

GOOD



2019-2020



























INSPECTION REPORT

US CURRICULUM

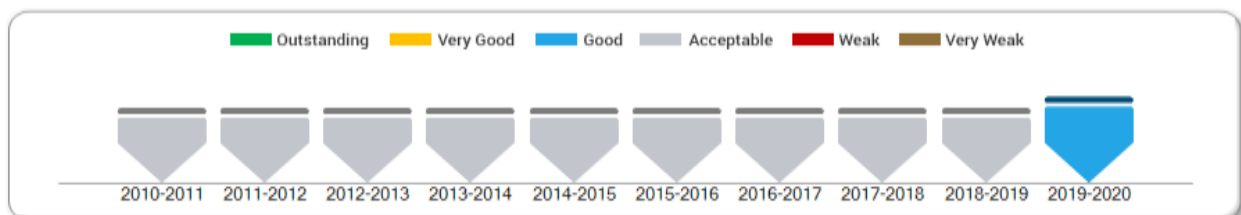
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School Information

General Information	 Location	Al Mizhar
	 Opening year of School	2007
	 Website	www.naischool.ae
	 Telephone	04-288-4844
	 Principal	Justin Allen McCauley
	 Principal - Date appointed	8/1/2019
	 Language of Instruction	English
	 Inspection Dates	17 to 20 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	473
	 Number of Emirati students	179
	 Number of students of determination	71
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	57
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	10
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	1
	 Teacher turnover	33%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	North Carolina
	 External Tests and Examinations	MAP
	 Accreditation	NEASC Candidate
	 National Agenda Benchmark Tests	MAP

School Journey for NORTH AMERICAN INTERNATIONAL SCHOOL



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

- Kindergarten (KG) children achieve consistently well in each key subject. In the other phases, their attainment ranges from acceptable to good. Elementary students make good progress in all subjects and attain well in Islamic education, mathematics and science. Students in the middle and high schools make consistently good progress in mathematics and science. Achievement is more varied in Islamic education and Arabic, although there have been improvements in two phases. Students' learning skills are improving, particularly in the middle school.
- Students throughout the school have very positive and responsible attitudes, and they work well together. They have collaborative skills, resulting in very positive relationships where peers support one another. Students of all ages demonstrate respectful and friendly relationships with all staff members. Most students understand the benefits of safe and healthy living, and sometimes make choices to support a healthy lifestyle.

Provision for learners

- The quality of teaching is good across the school. Teachers use different teaching methods to allow all students to participate fully, helping some students bridge the gaps when they lack certain skills. Lesson plans include opportunities for students to think critically and work independently. Assessment procedures have improved, particularly in the middle school, and are now more closely aligned to the curriculum standards at each grade level.
- The overall curriculum is planned across the subjects to address more thoroughly the subject standards at each grade level. Teachers focus on these standards in their lessons, matched to the external assessments. Links across subjects and connections to the UAE are regular features of lesson planning. The curriculum is adapted effectively to meet the learning needs of groups of students and students of determination.
- Students are cared for in a safe, protected environment. There are reliable systems in place for any daily needs that arise. This is an inclusive school which provides a nurturing environment for all students. Specialist teachers assist in creating individual plans for students who need extra support. All older students have access to advice for their next steps in their academic journey.

Leadership and management

- The new principal and school leaders at all levels are collectively and very effectively driving school improvement. Leaders have a clear and shared vision, and provide effective guidance and support for improving the quality of education for all students within this inclusive school. The positive changes to the learning environment are appreciated by all members of the school community.

The best features of the school:

- The quality and capacity of school leaders for successfully bringing about positive change;
- The inclusive ethos, care and support for all students in the school;
- Students' attitudes and behavior, and their positive relationships with teachers;
- The consistently good outcomes in the KG.








Key recommendations:

- Evaluate the actions taken and take effective steps to improve the program for developing students' reading skills in both English and Arabic.
- Ensure that all teachers have the skills and understanding required for the teaching of English as an additional language, particularly in the Middle School.
- Raise students' attainment and progress in Islamic education and Arabic, particularly in the high school.
- Improve the outcomes for the key UAE national priorities, including the development of students' reading and innovation skills, and the quality of teaching and assessment of learning in moral education.

Overall School Performance

Good ↑

1. Students' achievement

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

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good ↑	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	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	Good
Governance	Good
Management, staffing, facilities and resources	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 (NAP) for the 2019-2020 academic year.

The school's progress on international assessments is approaching expectations.

- The Trends in Mathematics and Science Study (TIMSS) 2015 results show that the school exceeded its targets in science in Grades 4 and 8, and in Grade 8 mathematics. The Programme for International Student Assessment (PISA) results declined in English, mathematics and science between 2012 and 2015. The Measures of Academic Progress (MAP) results show acceptable progress in mathematics, and weak progress in English and science. The high school mathematics MAP scores improved to outstanding in Grades 9 and 10. The Progress in International Reading Literacy Study (PIRLS) results reached the international benchmark, reflecting improvements. Comparisons between the NAP test outcomes and the Cognitive Ability Test (CAT4) results demonstrate consistency.

The impact of leadership meets expectations.

- The school's leaders strongly support the vision and goals of the National Agenda, evident in their detailed action planning. The monitoring and measuring of students' achievements show improved results on a consistent basis. Modifications to the curriculum ensure better alignment with external tests. Teaching is strengthened by the use of assessment information.

The impact on learning meets expectations.

- Only some teachers share an understanding of how to develop students' critical thinking skills. Some may not teach their students how to research formally in each subject. The scientific method is becoming embedded to support students' critical thinking and research skills in science.

Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.

For development:

- Ensure that the analysis of assessment information is used consistently to identify gaps in student learning.
- Implement a range of strategies to improve MAP test outcomes in all grades and subjects.
- Ensure that all students learn how to conduct research and reference their sources correctly.

Moral education

- The moral education curriculum is aligned fully with the Ministry of Education (MoE) requirements. The key concepts are taught adequately.
- Teachers engage students, mostly through discussions and some active learning. The quality of teaching varies. Lessons occasionally use time and visual aids effectively.
- The assessments of students' achievement are at an early stage of development. Outcomes are being reported to parents for the first time this year.

The school's implementation of moral education is below expectations.

For development:

- Improve the quality of teaching to ensure that all students are fully engaged. Improve the quality of assessments of learning.

Reading across the curriculum

- Reading assessments are helping to identify students who are reading below their expected levels. Additional support and guided reading are having positive effects upon students' reading comprehension. The reading skills of some Emirati boys are less well developed than other groups of students.
- Teachers are giving more focus to reading instruction in language classes. Subject teachers are explaining subject specific vocabulary. However, they are not always aware of students' reading skills and the quality of the support they provide varies.
- The school has identified and implemented a range of ways to motivate students and promote a greater love of reading. These are beginning to show positive effects.
- School leaders have demonstrated their commitment to improving reading in English and Arabic through increased investment in resources and additional experienced and qualified teachers.

The school's provision for reading across the curriculum is emerging.

For development:

- Develop a clear plan to accelerate the development of students' reading literacy in both English and Arabic as a first language.
- Share the reading levels of underperforming Arabic and English students with all class teachers so that they can support students develop appropriate literacy skills, more effectively in all lessons.

Innovation

- The KG children regularly develop innovation skills. In other phases, students have fewer opportunities to be innovative and think creatively in lessons.
- A majority of students in all phases take part in creative projects which develop their innovation skills and demonstrate their responsibility towards the community.
- Teachers provide some opportunities for students to develop critical thinking and problem-solving skills, particularly in science and mathematics, but these opportunities vary across other subjects.
- The curriculum has some elements of innovation and supports student leadership and entrepreneurial opportunities. However, extra-curricular activities do not provide sufficient opportunities for developing innovation skills.
- School leaders recognize the need to embed innovative practices. Teachers and students are gradually finding opportunities to use innovative approaches for school development and student learning.

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

For development:

- Appoint an individual or team to lead the development of an authentic culture of innovation across the school.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Students in the elementary school demonstrate levels of understanding and knowledge that are above the level of other phases in reciting the Holy Qur'an and in knowledge about Sunnah. Middle school students know the pillars of Iman and Islam and the conditions for prayer.
- Elementary school students know the names of the Prophet Mohammed's (PBUH) family, and middle school students know about his attitude towards people when he conquered Mecca. High school students know parts of Sunnah. Students in all phases know the steps of ablution, prayer and Hajj.
- Students know some of the characteristics of the companions and their effect on Islamic society, such as Abu Baker and the Prophet's (PBUH) wife, Khadijah. Students know that the UAE government distributes to charities around the world.

For development:

- Embed the skills of memorization and recitation of the Holy Qur'an and provide more opportunities for students to practice their recitation skills.
- Increase the level of challenge in the high school.

Arabic as a First Language

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

- Middle school students' language skills have improved since last year. Achievement in the elementary and high schools is unchanged since the last inspection. Girls outperform boys as observed in lessons and the school's internal assessment data.
- In the elementary and middle schools, students are gaining confidence in using their communication skills to express and discuss their ideas. Reading comprehension is developing well. High school students' oral skills and independent reading and writing skills are underdeveloped.
- Reading has started to become a priority across all phases of the school. A few Arabic teachers allocate reading time in the library to support guided reading.

For development:

- Ensure that the students, particularly in the high school, have sufficient opportunities to engage in meaningful activities to improve their reading, writing and conversational skills.
- Ensure that the Reading Project is an integral part of lesson plans and includes the effective use of the school library and appropriate Arabic books.

Arabic as an Additional Language

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

- Elementary school students are improving their language skills. Students' achievements in the upper phases are unchanged since the last inspection. School data and inspection team observations show no significant differences between boys and girls in this subject.
- Elementary school students are gaining confidence when expressing their views on familiar contexts and when they talk about themselves. They are improving their reading with understanding of topics that relate to their daily lives. Independent reading and writing skills in the middle and high schools are developing slowly.
- The Arabic department is using the new MoE standards to plan lessons and activities, but these are not appropriately adapted to be fully effective, particularly in the upper phases. Assessments are not sufficiently challenging or rigorous.

English

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

- The English internal and external assessments for learning show similar patterns for progress across all but one grade. The girls achieve better than the boys, especially in the middle grades. This is due to their positive attitudes towards learning the subject and better oral language skills.
- The students collectively demonstrate good oral skills; with stronger grades exhibited by a minority of students. Students' reading skills are improving. Their writing skills range from weak to very good and are acceptable overall.
- Students now contribute to a school yearbook and display their oral English skills in activities such as the Model United Nations. Importantly, their English skills have improved sufficiently to enable their success in the other key subjects taught in English.

For development:

- Students need to write more frequently and at length for a variety of purposes.

Mathematics

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

- Elementary school students' achievement builds upon the gains made in the KG. External and internal examination results confirm that most middle school students reach levels that are in line with expectations. The external assessment information for the oldest students reflects good attainment.
- The KG children apply their number skills to everyday life. Grade 5 students calculate areas of complex shapes whilst middle school students solve real world problems in geometry. High school students are becoming proficient mathematicians exploring the challenging areas of algebra, geometry and calculus.
- Students make good progress across all phases because mathematics is made relevant to their lives. They use mathematical language more confidently to explain their work, reflecting the emphasis on key vocabulary. Their critical thinking, enquiry and research skills are still developing, although problem solving skills are stronger.

For development:

- Ensure that critical thinking, enquiry, and problem-solving are fully embedded in students' mathematical development in all grade levels.

Science

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

- Students' attainment is low in the MAP assessments and internal assessment results across most phases and has not improved over time. However, the quality of work seen in lessons and notebooks across all phases shows better progress this year, particularly in the middle school.
- Engaging and sometimes innovative lessons that focus on working scientifically, investigating and solving problems, are all having a positive impact on students' enjoyment of science and on their progress. In all phases, students are beginning to think critically.
- Science leaders ensure that planning meets the scope and sequence of the North Carolina standards. While there are still some gaps in knowledge, students are now more firmly grounded in the curriculum. More practice in examination language and expectations is included in long-term planning.

For development:

- Ensure that teachers' planning includes different levels of success criteria, so that students understand how to work towards mastery and can accurately set their next steps in learning.

UAE Social Studies

All phases

Attainment

Acceptable

- Young students explore the social studies standards through a range of activities, including map work, the use of globes and a developing understanding of community. Older students connect their understanding of the UAE government and constitution with their understanding of other countries in the region and across the world.
- Not all areas of the syllabus are fully covered. There is insufficient focus on the breadth of the curriculum for younger students. Older students' understanding of the language of the documents is underdeveloped.
- Students are encouraged to enjoy the subject and they successfully make connections to life in Dubai. However, the extent to which they study topics in any depth varies across the grades.

For development:

- Ensure that appropriate emphasis is given to developing the breadth and the depth of the UAE social studies program.
- Ensure that the UAE social studies content is assessed separately from other social studies content, in order to track the students' attainment and progress over time.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Good

Good

Good ↑

Good

- Across the school, students' verbal communication skills are used effectively to collaborate and interact with others. They increasingly demonstrate their ability to make connections between different areas of learning and life situations.
- Students make effective use of technologies to support learning and research. They engage well in learning activities, and, when they are suitably informed by teachers of the next steps in their learning, they work responsibly towards these goals.
- Enterprise projects, such as the school shop, are supporting the development of students' entrepreneurship. Some older students develop innovation through clubs and projects. Children in the KG regularly find innovative solutions to problems, but this is less consistently the case in other phases.

For development:

- Increase the opportunities in lessons for students to be innovative and think critically.
- Support students to take greater responsibility for learning by accurately informing them what they do well and what they need to do to improve.

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

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

- Most students show a strong sense of personal responsibility and independence of mind. They initiate and participate in a number of competitions and activities. Students demonstrate genuine concern, empathy and tolerance and take the lead in relating to others, including students of determination.
- Students' behavior is positive and high standards of discipline are always maintained. Relationships among students and the staff are very respectful and considerate. There is a strong sense of community across the school, which is supported by all staff members and senior student leaders.
- Students actively participate in different school programs that foster safe and healthy lifestyles. However, some older students do not make regular healthy choices and some eat unhealthy foods. There is a clear understanding of the safe use of the internet. The rate of school attendance is good overall.

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

- Students across the school have a clear understanding of the role of Islam in the UAE and how its values are embedded in many walks of life. They talk about tolerance as a main aspect of life in the UAE.
- Students in all phases show strong respect for Emirati heritage and culture. Most students discuss cultural activities in detail and explain how the UAE has changed and has entered the 'Space Age.'
- Students are keenly aware of cultural diversity in the UAE. They celebrate their own cultures and show great respect to others.' Their knowledge of other cultures includes native languages, historical sites, food, dress and art, and is best understood in the upper phases.

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

- Students across the school demonstrate responsibility and contribute actively to school life. They show consideration for others through involvement in the Students' Council. Activities involving the wider community are underdeveloped.
- Students have a positive work ethic and take responsibility to improve their learning and work. High school students undertake some creative initiatives and demonstrate leadership skills. Opportunities for innovation and entrepreneurship are limited and not always prioritized in school planning.
- Students demonstrate clear awareness of environmental challenges in the world. They take part in some initiatives to improve their school environment and the wider community, such as cleaning the school and some public places in Dubai.

For development:

- Provide more opportunities for students in all phases to become innovative and creative learners and engage more purposefully with the wider community.
- Encourage parents to be more aware of the importance of healthy foods and to monitor their children's choices.

3. Teaching and assessment

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

- Teaching is consistently good across all phases. It is most effective in the high school. In science and mathematics lessons enthusiastic teaching and skillful questioning promotes higher order thinking and high levels of engagement. Positive learning environments exist throughout the school.
- Teachers plan lessons carefully, making the best use of time and resources, including technology. Activities regularly encourage collaborative and independent learning, with time given for students to reflect on learning. However, teachers do not provide sufficient opportunities for students to be innovative or solve problems independently.
- Teachers are keen to improve, and welcome feedback from the rigorous monitoring sessions. They do not provide consistently effective support for students who speak English as an additional language.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good ↑	Good

- A recent comprehensive review of assessment has resulted in greater consistency and a strengthening of assessment policies and procedures across all subjects and phases. Internal assessments are more closely aligned to the curriculum standards and is supported by effective moderation.
- The tracking of learning of individuals and of cohorts is effective. There is some limited student target setting, based on external and cognitive data. This encourages students to take greater responsibility for learning. Assessment information is used to identify students’ strengths and weaknesses, facilitating targeted interventions to address gaps in learning.
- Teachers use cognitive and curriculum assessment information effectively in lesson planning. In practice, modification to lessons is not sufficiently consistent to meet the learning needs of all student groups in all subjects.

For development:

- Provide the literacy and vocabulary support essential for students who have English as an additional language.
- Implement a comprehensive whole-school procedure for setting learning goals, with regular follow up.

4. Curriculum

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

- The curriculum has a clear rationale based upon standards from North Carolina and the UAE MoE. It is broad, balanced and age-appropriate, and relevant and effective in developing knowledge and skills. It meets all of the requirements for teaching the Islamic and Arabic curricula.
- The curriculum builds well on students’ previous achievements in almost all key subjects. In Arabic as a first language, the curriculum provides limited opportunities for independent learning, research, and critical thinking. The English resources for Islamic education are not sufficient.
- Students are well prepared for studies after graduation. The range of curricular options are now improved and provide older students with new choices that develop their interests and skills. After school activities address the interests of younger students twice a week.

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

- The adaptation of the curriculum has improved since the previous inspection. Teachers regularly make changes that accommodate the personalized needs of students of determination. Adaptations address the previous learning of students and their cognitive abilities, and are followed up with modified assessments.
- The curriculum is interesting, offering a range of opportunities designed to motivate most students. Opportunities for enterprise, innovation, creativity and social contribution are provided through some curricular areas, although not across all subjects.
- Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop clear understanding of the UAE’s values, culture and society. The heritage of the UAE is highly valued.
- Arabic is taught in the KG for two periods per week.

For development:

- Review the curriculum for Arabic as a first language to ensure that students develop the full range of skills.

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

- The health, safety and security of all students is taken very seriously and all regular checks, evacuation drills, signage and policies are in place. Students are properly supervised around the school and video cameras support their safety. The school is clean and well maintained.
- The medical staff cares for students well and carries out routine checks and vaccinations. They run many health education workshops and carefully monitor a minority of students whose lifestyles give cause for concern.
- The school has now appointed a well-qualified school counsellor who effectively looks after students' well-being. The child protection policy is very thorough and supports the staff's understanding of their responsibilities. Students say they are confident to report any concerns to an adult.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- A positive approach to behavior management fosters mutual respect between teachers and students and has favorable effects upon learning. The deployment of an effective reporting and recording system, and careful monitoring and follow up, promote good student attendance and punctuality.
- Effective procedures ensure the accurate identification of the needs and abilities of students of determination and those with gifts and talents. Teachers provide personalized support in most classrooms, but sometimes their interactions with a student are limited when a learning support assistant is present.
- A whole school pastoral care program promotes an ethos of well-being and provides for personal development. Academic and career guidance is provided to high school students to support their choice of a career path and their application to university.

For development:

- Ensure that all students are monitored for healthy lifestyles, and that the result of any support provided is evaluated.
- Ensure that the learning support assistants and teachers facilitate the full inclusion of students of determination in all lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion team promotes an inclusive ethos across the school. The inclusion leader is responsible for strategic planning which impacts positively on the improvement of the provision. Effective systems are in place to support teachers, coordinate provision and maintain student records.
- A range of indicators ensures the timely and accurate identification of the individual needs and abilities of students of determination. This informs planning and ensures effective interventions to reduce barriers to learning. The school responds appropriately to any significant changes in student needs over time.
- The school keeps parents informed of their children's progress. Parents' involvement in their children's education programs is welcome and makes a positive contribution. Parents appreciate the opportunities for training and support relevant to their children's needs.
- The curriculum is planned and appropriately modified to meet individual needs. Skilled support from specialist teachers promotes academic progress and the development of personal and social skills. Older students take some responsibility for their learning and collaborate well.
- The school effectively monitors and evaluates students' learning and personal and social development. A majority of students are making progress at or above expectations. Most students contribute to the design, implementation and review of their educational programs.

For development:

- Provide opportunities for parents to increase their knowledge, skills and understanding of their children's specific needs.

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	Good

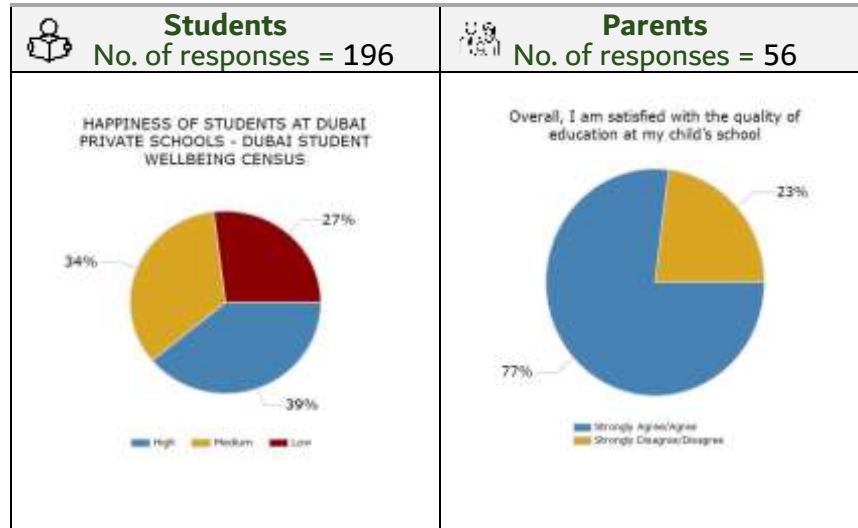
- Led by an experienced principal, the new school leaders share a vision and direction for school improvement. They are successful in motivating others and driving change. They effectively implement and adapt the curriculum with students’ achievement being the priority. Positive relationships and effective communication contribute to a vibrant learning culture and improving learning outcomes. School leaders take some innovative steps. By emphasizing reading literacy, leaders are effectively removing barriers to learning. Inclusive practices embrace all students.
- Each department is involved in the self-evaluation process, ensuring that information includes a range of sources. External student assessment data contribute to the overall understanding of the strengths and needs in the school. There is a robust system of teacher monitoring and evaluation towards the goal of a consistently high quality of teaching. Improvement planning is developing and, the focus on last year's inspection recommendations has brought about significant improvements.
- The school uses a range of strategies to communicate with all stakeholders, and with parents on matters relating to their children. Progress reports to parents about their children’s achievements align with American school requirements and university expectations, but these are basic and lack some details. The parent council is active and supportive and continues to have positive effects. There are several effective links with, and involvement in the local and wider communities.
- The governing board includes representation from a range of stakeholders, all of whom bring valuable experience and perspectives to decision making. The board keeps fully informed of developments in the school and monitors students’ performance through monthly meetings. Their appointment of experienced professional educators as new teachers and leaders has been instrumental in improving students’ achievements and raising the overall quality of the school.
- The daily management of the school is well organized, with clearly defined routines and responsibilities assigned to the staff. Leaders and teachers are well qualified and deployed effectively. High quality professional development is showing positive results, particularly in the middle school. The premises and available resources, including access to technology and new equipment for music, contribute to effective student learning. The library has an adequate supply of books for English and Arabic.



For development:

- Ensure that all members of the school community, and particularly leaders at all levels, consistently share responsibility for maintaining and building on the recent improvements in students’ achievement.

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.



 Students	<ul style="list-style-type: none"> Students are generally happy and optimistic. They have friends within the school, both from their own and other cultural groups. They tend to sleep less than advised, and a fair portion do not eat breakfast before coming to school. Most feel a sense of belonging with their peers, their school and in their friendships.
 Parents	<ul style="list-style-type: none"> Parents are satisfied with the new principal, and with the way the school is improving. They believe that the school is a happy learning place for their children. They have concerns, including that homework is harder now, that technology is not fully provided, that high school students need more career guidance, and that all students need more extra-curricular activities.

What happens next?

The school has been asked to prepare and submit an action plan to the 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