

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

Inspection Report 2018-2019

Modern Skills School

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
US



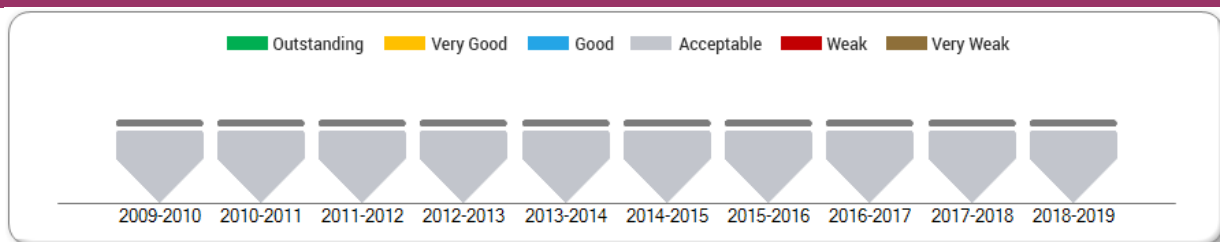
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School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	2006
	 Website	www.dubai-sms.com
	 Telephone	04-2887765
	 Principal	Ms. Judith Vojta
	 Principal - Date appointed	1/13/2019
	 Language of Instruction	English
	 Inspection Dates:	25 to 28 March 2019
Students	 Gender of students	Boys and girls
	 Age range	4-17
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1750
	 Number of Emirati students	1522
	 Number of students of determination	80
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	123
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	29
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	4
	 Teacher turnover	32.7%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	MAP, PISA, TIMSS, SAT
	 Accreditation	None
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for Modern Skills School



Summary of Inspection Findings 2018-2019

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

- Students' achievement in all key subjects is variable. Attainment and progress in Islamic education are strong across the school, as are in Arabic as a first language in the elementary school, and in English in the high school. Elsewhere, English, mathematics and science outcomes are generally acceptable. Students' learning skills are acceptable in the lower phases but good in the high school.
- Students' personal and social development and their innovation skills are strong across the school. In the Kindergarten (KG) and high school, students' personal development is very good. In all phases, students share a deep understanding of Islamic values and awareness of Emirati and world cultures. Most students, apart from some elementary school boys, diligently follow the directions of their teachers and respect their peers.

Provision for learners

- The quality of teaching is strong in the high school but variable across the other phases. In some lessons, the lack of effective teaching is hindering students' ability to learn independently and to carry out research on areas of interest. With the exception of the KG, the use of assessment information to support learning and achievement is underdeveloped. Most teachers do not use data to inform their lesson planning and, consequently, do not always meet the learning needs of all groups of students.
- The school's curriculum has been reviewed and is now aligned to the California State Standards, supporting the content and structure required for a school following a US curriculum. Adequate curricular choices are available in the upper grades. Advanced Placement (AP) courses in the high school challenge the most ambitious learners. Curriculum adaptation is not applied to meet the learning requirements of all students.
- The provision for the protection, care, guidance and support of students is good. Policies and procedures are secure. Maintenance requirements are dealt with promptly. The medical team supports students' physical and emotional well-being. Counselors provide appropriate levels of care and career guidance. The school encourages students to pursue healthy lifestyles through diet and exercise.

Leadership and management

- The school's leadership team has a clear vision, which it effectively shares with all staff and stakeholders. Leaders have a good understanding of the strengths and weaknesses of the school. School improvement planning is focused on aspects that require immediate attention. Leaders are building stakeholder support and starting to initiate changes to improve student achievement.

What the school does best:

- The school's good provision for health and safety and the effective policies that support child protection and safeguarding
- Students' good achievement in Islamic education across all phases
- The improved design of the curriculum, which is guiding the units of study in all phases and subjects
- The inclusive ethos of the school that welcomes all students and results in mutual respect between most students and their teachers
- The deep understanding of Islamic values demonstrated by students across all phases, which has a positive impact on their attitudes and behaviors.







Key Recommendations:

- Strengthen the impact of school improvement planning by:
 - using informed self-evaluation processes, supported by data, to establish accurate starting points from which to measure progress
 - improving the reliability of internal assessments to accurately measure students' attainment and progress.
- Accelerate the progress of all students by:
 - improving teaching practices
 - increasing the focus upon the development of English language across all subject areas
 - using improved assessment practices to identify gaps in learning and to meet specific learning needs.
- Train teachers to use technology and resources more skillfully to help improve:
 - students' learning skills in all subjects, especially in mathematics and science
 - students' independent learning and critical thinking.

Overall School Performance

Acceptable

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	Acceptable	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning skills		KG	Elementary	Middle	High
		Acceptable	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	Acceptable
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](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the 2018-2019 academic year.

School's progression in international assessments

is below expectations

- The 2017 PISA based test for schools (PBTS) produced strong results in mathematics, science and reading. The 2015 TIMSS results for Grades 4 and 8, in mathematics and science, surpassed expectations. Progression in MAP, the National Agenda (N.A.) benchmark assessment, cannot be calculated as the data is unreliable. Student achievement in relation to potential, as measured using the MAP data sets for Fall 2018 and Winter 2019, shows good outcomes for English, acceptable outcomes for science and weak outcomes for mathematics.

The impact of leadership

is below expectations

- The leadership team is committed to the vision and goals of the N.A. Leaders have designed plans to ensure meticulous collection and analysis of data, which will be used to align the curriculum with the requirements of the TIMSS tests. Internal assessment techniques are being developed to address any weaknesses and to enhance students' performance. The impact of such plans and actions are not yet apparent.

The impact on learning

is approaching expectations

- The school is actively promoting the skills of inquiry and higher-order thinking. In Grades 6 to 12, the use of technology and the 'Creative Mind' program are supporting the development of these skills. High school students participate in weekly robotics classes, as part of the 'Arduino' project. Students do not employ learning technologies effectively in research or in project work.

Overall, the school's progression to achieve its UAE National Agenda targets is below expectations.

For Development:

- Ensure that future NA test administrations are fully compliant with best assessment practices.
- Improve student outcomes where underachievement is evident.
- Optimize opportunities for inquiry-based, independent learning activities.

Reading Across the Curriculum

- The school's focus on literacy has raised students' awareness of the importance of reading for information and pleasure. In guided reading sessions, students are beginning to improve their skills.
- Students' confidence in reading strategies across the subjects is emerging. However, students' limited understanding of technical vocabulary, such as in mathematics, often restricts their learning.
- There are insufficient books in both libraries to cover the different interests and reading levels of the broad range of students.
- The school is committed to improving students' proficiency in reading, and subject teachers are developing their skills as teachers of reading.

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

For Development:

- Encourage children in the KG to use phonics to improve their reading skills.
- Support students' reading skills in all lessons, particularly in mathematics, to improve their understanding of technical vocabulary.

UAE Social Studies

- The UAE social studies curriculum is taught in Arabic from KG 1 to Grade 9, as a separate subject. In the high school, it is taught in English.
- The curriculum is enriched by field trips, projects and research activities. In the better lessons, students participate in discussions, make connections between areas of learning and work well in groups. Critical thinking and problem-solving skills are developing features of learning.
- Assessment data shows that most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards.
- Internal assessment information indicates that most students make the expected progress in relation to their individual starting points and the curriculum standards.

The school's implementation of the UAE social studies program is approaching expectations.

Innovation

- Students are in the early stages of developing their investigative, research and critical thinking skills. Too many lessons do not provide adequate opportunities for innovative thinking.
- The school is developing a support system for student initiatives to develop innovative ideas in the classroom and extra-curricular activities.
- Teachers, especially in the high school, are providing some opportunities for students to work on innovative projects. However, the use of technology to inspire student s' innovation is inconsistent across the school.
- The curriculum provides some opportunities, especially in the elective courses, for students to explore on their own, experiment and innovate.
- Senior leaders' strategy for the school-wide development of innovative practices is emerging. Currently, most opportunities for innovative practice are occurring in technology, mathematics, science and STEM lessons.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Achievement is strong in all phases, particularly at the end of the high school, where students are able to articulate a deep understanding of Islamic values. Insufficient emphasis on inquiry and research skills, in the other phases of the school, limits students' in-depth understanding.
- Students demonstrate interest and willingness to develop their knowledge, but their ability to undertake extended critical analysis of controversial, contemporary issues in Islam is less secure. Elementary school students have fewer opportunities to engage with unfamiliar text.
- Recent teacher training, to enhance students' achievement, has improved the level of challenge in lessons and in tests. However, the quality of students' writing is still underdeveloped. Across all phases, students' recitation skills are exceeding expectations.

For Development:

- Improve students' understanding of Islamic concepts and principles, by embedding regular opportunities for the comprehension of unfamiliar texts.

Arabic as a First Language

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

- Internal assessment results, lesson observations and the scrutiny of students' work indicate that attainment is good in the elementary school but acceptable in the higher phases. Students in the elementary and high schools make strong progress in their communication skills, and the girls' achievement is stronger than the boys'.
- Elementary school students listen attentively and respond to questions in Arabic. In the middle school, the majority of students can express themselves using adequate vocabulary. High school students can read with increased fluency.
- Improvements in the quality of teaching and the use of technology are beginning to support the development of students' writing skills in the elementary school and their speaking skills in the high school.

For Development:

- Improve achievement by providing more opportunities for students to develop their speaking, writing and reading skills in lessons.

English

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

- From low starting points, KG children make good progress in their oral communication skills and in their early reading and writing skills. High school students benefit from the many opportunities to improve their language skills and critical thinking, often through their growing appreciation of poetry.
- Students' reading comprehension and writing skills in the elementary and middle schools are underdeveloped. Students' writing in the high school shows their ability to express their ideas and opinions clearly.
- The majority of students at all levels enjoy the well-planned lessons and improve their language skills through the discovery centers and structured writing assignments. The AP English class offers additional challenge for students.

For Development:

- Provide further opportunities for all students to enhance their reading, writing and speaking skills.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable ↓

- Students' performance in elementary school is inconsistent. Internal assessment results indicate that some classes attain at levels below the curriculum standards. Across the grades, students' achievement results in external benchmark tests are very low. Students' progress is variable. When calculated in relation to their potential, most students' progress is insufficient.
- Middle school students can apply and extend their understanding of operations with fractions to add, subtract, multiply and divide rational numbers. High school students can create equations in one variable and use them to solve problems. A small number of students are achieving creditable results by the end of Grade 12.
- Students' progress in the elementary school is restricted by the inconsistent acquisition of skills in analysis and evaluation. In too many lessons, a majority of students are not sufficiently challenged.

For Development:

- Provide specific feedback, intervention plans and targets to ensure that all students meet their academic potential.

Science

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

- Children make a sound start in the KG. They begin to make observations of the world around them and develop their investigative skills through practical activities. In the other phases, the levels of students' knowledge and understanding are maintained, but their investigative skills are underdeveloped.
- In the elementary, middle and high schools, students' understanding and knowledge vary. The girls' achievement is often better than the boys'. Students' ability to explain their understanding, orally and in writing, is variable. Their critical thinking skills are weak.
- There has been some improvement in investigative work in response to teachers' better questioning skills. However, students' progress is still limited by the insufficient opportunities for independent work and the minimal use of technology to aid learning.

For Development:

- Use assessment information consistently and accurately to ensure work is closely matched to students' learning needs.
- Extend students' knowledge and understanding by developing their research skills, including their use of technology.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- In the KG, children work well and enjoy finding things out for themselves. Students' collaborative skills across the school vary. They are strongest in the high school, especially in Islamic education and Arabic. Students are beginning to develop a better understanding of their achievement levels and strategies to improve their work.
- Many students, especially the girls, show proficiency when explaining their understanding orally, using increasingly correct subject terminology. Students' reading skills are improving, in response to the school's efforts to enhance their literacy skills.
- Students often link their learning to the world around them and to life in the UAE. Their use of technology to aid learning is inconsistent. Critical thinking and problem-solving skills are beginning to improve and are the strongest in the high school.

For Development:

- Increase the use of technology to aid students' learning and research skills.
- Improve students' critical thinking and independent learning skills.

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

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

- The large majority of students have positive attitudes to school and their work. However, in some classes, especially in the elementary school, some boys do not engage well in lessons. The improved approaches to learning in the high school encourage engagement and success. Across the school, students' innovative skills are underdeveloped.
- Students have positive attitudes to healthy eating and try to stay physically fit. Their knowledge of the importance of healthy diets, regular exercise and emotional well-being is developing. They appreciate the care offered by the school and know that their concerns will be rapidly addressed.
- Relationships between students and their peers are good. They actively support each other. The overall attendance is around 96%, but it is lower in the high school. Overall, most students are punctual to lessons.

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

- High school students demonstrate strong knowledge and understanding of Islamic values and how these underpin modern life in the UAE. Elsewhere, students can explain, in some detail, historical facts about the UAE and aspects of its heritage.
- Although students demonstrate a deep awareness of their own culture, they are less knowledgeable about other cultures. Students interact positively and politely with people from a variety of different backgrounds and contribute to all multicultural celebrations with interest and enthusiasm.
- The school has been successful in raising students' understanding and appreciation of the UAE culture. However, their limited understanding of worldwide cultural diversity is often an impediment to their greater appreciation of globalization.

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

- Across the school, students demonstrate high levels of responsibility and contribute actively to the life of the school and its wider community. This contribution is evident in student-initiated activities and projects, such as the cleanliness campaign and charity work.
- Students have a strong work ethic and increasingly demonstrate leadership skills. They appreciate hard work and setting personal targets to support their educational success. Older students participate actively in a number of extra-curricular activities, such as clubs and competitions.
- Most students demonstrate some awareness of the environmental challenges around the world and can explain how the Dubai and the school communities are responding to such challenges. The recycling and the 'Green School' initiatives are examples of student-led environmental projects.

For Development:

- Establish effective strategies to ensure that all boys demonstrate a consistent work ethic.
- Provide opportunities for all students to develop their understanding of a broad range of global cultures, including other Arab cultures.

3. Teaching and assessment

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

- Subject leaders are supporting improvements in the quality of teaching for effective learning. However, too many lessons are still teacher-led in the elementary and middle schools. Teaching in most high school subjects is of a consistently high standard.
- Most teachers have secure levels of subject knowledge, and lessons are planned centrally within subject departments. Where teaching is strongest, teachers' questioning skills promote active learning and higher achievement. A few teachers are beginning to use technology and to encourage students to use it to capture and share learning experiences.
- The use of assessment to plan activities to meet the learning needs of all students is variable. Formative feedback to students lacks rigor and limits opportunities for students to reflect on their own learning.

	KG	Elementary	Middle	High
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Internal assessment systems are well-developed and consistent in the KG. They are reliable and accurately determine children's attainment and progress. The analysis of the KG data is regular and is used to modify the curriculum and improve teaching and learning.
- In the other phases, there are no internal assessment processes to ensure valid information is available from the school's assessments. Training teachers on the use of data has begun, and middle leaders are becoming more proficient at extracting reliable internal and external data from different sources.
- In the upper three phases, the use of assessment information to modify the curriculum or to adjust teaching styles is variable. As yet, the personalization of learning and the effective use of rubrics are not consistent across the subjects or grades. There are variable levels of challenge for the different groups of students.

For Development:

- Develop a coherent and consistent school-wide system for the assessment of student learning, the setting of individual targets and the monitoring of their progress.
- Train teachers on making effective use of assessment information to plan challenging activities that meet the learning needs of all groups of students.

4. Curriculum

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

- The curriculum is broad, balanced, well-sequenced and based on the California State Standards. It provides a solid platform for learning across all phases of the school. All aspects of the curriculum are in compliance with the Ministry of Education (MoE) and the KHDA requirements for US curriculum schools.
- All learning objectives in lesson plans reflect the curriculum standards and contain clear success criteria. Six additional elective courses are now available in the high school to meet students' interests and aspirations.
- A broad range of cross-curricular links in all the phases enriches the curriculum and assists students in finding meaning and purpose in their learning. The improved systems for reviewing the curriculum are leading to modifications that better reflect students' learning interests.
- Moral education is taught in Arabic as a stand-alone subject from Grades 1 to 9 and meets the UAE statutory requirements.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The modification of the curriculum to meet the learning needs of all students is not consistent. It is not supported by accurate assessment information. Not all teachers make effective adjustments to their lessons based upon students' learning needs, especially those of students of determination. Lessons too often lack challenge and enrichment.
- Some enhancements of the curriculum, through additional activities and initiatives, support students' engagement in most grade levels. A few senior students are involved in innovative projects, such as the Internship Program. There is scope for this to be expanded to include middle school students.
- The school is developing stronger links with the values of the UAE. This is enabling students to acquire and share knowledge of local traditions and heritage through Islamic education, Arabic, moral education and social studies classes.
- Arabic is taught over 6 lessons per week, starting in KG 1.

For Development:

- Use a curriculum mapping software to systematize the process of curriculum adaptation and modification.
- Provide teachers with regular professional development to equip them with the skills needed to adapt the curriculum to meet the learning needs of different groups of students.

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 school has developed an effective safeguarding system, ensuring the safety and well-being of students and staff. All staff receive regular safeguarding training. Stakeholders agree that the school is a safe place for all students and staff.
- Facilities, installations and services in the school provide a safe environment for the school community. The school promotes safe and healthy lifestyles through a variety of curricular and whole-school initiatives, many of which are led by the school's medical team.
- The supervision of students within the school is very effective across all phases. Systems and procedures that regulate and monitor access to the school site, especially in the early morning and afternoon, while adequate, require review.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Relationships between teachers and students are positive, and there are appropriate systems in place for managing students' behavior. Staff support students' behavior appropriately. Classroom routines and expectations are embedded in the KG, resulting in self-disciplined children who learn quickly and effectively.
- The school is inclusive and welcomes students of determination. They are identified on admission, and focused individual education plans are put in place to support their progress. However, teachers' support is not always consistently applied. In the lessons where teachers provide the appropriate support and activities, students of determination make rapid progress.
- All teachers care for their students' well-being. Older students receive timely guidance on future careers and the next stages of their education.

For Development:

- Improve the systems and procedures that verify and monitor both students' presence at school and adults' access to the campus.
- Support students of determination more effectively and consistently in lessons to enable them to achieve their potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school is inclusive and welcomes students of determination. Leaders of inclusion are proactive in developing school systems and improving outcomes for students. The professional training sessions help teachers provide support for students in their lessons, but more is required to obtain school-wide consistency.
- Students are screened on entry using a range of assessment methods that appropriately identify individual needs. The detailed individual education plans used by teachers generally inform their practice and support learners in class.
- The school appreciates the strong partnership with parents in supporting students of determination. Regular workshops and reports on their children's achievements enable parents to provide further support at home. Parents make a positive contribution to their children's education.
- Many teachers plan modifications to the curriculum to meet the needs of individual students, but this is not always consistently applied in all lessons. Learning support assistants do not always use resources that are sufficiently personalized, which limits students' interest in learning.
- The departmental tracking system indicates that most students of determination are moving towards meeting the curriculum standards. The school successfully supports the youngest students to develop their confidence, behavior and language skills as they move closer to achieving age-related expectations.

For Development:

- Ensure teachers and learning support assistants consistently use strategies and resources that are effective in meeting the individual educational, social and emotional needs of students of determination.

6. Leadership and management

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

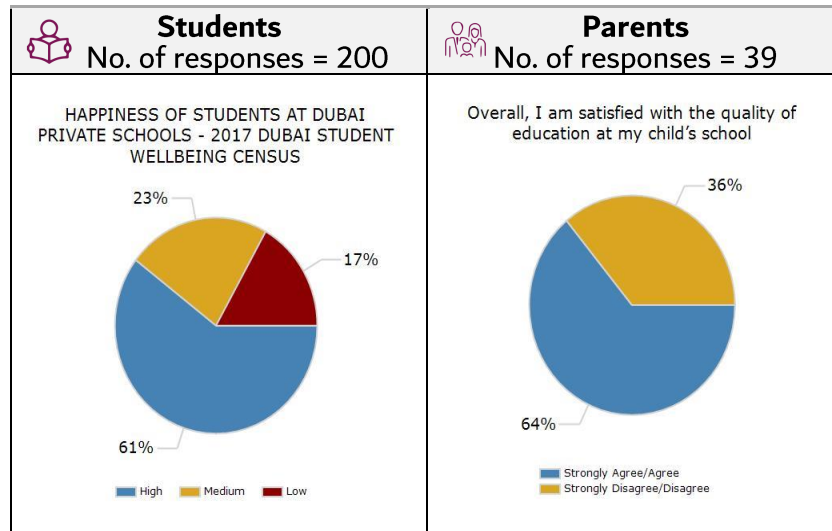
- The senior leadership team is now communicating the recently-developed vision for the school that includes appropriately-defined roles and responsibilities for middle leaders. They demonstrate a secure knowledge of American education and best practices in teaching and learning. They are focused upon improving student learning outcomes, and they collectively have the capacity to set clear lines of accountability and to further improve the school.
- Effective processes for self-evaluation are beginning to emerge, as leaders are examining both internal and external assessment data to inform the school's improvement planning. Although senior leaders are encouraging subject leaders to have a greater responsibility for areas of self-assessment, they have not always scrutinized the reliability of the resulting evaluations. This has led to some inaccuracies in understanding the school's strengths and areas for development.
- Parents are positive about the quality of education their children receive at the school. Regular opportunities are provided for them to be actively involved in the life of the school and to be well informed about their children's achievement. However, the contribution of the parents' council to the school's decision-making process is not formalized. The school is continuing to establish strong links with local institutions, which contributes significantly to supporting students' personal development.
- A restructured governing board has been established, following the acquisition of the school by new owners. This has increased its visibility in the school. Most stakeholder groups are now represented, and a member of the board is available daily in the school for consultations with parents regarding the education of their children. Governors have acted effectively and efficiently to appoint a new senior leadership team and to recruit additional native English-speaking teachers. They have had a positive influence upon school performance.
- Systems are in place to ensure the smooth management of the school on a day-to-day basis. Professional development activities are planned but are not always sufficiently targeted to match the developmental needs of all teachers. The libraries lack technology resources and are underutilized. Although staff are appropriately qualified, the majority do not have teaching qualifications. The corridors are not attractively or imaginatively decorated with examples of high-quality student work.



For Development:

- Recruit additional senior leaders to improve the school's understanding of the Common Core State Standards, analysis and use of assessment data and best practices in teaching and learning.
- Ensure that the professional training for teachers is linked to the school's priorities and to their individual needs.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior 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 responding to the survey are positive about the school. Most have a sense of belonging and believe that teacher-student relationships are good. They feel safe at school and agree there is respect among most students. They report positively on their engagement in learning and agree that they work hard and are motivated to succeed.
 Parents	<ul style="list-style-type: none"> Very few parents responded to the survey. Of those who did, not all are satisfied with the education their children receive. A few agree that teachers help their children develop effective learning skills. Most consider that school leaders listen to their views and concerns and that they are involved in school activities. Most parents understand the value of including students of determination in the school.

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