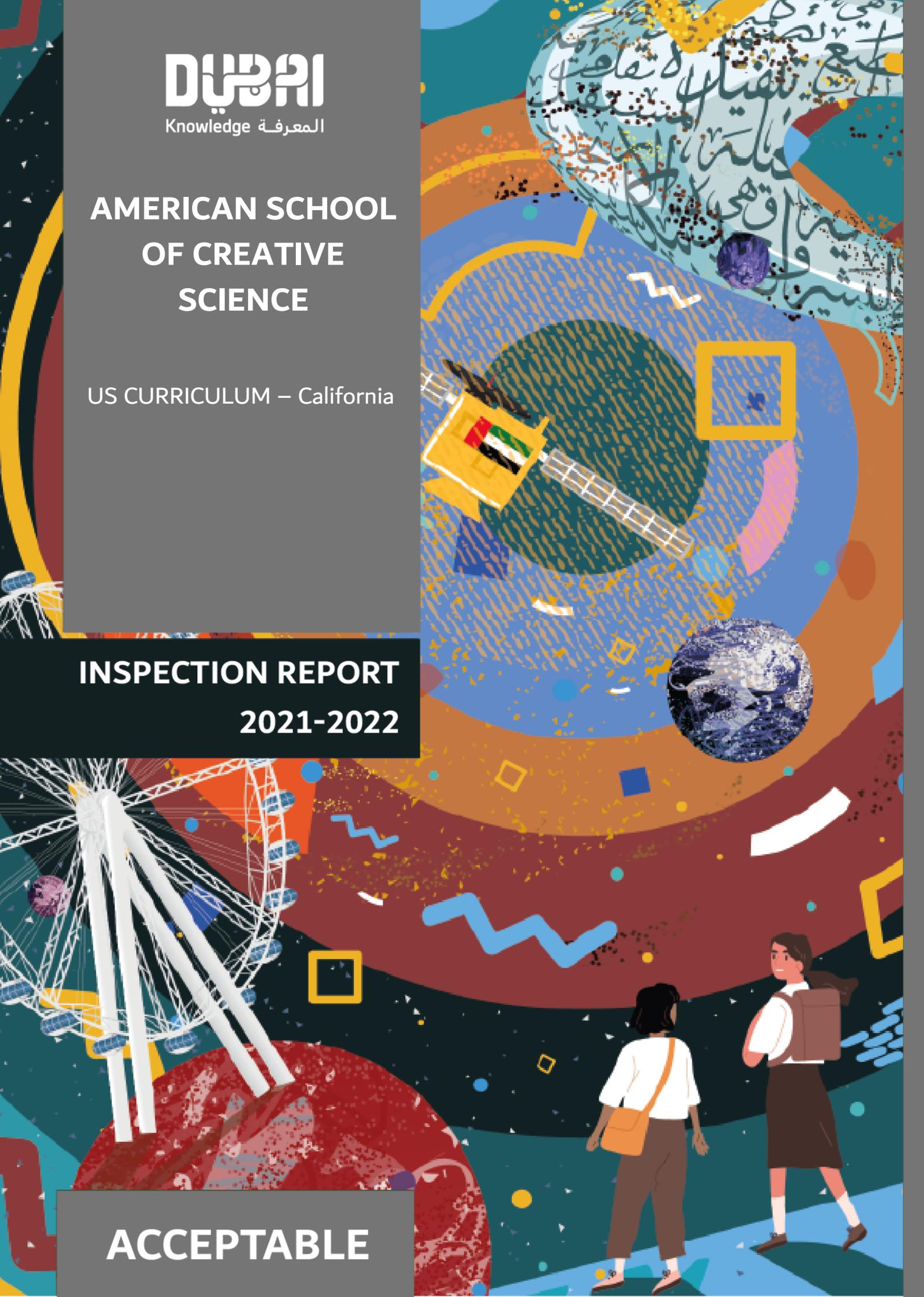


**AMERICAN SCHOOL
OF CREATIVE
SCIENCE**

US CURRICULUM – California

**INSPECTION REPORT
2021-2022**

ACCEPTABLE



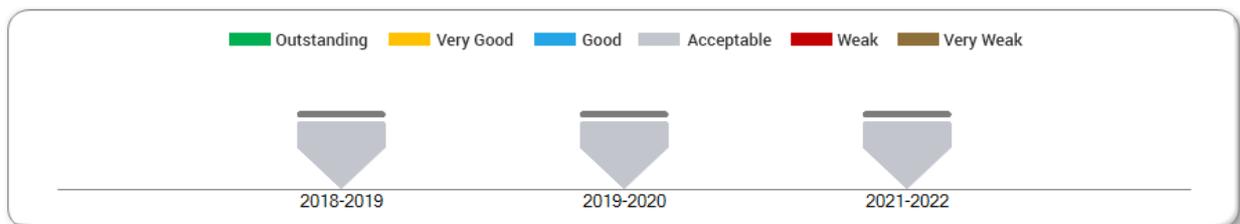
Content

<i>Content</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2021-2022</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>Main Inspection Report.....</i>	<i>8</i>

School Information

General Information	 Location	Nad al Sheba 3
	 Opening year of School	2016
	 Website	https://asc.sch.ae/nad-al-sheba/
	 Telephone	97145107000
	 Principal	Sara Hollis
	 Principal - Date appointed	8/15/2020
	 Language of Instruction	English, Arabic
	 Inspection Dates	16 to 19 May 2022
Students	 Gender of students	Boys and girls
	 Age range	4-14
	 Grades or year groups	KG 1-Grade 8
	 Number of students on roll	433
	 Number of Emirati students	244
	 Number of students of determination	33
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	49
	 Largest nationality group of teachers	Egypt
	 Number of teaching assistants	24
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	1
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US- California standards
	 External Tests and Examinations	MAP, CAT4, TIMSS
	 Accreditation	NEASC

School Journey for AMERICAN SCHOOL OF CREATIVE SCIENCE



Summary of Inspection Findings 2021-2022

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

Students Outcomes	<ul style="list-style-type: none"> In all subjects in the Kindergarten, children show good progress in gaining early skills and knowledge. Students make good progress in Islamic Education, Arabic as an additional language, and science in the Elementary and Middle Schools. In the other key subjects, attainment is improving steadily for most students, as they work to build basic understanding. Throughout the school, students exhibit a very good understanding and appreciation of Islamic values, and show kindness towards others. They have good relationships with fellow students and with adults and respond very well to encouragement. Sometimes students take the initiative, particularly in the upper grades. They enjoy opportunities to learn actively, for example in science activities. In these lessons, they are motivated and cooperate well, with focus.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching varies from subject to subject within each phase. In the most effective lessons, teachers plan carefully. They use methods of teaching well suited to the age and range of abilities of their students. However, this practice is not consistent, particularly in the Elementary School. Some teachers successfully use questions and tasks to help all students to develop thinking skills, to work creatively and to make meaningful links between subjects. Some teachers are becoming more familiar with the U.S. Curriculum and the skills and content knowledge that it requires. Curriculum standards are included in assessments, to ensure that what is assessed reflects the content taught. Across all grades, moral development is interwoven in the school's curriculum. Teachers of Islamic Education successfully engage students and enrich their learning in a good variety of ways. This is an inclusive school. Teachers support students of determination well, based on their individual needs. It provides a very safe environment for all students. Outstanding health and safety measures ensure that each child is protected and feels secure. The learning environment is positive. There is a good level of care and support for all students.
Leadership and management	<ul style="list-style-type: none"> The leadership team includes a new principal, who served as vice-principal at the previous inspection, alongside several new senior and middle leaders. Alongside knowledgeable and supportive governors, all are working steadily to promote academic growth and the school's own culture which highlights inclusiveness and Islamic values. The day-to-day routines and communication reflect good management at this new site; all of which is valued by parents who engage well with the school.

The Best Features of The School:

- Secure and positive outcomes in applying Islamic values and concepts
- Good leadership, including governance, which has led to significant improvements across the school
- The development of investigative skills in science and STEM in the Elementary and Middle Schools
- Good provision and outcomes in the Kindergarten
- Outstanding arrangements for health and safety and an inclusive ethos, with support for all students

Key Recommendations:

- Ensure that systematic self-evaluation, using accurate internal and external data, is embedded in focused improvement planning, with measurable next steps for the school's development.
- In the Elementary School, consistently apply effective teaching methods suited to the grade level and ability of the students.
- Improve the quality of teaching across all phases of the school, and allow students more time and freedom to think, explore, investigate, and create.
- Establish targeted interventions, based on accurate assessment information, to accelerate the acquisition of literacy and numeracy throughout the school, with particular attention to reading and extended writing.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons, most students exhibit a sufficient level of knowledge of Islamic principles. Attainment is stronger in their work samples, and more evident when they learn about major events and the pillars of Islam. Across both phases, students make progress above expectations.
- The enrichment Holy Qur'an program has a positive impact on students' ability to memorize prescribed verses of the Holy Qur'an and Hadeeths. Students have a secure understanding of the Islamic concepts related to daily practices and life situations.
- Effective differentiation strategies promote steady progress for all groups, including students of determination. In the Elementary School, faster progress is not yet reflected in improved attainment. Middle School students develop skills to justify and infer the wisdom behind key Islamic worship and values.

For Development:

- Raise attainment by providing more opportunities for critical thinking when students discuss Islamic concepts.

Arabic as a First Language

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

- Across both phases, students attain in line with expectations, with a better picture in the early grades, where students are more confident in using classical Arabic in their conversations. In Grades 7 and 8, students' knowledge is underdeveloped.
- Across both phases, students' knowledge of grammar and linguistic structures is variable. Their writing skills are insufficiently developed to ensure the regular use of appropriate vocabulary, structures and rhetorical images to convey the intended messages.
- The identification of students by abilities and needs suggests clear planning in the Arabic department. However, teachers' implementation of this planning is underdeveloped.

For Development:

- Track students' progress in writing by enhancing the use of their notebooks, and by linking writing assignments to clear rubrics which identify the best elements of writing.
- Consistently differentiate classroom tasks based on the analysis of assessment information.

Arabic as an Additional Language

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

- Students' progress is strong in both phases. They can express themselves in multiple contexts using clear language. Students in lower grades are at least in line with expectations based on the number of years of study.
- In both phases, students can engage in different kinds of conversation using a wide range of vocabulary to express their thoughts. Writing skills are at the expected level. Listening skills are very strong.
- Effective differentiation accelerates students' progress, especially in the Middle School and lower Elementary. However, the inconsistent teaching practices across the department limit the attainment of many students.

For Development:

- Ensure consistency in the use of effective teaching strategies appropriate to different age levels.

English

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

- From relatively low starting points, most children in the Kindergarten make rapid progress in learning English. In Grades 1 to 8, most students attain in line with the Common Core standards for their grades. A few make progress at rates above or below those expectations.
- Students can understand spoken English from many different sources. Almost all can speak clearly and accurately. A few have fluency more typical of native speakers. Although students are improving their reading skills, only a minority can read aloud with confidence.
- The restrictions on the use of normal writing instruments have impeded students' literary progress significantly. They are now working to recover or gain expected writing skills. The older girls generally write more skillfully than the boys.
- Emirati students' attainment is slightly lower than that of other students in a few grades.

For Development:

- Encourage students to read fiction and non-fiction for pleasure outside school hours.
- Provide frequent opportunities for students to write at length and for a variety of purposes.
- Institute daily calligraphy practice for older boys.

Mathematics

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

- Children in the Kindergarten can identify shapes and colors and can count to 20. In the Elementary School, students possess stronger numeracy skills than they do of mathematical reasoning and geometry. Problem solving and data handling in the Middle School are adversely affected by reading skills.
- Teachers infrequently use practical mathematics objects which students can handle, particularly in grades 1 to 6 and this restricts learning. In all phases students are developing fluency in using mathematical language and in solving word problems.
- Insufficient opportunities for the development of inquiry, critical thinking and research skills, and the lack of opportunities to apply number skills in unfamiliar contexts, limit students' ability to learn to think mathematically and to find real-world solutions.

For Development:

- Analyze and use internal and external information, and the identified domains, from assessment, to plan learning in class, and to challenge students with appropriately differentiated activities that link mathematics to real-life situations.

Science

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

- In the Kindergarten, children make progress in their understanding of the world. Progress is accelerated in the Elementary and Middle Schools, particularly in the development of investigative skills, as students apply and deepen their learning of science concepts in practical situations.
- In the upper two phases, students extend their learning through the use of digital simulations and practical experimentation. Their investigative skills are developing well. They are able to create simple hypotheses, design fair tests, and accurately make and record observations.
- The focus on the development of investigative skills in the Elementary and Middle Schools has a positive impact on students' acquisition of knowledge and inquiry skills. By contrast, their skills in extended scientific writing and critical thinking are underdeveloped.

For Development:

- Provide opportunities for students to think about their responses to open-ended questions, to develop their critical thinking skills, and to practice extended scientific writing.

Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Good ↑	Good ↑

- Students are eager to learn and enjoy classroom activities. Many older students are aware of their strengths and weaknesses, and work hard to improve. Children develop independence, self-reliance, and the ability to make choices and initiate their inquiries.
- Students are improving in their ability to solve problems. They collaborate well when working in pairs or in small groups. When given the opportunity, they are learning to apply their skills and to make connections between different subjects. In some lessons, the reasoning skills of students are underdeveloped.
- Girls generally take more responsibility for their own learning than boys, but also may hold back in class. Inquiry and research skills are emerging, although student-initiated innovation is rarely apparent in lessons.

For Development:

- Enable students to initiate learning, when practically possible, in all subjects.

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

	KG	Elementary	Middle
Personal development	Very good ↑	Very good ↑	Good

- The behavior of younger students is exemplary. Almost all students have excellent attitudes to learning and are motivated to take part in school life. Older students, particularly boys, are still developing their social skills.
- Excellent relationships between students and teachers contribute to the school's friendly atmosphere. In lessons, students celebrate the achievements of others. Many enjoy sharing their ideas when working in small groups.
- Students readily accept and respond positively to their teachers' guidance. They generally follow advice on healthy eating and understand the importance of physical activity. Attendance is very good.

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

- Students, and children in the Kindergarten, highly appreciate Islamic values such as honesty, charity and helping others. They promote the respect for culture, and celebrate Islamic events. They involve themselves in a range of competitions and charitable activities, such as their project with Red Crescent.
- Students speak with pride about the importance of the UAE heritage, national events and recent initiatives. They believe that tolerance promotes the sustainability of a multi-cultural environment in the UAE. In their assemblies, they celebrate their leaders' achievements, and show respect and loyalty.
- Students' work and displays around the school reflect their appreciation of other nationalities. They are keen to know and learn more about different cultures in the world.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Across all phases, children and students possess a good work ethic. When given opportunities, they are active participants in class lessons, and they enjoy learning. They see themselves as partners with the school in their educational and personal development, and in the promotion of their well-being.
- Although Covid protocols limited participation in local community activities, students have retained a sense of civic responsibility. They enjoy working on worthwhile projects and when raising money for charities.
- Students in the upper grades understand well that they have a responsibility to promote sustainability, both locally and globally. They are engaged in implementing school-based projects to improve the environment and to promote ecological awareness and conservation.

For Development:

- Support students in developing their ideas and projects for their class, grade and school, using their sense of civic responsibility to contribute to the school and wider community.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Acceptable	Good ↑

- The quality of teaching remains sound in the Kindergarten. In Grades 1 to 5, the quality of teaching varies. Teachers often spend too much time talking. They sometimes do not give students enough time to think before they answer questions.
- Many teachers use information from assessments to plan lessons well. As a result, most students make good progress against their individual starting points. Sometimes the tasks set for groups of students in class differ in content, but not in the levels of challenge.
- In some instances, tasks remain incomplete by the end of the lesson. Conversely, some teachers plan tasks that are quickly completed, sometimes leaving students idle. Teachers' efforts to develop their students' critical thinking, investigative and research skills are inconsistent across subjects.

	KG	Elementary	Middle
Assessment	Good	Acceptable	Good ↑

- Assessment processes are systematic. In the majority of subjects, they provide valid attainment information linked to the curriculum. In the Kindergarten, progress is closely and accurately tracked to inform the next steps for learning.
- Teachers manage and analyze information from assessments well in most instances. They use this information to influence the curriculum, to plan for individual learning needs and to enhance all students' progress, particularly in the Kindergarten and Middle School.
- Teachers use assessment information to learn their students' competencies. They use digital learning platforms well with students to ensure that recorded verbal and written feedback and advice on how to improve are exchanged. Some students assess their own learning against targets, but this practice is not widespread.

For Development:

- Ensure that external measures of attainment are used for all key subject areas, and that standardized rubrics are used when assessing projects and extended writing tasks.
- Review how information from assessments can be used as effectively as possible to accelerate students' acquisition of numeracy and literacy skills, in both English and Arabic.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The school's broad and balanced curriculum provides learning experiences that motivate and promote students' engagement. The written curriculum is systematically progressive, and this facilitates a smooth transition within and between grades and phases, balancing theoretical learning and the development of skills.
- In the Kindergarten, children learn to make choices that enhance the development of skills. In the Elementary and Middle Schools, the curriculum offers students opportunities to explore interests and to develop knowledge in a range of subjects. The curriculum is enhanced most effectively in Islamic Education.
- The curriculum is regularly reviewed, resulting in a greater emphasis on school-wide mathematics alongside an emphasis on reading and subject-based vocabulary development. The school has begun to use assessment data in target-setting and lesson planning to better address the Common Core Curriculum standards.

	KG	Elementary	Middle
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- The school makes adequate modifications to the curriculum to meet the needs of most groups of students. Although individual Education Programs (IEPs) are available in all classes, not all teachers make effective use of them. The school does not yet actively identify and support gifted and talented students nor does it offer an extensive range of extra-curricular activities.
- The installation of appropriate software on students' electronic devices extends and enhances learning. The platforms enable students to explore immediately accessible information, to discover and report, and make learning real, live and relevant.
- Students develop a deep appreciation, knowledge and understanding of UAE's values, history, culture and society.
- Arabic is taught in the Kindergarten for 40 minutes each day.

For Development:

- Further develop the program of extra-curricular activities and provide students with more opportunities for developing skills in enterprise, innovation, and creativity.

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

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

- The well-developed child protection procedures for all staff are reviewed regularly, leading to trusting relationships between students and teachers. The level of school security is very high and practices are regularly reviewed. Across all phases, students demonstrate a secure understanding of what constitutes a healthy lifestyle.
- The building has access for those with a physical disability. There are detailed evacuation plans. Maintenance procedures are highly effective. On-site medical support and record keeping reach very high standards.
- The adoption of rigorous Covid protocols has led to an environment where families feel confident in sending their children to school. They know that the school's cautious approach to keeping everyone safe and well is of utmost importance and will continue to be a priority.

	KG	Elementary	Middle
Care and support	Good	Good ↑	Acceptable

- The school is welcoming to all. The personal development of students is routinely monitored. Staff have positive relationships with students. They care about and promote their well-being. Systems and procedures for managing student behavior in the Middle School are not sufficiently robust.
- The school promotes good attendance and punctuality. There are rigorous systems in place to identify students of determination and provision for these students is good. A clear set of goals is written into each student's IEP and closely monitored for progress and to reset targets.
- The guidance counselor and social worker attend well to students' emotional well-being and academic needs. In preparation for High School, students in Grade 8 are advised on life choices and careers through events, partnerships with local universities and private companies.

For Development:

- Extend the learning opportunities of gifted and talented students by developing appropriate programs.
- Develop plans to improve behavior in the Middle School.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The governing body and leaders exhibit strong leadership and a commitment to inclusion and this ensures a high quality of provision and outcomes for students of determination
- The identification of students of determination is accurate and well-informed, resulting in effective plans to overcome barriers to learning.
- The school empowers parents to become partners in their children's education and values their involvement.
- Leaders and many teachers make generally appropriate adaptations to the curriculum to meet the needs of students of determination. However, successful differentiation in lessons is inconsistent across levels The effective and committed inclusion team, under the current head of inclusion, ensures that students of determination make good progress overall.

For Development:

- Encourage all teachers to differentiate plans and teaching approaches effectively to meet the needs of all learners.

6. Leadership and management

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

- Leaders at all levels share a common and well understood vision for school development. They exhibit flexibility and show agility, witnessed in the successful move to the new school site. Departmental leaders are aware of students' needs and take steps to identify and address gaps in learning. They collaborate effectively with teachers to raise the quality of teaching. Communication has improved and relationships are positive. Senior leaders take seriously their accountability for students' performance.
- Through effective self-evaluation procedures, leaders and teachers understand the strengths and needs of the school. Senior leaders have taken initial steps to improve the impact of teacher evaluation. Significant changes to student numbers and staffing bring forward the need for more timely monitoring to meet students' needs, and to identify and address gaps which are barriers to students' performance. Development plans are too descriptive, with insufficient attention paid to appropriate, measurable actions.
- Parents are appropriately involved in the community life of the school. If they are unable to participate, information, shared in both English and Arabic, help them to feel connected. Parents are generally happy in their choice of school, its vision and its growth. They appreciate being actively involved by the school in their children's development. Many useful partnerships and engagements with the wider community take place.
- Governance includes representation from parents and teachers, and from other educators in the community. The Governing Board seeks the views of parents and all staff. Members have a detailed knowledge of the school through monitoring of teacher appraisal and through access to information on students' performance. They work towards improving resources of all types to raise student achievement, learning, and technological skills.
- The school is managed efficiently and has appropriately well-established routines. There is an improvement in the number of staff with teaching qualifications, as was recommended in the previous inspection. Increased access to technology for learning and assessment has been provided. Expansion of the library and practical learning materials has been paused due to current protocols.

For Development:

- Create development plans which are action based, with simple and identifiable steps towards development and growth.
- Give particular focus, with the support of Governors, to the recruitment of suitably qualified staff.

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 QA.Schools@khda.gov.ae