

INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

INTERNATIONAL ACADEMIC SCHOOL

US

ACCEPTABLE

INTERNATIONAL ACADEMIC SCHOOL
US

Inspection Dates
04 - 08 March 2024

Principal
Acting: Jennifer Miller

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

1488
Students

381
Emirati Students

51
Students of
Determination

85
Teachers

17
Teaching
Assistants

1
Guidance
Counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Kindergarten children achievement in English, mathematics and science as a result of effective teaching and learning
- Student's personal development and awareness of Islamic values and Emirati culture
- Health and safety, including arrangements for child protection and safeguarding

POINTS TO IMPROVE

- Governors to meet their responsibilities by hiring a permanent principal and attracting and keeping high-calibre leaders and teachers, ensuring a stable and trustworthy learning environment for students
- Improve the quality of teaching and learning so all students reach their full potential
- Ensure teachers make effective use of the assessment information to plan and implement lessons that challenge all students and close the gaps between the underachievers and their peers, so all achieve well
- Develop leaders capacity and skills to address potential barriers associated with the school's demographic intake, drive ongoing improvement, and contribute to sustained development in student outcomes
- Establish a cohesive self-evaluation process using reliable assessments to define measurable improvement objectives and ensure consistent monitoring for successful implementation

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **ACCEPTABLE**

Led by an experienced counsellor, the school's well-being team actively promotes student and teacher well-being through various initiatives and a dedicated website. Their vision and commitment are evident in school policies and actions. Surveys show a positive impact, with students feeling cared for and trusting teachers. Teachers monitor and intervene in student issues, supported by the counsellor. However, involvement of governors and parents in the promotion of well-being promotion is scant.

STUDENTS' ACHIEVEMENTS

In Kindergarten (KG), children show good achievement in English, mathematics, and progress in science. There is progress in students' performance in the Ministry of Education (MoE) subjects, reaching an acceptable level except for middle school, where Arabic as an additional language remains weak. Arabic progress in middle school has improved to an acceptable level. However, high school students' mathematics achievement has declined to an acceptable level. Apart from KG, students' learning skills lack a solid foundation for better outcomes.

	ENGLISH	
	ATTAINMENT	PROGRESS
KG	GOOD	GOOD
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

	MATHS	
	ATTAINMENT	PROGRESS
KG	GOOD	GOOD
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

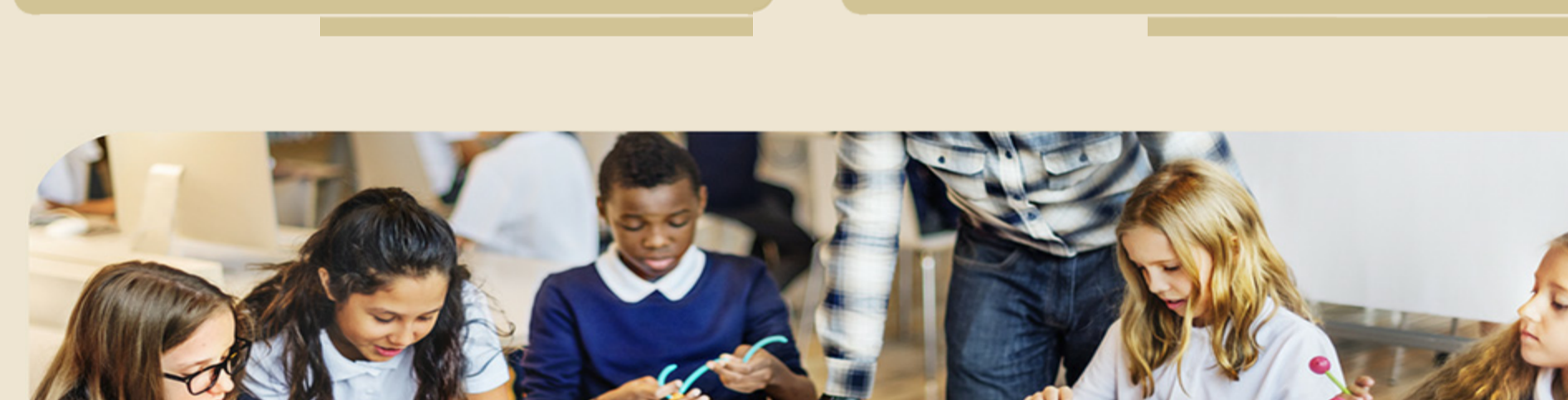
	SCIENCE	
	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	GOOD
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

	ARABIC AS FIRST LANGUAGE	
	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

	ARABIC AS SECOND LANGUAGE	
	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

	ISLAMIC	
	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	WEAK	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

	LEARNING SKILLS	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	ACCEPTABLE	
MIDDLE	ACCEPTABLE	
HIGH	ACCEPTABLE	



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students demonstrate self-discipline and positive behavior, fostering a supportive environment with rare occurrences of bullying. They understand and respect others' needs, fostering positive relationships with peers and staff. Additionally, students show a good understanding of health and safety practices and actively participate in physical activities. However, punctuality remains a challenge for some students, impacting the learning environment. They also exhibit responsibility and leadership qualities, although entrepreneurial skills require further development, especially in elementary and middle school phases.

PERSONAL DEVELOPMENT

KG	VERY GOOD
ELEMENTARY	GOOD
MIDDLE	GOOD
HIGH	GOOD

UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

KG	GOOD
ELEMENTARY	GOOD
MIDDLE	GOOD
HIGH	GOOD

SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

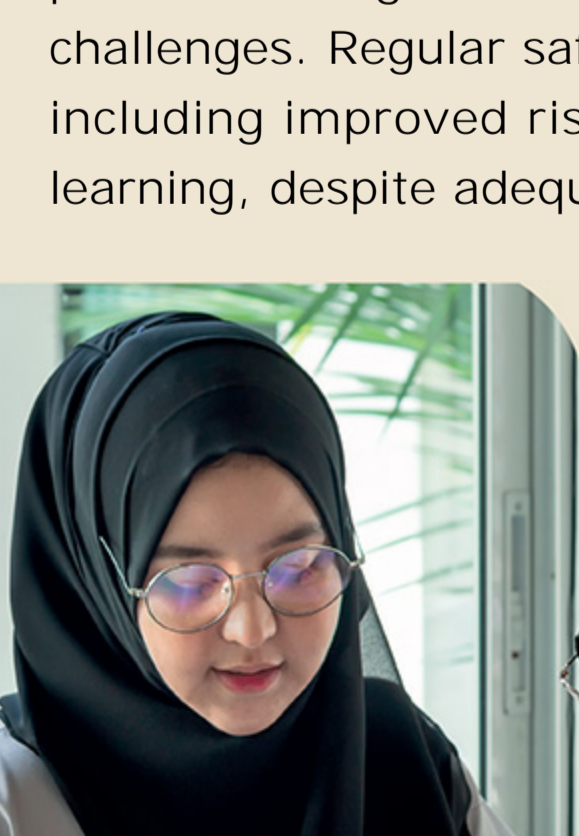
KG	GOOD
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	GOOD

PROVISION FOR LEARNERS

Teachers generally possess strong subject knowledge but lacks the consistency to foster independent learning and effective differentiation. Kindergarten students actively engage in lessons, applying learning creatively, though engagement varies in science and Arabic. Teacher skills in questioning vary considerably, too often lacking depth. Assessment processes are consistent, with kindergarten assessment particularly effective. However, alignment between internal and external assessments remains a challenge, affecting accurate student evaluation.

The school's curriculum integrates multiple standards, focusing on knowledge acquisition while addressing California Common Core, Next Generation Science Standards, and Ministry of Education guidelines. High school offers a broad range of courses including Advanced Placement options. Curriculum reviews ensure relevance and alignment with students' needs. However, personalization efforts vary across subjects and phases, and there's room for improvement in integrating extracurricular activities and Emirati cultural experiences into the curriculum.

The school ensures effective safeguarding measures, providing child protection training for staff and maintaining formal procedures against abusive and ongoing risks. Safety and hygiene are prioritized, though dismissal and disciplinary procedures face challenges. Regular safety checks and supervision maintain security. Systems under review for enhanced efficiency, including improved risk assessment practices. However, ineffective classroom management in some lessons impacts learning, despite adequate support systems and interventions for diverse student needs.



	TEACHING	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	ACCEPTABLE	
MIDDLE	ACCEPTABLE	
HIGH	ACCEPTABLE	

	ASSESSMENT	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	ACCEPTABLE	
MIDDLE	ACCEPTABLE	
HIGH	ACCEPTABLE	

	CURRICULUM DESIGN	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	ACCEPTABLE	
MIDDLE	ACCEPTABLE	
HIGH	ACCEPTABLE	

	CURRICULUM ADAPTATION	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	ACCEPTABLE	
MIDDLE	ACCEPTABLE	
HIGH	ACCEPTABLE	

	HEALTH & SAFETY	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	GOOD	
MIDDLE	GOOD	
HIGH	GOOD	

	CARE & SUPPORT	
	ATTAINMENT	PROGRESS
KG	GOOD	
ELEMENTARY	ACCEPTABLE	
MIDDLE	ACCEPTABLE	
HIGH	ACCEPTABLE	

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **ACCEPTABLE**

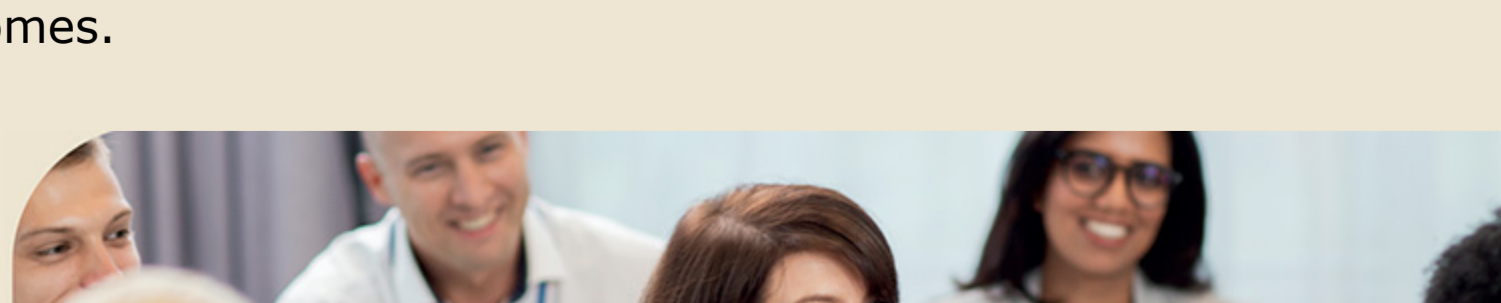
The school fosters inclusivity under capable leadership, ensuring students' diverse needs are met. Though most students have individual plans, teacher skill gaps hamper differentiated instruction. Parents lack support in understanding their children's special needs. Progress monitoring, utilizing various data sources, suggests most students are progressing as expected, despite challenges. Continued efforts to address teacher training and parental support are needed for further improvement.



LEADERSHIP AND MANAGEMENT

The acting principal and senior leadership prioritize inclusive education and wellbeing. Stakeholders' engagement in the school's self-evaluation is limited and improvement plans prioritize task completion over measurable students' outcomes. Parental engagement is mostly successful. Governance lacks effective engagement, with high turnover in teaching staff impacting against curriculum delivery and students' outcomes.

THE EFFECTIVENESS OF LEADERSHIP	ACCEPTABLE
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	ACCEPTABLE
PARENTS AND THE COMMUNITY	GOOD
GOVERNANCE	WEAK
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	ACCEPTABLE



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