

GOOD



2019-2020

# INSPECTION REPORT



























US CURRICULUM

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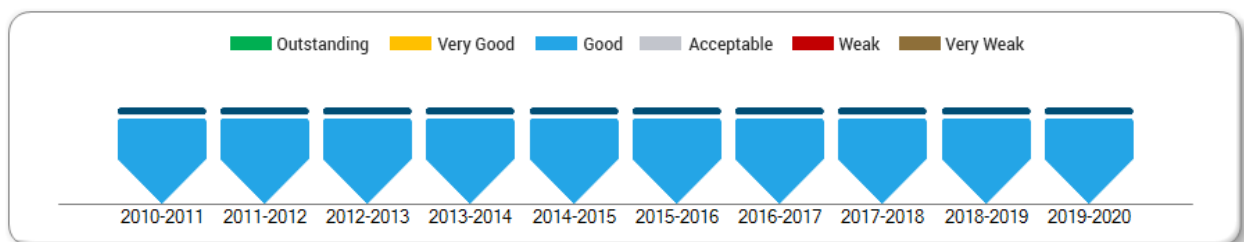
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## School Information

General Information	 Location	Al Barsha
	 Opening year of School	1966
	 Website	www.asdubai.org
	 Telephone	04-395-0005
	 Principal	Dr. Paul Richards
	 Principal - Date appointed	1/7/2018
	 Language of Instruction	English
	 Inspection Dates	13 to 16 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1881
	 Number of Emirati students	23
	 Number of students of determination	108
	 Largest nationality group of students	US
Teachers	 Number of teachers	187
	 Largest nationality group of teachers	US
	 Number of teaching assistants	54
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	10
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/AERO
	 External Tests and Examinations	AP, MAP, SAT, PSAT
	 Accreditation	Middle States, MSA-CES
	 National Agenda Benchmark Tests	CAT 4, MAP

### School Journey for AMERICAN SCHOOL OF DUBAI



## Summary of Inspection Findings 2019-2020

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

### Student outcomes

- Children in the Kindergarten (KG) demonstrate outstanding levels of achievement in English, mathematics and science. In the higher grades, students' achievement in these key subjects is equally outstanding, with the exception of Arabic and the UAE social studies. Students in the elementary school make acceptable progress in Arabic, but progress is weak in the higher phases. Attainment in the UAE social studies is acceptable. Across all phases, students demonstrate outstanding learning skills.
- Students' personal and social development is outstanding across the school. They exhibit innovative thinking, empathy towards their peers, strong levels of communication, self-awareness, resilience and global citizenship. They are passionate learners who strive for excellence as they adapt and contribute to a rapidly changing world. Their understanding of Islamic values and awareness of Emirati culture are very good in the KG and good elsewhere in the school.

### Provision for learners

- The quality of teaching is outstanding in almost all subjects across the school. Teachers are skillful in planning and facilitating lessons that allow students to explore, inquire and persist when developing their understanding. Most teachers develop students' curiosity and critical thinking through exploratory learning and guided inquiry. Teachers provide timely and effective feedback and use assessment data to inform and adjust their instruction.
- The quality of the KG curriculum is outstanding. It enables children to discover for themselves and to make choices about what and how they learn. In the higher grades, the standards-based curriculum for English, mathematics and science is regularly reviewed and revised in order to improve students' learning. However, the curricula for Islamic education, Arabic, UAE moral education and UAE social studies are not consistently providing for the needs of older students.
- Across all phases, the provision for the protection, care, guidance and support of students reaches the highest standards. The school is secure, and students are safe at school and on school transport. There are high levels of personalized care. Older students are provided with personalized advice and guidance on career choices and higher education pathways.

### Leadership and management

- Leaders actively promote the school's core values, mission and beliefs, which contributes to a positive, consistent ethos for learning. They know the school well and plan astutely for the future. The partnership with parents is a positive feature of the school. Parents feel welcome and trust the promises made by the school. The active board of trustees supports resourcing but has not ensured the school's compliance with the Ministry of Education (MoE) mandated curriculum regulations.

### The best features of the school:

- Students' outstanding learning skills, which support the highest levels of achievement in English, mathematics, science and a number of other school subjects
- Students' outstanding personal and social development and their innovation skills
- The outstanding quality of teaching and the highly effective assessment processes in all the phases
- The outstanding care and support for students
- The school's outstanding management, staffing, facilities, resources and the partnerships with parents and the community.








### Key recommendations:

- The board of trustees must, with urgency, act to ensure that the school provides Islamic education and Arabic instruction in line with the MoE requirements.
- Ensure that the quality of the curriculum, teaching and assessment of learning in Arabic, UAE moral education and UAE social studies reaches the same high levels achieved in all other key subjects.

## 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	Acceptable	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	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 UAE Social Studies	Attainment	Acceptable			

	KG	Elementary	Middle	High
<b>Learning skills</b>	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	Very 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	Outstanding	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	Outstanding	Outstanding	Outstanding	Outstanding

## 6. Leadership and management

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets:](#)

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

#### **The school's progression in international assessments is above expectations.**

- The PISA 2015 results are used in this year's evaluation due to the late release of PISA 2018 scores. Comparing the PBTS 2017 to the PISA 2015 results shows a gain of 49 points in mathematics, a 15-point decrease in science and a gain of 5 points in reading. In the 2015 TIMSS, Grade 4 had outstanding results in both mathematics and science, while Grade 8 made very good progress in mathematics and good progress in science. The 2016 PIRLS results remained above the high benchmark. The school has maintained high results on international assessments but has not always met the set targets.

#### **The impact of leadership is above expectations.**

- The school leadership analyzes assessment information and addresses areas of need with creativity and consistency. All teachers and leaders are involved in the process of analyzing assessment data and addressing any concerns that are identified, by making changes in the design of the curriculum and in the delivery of lessons.

#### **The impact on learning is above expectations.**

- Almost all students follow inquiry-based approaches to their learning, explaining their reasoning and rationale with precision and justification. They show improving skills in writing down their reasoning in subjects such as mathematics. The older students are developing the skills of reviewing information found in texts and checking it for validity and bias during research.

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

#### **For Development:**

- Ensure that the results of the most recent international assessments are used to identify and address any gaps in student knowledge, skills and understanding.
- Utilize Measures of Academic Progress (MAP) data more skillfully to identify gaps in understanding and skills and analyze any trends showing that groups of students require further support and guidance.
- Ensure that the National Agenda action plan contains specific measurements of the impact of actions on students' learning.



## Moral education

- The integrated approach to UAE moral education is underpinned by the school's core values. The school has begun to identify where the UAE moral education curriculum matches other subjects. However, this has not been completed in detail across all grades.
- The instruction of the UAE moral education is undertaken by all teachers. Links across the subjects and during advisory time, to ensure that the delivery of moral education equates to a 40-minute weekly lesson, are not fully in place.
- Assessments of students' learning are not implemented. Although developments in this respect are ongoing, the school is not currently evaluating students' learning or reporting it to parents, as required.

**The school's implementation of the UAE moral education program is below expectations.**

### For development:

- Ensure that all aspects of the UAE moral education curriculum are taught over the required statutory time, by making effective links to other subjects as part of the school's integrated approach.
- Ensure that students' learning in moral education is assessed and reported to parents, as required.

## Reading across the curriculum

- The school is very successful in improving reading literacy as the development of reading skills is a high priority in the school. Students' reading skills in English and Arabic are accurately assessed and tracked. Students make consistently good progress especially in English.
- Literacy coaching is a strength of the school. Teachers in the KG build early reading skills. In the higher grades, professional development is ensuring the consistent teaching of reading comprehension and higher order reading skills.
- The school is extremely effective in fostering the skills of reading literacy in all subjects, acknowledging reading as an essential skill for success. For example, word problems in mathematics are presented without numbers to promote concept visualization.
- The school identifies reading literacy as a priority, particularly focusing on improving reading skill development in Arabic. Arabic literacy coaches plan to support this development. They will provide a comprehensive literacy handbook to guide staff.

**The school's provision, leading to raised outcomes in reading across the curriculum, is well-developed.**

### For development:

- Develop the Arabic reading literacy program to assist students with their reading proficiency in this language.

## Innovation

- Students across the school enthusiastically embrace the many opportunities provided for them to develop their innovative thinking and design skills.
- A culture of innovation is evident in most subjects in each phase of the school. Students have a very strong work ethic and gladly accept responsibility for school and environmental projects.
- Teachers consistently plan activities to enable creativity, critical thinking and independent research. The specialist facilities and excellent resources support numerous 'design and build' projects.
- The curriculum is enriched with many highly challenging and motivating opportunities. For example, global events and inter-scholastic competitions are used to inspire students to be innovative and entrepreneurial.
- Innovation is a key component of the school's student profile. Leaders have established an ethos to develop inquisitive, critical thinkers who can collaborate, connect people and deliver creative solutions.

**The school's promotion of a culture of innovation is systematic.**

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

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

- The school does not follow the UAE MoE statutory requirements for the provision of Islamic education for its Muslim students. Therefore, the learning outcomes for these students do not meet the MoE expectations in this subject.

#### For development:

- Urgently comply with the provision requirements of the UAE MoE Islamic education curriculum for every registered Muslim student.

#### Arabic as a First Language

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

- Too few students across all phases of the school demonstrate the expected levels of knowledge, skills and understanding in reading, writing, speaking and listening in Arabic. Students in the elementary school are making better progress than those in the higher phases. Low expectations and challenge restrict students' progress in the middle and high schools.
- Students' listening and comprehension skills are developing adequately in the elementary school. The development of their speaking skills is weak, particularly in the middle and high schools, where they frequently use their own dialect or English to express their thoughts. Writing skills across each phase are underdeveloped.
- All Arabic-passport holders are enrolled in classes of Arabic as a first language. The MoE time requirements are not always met. For example, students in Grades 1 and 2 are short of 90 minutes of Arabic language instruction per week, and this reduces their ability to gain the required language skills.

#### For development:

- Ensure that instructional time for all grades meets the MoE curriculum requirements for Arabic as a first language.
- Raise the levels of expectations and challenge for students to acquire Arabic language skills, particularly in the middle and high schools.

### Arabic as an Additional Language

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

- Students’ achievement in the elementary school is higher than that in the higher phases. Across all phases, students have adequate listening skills. However, they do not use standard Arabic confidently when expressing their views. They prefer to use English or their own dialect.
- Most students acquire an appropriate range of vocabulary and use it to develop short conversations in familiar situations. Students do not respond confidently when conversations are structured around unfamiliar situations.
- Students’ writing skills are underdeveloped. A minority of students demonstrate only acceptable reading comprehension skills.

**For development:**

- Ensure that instruction supports the development of students’ language skills more effectively by taking account of the number of years they have been studying Arabic.
- Focus more successfully on developing students’ language skills, especially speaking, reading comprehension and structured writing skills.

### English

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students’ internal and external assessment results, work in lessons and written samples show high levels of competency in literacy and language skills. Students’ MAP scores are consistently high, and their reading literacy levels are above age-related expectations.
- Children in the KG use their early reading skills to enjoy books and can write for meaning and purpose. Elementary school students read a wide range of genres and produce above grade level narrative, informational and creative pieces of writing. Middle and high school students confidently read a variety of genres. High school students’ persuasive writing is at a level that matches the university level.
- Almost all students are highly engaged and regularly make progress in their literacy skills in lessons. This is evident in their ability to use teachers’ feedback to improve their work.

**For development:**

- Support and challenge all students to improve their literacy skills through a variety of avenues, projects and writing assignments.

## Mathematics

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding ↑	Outstanding	Outstanding
Progress	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Students in every grade are articulate in explaining their thinking and reasoning as they solve problems and learn new concepts and skills. Younger students use models accurately to show value. Elementary school and older students apply reasoning with models to depict higher order skills.
- Practical applications of concepts in geometry, algebra and calculus are a strength of the school. An example is when middle school students use their knowledge of slope to predict intercepts in sports and discuss whether a linear approach is appropriate in that context.
- Inquiry-based learning is prioritized, leading to students' confidence, resilience and improving skills in problem-solving. This approach is consistent from KG to Advanced Placement (AP) level courses, and it enables students to take risk in learning.

### For development:

- Ensure that all students have a range of challenging opportunities to explore mathematical applications.

## Science

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Most children in the KG refine and develop their scientific skills through inquiry-based learning. They develop and use models, design solutions and communicate their findings with increasing accuracy. For example, they record what they observe on the 'senses walk'.
- In the elementary school, students observe, describe, predict, plan and carry out investigations. They also analyze and interpret data and construct explanations. In having stewardship of the bee garden, Grade 2 students experience the requirements of a living community, while the sustainable garden promotes outdoor, hands-on and integrated learning.
- High school students plan and conduct advanced investigations using a robust understanding of the scientific method. They demonstrate understanding by using computational thinking and processes. Their skillful use of digital technology enhances their investigations and project work.

### For development:

- Further challenge students to improve their critical thinking skills and provide additional opportunities, in all grade levels, to allow them to lead lessons.

## UAE Social Studies

### All phases

#### Attainment

Acceptable

- Although students' learning outcomes meet the minimum expectations of the UAE social studies curriculum, assessment information does not provide clear evidence of outcomes against the specific curriculum standards.
- In the middle school, students' recent work reflects their investigation and research skills. In lessons, they demonstrate how they can locate and critique information from multiple sources. In the elementary school, students' work samples reflect their knowledge and understanding of the key features of the UAE.
- Efforts to align the UAE social studies curriculum to the broader social studies courses are starting to have a positive impact on students' outcomes in this subject.

#### For development:

- Improve students' achievement by ensuring that the integrated objectives are explicit and systematically identify the knowledge components of the curriculum.
- Improve the assessment processes and reporting in the subject.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- In most subjects, students are self-motivated, passionate learners who participate confidently and actively in their learning. They are developing the skills that enable them to be independent and responsible learners who are inspired to reach their dreams.
- Most students work very well in groups and individually, interacting very effectively. They can articulate their thinking confidently, including with an audience that includes a broad range of ages and nationalities. Most contribute successfully through asking and answering questions during class discussions.
- Most students are developing their critical thinking, problem-solving and enquiry skills to a high level and can interpret information in depth. Students demonstrate resilience and empathy. In most but not all subjects, students use digital technology very well for note taking, recording their conclusions and carrying out research.

#### For development:

- Ensure there is more consistency in the provision of high-quality learning experiences for all students in all subjects.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students strongly exhibit all the expectations of the school's student profile. They have a highly developed sense of responsibility and demonstrate very mature attitudes towards school life and their studies. They are proactive learners, and most are resilient and confident contributors to class and school activities.
- Students' behavior across the school is exemplary. They are always self-disciplined, courteous and well-mannered. They show genuine concern and empathy towards the needs of others. Relationships are very respectful and supportive.
- Students participate enthusiastically in physical education lessons and in the extensive range of extra-curricular activities. They demonstrate a secure understanding of what constitutes a healthy lifestyle. Attendance is very good, and punctuality to school and lessons is exemplary.

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

- Across the school, students understand Islamic values and how these permeate the culture and influence the daily life of those living in the UAE.
- Students enthusiastically visit historical sites and landmarks to enhance their understanding of the evolution of the UAE culture. KG children have a strong knowledge of different festivals from a local and global context.
- Students are fully aware of the importance of cultural diversity and embrace it. Their conceptual understanding of globalization and global citizenship is becoming stronger due to their involvement with the JUMP! Foundation and other initiatives.

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

- Students across the school display a very strong work ethic. They actively support a broad range of charitable and community events, often as leaders and organizers.
- Within the school, students are actively engaged in volunteer work including the 'Young Librarian' in the elementary school, 'Wish for Kids' in the middle school and 'Tender Hearts' in the high school. Students in the higher grades enjoy more opportunities to develop their enterprise and entrepreneurship skills.
- The school is successfully engaging students in multiple initiatives to raise their environmental awareness. Within the school, students are active in recycling waste, participating in 'Save the Earth' clubs and participating in hands-on learning in the school's bee and sustainable gardens.

### For development:

- Provide further opportunities for students to engage with wider aspects of the culture and heritage of the UAE.

### 3. Teaching and assessment

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

- Most teachers plan very well-structured lessons that have appropriate learning objectives. Time and resources are used extremely effectively to enhance and consolidate learning. As a result, teachers create positive and enjoyable learning environments.
- Teachers are skillful in using questioning to establish students’ levels of knowledge and understanding and to consolidate the main points of lessons. They use probing questioning to challenge students and to promote deeper reflection. This is a key feature of lessons and is evident in almost all subjects.
- Most teachers use a range of helpful strategies to meet the needs of the different groups of students. Across all phases, teachers are supporting the development of students’ independence in learning and are enhancing their problem-solving, research and inquiry skills.

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

- KG children benefit from regular assessment of the development of their skills. In the upper phases, most subjects have accurate assessments. However, some subjects, such as Arabic, are not fully assessed in terms of all the expected curriculum standards for each grade level.
- Internal assessment systems are strong and have been modified to go beyond assessing conceptual understanding. They now consistently focus on problem-solving, modeling, reasoning and communication. These improvements ensure that higher-order thinking skills are evaluated on a systematic basis.
- The school rigorously benchmarks the academic outcomes of high school students through AP and other examinations. Students in Grades 3 to 8 have core MAP assessments, while younger students have standardized literacy assessments. These external checks validate the school’s extensive internal evaluations.

#### For development:

- Ensure that the quality of teaching is consistently strong in all subjects across the school.
- Provide valid and reliable assessments in Islamic education, Arabic, UAE social studies and UAE moral education, by evaluating the full range of curriculum standards at every grade level.



#### 4. Curriculum

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

- The school's curriculum is highly effective in delivering a balance between knowledge and skill-based learning, including inquiry and critical thinking. It provides a wide range of learning opportunities for all students, where challenge is a key feature.
- The curriculum is enhanced by an appropriate range of subjects across all phases. Enrichment clubs, cross-curricular links and after-school activities enhance students' learning. In the high school, a wide variety of electives are offered to meet students' aspirations and interests.
- However, the school's curriculum does not comply with the UAE MoE statutory requirements for Islamic education and for a few grades in Arabic as a first language and as an additional language. This non-compliance is most notable in the middle and high schools.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding	Good	Good	Good

- The modification of the curriculum to meet children's different needs is a strength in the KG. Students of determination are similarly very well supported throughout school. Modifications for Arabic, however, remain an issue for students in the upper phases of the school.
- The curriculum is enhanced well through opportunities for innovation, enterprise and creativity. This is evident, for example, in the arts, sporting activities, global events and inter-scholastic competitions. These activities greatly enrich students' experiences and make significant contributions to their personal and academic achievement.
- Improvements have been made in some subjects to develop links with the Emirati culture and UAE society, particularly in mathematics. However, this is not embedded systematically across all subjects in the upper phases of the school.
- Children in the KG receive three 30-minute lessons of Arabic each week.

**For development:**

- Implement the MoE Islamic education curriculum in the upper phases of the school to meet the learning needs of all Muslim students.
- Ensure that Arabic classes have the minimum amount of instructional time and that all students in the middle and the relevant high school classes take Arabic as an additional language.
- Ensure that the school provides the appropriate curriculum for the UAE social studies and moral education programs.

## 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

- The school has consistent, explicit child protection procedures that are reviewed regularly. Child protection training for parents is developing and is becoming a priority for the school. Security levels are very high around the school, and regular reviews and consistent practices are in place.
- All multi-level buildings have appropriate access for those with a physical disability. Maintenance procedures are highly effective. On-site medical support and record-keeping reach the highest quality.
- The school is expanding its health program starting in the elementary school. Most developmental points from the previous inspection have been adequately addressed.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- This vibrant school operates in an atmosphere of mutual respect, resulting in exemplary staff-student relationships. Behavioral expectations are clear and very successfully followed by the student community. The effective monitoring systems ensure high levels of attendance and punctuality.
- The school has detailed procedures to ensure the accurate identification of students of determination and those with gifts and talents. Experienced specialist staff, along with class teachers, ensure that the needs of most students are met very well.
- All students have ready access to a wide range of personal and academic support. School counsellors and teachers provide high quality advice. Older students receive exceptional guidance, which enables them to follow their individual pathways for the future with success.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The board of governors and school leaders are increasingly committed to ensuring access and well-resourced provision for students of determination. Inclusion is a key goal for the school. The director of student services is skillful in leading all facets of the identification and support process. However, the school's documentation does not fully reflect an inclusive admission policy.
- The experienced inclusion team effectively uses a range of assessments, which include reports from the school and some outside specialists. These enable accurate identification of individual barriers to learning. Since the previous inspection, the school has admitted an increased number of students of determination.
- There are strong links with parents, who are actively and regularly engaged with their children's educational programs. Parents can access an increasing number of training services and expertise within the school. They value the personal advice they receive and the quality of support and provision for their children.
- Detailed student action plans focus on prime needs and support these positively. Clear steps towards achieving the measurable goals are identified. In few lessons, plans do not specify the tasks planned for individuals and groups in sufficient detail.
- Most students are well supported by teachers and the team specialists, resulting in very good progress towards their personal goals. There is an appropriate balance between in-class and individual support. The supervised and guided study periods for older students are particularly effective.

### For development:

- Ensure that all appropriate school documentation illustrates the school's clear commitment to inclusion.

## 6. Leadership and management

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

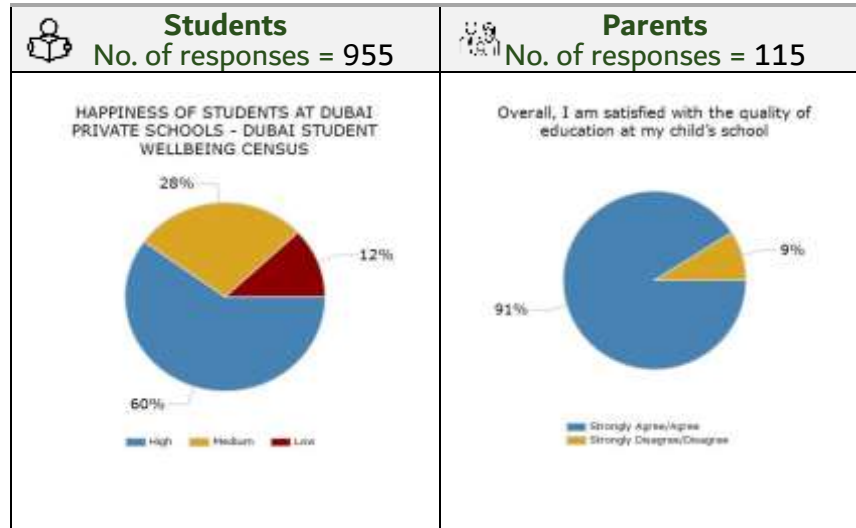
- Senior leaders share and actively promote the school’s impressive guiding statements, which shape the learning ethos of the school. The school is becoming increasingly inclusive as the support of students of determination is a growing strength. Subject leaders’ knowledge of curriculum, teaching and learning varies, but many of them reach the highest levels. Staff morale is consistently high, and consequently students flourish academically and socially. However, the school is still not fully compliant with all statutory and regulatory requirements.
- Information from internal and external sources is analyzed and used effectively to inform school self-evaluation and to accurately identify key priorities. Actions taken to bring about improvement are increasingly evaluated against students’ learning outcomes and include the monitoring of the quality of teaching. The school demonstrates sustained performance in all phases in most key subjects. However, leaders have not been successful in addressing the significant weaknesses in the teaching, curriculum and achievement in Arabic.
- The school’s partnership with parents has successfully and genuinely engaged most of them in their children’s learning. Parents’ concerns are promptly addressed. The partnership with parents, through the existing representation groups, remains steady and effective. The communication and reporting systems enable parents to have useful access to their children’s learning information, supporting them as key partners with the school.
- Governance is broadly representative of stakeholders and regularly seeks and responds to the views of parents and students. The governing board’s continuing influence ensures that appropriate staffing and resources are available. However, it has not ensured that all statutory requirements for the provision of Islamic education and Arabic are met, as recommended in the recent inspection reports.
- The school’s day-to-day management includes highly effective procedures and routines, which promote a calm, purposeful learning ethos. Staff are appropriately qualified and trained and actively engage in innovative teaching practices that support the school’s mission. The high quality premises, including bespoke specialist facilities and a number of student designed rooms and outside learning areas, allow the school to provide students with diverse learning opportunities.



### For development:

- Ensure that all the recommendations and developmental points from this report are included in the school’s action plans for 2020-2021 and are acted upon.

## 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.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Most students surveyed enjoy the challenging class activities in this safe school. They develop strong friendships, persevere with their classwork and report little physical, verbal or cyber bullying. Most have positive expectations of their future beyond school. The inspection team's findings concur with students' views.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents who completed the survey expressed their satisfaction with the quality of education provided. They agree that their children are safe at school and that the school keeps them well informed about their children's education. Most agree that the school leaders respond to their views and that teachers help their children develop effective learning skills. Only few parents expressed concerns about bullying. The inspection team's findings concur with parents' views.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)