



American School of
Dubai

 Curriculum: US

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Al Barsha	Gender of students	Boys and girls
Type of school	Private	Age range	4-18
Opening year of school	1966	Grades or year groups	KG 1-Grade 12
Website	www.asdubai.org	Number of students on roll	1812
Telephone	0097143950005	Number of children in pre-kindergarten	0
Address	P.O.Box 71188	Number of Emirati students	5
Principal	Dr. Brent Mutsch	Number of students with SEND	88
Language of instruction	English	Largest nationality group of students	US
Inspection dates	3/20/2017/ to 3/23/2017		
Teachers / Support staff		Curriculum	
Number of teachers	181	Educational permit / Licence	US
Largest nationality group of teachers	U.S.	Main curriculum	US
Number of teaching assistants	62	External tests and examinations	MAP; SAT1 and 11, AP, PSAT, DRA , AVANT
Teacher-student ratio	1:10	Accreditation	Middle States Association of Colleges and Schools
Number of guidance counsellors	9	National Agenda benchmark tests	CAT4
Teacher turnover	13%		



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

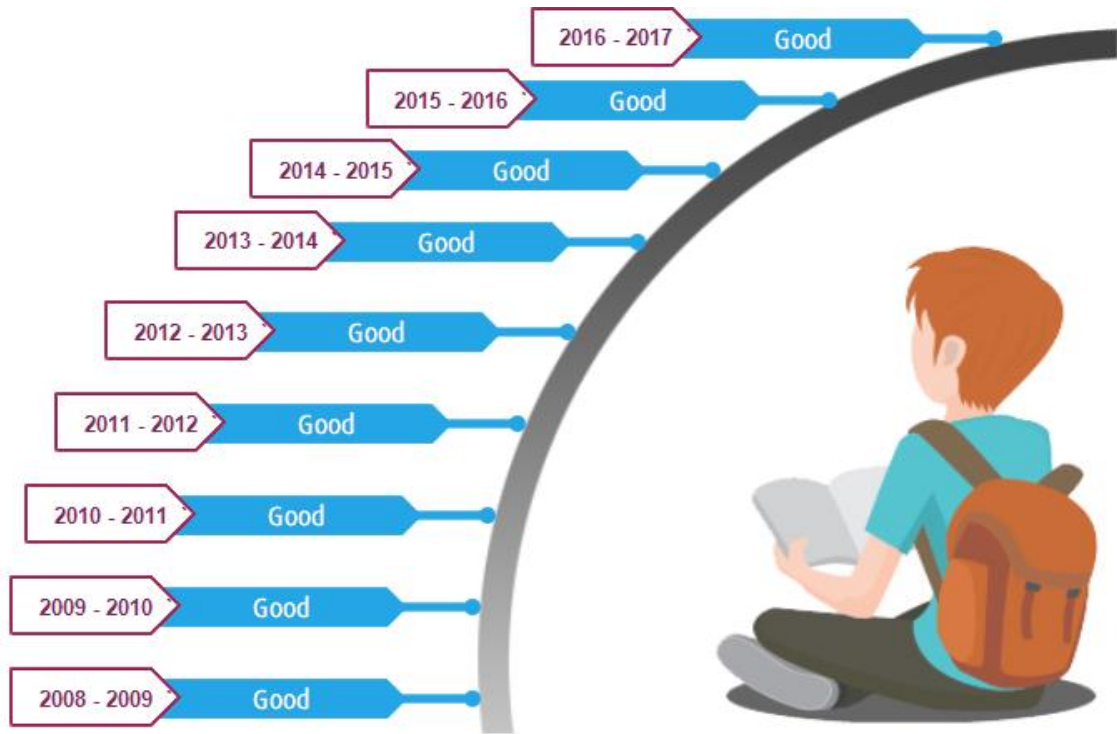
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

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 (This is the minimum level for every school 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

Inspection journey for American School of Dubai



- The American School of Dubai opened in 1966. At the time of the inspection, the school had 1812 students aged from 3 to 17 years, an increase of 20 students from the previous year. The superintendent has been in post since 2012. Teacher turnover at the time of the inspection was 13%, less than it was in the previous year.
- The previous inspection reports have acknowledged strengths in students' personal and social development and in the positive attitudes of students towards learning. They also refer to the improving attainment and progress in English, mathematics and science in all phases.
- Recommendations from previous inspections focused on the need to ensure that Islamic education and Arabic were compliant with the curriculum expectations of the Ministry of Education. There was also reference to improvements required to the provision for Special Educational Needs and/or Disabilities (SEND) and in the quality and consistency of teaching across all subject including planning for different abilities.

Summary of inspection findings 2016-2017



American School of Dubai was inspected by DSIB from 20 to 23 March 2017 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Arabic as an additional language is offered only as an elective to the upper phases, resulting in weak provision overall and acceptable for the elementary phase. Students' attainment and progress is outstanding in English and mathematics across all phases, and in elementary, middle and high school science. Science attainment and progress is very good in Kindergarten (KG). Students' learning skills are outstanding.
- Students have outstanding personal development, social responsibility and innovation skills. Students across the school participate in a wide range of outstanding projects that continue to develop and extend their environmental awareness. They are proud of their community and volunteer service. All students have a good understanding of Islamic values and Emirati culture.
- Teachers are highly skilled, and use their strong subject knowledge to plan work to motivate students. Lesson objectives are made clear, so students know exactly what they are going to learn. Attractive displays, particularly in the KG and elementary phases, contribute well to the purposeful learning environments. Assessments are performance based, linked to standards, and well-matched to the school's curriculum.
- The curriculum provides a wide range of subjects especially for the older students to ensure they are highly prepared for their future education and careers. There are many elective courses and programs across the school in the arts, the sciences, athletics, social studies and others. In KG, teachers make very good curriculum adaptations to respond to all learners, and good modifications take place across the other phases.
- Outstanding health and safety remain a strength of the school, with effective policies for child protection and the safeguarding of all students. Overall care and support for students are very good, including improved support for students with special educational needs and disabilities (SEND).
- Leaders are thoughtful and are creative when developing ideas that support the vision of the school. Improvement planning and understanding the strengths of the school are good. Relationships with parents are outstanding as are the quality of the school's management, staffing, facilities and resources. There is commitment by the trustees to exert a positive and direct impact on the overall performance of the school.

What the school does best

- Students' outstanding attainment and progress in English, mathematics and science in elementary, middle and high phases.
- Students' outstanding personal development, social responsibility and innovation skills across the school.
- The outstanding teaching and students' excellent learning skills.
- The outstanding provision in KG that underpins children's excellent academic and personal development.

Recommendations

- The Board of Trustees and the senior leaders should take urgent action to:
 - provide a plan to comply with all Ministry of Education (MoE) statutory requirements for Islamic education
 - ensure that a programme for those students who speak Arabic as a first language complies with all MoE statutory requirements
 - adjust the current programme for speakers of Arabic as an additional language to reflect the expectations of the MoE standards.
- Fully implement the use of external benchmarking in the National Agenda Parameter in order to monitor progress.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school does not fully meet the registration requirements for the National Agenda Parameter
- Whilst students do not sit all sections of the National Agenda Parameter test, and do not sit for all three assessments in the year in any subject, the scores they have achieved are outstanding.
- Leaders and teachers in the school are trained in the interpretation of data from international benchmarking. At the individual student level the data is well used to identify either the highest or lowest performing students. Students have an inconsistent understanding of their own scores in benchmarking tests. The school has not developed a specific National Agenda action plan.
- The skill levels already achieved by students have enabled the school to reach high levels of performance in recent assessments. However, results indicate a need for specific adjustment to the curriculum to ensure all groups of students make strong progress.
- Critical thinking is embedded within the curriculum. The claims - evidence - reasoning model is used in science, in assessments in mathematics the top levels cannot be achieved without demonstrating critical thinking, and in Language Arts and Social Studies the goals of "comprehend and critique" and "seek and evaluate evidence" percolate through the curriculum.
- Students' research skills are developed across all the subjects and grades. Mathematics courses in the high School increasingly require research. The English AP Capstone program demands sophisticated involvement in research, including presentation to a research panel. Technology coaches throughout the school build the students' research skills by looking at issues of relevance, reliability and validity of sources.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’ and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The superintendent and senior leaders have established a clear and accurate understanding of how to innovate and improve their school. Key pathways have been identified through which innovative ideas and practices are being developed. With the support of teachers, including teaching and learning coaches, innovation is integrated into lessons by ensuring there are opportunities for students to solve problems and learn to think critically for themselves. The curriculum includes many opportunities for students to identify the best ways of using what is around them to support innovative practices and enhance creativity and many of these include the use of technologies.

Overall school performance

Good

1 Students' achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
Arabic as a first language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Science 	Attainment	Very good ↑	Outstanding ↑	Outstanding	Outstanding
	Progress	Very good ↑	Outstanding ↑	Outstanding	Outstanding

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Acceptable	Weak	Weak
Curriculum adaptation	Very good	Good	Good	Good

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good


6. Leadership and management

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


Main inspection report



1. Students' achievement

	 KG	
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Very good ↑	Very good ↑

- In English, most children attain levels that are above curriculum standards. They make outstanding progress from their starting points and against expected outcomes. Across KG, children are effective communicators; they listen very carefully and speak confidently. They initiate conversations, recognize letters and their sounds, and use a range of vocabulary. In KG1, children can match letters and pictures to initial sounds. In KG2 writer's workshop facilitates the writing of short paragraphs on a variety of topics. Knowledge, skills and understanding build progressively from entry. Overall, most children's progress is outstanding.
- In mathematics, most children's attainment is outstanding as measured by curriculum standards. Understanding of numbers, space, shape and measure is strong. By KG2 most children can add and subtract within 10, recognize, describe and label 2D and 3D shapes. They understand the concept of quantity and can describe numbers and objects as larger than, smaller than or equal to. Most children can create and explain patterns. They can classify objects and count the number of objects in categories. Children demonstrate outstanding progress from their starting points, in lessons and over time.
- Most children attain knowledge and skills in science that are very good as measured by curriculum standards. They develop skills of investigation, inquiry and problem solving. Using scientific methods, children apply their understanding and knowledge to make predictions of the effects of light and water on plants. In class, they explore the world, learning about weather, classifying living and non-living things, and learning about healthy lifestyles. Assessments show that over time and in lessons children make very good progress.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Weak	Weak
Arabic as an additional language	Acceptable	Acceptable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding ↑	Outstanding ↑

- The school does not offer Islamic education classes. As a result, students' attainment and progress are significantly below the MoE curriculum expectations for Islamic education.
- Against the MoE curriculum standards for Arabic as a first language, students' level of attainment is weak. The school offers most students content according to the American Council on the Teaching of Foreign Languages (ACTFL) standards. Consequently, students' language skills are below the MoE expectations. Students' listening skills are generally acceptable but their ability to communicate in Arabic is underdeveloped. They can write very basic sentences but extended writing is weak. Because students are working towards the expectations of Arabic as a second language, their progress towards meeting expectations of the MoE curriculum standards is limited and hence below the age-related expectations.
- In Arabic as an additional language most students demonstrate skills that are broadly in line with curriculum expectations. Students meet the curriculum expectations in internal assessments. In most lessons students listening skills are strong and their reading and comprehension skills vary with most students able to extract information from spoken and written text. Although students have many opportunities to practice their writing, it is limited and students are less confident in applying their knowledge of writing and speaking to new and unfamiliar contexts.
- In English, most students make excellent progress from their different starting points. As a result, attainment is very high in relation to curriculum standards. This is consistent with the school's internal assessments and external benchmark tests. By Grade 5, excellent reading and comprehension skills enable students to identify the literary devices used by authors to embed themes in their writing. They use their well-developed writing skills to produce essays and reports that include evidence to support their views. Well-developed speaking and listening skills enable students to present their ideas to their classmates with confidence.
- External international benchmarking shows outstanding achievement in mathematics, and represents an improvement over recent years. Internal assessment data indicates most students are reaching the expectations of the curriculum. In class and in their recent work most exceed the lesson and unit objectives. Students are developing strong numerical skills and are learning important problem-solving strategies whilst building a solid knowledge base across the mathematical strands.
- Students demonstrate outstanding knowledge and understanding of topics in science. External data and work in lessons and books reflect this level of attainment. The progress they make in lessons is outstanding. Students apply their strong knowledge of scientific concepts in design and engineering projects demonstrating excellent scientific skills that include making predictions, collecting and analysing data, and drawing conclusions.

Middle		
Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Weak	Weak
Arabic as an additional language	Weak	Weak
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- The school does not offer Islamic education classes. As a result, students' attainment and progress are significantly below the MoE curriculum expectations for Islamic education.
- Against the MoE curriculum standards for Arabic as a first language, students' attainment is below the expected levels. Arabic is offered as an elective in the middle school and, it is offered according to the ACTFL standards. As a result, students' language skills are weak especially in speaking and writing. Students lack the ability to communicate their ideas and responses in adequate Arabic. Their knowledge of vocabulary is limited. Similarly, students' progress overtime is below their expected levels. A significant number of students do not take Arabic.
- More than half the students in the middle school do not study Arabic as an additional language, as it is an elective subject. The minority of students who choose to study Arabic, generally demonstrate progress that is in-line with curriculum standards in their listening skills, as they are able to follow classroom instructions. Speaking, reading and writing are mostly below expectation and limited to specific contexts and translation. Only a few students can confidently use the language in unfamiliar contexts.
- In English, internal assessments and external benchmark tests show that attainment is outstanding in relation to curriculum standards. Most students make excellent progress in all aspects of the subject. Skills of literary analysis are very well developed. By Grade 8, for example, students can explain that the way poets use language, enabling readers to paint pictures in their minds. Students' oral skills are particularly strong and in discussion, they articulate their thoughts clearly and with confidence. Writing often contains vivid descriptions that capture the reader's attention.
- In mathematics classes, most students attain levels above both lesson objectives and curriculum standards. Progress is strong when measured over time and as observed during instruction. All groups, including students with SEND, demonstrate better than expected progress. Students are developing solid basic algebraic skills and are regularly engaged in critical thinking across a range of topics. Against international benchmarking most students reach and exceed expectations showing an improving trend over time. Internal data, whilst strong, is not quite to the same level although the majority of students attain above curriculum standards.
- Students demonstrate excellent knowledge and understanding of scientific concepts. Their most recent external and internal assessment information reflect outstanding levels of attainment. The progress students make in lessons is outstanding especially when they are challenged to present scientific evidence in debates that allow them to think deeply and critically. They apply scientific knowledge accurately in a range of different contexts and are able to investigate well.

High		
Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Weak	Weak
Arabic as an additional language	Weak	Weak
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- The school does not offer Islamic education classes. As a result, students' attainment and progress are significantly below the MoE curriculum expectations for Islamic education.
- Against the MoE curriculum standards for Arabic as a first language, the attainment of students is below the expected levels. Arabic is an elective for high students. Consequently, a significant number of students do not study Arabic. Teachers follow the curriculum expectations for Arabic as an additional language (ACTFL). As a result, their progress in lessons and overtime is slow towards meeting the levels expected by the MoE curriculum. Students' speaking, reading and writing skills are weak.
- More than half the students in the required Grade 9 do not study Arabic as an additional language, as it is an elective subject. In lessons where Arabic is taught, most students are working at the expected curriculum level. Reading and writing skills vary significantly, with a few demonstrating writing that is in-line with expectations. Their speaking skills are mostly in-line with curriculum expectations as they can engage in a dialogue or conversation about a specific topic. In lessons, the majority of students make appropriate progress against the lesson objectives.
- Students make excellent progress in English, and attainment is consistently well above curriculum standards. This is confirmed by both national and international assessments. Skills of critical analysis are particularly well developed. In Grades 11 and 12, students are able to draw on a wide range of reading when they analyze the intended effects of authors' use of different literary devices. Students' writing is often reasoned and persuasive. They are able to make relevant connections to contemporary events. Well-developed speaking and listening skills enable students to engage in high quality and well-informed class discussions.
- External mathematics examinations show students are exceeding curriculum standards, although internal attainment is not quite as strong. In class, most attain well above lesson and unit objectives and demonstrate in recent work, high standards of mathematical proficiency. Progress both in class and over time remains very strong, with all groups of students generally showing growth above expectations when compared to their starting points. Students in all courses deal with both routine and non-routine questions and engage in sophisticated problem-solving and critical thinking activities.
- Students' attainment and progress are outstanding in the sciences. Internal assessment data identifies very high levels of attainment. The progress they make in lessons is excellent because they are given plenty of opportunities to reflect on their own learning and that of their peers. They consistently develop their understanding of complex scientific concepts and scientific skills through well-planned and challenging tasks. Consequently they are able to plan, design and conduct experiments to a very high standard.

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated and keen to learn. They can work for extended periods without close teacher supervision. This independence begins in the KG, where children engage in many independent learning activities. In all phases, students respond well to teachers' feedback. In addition, many opportunities for self and peer assessment help students develop a very good understanding of their own strengths and weaknesses.
- Students work purposefully together for long periods of time. When collaborating in small groups, they share their ideas and learn from each other. The quality of discussion and students' ability to challenge each other's thinking develops rapidly as students move through the school. At all times, they listen carefully and show respect for the views of their teachers and their peers.
- Meaningful connections are made to the real world in many lessons. Students enjoy exploring issues that reflect real life situations and are able to draw on their learning in other curriculum areas. This was observed in English, for example, when Grade 7 students created video reports on the things they learned from the overseas visits made in the 'week without walls'.
- Almost all students are confident, responsible learners who enjoy finding out new things for themselves through research and investigations. They demonstrate, from an early age, that they are competent in the use of technology to support their learning and investigations. The development of critical thinking and enquiry skills is firmly embedded in most subjects and students thrive on the many opportunities presented to them.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are polite and socially aware of others. They are motivated, eager, self-reliant and focused learners. They develop self-confidence and independence. Younger children learn to make the right choices and develop the resilience to complete tasks.
- Most students behave well. They show self-discipline and across the school, they learn to develop problem solving strategies. Instances of bullying are very rare and dealt with quickly when they occur.
- Relationships are exceptionally strong throughout the school. Teachers and students enjoy supportive and courteous relationships that contribute well to students' positive attitudes. Students readily help each other when working in class and around the school.
- All students are very aware of the importance of healthy lifestyles and most make healthy food choices at lunchtime and in their lunch packs. All students take physical education classes and many participate in sports programs. In KG, children study about healthy foods and learn to discern between healthy and unhealthy foods.

- School attendance is 97percent which is very good. Students recognize the importance of punctuality and being in school. The school monitors attendance daily and contacts parents if students are absent.

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

- Students across the school demonstrate a good understanding and awareness of Islamic values, their significance and influence on the UAE. For example, students in the high school are increasingly acquiring a wider understanding of key aspects regarding Islamic civilization and its history.
- Students enjoy participating in the range of UAE national celebrations and events provided at the school. They continue to show a strong appreciation and understanding of the modern aspects of Dubai. However, they are not as confident in their familiarity of the wider UAE heritage and cultural traits.
- Across all phases of the school, students display a strong sense of identity and belonging to the international community. This is evident in students' global perspectives and their support for local communities that are visited as part of the international program.

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

- Students across the school demonstrate a very high sense of responsibility and are mindful of the need to support each other. For example, students in the elementary school are building on their social skills and self-confidence by participating in a range of programmes such as the Big Brother/Big Sister program.
- Students demonstrate excellent work ethic in their lessons and around the school. They take initiative in suggesting, starting and managing projects, such as the World Food Day in the middle School. In the high school, there are numerous projects and organisations that are student initiated and that enrich their personal development and entrepreneurial skills such as Global Issues Network, World Peace Day and Dubai Minds.
- Students across the school participate in a wide range of outstanding projects that continue to develop and extend their environmental awareness. This is reflected in their understanding of global and environmental issues relevant to their age and the range of environmental activities in the school, such as the harvesting and preparation of food.

3. Teaching and assessment

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

- In almost all subjects, teachers make highly effective use of their strong subject knowledge to plan work that motivates students and captures their interest. This enables students to engage in thoughtful discussions in English and grasp complex problems in science and mathematics. Teachers in the KG fully understand how young children learn. They establish a firm foundation for students' future learning.
- Teachers create learning environments in which all groups of students experience success. Most lessons are well-planned and successfully taught. Lesson objectives are made clear, so students know exactly what they are going to learn. Attractive displays, particularly in the KG and elementary phases, contribute well to the purposeful learning environments. Very good use is made of resources to support learning.
- Excellent relationships between adults and students ensure that teaching takes place in a safe and supportive learning environment. A strong feature of most lessons is the use of skilled questioning to challenge and extend students' thinking. This is seen in English, for example, where students engage in thoughtful class discussions and offer constructive assessments of each other's contributions.
- Most teachers are aware of the students' diverse abilities and adjust the work well to meet their individual needs. Expectations are generally very high and learning activities are carefully planned to challenge students to do their very best. In Arabic, however, expectations are not always high enough and strategies for the teaching the subject as an additional language are not secure.
- The development of critical thinking is at the heart of teaching and learning across all school grades. In English, mathematics and science, the application of research and reasoning skills is built into many learning activities. From an early age, learning is linked to the real world so that learning is placed in a socially relevant context. This contributes strongly to the high standards attained.

	KG	Elementary	Middle	High
Assessment	Outstanding ↑	Very good	Very good	Very good

- Assessments adhere rigorously to the standards adopted by the school. Rubrics are effectively used for all students, with children in the KG being closely monitored continually. Self-assessment starts in the KG and continues through to Grade 12. An assessment cycle of reflection and evaluation is applied very well in all subjects by teachers and students alike.
- The school monitors external examination data with care and administers various benchmarking tests such as Development Reading Assessment, CAT4 and MAP. However, MAP data are not available for all grades.

- Analysis of both CAT4 and MAP is mainly focused on the identification of individual students with SEND and the gifted and talented. The external and internal data are considered in terms of groups of students and their attainment. Growth data from MAP testing over time are reviewed, but not in great depth.
- Following the identification of specific needs of students from assessment data, the school is beginning to use all assessment data available, particularly from international benchmarking, to fully inform curriculum design and to modify teaching in order to meet the demands of all groups of students.
- Teachers have considerable knowledge of their students' academic abilities, including potential weaknesses. Support is provided from class teachers and from learning support specialists to expertly guide the students in their learning journeys. Feedback is focused and effective in making students reflect and improve upon their learning, and to engage in effective self-assessment.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Acceptable	Weak	Weak

- The curriculum has a very clear rationale, promotes students' creative thinking and independent learning, and shows a balance between knowledge and skills. It is particularly strong in the KG. It does not, however, fulfil the national statutory requirements for Arabic language and Islamic education. The school has introduced two elective courses in high school, Islamic civilizations and comparative religions, but these are not aligned to the MoE Islamic education curriculum.
- The curriculum is planned very well to ensure that students make smooth transitions in their education from one phase to the next and are very well prepared to move from high school to life beyond the school especially to higher education. Lessons across the phases are planned to ensure students build their new learning on their prior learning and make excellent progress over time.
- The curriculum provides a wide range of subjects especially for the older students to ensure they are highly prepared for their future education and careers. There are plenty of elective courses and programs across the school in the arts, the sciences, athletics, social studies and others. The curriculum responds to students' needs, interests and passions.
- The curriculum contains well-planned cross-curricular links that enable students to develop their learning skills across the range of subjects making their learning very meaningful. The curriculum provides students in all phases exceptional opportunities to learn independently, to think deeply and critically, and to run authentic and independent research.
- The curriculum is periodically reviewed and adjusted to optimize its impact on students' academic outcomes and personal development. The curriculum is continuously developed to ensure the provision meets the learning needs and passions of all learners. The school is not meeting the statutory requirements for Arabic language and Islamic education especially in middle and high school.

- The school offers a range of courses that fall under social studies. These include US history, Islamic civilizations, comparative religions, modern world history, psychology, economics, geography, sociology, and others. The school does not provide UAE social studies but aligns its curriculum with the UAE requirements where possible. The school also creates links between the taught social studies curriculum and the culture and history of the UAE.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Good	Good	Good

- The school is continually adapting the curriculum to provide an exceptionally wide range of opportunities to motivate and inspire almost all students. Almost all the curricular opportunities are designed to dovetail with all students' personal needs. In Arabic however, the curriculum is not sufficiently adapted, particularly for those for whom it is their first language.
- The curriculum is exceptionally rich, and the school is providing students with a very high degree of choice both in the formal taught day and in extra-curricular activities. The arts, sports and social contribution are all encouraged and students often organise activities for themselves. The school works hard to provide inspirational role models through visiting contributors and master classes.
- Visits and cultural opportunities which promote understanding of the culture and heritage of the UAE are provided, particularly in the elementary phase. Whilst some opportunities in lessons are missed to relate learning to local issues, the school encourages students to be aware of and respect their local community through celebrations, in curriculum such as in social studies.

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

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

- Health and safety remain a high priority. The overall security is excellent and the school has policies in place for the protection of students including child protection and bullying of all kinds. School counsellors give lessons about cyber safety. The health office is staffed by a doctor and three nurses who are available during the day and at sport events.
- Rigorous security procedures are in place with cameras located throughout the exterior and hallways of the campus. Lockdown and emergency exit drills are conducted as required and the building is regularly inspected, ensuring the safety of all. Bathrooms and food service areas are hygienic and buses have security cameras and GPS tracking. Thorough background checks are conducted for all employees.

- Detailed maintenance and health records are maintained securely. All facilities are kept in good repair and theatre, gymnasiums, swimming pools and playground facilities are the subject of regular safety inspections. Fire equipment inspections are up to date and the bus departure area has been tested for carbon monoxide emissions. Food and equipment storage areas are clean and orderly.
- Almost all facilities are accessible for those with impaired mobility. Specialized classrooms address a variety of interests including music, theatre, art, engineering, technology, video production, swimming, and athletics. An elevator provides access to the upper floors and ramps are in place where necessary. In general, the buildings are highly adapted to meet the needs of all members of the community.
- The food service has undergone a significant revision, so all food offered provides information designed to promote health lifestyles. The school tracks everyone's body mass Index and keeps students informed of their well-being. Students with health issues are administered their medications by the health office and physical examinations are given to KG children, Grades 5, 9, 12, and all new students.

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

- Student behaviour is exemplary, underpinned by respectful and amiable relationships between staff and students. Systems for behaviour management are efficient but it is the values displayed by the whole community that allow supervision to be very light-touch. Staff, students and parents are committed to very high standards of learning which promotes a culture of excellence in all phases.
- High levels of attendance across the phases is a result of students' outstanding work ethic and the whole school commitment to excellence. School systems support good attendance efficiently and occasional instances of lateness are addressed quickly. In school, students move between lessons smoothly and quickly, meaning that almost all lessons start and end on time.
- Almost all students who have SEND are identified accurately and diagnostic information pinpointing their needs is appropriate. For many, the learning difficulties are very mild, including some who are achieving at an average level. Gifted and talented students are not formally listed but the absence of identification does not impair their progress.
- Teachers know the students learning needs very well, and almost all organically and seamlessly adjust their methods so that all students can learn well and make significant progress alongside their peers. Gifted and Talented students are stretched and challenged in almost every lesson and are fluent in deepening and testing their own learning.
- The school has a strong pastoral system which is well led and coordinated. Skilled and committed middle leaders promote well-being throughout the school, supported by teachers and auxiliary staff. Careers education and guidance is appropriate and the students themselves are skilled in seeking information and understanding their own need for adult support where necessary.

Inclusion

Provision and outcomes for students with SEND

Very good ↑

- The leadership of the SEND department continues to develop and improve. The Head of Student Support is leading and coordinating the phases well, driven by high expectations from the governing board and all staff for the standards of learning to be achieved. The emphasis on inclusive practice is improving social and academic outcomes for students.
- Almost all students with SEND are currently identified, including those who may require simple monitoring or unobtrusive additional support to fully keep pace with the challenges of the curriculum. The school uses its own experience and expertise, along with external support where necessary to correctly diagnose most needs.
- The school is fostering and maintaining excellent partnerships with parents. Almost all parents feel involved with the education of their children, and while most feel confident in the actions taken by the staff, they also feel able to influence how their children are taught. Communication is very efficient and parents trust the staff to rectify difficulties quickly and well.
- Levels of support for students who have differing learning needs are well organised, personalised and where necessary include challenging but achievable targets. Advice for staff on how to best modify their practice to meet all needs is almost always used thoughtfully, resulting in the seamless inclusion of students in the learning process. Support lessons scaffold learning very individually, in filling learning gaps.
- The overall and generic strength in teaching ensures that almost all students with SEND make good progress from their starting points. Teachers use assessment very skilfully and imaginatively in lessons and students receive high quality, regular feedback which enables them to improve

6. Leadership and management

The effectiveness of leadership

Acceptable

- School leaders share a clear sense of purpose in communicating the school's vision and its aims. All staff and students are clear and committed to their part in reflecting the core values of compassion, excellence, integrity, respect and responsibility. Leaders are thoughtful and are creative when developing ideas that support the vision of the school. However, they have not ensured the school is compliant with all statutory requirements.
- All leaders understand the requirements of the curriculum and best practices in teaching, learning and assessment. They are effective in establishing a purposeful learning culture and in achieving high standards of students' personal development. Best practices are promoted decisively, supported by a culture of learning, instructional coaches, and increased understanding of inclusive practices.

- Relationships and communication are professional and effective. The school delegates leadership effectively to individuals and teams and holds them accountable for ensuring high quality outcomes. Consultation is a regular feature of the work of senior staff. The morale in the school is very positive.
- Leaders at all levels have a clear understanding of what needs to be done to improve the school and have introduced appropriate areas of development. These are carefully overseen with close attention to the impact made on students' achievement and their personal and social development. Input from external evaluation is well managed and leads to plans for future development.
- Leaders are innovative and successful in developing key aspects of the school. These include a wide range of technology tools, timetabling and new programs of study that provide flexible learning opportunities. As a result of sustained performance there is a continuous rate of improvement in the quality of students' outcomes in most subjects. Although some improvements have been made, the school is not compliant with all statutory requirements for Islamic education and Arabic.

School self-evaluation and improvement planning

Good

- A wide range of information from within school as well as data from internal sources including some international assessments are the basis of the school's improvement planning resulting in high academic achievement. The school knows its strengths and areas for improvement and is effective in prioritising, planning and taking appropriate action.
- Monitoring and evaluation are systematic and rigorous at every level. All aspects of learning, teaching and assessment are observed and evaluated for their impact on students' achievement and progress across the year. The evaluation of teaching and learning is guiding continuous professional development activities and curriculum modifications.
- The school improvement plans include targets that are linked to the school's main priorities and the inspection recommendations. They contain strategic and operational actions including creative solutions to address the school's and UAE's priorities. This is resulting in sustained and positive impact on students' achievements in English, mathematics and science.
- Although some of the recommendations from the previous inspection report have started to be addressed, progress and attainment in Islamic education and Arabic as a first and additional language remain weak in most phases.

Partnerships with parents and the community

Outstanding

- The school enjoys a highly successful and positive partnership with parents and values all that they contribute to the life of the school. They are involved as volunteers in many aspects of school life and assist school leaders in the growth and progress of the school. They offer critical and constructive feedback on proposed changes and their views are fully considered when developing school improvement priorities.
- Various communication channels ensure that parents are kept very well informed about their children's achievements, learning and development. Parents' preferred access to information are taken into consideration. These include technology, social media as well as print and face-to-face methods of communication. Digital platforms are also used for student learning and parent communication by teachers, departments and divisions.

- Parents are kept well informed about the progress of their children. Regular reports on learning, progress and attainment, as well as students' attitudes and behaviour are shared with parents. They are comprehensive and celebrate students' strengths but also identify areas where they need to improve.
- The school enjoys a well-established and strong partnership with various stakeholders and the local community. These partnerships are very successful in enhancing and improving learning experiences for students. For example, business professionals from the community work with the school for Career Day and the annual job shadowing program. They also participate with the alumni in the middle school Summit for Success program.

Governance

Acceptable

- The Board of trustees has representation from most stakeholders. It meets regularly and is effective in ensuring that governance in the school reflects and responds to the views of all stakeholders. It also guides the senior leadership in the operation of the school. The meetings are fully recorded and relevant information is widely distributed.
- The trustees hold regular meetings to discuss and evaluate the school's performance as well as the immediate and long term financial plans of the school. Senior leaders are held accountable for the achievements and the personal development of all students. Individual governors take responsibility for leading committees that focus on a variety of developments.
- There is commitment by the trustees to exert a positive and direct impact on the overall performance of the school. They actively support school leaders to help the school meet its commitment to parents. However, even though some progress has been made in implementing the action plan to improve the provision for Arabic and Islamic education, the school is not fully meeting its statutory requirements.

Management, staffing, facilities and resources




Outstanding

- The day to day life of the school is well-organized and designed to optimize student opportunities for scholarly enterprise. Communication methods provide school-wide information in a variety of venues. Lessons and activities are integrated so that little time is lost in transitions. Flex-time during the middle of the day allows students to explore their interests in a less formal setting.
- The staffing complement includes a broad range of highly qualified professionals who share best practices aimed at the overall improvement of instruction. The teaching in classes reflects the mission of the school. A team of teacher-coaches assist teachers with specific strategies around assessment and enhanced teaching techniques.
- The premises are made up of classrooms specially designed for each age group, including playgrounds, playing fields, a field house, two swimming pools, science and technology laboratories, art rooms, music rooms, libraries, and a state-of-the art auditorium. All of the facilities have been designed to enhance student achievement and are fully used by students and staff.
- Professional development focuses on the improvement of instruction. In addition to in-house coaching, the school employs international experts in the field of education and establishes on-going relationships with them and they become long-term consultants for the faculty and administration. The culture of the school promotes teaching excellence, leading to excellent student achievement.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	231
	2015-2016	208
 Teachers	153	
 Students	474	

*The number of responses from parents is based on the number of families.

- Almost all parents, students and teachers who responded to the survey, report they are satisfied with the work of the school.
- Parents believe that the school has provided opportunities for their children to develop community and environmental responsibilities.
- All students who responded to the survey report that they feel safe in school and that the school is friendly and welcoming. They say that there are teachers and adults who always want them to do their best.
- A few parents and students do not think that the school promotes literacy and the love of reading in Arabic and a few think that Islamic education should be taught in all grades across the school.
- All teachers who responded to the survey think that the school supports students well and helps them to become better people who care for others.

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