

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

American
School of
Dubai

Celebrating
10 years of
inspections

AMERICAN SCHOOL OF DUBAI

AMERICAN CURRICULUM

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School information

General information

Location	Al Barsha
Type of school	Private
Opening year of school	1966
Website	www.asdubai.org
Telephone	04-395-0005
Address	P.O. Box 71188
Principal	Dr. Paul Richards
Principal - Date appointed	7/2/2017
Language of instruction	English
Inspection dates	22 to 25 January 2018

Teachers / Support staff

Number of teachers	188
Largest nationality group of teachers	USA
Number of teaching assistants	53
Teacher-student ratio	1:10
Number of guidance counsellors	9
Teacher turnover	11%

Students

Gender of students	Boys and girls
Age range	4-18 years
Grades or year groups	KG 1- Grade 12
Number of students on roll	1837
Number of children in pre-kindergarten	0
Number of Emirati students	7
Number of students with SEND	108
Largest nationality group of students	USA

Curriculum

Educational permit / License	US
Main curriculum	US / CCSI
External tests and examinations	MAP, SAT, PSAT, AP
Accreditation	Middle States
National Agenda benchmark tests	MAP

School Journey for American School of Dubai

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



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

Summary of inspection findings 2017-2018

American School of Dubai was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The educational leadership of the school is of very high quality. However, school leaders have yet to ensure the school meets the UAE governments' statutory requirements with regard to Arabic and Islamic education. The school's parent community makes outstanding contributions to the experiences of students. The quality of the staffing, facilities and resources at the school is outstanding.

Students' achievement

Students' achievements are mostly outstanding in English, mathematics and science from the Kindergarten (KG) to Grade 12. Their learning skills are consistently outstanding in all grades. Students' progress is weak in Islamic education and Arabic, except in the elementary school, where their progress in Arabic as an additional language is acceptable.

Students' personal and social development, and their innovation skills

Students' personal and social development continue to be outstanding in all phases of the school. Their understanding of Islamic values and Emirati culture ranges from good to very good. Their social responsibility and innovation skills are outstanding from the KG to Grade 12.

Teaching and assessment

The quality of teaching is outstanding in all phases of the school. Teachers know their students well and understand how the different subjects are learned. Most teachers are very skilled at promoting higher order thinking skills among their students. The quality of assessment is best in the KG. Almost all teachers assess learning frequently and adjust their strategies accordingly. Assessments of learning are broad based, valid and reliable.

Curriculum

The curriculum is of very high quality across the school but is not compliant with the Ministry of Education (MoE) requirements in three phases. In English, mathematics and science, students receive very high quality programs of study, along with a wide range of electives and activities. The curriculum is adapted well to meet the learning needs of students of different abilities, especially in the KG.

The protection, care, guidance and support of students

These aspects of the school's work are of very high quality. Students are kept safe on campus and on school buses. The site is secure, and students are well supervised. There is outstanding provision of healthy food and professional health care. The school provides very effective support for students' needs and personalized guidance in choice of university and future career.

What the school does best

- Students across all phases make mostly outstanding progress in learning English, mathematics and science.
- Students' personal and social development is very strong across all phases of the school.
- The quality of teaching is very high, as is the assessment of learning.
- The provision for the protection, care, guidance and support of students is of very high quality.
- The school's links with parents and the local community are of outstanding quality.
- The management, staffing, facilities and resources of the school are of excellent quality.







Key recommendations

- The board of trustees and senior leaders should act to ensure the school provides Islamic education for Muslim students and Arabic instruction in accordance with the MoE requirements.

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	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Very good ↓	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	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	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	Outstanding↑	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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 success of the school in meeting the National Agenda Parameter (NAP) targets:

- The school meets the registration requirements for the N.A.P.
- Attainment as indicated by the N.A.P benchmarks is above expectations in English, mathematics and science.
- The leadership team is committed to the National Agenda and understands how to draw information from data sources. They have been proactive in ensuring stakeholders are aware of its importance.
- The CAT4 and MAP data are analyzed, clearly identifying individual strengths and achievement gaps for all students. School leaders understand these analyses and are beginning to use them to modify provision.
- The school is adapting its curriculum to ensure the N.A.P skill requirements are met and that it prepares students more than adequately for success on the forthcoming TIMSS and PISA tests.
- The school has adopted eight learning principles which oblige teachers to support students in becoming critical thinkers, problem solvers and innovators who possess the knowledge and skills to become independent, confident learners.
- Students' N.A.P results suggest that more lessons need to incorporate modeling, investigations, reasoning and designing solutions to real world problems.

Overall, the school's provision for achieving its National Agenda targets meets expectations.

Moral Education

- The moral education program is being integrated into existing classes and taught as a standalone subject two times a week in the middle school and once a week in the elementary school. However, not all of the required standards are being addressed.
- Classroom teachers and counselors teach the subject in English. Effective teaching is evident in almost all lessons.
- Students thoughtfully explore moral education concepts in their own ways and apply their learning to their personal lives and global context.
- Assessment strategies are still under development. As a result, there is little evidence of the progress students make against the moral education standards.

The school's implementation of the UAE moral education program is developing.

Social Studies

- Most of the UAE social studies curriculum standards are integrated into the US social studies curriculum, showing continuity and progression from Grades 1 to 9.
- Teachers plan meaningful, integrated lessons using a variety of resources, such as field trips, simulations and multimedia experiences.
- Students' learning is excellent. Almost all students think critically and develop their own perspectives. Older students demonstrate very sophisticated research skills.
- The school has developed a wide array of assessments that target social studies skills and knowledge. Assessments of learning are varied.

The school's implementation of the UAE social studies program is well developed.


Innovation in Education

- Children in the KG develop excellent skills of critical thinking. All students have access to digital portals where they store their work, retrieve resources and conduct self-assessments.
- Beginning in the KG, teachers support students in making choices. Students make decisions on books to read and topics to research, reflecting independent thinking and responsibility for learning.
- Teachers use probing questions in lessons and use a wide variety of resources to provide opportunities for students to get involved in inquiry and problem solving.
- Innovation labs provide platforms for students to explore their passions and interests, which are often linked to STEAM topics. The school uses the 'Inflow Inquiry Process' model that enables students to ask, imagine, collaborate, explore, map, make, reflect, show, and connect ideas.
- School leaders demonstrate a clear and accurate understanding of how to improve the school. They also have a shared innovative vision for the school.

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

Main inspection report


1. Students' achievements

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

- Click here to enter text. The school does not offer Islamic education classes. As a result, students' attainment and progress are significantly below the Ministry of Education (MoE) curriculum expectations for Islamic education.

For development


- Ensure the school provides Islamic education for Muslim students.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak

- Students' attainment and progress are weak against the MoE curriculum standards, especially their reading and writing skills. Students' listening skills are acceptable across the school.
- The school's Arabic program is not aligned to the MoE curriculum expectations. As a result, students' progress towards these expectations is limited.
- Because Arabic is an elective subject in the middle and high schools, only a minority of students are studying Arabic in these phases.

For development


- Ensure the Arabic program meets all the UAE MoE requirements.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak


- Students' attainment and progress in the elementary school are acceptable. In the other phases, only a minority of students study Arabic. As a result, their attainment and progress are below expectations.
- In the elementary school, most students demonstrate acceptable listening and speaking skills. Older students who study Arabic have well developed listening and speaking skills.
- Across the phases, students' reading and writing skills are underdeveloped.

For development

- Ensure all students in Grades 1 to 9 (for whom Arabic is not the first language) study Arabic as an additional language.

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


- Students' achievement is outstanding across the school. This is because they systematically develop their critical thinking skills, make cross-curricular links and learn independently.
- Students read and write with purpose, skillfully gathering information, making inferences and drawing conclusions. They think critically to formulate original opinions that they reflect in their writing. They read for specific purposes and analyze themes and characters, anchoring their hypotheses to textual evidence.
- Reading is a key focus throughout the school as the basis for learning across all subjects. The 'Readers and Writers Workshops', instituted from the KG to the middle school, help develop accomplished young readers and authors.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Outstanding	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding

- Children in the KG continue to achieve well above the age-related expectations, which has been a trend over the past few years. Students across all other phases attain well above the curriculum standards and do very well on external benchmark tests.
- Students' achievement data from the high and middle schools show that a large majority of them achieve well against international benchmarks. These students have gained competence in applying their mathematical knowledge and in their capacity to reason logically.
- Students' progress in the elementary school is hampered by their inconsistent development of analytical, evaluative and problem-solving skills. Students do not receive sufficiently clear feedback regarding their progress against personal learning goals.

For development

- Ensure that students who are not meeting their MAP growth projections receive focused feedback to enable them to meet their personal targets.

		KG	Elementary	Middle	High
Science 	Attainment	Very good	Outstanding	Outstanding	Outstanding
	Progress	Very good	Outstanding	Outstanding	Outstanding

- Students in all phases show strong understanding of scientific concepts through open-ended activities that require them to design models. Students' external and internal assessment data confirm their high levels of attainment and progress over time. In the KG, children's scientific skills are not highly developed.
- Students consistently develop their understanding of science as a process, not just as a body of information. In the middle and high schools, they demonstrate this by their engagement in experiments to verify various scientific laws then explain them to others.
- The recent alignment of the science curriculum with the Next Generation Science Standards (NGSS) has enabled students to further develop their scientific skills and their application of scientific concepts in design engineering.

For development

- Provide opportunities for children in the KG to fully develop their scientific skills.

	KG	Elementary	Middle	High
Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

- Learning skills are excellent in the KG, where children rapidly develop their critical thinking and independence in learning. In the elementary school, students are keen to learn and take responsibility for completing collaborative tasks. In both the middle and high schools, students' acquisition of a wide range of learning skills is a strength.
- Students' abilities to apply their learning to the real world and to make connections with other areas of learning are very strong. Their skills of observation, articulation and self-management are noteworthy features in the large majority of core subjects, elective subjects and enrichment activities.
- Younger students can access digital portals to retrieve information, store assignments and develop personal portfolios. Older students use technology for developing skills of innovation, enterprise and entrepreneurship.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- The student-centered approach to learning and the advanced character and values education programs underpin students' strong personal development outcomes. As a result, students across the school exhibit exemplary behavior.
- Students show high levels of respect, social awareness and maturity when they tackle daily issues. Students, especially the KG children, are sensitive towards their peers and adults. They are proud of the strong friendships they have made at school.
- The extensive character development and personal guidance programs have positively affected students' personal development.

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

- In all phases, students demonstrate appropriate awareness of Islamic values and how they influence their daily lives in the UAE. They show appreciation of the Emirati culture and can explain its key features, particularly in the KG.
- Students have strong knowledge and understanding of their own cultures and various world cultures. They can describe the main aspects and cultural traits of the UAE and compare them with those of other cultures.
- Students' participation in a number of selected cultural events and activities have enhanced their understanding of the key values and cultural features of the UAE.

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

- Students across the phases practice advanced levels of social responsibility. They have grown into responsible community members who have solid work ethic and innovation skills.
- Students have benefited from a multitude of platforms to develop their innovation skills. They are highly-independent thinkers, have a voice in the school's decisions and are growing into young entrepreneurs. They are very well aware of key environmental priorities both locally and globally.
- The platforms for social innovation and resources provided by the school have a positive impact on students' social development.

For development

- Enhance students' engagement with the UAE culture and build on their knowledge and understanding of Islamic values.

3. Teaching and assessment

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

- Teachers consistently plan engaging lessons to develop students' higher-order thinking skills and independent learning. Critical thinking and inquiry skills, supported by students' integration of technology, are firmly embedded across the phases. Teachers work with students to help them become confident learners.
- Rubrics guide students to understand the learning expectations and to assess their own learning; these are especially useful for the more able students. Focused teacher feedback enables students in need of support to plan their next steps. The analysis of data to inform instruction, especially to challenge the most able students, is a developing feature for a few teachers.
- The professional development program consistently extends teachers' growth and is focused on students' learning. The multidimensional program develops teachers' instructional and leadership skills, advances educational initiatives and confirms the school as a community of learners.

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

- The school aligns its internal assessments very well with the curriculum standards. Students' outcomes are benchmarked appropriately at the international level through external tests such as MAP, SAT, and AP. In the KG, teachers competently and regularly use rubrics, checklists and anecdotal notes to assess children's progress in daily lessons.
- The school analyzes the available assessment data to an appropriate depth but does not use the analyses sufficiently to inform changes to the curriculum. The school uses MAP growth data effectively to verify the progress students make. Data analysis is most effectively used to identify strengths and weaknesses in students' learning and to inform teaching.
- The school has started an online system to collect different types of assessment data and to use the data to monitor students' outcomes.

For development

- Ensure data analyses have a greater impact on curriculum modifications.

4. Curriculum

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

- The highly interesting curriculum balances knowledge and skills and encourages inquiry, problem solving and critical thinking. It is aligned with the 'AERO' standards, which anchor almost all subjects.. The high school offers a wide range of courses, including electives and AP courses.
- Students explore their interests in the innovation labs and extra-curricular activities, consistently making links to global issues. The curriculum is reviewed annually, ensuring its continuing evolution to provide a learning framework that prepares students to be contributing members of a global society.
- The curriculum does not comply with the UAE MoE statutory requirements for Islamic education, or for language instruction for students who speak Arabic as a first language. This non-compliance makes curriculum judgments weak in the middle and high schools.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Good	Good	Good

- The curriculum provides students with a high degree of choice through both curricular and extra-curricular activities. Modifications to the curriculum to meet the needs of all groups of students is more successful in the KG than in the other phases. The school has a curriculum adaptation program to support students in all phases.
- The school links the curriculum to the UAE's culture and society through the Arabic language, UAE social studies and UAE moral education programs. The curriculum is enhanced through innovation labs in which students extend their innovative skills beyond the classrooms.
- The school has plans to enhance the curriculum in Arabic, but at the time of the inspection, the curriculum was not sufficiently adapted, particularly for those students for whom Arabic is a first language.
- The school teaches Arabic as an additional language in both KG1 and KG2.

For development

- Ensure the curriculum for Arabic meets the needs of all groups of learners.

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's arrangements to keep all students safe and healthy are very strong. The school's child protection policy is clearly defined and well understood by all stakeholders.
- The school's premises are highly secure, very clean and well maintained. The security team is very effective in monitoring and controlling access to the school through a range of tools including, but not limited to, electronic badges. The health office has a full-time doctor and three registered nurses.
- Health and safety are top priorities for all leaders and staff. They have recently updated the child protection policy, and a third party has been contracted to conduct risk assessments and train all staff members on risk assessment vigilance.

	KG	Elementary	Middle	High
Care and support	Outstanding ↑	Very good	Very good	Very good
<ul style="list-style-type: none"> A caring staff and a positive attitude towards learning give rise to mutual respect between staff and students. The high expectations set for appropriate behavior are reached by almost all students. Students demonstrate a clear understanding of the link between good attendance and school success. Well-developed procedures ensure the early identification and support for most students, especially those in the KG. There is no formalized process to identify gifted and talented students. There is curriculum differentiation for these students in many lessons, but some are not sufficiently challenged. A highly-effective team of counselors collaborates with the teachers to provide a whole school pastoral care system which safeguards the well-being of students. A career guidance program delivers advice and support to ensure that students go on to attend colleges and universities. 				
For development				
<ul style="list-style-type: none"> Formalize the identification and support for the gifted and talented students to ensure every student's potential is realized. 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very good
<ul style="list-style-type: none"> The governor for inclusion is leading strategic developments for a more inclusive school. The inclusion champion ensures the effective delivery of a whole-school intervention service model and the high-quality work by learning support specialists and counselors. A structured process, based on observation and monitoring, ensures there is early intervention in the KG. All the identified students receive planned and targeted support to match their individual needs, but there is insufficient reliable data available to ensure the full accuracy of the identification process. Parents collaborate in the development of their children's action plans. They receive regular reports and attend progress review meetings. Parents have easy access to teachers and receive advice and guidance on understanding and assisting their children at home. Appropriate modifications effectively increase access to the curriculum and promote learning in support classes and in co-teaching scenarios. This is less consistent and effective in the high school. A universal 'design for learning' model has started to influence lessons across the phases. Outcomes are good or better in literacy skills and mathematics for most students. Progress is evident towards personal learning and academic targets. This is particularly true for students who receive support both in the classrooms and in the learning center. 	
For development	
<ul style="list-style-type: none"> Create an inclusive improvement plan with measurable goals to guide the work of the learning support team. 	

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

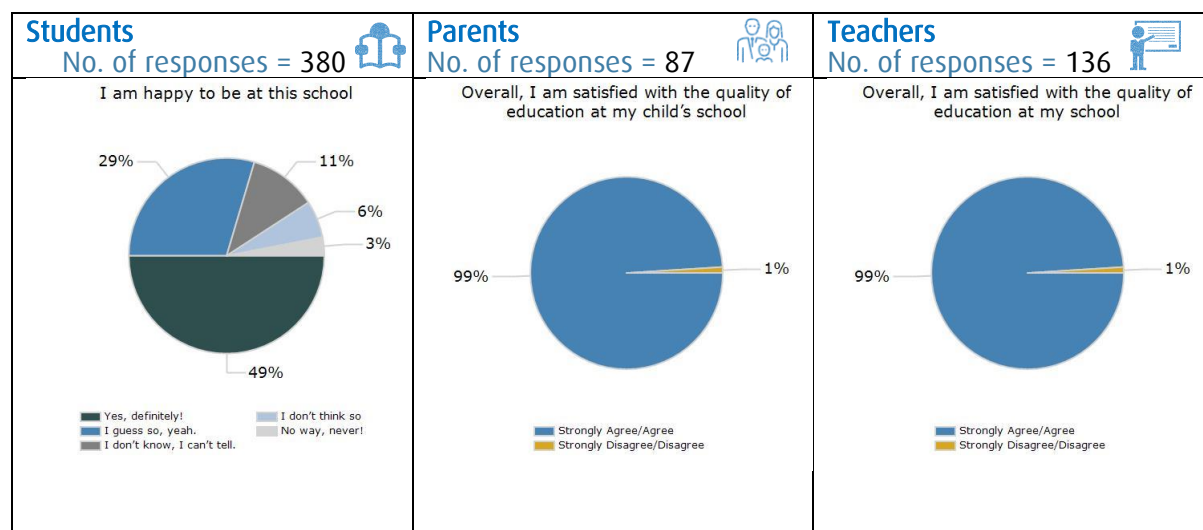
- School leaders share a common vision and direction for the future. Their collective educational leadership is of very high quality. Relationships and communication are strong, and the capacity to improve and innovate is evident. The senior leaders have yet to ensure that the school complies with the government's regulations regarding the provision of Islamic education and Arabic.
- The school's self-evaluation processes are thorough and involve many stakeholders. The quality judgements in the documents are accurate and based upon a wide range of evidence. The consistent monitoring and evaluation of teaching are linked to students' learning outcomes. Senior leaders collaborate to produce school improvement plans that are practical, strategic and visionary.
- The school is the focal point of the USA's expatriate community. The parent community is highly involved in many aspects of the school, supporting teachers in all phases. Parents organize an extensive range of events that enrich students' experiences. The quality of communication and reporting is very high. The school has very productive partnerships with many local, regional and international organizations.
- The school is governed by a board of trustees that has established effective leadership and outstanding overall staffing. The board has provided facilities and resources of very high quality; these support high quality outcomes in most subjects. The board maintains high levels of accountability for the work of the leadership team. However, the school remains non-compliant on the curriculum provision noted above.
- School administrators manage daily operations extremely well. School policies and procedures are clearly defined and implemented. Teachers are highly qualified and the majority of them hold master's degrees. Resources, including the libraries and innovation labs, enrich the learning experiences of all students and enable them to excel and innovate.




For development

- Ensure Islamic education is provided for Muslim students and Arabic instruction matches the learning needs of Arab 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.



 Students	A significant number of students responded to the survey. They are very positive in their opinions about all aspects of the school. More than a few students disagree that they have opportunities to learn about Emirati heritage and traditions.
 Parents	A relatively small number of parents responded to the survey. They are positive in their opinions about all aspects of the school, but a few disagree that their children are developing literacy and a love of reading in Arabic.
 Teachers	A significant number of teachers responded to the survey. They too are very positive in their opinions about all aspects of the school. Like the parents, a few disagree that the school promotes literacy and a love of reading in Arabic.

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