- The school has been successful in working with parents and students to improve attendance which is now good. Strategies to improve punctuality to school are less successful, and this remains an issue for school leaders to address.
- The school is prompt in identifying students with SEND and provides them with good support. There are opportunities for students identified as gifted and talented to excel in extra-curricular activities, but the challenge and support in lessons for this group is not well established.

#### For development

- Ensure students identified as gifted and talented are suitably challenged in lessons.
- Provide sufficient safety monitors each morning and afternoon to ensure pedestrian safety by eliminating all jaywalking across street frontage roads.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- The inclusion team, including the governor and inclusion champion, all promote an inclusive ethos in the school. They have been instrumental in improving the quality of provision for students with SEND. Training for all teachers is having a positive effect on the personal development and achievement of students in lessons.
- The school uses a range of effective assessment procedures to ensure accurate identification of need and makes good use of external specialists for more complex cases. Individual education plans are thoughtfully written to identify relevant accommodations to support learning. Targets are not always precise enough to inform effective learning strategies and criteria for assessment.
- Parents are fully involved in all stages of the process, including planning for intervention and reviewing their children's progress. They value the inclusive ethos, responsiveness of staff and the care and support provided by the school. Parents welcome the regular updates on their children's progress and the opportunities to discuss any concerns they may have.
- Students with SEND have access to individualized learning with specialist teachers who are skillful in planning programs that are carefully matched to their specific needs. In lessons, the quality of curriculum modification is more variable, and tasks and support are not always aligned closely to the targets in students' individual education plans.
- External assessments indicate that students with SEND make good progress over time in English, mathematics and science. Progress towards targets in individual education plans is not tracked well enough to inform the next steps in students' learning. Students develop their personal and social skills well, benefitting from individualized support from counsellors.

### For development

- Ensure individual learning targets are precise and measurable and that progress towards achieving them is monitored thoroughly to inform the next steps in learning.
- Ensure all teachers provide suitable support in lessons to enable students with SEND to make consistently good progress from their starting points.

## 6. Leadership and management

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

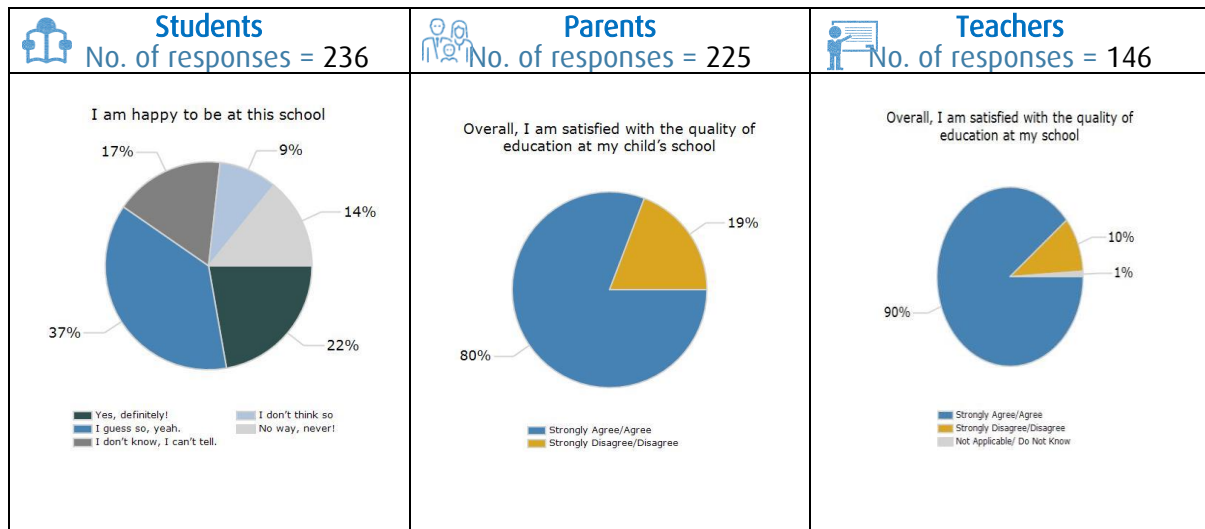
- The restructured leadership team shares a clear vision for continuous improvement and demonstrates a solid understanding of the US curriculum requirements. The strong relationships and collaboration between leaders at all levels contribute to the school's sustained development. Although leaders have exhibited good capacity to improve and innovate, the systems and procedures they have created require more time to be embedded.
- Self-evaluation is based on a rigorous internal and external assessment system that informs school priorities. The wealth of accurate information that the school gathers about students' progress drives planning for development. The monitoring of teaching and learning is ongoing but is not sharp enough to ensure consistent effective delivery across all subjects and phases. Improvement over time is a strong feature of the school as observed over the past three years.
- Parents have increasingly positive views of the school mostly due to the leaders' open-door policy. Parents are well informed about their children's learning but are not involved enough in the life of the school. Report cards are clear and include assessment results but not next steps in learning. The school has good links with another high-performing corporate school, but its relationships with the wider community are not used to benefit most students.
- The governing board is playing an effective role in supporting the school and holding its leaders to account. The board is well informed about the school's performance and has a good working relation with the school leaders. Although it is influential in decision making, the board ensures the autonomy of the superintendent. The board's overview of the school self-evaluation is not systematic or sharp enough.
- The school is well organized and efficiently managed. Most teachers are well-qualified and proficient in English. The majority have good subject and pedagogical knowledge. The school's professional development programs provide venues to continuously develop teachers' skills. The large number of overcrowded classrooms has a negative impact on teaching and learning. The lack of access to upper floors by those with mobility issues remains an area of concern.




### For development

- Ensure the monitoring of teaching and learning is rigorous.
- Ensure parents are actively involved in the life of the school.
- The governing board should play a more effective role in the school's self-evaluation process.

## 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.



 <b>Students</b>	<p>The students who responded to the survey are generally positive about their school. They are happy with the range of activities they are exposed to. The areas they are not satisfied with include time to get from one class to the next and the limited options of food and drinks. They feel that they are safe, and that school life is helping them to be better people. A few have additional comments about the unfair treatment by some teachers.</p>
 <b>Parents</b>	<p>Most parents who responded to the survey are positive about the school. Their comments about the effectiveness of teaching present a mixed picture. They are less positive with regard to the school's provision of independent learning opportunities, careers counselling and community and environmental activities.</p>
 <b>Teachers</b>	<p>The teachers who responded to the survey are positive in almost all cases. They would like to have more technology and visual resources to support effective teaching. They recognize students' improvement in language literacy in Arabic and English and appreciate the opportunities for all students, including those with SEND, to participate in many activities.</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](mailto:inspection@khda.gov.ae)