

GOOD



2019-2020

# INSPECTION REPORT



























US CURRICULUM

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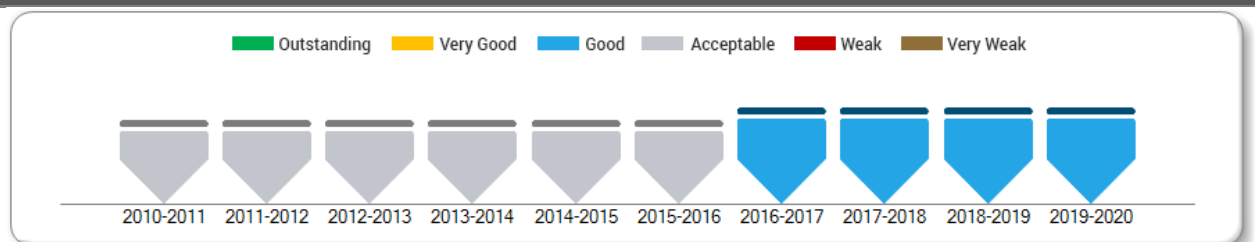
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## School Information

General Information	 Location	Al Warqaa
	 Opening year of School	2007
	 Website	www.isas.sch.ae
	 Telephone	+97142800459
	 Principal	Muhieddine Soubra
	 Principal - Date appointed	7/1/2007
	 Language of Instruction	English
	 Inspection Dates	20 to 23 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 17
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	544
	 Number of Emirati students	182
	 Number of students of determination	42
	 Largest nationality group of students	Arabic
Teachers	 Number of teachers	63
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	1
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	6%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US Common Core state standards (Massachusetts)
	 External Tests and Examinations	AP, PSAT8/9, PSAT10, MNSQT, SAT
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP, CAT4

### School Journey for INTERNATIONAL SCHOOL OF ARTS & SCIENCES



## Summary of Inspection Findings 2019-2020

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

### Student outcomes

- Students in the high school have improved their attainment in Islamic education and raised their progress in English, mathematics and science to very good. Across the school, all progress judgments are now good or better, and all attainment judgments are good, with the exception of Arabic, in the middle and high school, which remain acceptable. Middle school students are showing increasing academic strengths across all subjects.
- Students' interactions with one another, with their teachers and within the school community, are highly commendable. They show caring attitudes and exhibit good manners on a daily basis. Middle and high school students are able to describe where they have applied innovative thinking in particular projects, community activities, and their own reflections of their learning and personalities.

### Provision for learners

- Improvements to teaching include more structured focus on creating opportunities for students to use their learning skills in class and this is particularly strong in the high school. Teachers are now increasingly supporting students' skills and application of knowledge, across all subjects and phases. Internal assessments are stronger, emphasizing skills, rather than the recall of content and have tighter links to the curriculum and grade level expectations.
- The school curriculum reflects a cohesive approach for each subject year to year, through unit planning and a more informed view across subjects at each grade level. Teachers within departments are more aware of the work of their peers through opportunities for their 'professional learning communities'. The changes and adaptations to the curriculum are more consistent and based on analyses and the priorities of the school.
- Care, guidance and support for students is strong, with well-defined attendance and behavior policies, supporting excellent student attitudes. There are systems to identify gifted and talented students and students of determination. Learning support in 'pull out' sessions is effective, and in-class support is improving. Career guidance is a strength of the school. Older students enjoy exploring global issues and all students have access to skillful counselling.

### Leadership and management

- School leaders work tirelessly to ensure the school's full alignment with the rigor and challenge of the adopted Massachusetts curriculum. Together they have worked to improve the internal assessments, which are now more closely aligned with the curriculum standards and reflect the approach used in international assessments. These productive steps reflect the school's vision and mission and are supported by the very positive learning environment across the school.

### The best features of the school:

- Students' excellent attitudes and behavior that contribute to a positive learning environment across all phases
- Students' very good appreciation and respect for the UAE, their knowledge of Emirati culture and their application of Islamic values
- The high priority given to the health and safety of students, where leaders are immediately responsive to ensuring that students are safe and secure at all times
- The quality of teaching and learning in the high school, leading to improved progress in most key subjects
- The inclusive ethos that facilitates excellent care and support for all students, including students of determination.









### Key recommendations:

- Improve the quality of teaching and learning in the elementary school and Kindergarten (KG), by providing opportunities for students to use practical materials, and actively build concepts and skills through multiple learning experiences.
- Strengthen the effective instructional practices now being adopted, ensuring that all teachers consistently hold high expectations for students, and bridge gaps in learning while providing challenge at all times.
- Promote the development of reading and literacy, implementing features of the reading policy and ensuring that all students are assessed, regularly tracked and directly supported to become strong readers.
- Ensure that self-evaluation processes accurately identify the strengths and needs of the school, and that in-depth analyses of all external assessment information is used to identify gaps in learning.
- Ensure that strategic planning is detailed and sharply focused on short-term targets and measurable goals and is updated regularly to guide school's next steps for school development.

## Overall School Performance

Good

### 1. Students' achievement

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

#### School's progression in international assessments

**is approaching expectations.**

- The school's progression in international assessments is acceptable overall. Results for Programme for International Assessment (PISA) 2017 improved in mathematics , science, and reading, although all scores were short of their targets. Trends in Mathematics and Science Study (TIMSS) science scores showed acceptable progress in both Grades 4 and 8, while mathematics showed very good progress in Grade 8 and acceptable in Grade 4, with good progress overall. Results in Progress in International Reading Literacy Study (PIRLS) 2016 showed gain in reading from 2011. The school's Measures of Academic Progress (MAP) assessments in mathematics, language usage, reading and science over the last three years show a steady upward trend, with older students results closer to their potential, as measured by Cognitive Ability Tests (CAT4).

#### The impact of leadership

**meets expectations.**

- The focus of leadership on using analyzed information to drive changes to teaching, the curriculum, and design of internal assessments is beginning to have a positive impact on students' outcomes.

#### The impact on learning

**meets expectations.**

- The curriculum changes instituted in the previous year and improvements to teaching and skills development are contributing to more opportunities for students to reason, evaluate and critique information during their research and within debates. Students have more research opportunities in most subjects, which is also contributing to their overall gains.

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

#### For development:

- Use the wealth of assessment information to gain insights into the strengths and needs of each group of students in all of the key subjects.
- Create more opportunities for students in the lower elementary school and the KG to use inquiry-based and independent learning in their lessons.



### Moral education

- Lessons are well planned with features of critical thinking, challenge and connections to personal experiences increasingly apparent. Integration across other subjects is evident and in place.
- Moral education is taught in English as a stand-alone subject. Alignment to the curriculum and the school's vision enables students to experience a wide range of topics through relevant activities and discussions.
- Assessments are used to determine students' understanding of moral education topics. These give students opportunities to apply their learning to their own experiences. However, information on students' progress is not currently shared with parents.

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

#### For development:

- Ensure that the students' development in the UAE moral education program is assessed, recorded and reported to parents as required.
- Use assessment data to track progress effectively and to modify lessons to meet the needs of all students.

### Reading across the curriculum

- The school uses the MAP reading results to assess students' reading levels. It has an adequate system in place to track students' improvement and to identify those needing targeted support, particularly in the elementary school. Most older students are proficient readers.
- Improvements to reading instruction is evident in the KG, but inconsistent elsewhere. Some students are able to recall strategies for reading, but these are not regularly applied.
- The school implements several activities to promote reading, including a program in the library to engage students with real life connections to books, and a 'robot' reading to children in the KG.
- The school's leadership is committed to developing and encouraging reading for pleasure through competitions and reading events, and in working to develop the skills of all teachers.

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

#### For development:

- Provide a literacy specialist to guide the development of reading in Arabic and English, and to give advice to subject teachers on how to support reading across the curriculum.

## Innovation

- Students are using learning technologies on a more regular basis to deepen their understanding. They are becoming more independent, and skillful in applying critical thinking.
- Middle and high school students are enthusiastic about their involvement in creative, entrepreneurial, environmental and social actions, which are helping them to acquire leadership skills.
- Electives and extra-curricular activities include opportunities for innovation. Courses that develop entrepreneurial and enterprise skills and foster creativity and exploration are enjoyed by a large number of students.
- Although many teachers are promoting independence and critical thinking opportunities for students in lessons, this is not consistently embedded across the school.
- The school's leadership has a strong vision of innovation and has applied it into teaching and the curriculum with some success. Established external partnerships are also encouraging and promoting innovation.

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

### For development:

- Provide more opportunities for students to use their skills of innovation in curriculum-based lessons.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good ↑
Progress	Not applicable	Good	Good	Good

- The majority of students demonstrate well-developed knowledge and understanding of Islamic values, although they are still developing their recitation skills. High school students are stronger in applying higher order thinking to real life issues. Improvements in the use of students' assessment information is helping to support their learning.
- Older students are aware of the importance and the advantages and disadvantages of social media in their lives. In the middle school, most students are secure in understanding worship and the principles of Islam, while in the elementary school, they are stronger in memorizing the prescribed Surahs.
- Improvements in independent learning, research and higher order thinking skills in lessons are helping students to raise their levels of achievement, although this is not consistent in the middle and elementary schools.

#### For development:

- Promote the use of research skills and independent learning through all phases, particularly in the elementary school.
- Improve students' understanding of Islam and their recitation and memorization skills.

### Arabic as a First Language

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

- Across the school, students' skills of listening and reading are better developed than their skills of speaking and writing. High school students are the most capable, evident when debating topics and during discussions about videos, proverbs and the sayings they analyze.
- Students' listening skills are strong across all phases. However, most students use informal language in their conversations instead of standard Arabic. Grammatical understanding is inconsistent, so the quality of writing varies.
- A particular improvement this year is students' ability to comprehend and analyze reading texts. They are more familiar with different types of genres, but need more time to make use of this knowledge in independent writing.

#### For development:

- Provide more opportunities for students to use classical Arabic in activities such as debates.
- Implement a strategy to evaluate more accurately students' independent presentations and research.

### Arabic as an Additional Language

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

- Across all phases, students understand and respond to familiar instructions from their teachers. However, they often have limited ability to carry out simple, familiar conversations. Their writing skills are not fully developed. There is some variability in progress between the year groups.
- Students' listening skills are limited to understanding texts relevant to the lessons. Their speaking skills are limited to short answers. A few students can write short paragraphs independently on a range of familiar topics.
- Students' reading is in line with expectations, although they often need assistance to comprehend the texts. Most students develop their vocabulary well but find it difficult to use new vocabulary when completing sentences or forming sentences, without additional teacher support.

#### For development:

- Improve outcomes in Arabic by ensuring that lessons target students' ability to use all four language skills in a variety of contexts and situations.

## English

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

- In the middle and high schools, students make better progress in all language skills from their starting points because of a focus on reading comprehension. Elsewhere in the school, the majority of students' literacy and language skills are still at the early stages of development.
- More skillful approaches to the development of skills in reading comprehension and textual analysis are supporting students' achievement in the middle and high schools. Progress is not as rapid in the KG and elementary school as strategies for language acquisition are not sufficiently targeting and developing students' phonic skills.
- High school students' ability to read for depth and critique are a strength. In the lower phases of the school, lessons are not always aligned to the level of students' knowledge, and often lack opportunities for inquiry, critical thinking and use of resources, which would ensure more rapid progress in English skills.

### For development:

- Ensure that language learning in the lower phases of the school is more rigorous and includes the appropriate resources to support the development of students' English language skills.
- Encourage more students to rise to the challenge of Advanced Placement (AP) courses.

## Mathematics

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

- The infrequent use of manipulatives, particularly in the elementary school, slows learning by not enabling young students to learn through a multi-sensory approach. In all phases of the school, students are developing fluency in using mathematical language to interpret and solve word problems.
- In KG, most children can identify shapes and colors and count to 20. In elementary, students' numeracy skills are stronger than their mathematical reasoning and geometry. Middle school students are developing greater confidence in problem-solving and handling data.
- Overall, students' calculation skills are stronger than their skills of reasoning and numeracy. The accelerated progress of students in the high school is due to higher expectations in lessons, where problem-solving and inquiry are key elements. Elective courses including Advanced Placement (AP), are developing students' strong analytical reasoning skills.

### For development:

- Ensure that the analyzed assessment information is used in all phases to challenge students with different activities based on their specific needs.
- Ensure that students have opportunities to link mathematics to real-life situations.

## Science

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

- Across the school, students are developing their skills of research, inquiry and the scientific method and their investigative competencies. In the better lessons, elementary school students use scientific vocabulary and develop hypotheses, collect and record data, and write conclusions to experiments.
- Students are beginning to use a variety of learning strategies including self-reflection, graphic organizers, independent research, debates, and conceptual learning to improve scientific understanding. In the high school, these techniques deepen their understanding of content and independence, often resulting in improved learning outcomes.
- Learning in science is closely aligned to the curriculum and internal assessments, resulting in a firm foundation of content and concepts. Opportunities to go beyond the curriculum and extend student learning with even more challenge and rigor is developing.

### For development:

- Provide innovative, problem-solving, and critical thinking opportunities in science by developing learning experiences which include a wider use of resources and technology.

## UAE Social Studies

### All phases

#### Attainment

Very good

- In three higher phases, a large majority of students demonstrate a thorough understanding of the varied aspects of the UAE social studies curriculum. Students are able to link their skills, knowledge and understanding, with various issues across the curriculum and subjects. As such, the analyses of various data reflect high achievement for students.
- In middle and high schools, students understand the impact of the leadership of the UAE on the geographical and historical changes, and on the country's use of natural and man-made resources.
- The adaptation of more independent learning, research, higher order thinking and a stronger link between key aspects of the curriculum is helping students to attain higher levels of achievement.

#### For development:

- Raise students' understanding of social studies even further by linking the UAE with current issues in society, using independent research and learning.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Very good ↑

- In all phases, students are enthusiastic and active learners. They work well independently, in pairs and in groups. The older students are competent in using technology to support their learning and have stronger critical thinking and problem-solving skills.
- Students learn of their strengths and weaknesses through realistic self-assessments, which they build on for new learning and the setting of targets. When given the opportunity, students take advantage of choice in lessons to lead their own learning and create projects based on their interests.
- Across the school, students use their well-developed communication skills to work collaboratively, explain their thinking and make meaning of new knowledge and concepts. The use of technology is allowing older students to deepen their understanding of topics through research and to make connections to real world experiences.

#### For development:

- Build on the very good learning skills displayed in the high school across all subjects and phases.
- Provide students in the KG and elementary school with more independent learning opportunities.



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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school, and particularly in the upper phases, show a very strong sense of personal responsibility for their work, and cooperation with their peers. Younger children are developing an understanding of responsibility through class routines and assigned tasks.
- Students are well developed in their understanding of the needs of others. They often demonstrate compassion and empathy towards one another. Punctuality to classes in the upper grades is variable.
- The school's initiatives and focus on student well-being is in an early stage of development and implementation. The cheerful and close relationships of students and teachers as they interact in different ways remain a key strength of the school.

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

- Across the school, students demonstrate stronger knowledge of, and respect for, the heritage and culture that influences the UAE. They initiate and participate in a range of cultural events to celebrate the rich culture of the UAE.
- Students' understanding of Emirati principles and Islamic values are enhanced through various activities within the curriculum; for instance, high school students contribute to hosting a Ramadan Iftar for the school community.
- Students recognize and appreciate the multicultural society of Dubai and enjoy friendships with students from other different countries. Their appreciation is evident in their active participation in school activities and celebrations. They also show pride in their own culture, traditions and civilizations.

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

- Students understand their responsibility to the life of the school, and some have a well-developed civic responsibility. Middle and high school students respond well to opportunities that enable them to contribute not only to the school, but to the wider community.
- Most students show a very positive attitude to work and are beginning to be more innovative and creative. Their participation in internal and external competitions makes them confident and enterprising.
- Older students in particular have a well-developed understanding of environmental issues. They participate in assignments to improve the school environment and willingly take part in projects that promote conservation awareness and ecological sustainability.

**For development:**

- Enrich students' understanding of their cultures and other cultures of the world.
- Plan more age-appropriate projects for younger students to develop their skills of innovation.
- Increase the participation of students in entrepreneurial and volunteering projects to support their social contributions.

**3. Teaching and assessment**

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

- Teachers are knowledgeable of their subject matter and many are skilled in knowing how students learn best at different ages. Most high school English, math and science teachers, create a rigorous learning environment leading to improved student learning outcomes.
- Teachers often plan a variety of activities for students of different abilities. However, implementation is not consistently seen in lessons. Variations of approaches to teaching, including opportunities for choice, structured assessments, building on preferred learning styles and abilities, are not common features across the school.
- Teachers' increasing use of skillful questioning is cultivating critical thinking and providing positive engagement for students. In the better lessons, opportunities to explain, defend, or justify an idea deepens the learning, fosters higher order thinking, and improves communication skills.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Assessment procedures are aligned to the curriculum standards and provide valid measures of student achievement. Internal and external assessment information is analyzed and shared with teachers. Through weekly individual observations and checklists, teachers in the KG moderate their assessments.
- The school's awareness of gaps between internal and external assessments, is enabling them to improve ability grouping. In the better lessons, teachers use this information to drive instruction and provide work that meets students' learning needs.
- The ongoing assessment for learning is enabling the school to make appropriate adaptations to the curriculum. Teachers' mark student work regularly, but limited feedback is given on their next steps in learning. Peer and self-assessment are developing features across the school.

#### For development:

- Provide support for teachers to use assessment information more effectively to plan work that closely matches the learning needs of students.
- Ensure that every teacher provides active learning for students within each phase of the school.

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Very good

- Cross-curricular links are regular features of the better lessons in the middle and high schools but are infrequent in the lower grades. The curriculum is enhanced in the upper middle and high schools and enables students to develop their analytical and critical thinking skills.
- The range of curricular options in the high school supports students' talents and aspirations. Middle school students do not have access to a range of opportunities to broaden their interests. The AP courses in the high school are developing students' analytical skills.
- In English, math and science, the school has implemented fully the Massachusetts State Standards. As such, better continuity and progression between phases and grade levels exists. All Ministry of Education (MoE) requirements for prescribed subjects are compliant.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptation is effectively planned to provide a range of challenging and interesting learning experiences that match most students' needs. This is not as effective in the elementary school. Effective curriculum amendments for students of determination, including those with gifts and talents are developing.
- Students participate in a range of activities that promote innovation, creativity and enterprise. Elective courses in the high school provide opportunities to earn credit, explore passions and investigate professional career fields for the future.
- The curriculum develops students' knowledge, understanding and appreciation of the heritage of the UAE. The traditions are embedded across the curriculum, but are stronger in moral education, UAE social studies and Islamic education.
- Arabic is taught in KG daily for 45 minutes.

**For development:**

- Extend the high school electives with additional courses to support students' opportunities to study further topics and programs that extend and enhance their learning.

## 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 prioritizes the safeguarding and protection of all students. Younger children are carefully supervised in a separate wing of the school with additional hall monitors at the entrance, dedicated play areas and a KG entrance for arrival and departure.
- The premises are well maintained with detailed record keeping of checks and inspections. The school is highly responsive in making repairs immediately and in keeping safety a priority. For example, changes have been made to windows to allow the intake of fresh while limiting children's access.
- The school's newly implemented communication policy is keeping parents better informed of school emergencies and weather-related events. The school recognises that it must continue to develop student and parental awareness regarding healthy lifestyle choices and personal well-being.

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

- Robust policies and constructive management strategies ensure high levels of attendance and positive behavior across the school, which encourage better punctuality. Staff-student relationships are marked by mutual respect and trust.
- Established processes enable the early and accurate identification of students of determination, which inform appropriate interventions. Students with academic gifts and talents are identified through a process which is still developing. Additional challenges are in place to enable students with gifts to reach their potential.
- A whole-school program promotes student well-being and monitors the personal and social development of every student. High school students benefit from a careers counselor who provides guidance and support in choosing subjects, identifying careers and applying for university.

### For development:

- Provide professional development to support teachers in their planning and implementation of practices to accelerate the progress for students of determination and students with gifts and talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The inclusive admission policy and a positive approach facilitate the enrollment of students with a diverse range of needs. The inclusion champion leads the ongoing development of effective practices with robust systems of monitoring and review.
- Assessment practices ensure the accurate identification of individual needs and their barriers to learning. Assessment information is used effectively to inform planning, interventions and specialist provision. The school monitors students' progress and responds appropriately to making any needed adjustments over time.
- Parents collaborate with the inclusion team to plan and review their children's learning programs. They are kept well informed of academic achievement as well as improvements in personal and social skills and can easily access helpful advice and guidance.
- Curriculum modifications are provided for students with significant needs, and some sit modified versions of subject examinations. Personalized support is often skilled, well-targeted and effective, but this is not the case in all lessons.
- Tracking and evaluation tools are used to monitor students' progress. The acquisition of knowledge, skills and understanding is at, or above expectations for the majority of students. Students do not contribute to the design or review of their individual education programs.

### For development:

- Ensure the effectiveness of all learning so that all students of determination improve their academic, and personal and social skills.
- Involve students of determination in the planning and review of their own education and transition programs.

## 6. Leadership and management

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

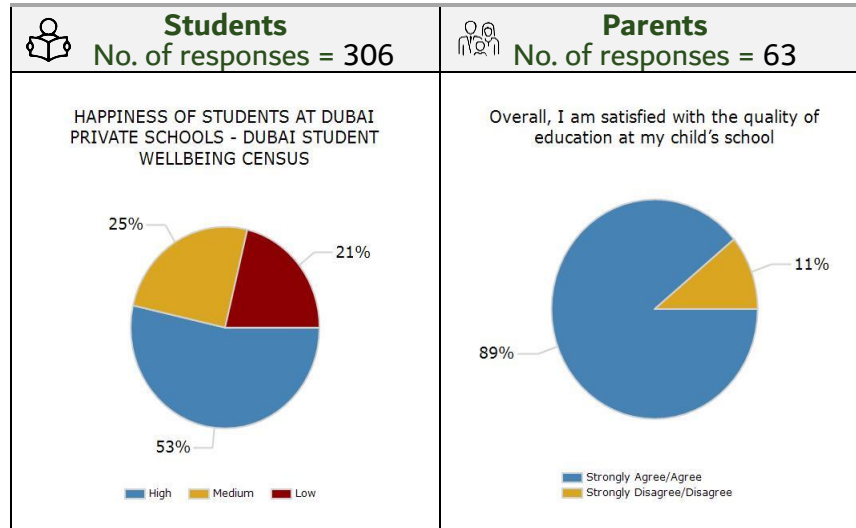
- Leaders are dedicated and committed to the vision of the school. They see its potential and foster a spirit of community. There is a very strong commitment to the UAE, its heritage and culture, to inclusion, and an enthusiasm for innovation. Leaders have developed a deeper understanding of the Massachusetts curriculum, and have high expectations for students' challenge, inquiry and research. They are working to make positive changes for all students and celebrate their successes.
- The processes for self-evaluation are effective, with input from different sectors as well as some data on student performance. Leaders understand that transforming to a fully evidence-based self-evaluation is their next step. Teacher performance is checked against the descriptors of high-quality teaching outlined in the inspection framework. School improvement planning addresses themes over time, although without the benefit of short-term planning to institute significant changes or growth. Most of the recommendations from the previous inspection reports have been addressed.
- Parents have a range of opportunities to express their views and to be involved in the life of the school. Two-way communication channels are very effective. Parents are well informed of their children's progress and learning. Reporting on students' progress is regular but lacks comments identifying particular strengths and needs. Parents are wholly supportive of the school and their children's learning. Leaders and teachers act promptly and effectively when concerns arise.
- The governing board is well informed and monitors the school's performance on an ongoing basis. It meets regularly and receives news from stakeholders informally, as parents and other participants are not represented. The governing board responds well to most school requests, and, through support of academic needs, it is exerting a positive influence on students' performance.
- School management is well organized and has established effective school routines. All teachers are continuing the process of teacher certification. The I facilities offer specialist rooms, and a compact learning environment. There is ample equipment to enhance learning in science. Resources and manipulatives for different subjects in the lower elementary school are available, but not extensive or used effectively. Technology is being used to good effect in most, but not all, areas of the school.



### For development:

- Improve the processes for the systematic and continual evaluation of the school's strengths and areas for further development by ensuring that evaluations are justified with specific and detailed evidence.
- Review the effectiveness of the strategic planning, and its identified tasks and act swiftly to verify the impact of each action.

## Views of Parents and Students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Students say that they are optimistic and happy at school. Almost all indicate that they have a high level of engagement during lessons and most contend they are doing well in their studies. They report they have positive relationships with their teachers and peers. The inspection findings support these views.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Almost all parents who responded to the survey are satisfied with the quality of education the school provides for their children. They report that their children are safe at school and are adequately protected when using the internet. They are positive about their children's well-being and appreciate the relationships their children have with teachers and peers. The inspection findings support these views.</li> </ul>



## 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)