

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

ACCEPTABLE



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Sharjah American
International
Private School

Celebrating
10 years of
inspections

SHARJAH AMERICAN
INTERNATIONAL PRIVATE SCHOOL

AMERICAN CURRICULUM



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School information

General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2005
Website	www.saisdubai.net
Telephone	00971-4-2801111
Address	Dubai Al Warqaa 1 P.O.BOX:74455
Principal	Mr. Mohammad Sultan Ibrahim
Principal - Date appointed	3/1/2016
Language of instruction	English
Inspection dates	22 to 25 January 2018

Teachers / Support staff

Number of teachers	132
Largest nationality group of teachers	Lebanese
Number of teaching assistants	28
Teacher-student ratio	1:13
Number of guidance counsellors	3
Teacher turnover	19%

Students

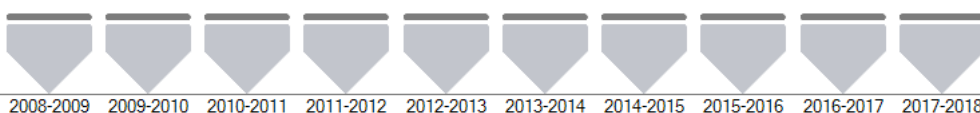
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1687
Number of children in pre-kindergarten	0
Number of Emirati students	647
Number of students with SEND	35
Largest nationality group of students	Arab

Curriculum

Educational permit / License	US
Main curriculum	US /California
External tests and examinations	SAT 1, PSAT, TOEFL, IELTS, IBT, AP
Accreditation	NEASC Candidate
National Agenda benchmark tests	MAP, Advanced – NCA -CASI

School Journey for Sharjah American International Private School

■ 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

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

Leadership and management

While the leadership teams, led by the principal are working diligently to secure improvements in students' achievements, not all the school's priorities are implemented systematically. Their evaluations of the strengths and areas for development lack the precision required to ensure changes have a positive impact on students' achievements. The school has established strong partnerships with parents, from which it benefits. School leaders are held to account by an advisory board and a very supportive owner.

Students' achievement

Students' attainment has improved in Islamic education in the elementary and middle schools. In Arabic, students' achievements have improved in the middle school. The use of MAP data is enabling the school to track students' progress accurately in each subject. However, improvements in students' attainment and progress have not been secured in all subjects. The development of learning skills is stronger in the Kindergarten (KG) than in the other phases.

Students' personal and social development, and their innovation skills

Students' personal development is strong throughout the school but particularly in the KG and the high school. Students' awareness and understanding of Islamic values have improved in the high school. Similarly, their development of social responsibility skills and environmental awareness are strong throughout the school but are particularly well-developed in the high school.

Teaching and assessment

While teaching is generally more effective than identified in the previous inspection report, overall it remains good in the KG and inconsistent in the other three phases. Assessment systems and processes have improved, but the precise use of data to adjust teaching is not evident in most lessons.

Curriculum

The change from the Michigan State Standards to California State Standards is enabling the school to closely align its provision to meet the needs of different groups of students. In particular, a greater range of choices is now available to students in the high school. Increased opportunities for students to participate in projects outside the classroom is strengthening the curriculum, but the skills developed, are not always transferred to everyday learning.

The protection, care, guidance and support of students

Arrangements for most aspects of care and support have been strengthened. As a result, staff, parents and students are aware of the arrangements for child protection. The well-being of students is promoted, and they receive good quality academic and pastoral guidance. The identification procedures and the resulting provision for students with special educational needs and disabilities (SEND) are improving, and the addition of guidance, careers and academic counselors is significantly strengthening support for students.

What the school does best

- Students' improved attainment in Islamic education in the primary and middle schools and their improved progress in Arabic in the middle school
- Students' personal development in all phases, particularly in the high school, which is reflected in their good attitudes towards learning
- Students' awareness, knowledge and understanding of Islamic values and social responsibility skills, which is at least good in all phases
- The improved care, support and arrangements to ensure students and staff are safe
- The day-to-day management of the school and the support and training provided for all teachers and staff







Key recommendations

- Use work scrutiny and assessment information, including internal and external data, to:
 - precisely identify gaps in individual students' understanding of concepts and subject skill development
 - exactly match work to students' learning needs, challenging them to think deeply in all lessons and subjects
 - identify opportunities for developing students' verbal reasoning skills in all subjects
 - enable students to accurately identify the progress they have made in each lesson and address any gaps in their understanding of concepts or development of skills.
- Rigorously hold middle leaders to account for:
 - rapid improvements in students' attainment and progress in all subjects, particularly in English, mathematics and science
 - adapting the curriculum in all subjects to improve students' language development
 - monitoring students' progress in lessons.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good ↑	Good ↑	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable ↑	Not applicable
	Progress	Not applicable	Good	Good ↑	Not applicable
English 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
Mathematics 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Good	Good ↑	Good ↑	Good ↑

6. Leadership and management

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

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 impact of the National Agenda Parameter (NAP) in meeting the school's targets:

- Students' attainment based on the National Agenda Parameter (N.A.P) is below expectations in mathematics, science and English.
- The school meets the registration requirements for the N.A.P.
- School leaders and the governors are committed to the National Agenda. They understand the importance of using data analysis to identify interventions which support students' learning.
- MAP data is analyzed in depth and by program, gender and nationality. The triangulation of N.A.P results, CAT4 data and internal assessment data provides the school with useful information about students' attainment and progress.
- The school is modifying the curriculum effectively to incorporate the requirements of TIMSS and PISA. The school is in the early stages of implementing a range of intervention programs to support students' learning.
- Results from the N.A.P tests are not used effectively to adjust teaching strategies. Students' development of critical thinking, problem solving and investigative skills is underdeveloped in most lessons.
- Although some students are aware of their results on the international benchmark tests, their development of research and critical thinking skills is in the early stages.

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

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders are focused on addressing any gaps in Emirati students' achievement and are committed to raising their achievement in all grade levels. Although assessment data is collected and analyzed, it is not used systematically to influence teaching. Parents appreciate the updates provided by the school on their children's progress.
- Opportunities are being provided for Emirati students to take responsibility for their learning. They respond particularly well when working collaboratively and in small groups. Specific interventions to meet their learning needs in all subject areas are in the early stage of development.
- Limited adjustments have been made to teaching using the analysis of CAT4 data. Although Emirati students are fully involved in the 'balanced literacy' program, a structured focus on the development of their verbal reasoning skills is not evident in subjects across the school.

The school's provision for raising the achievement of Emirati students needs improvement.

Moral Education

- Moral education is taught in English as a discrete subject. It is also skillfully integrated into the curriculum through core subjects, with a strong focus on English literacy.
- Teachers use the moral education textbooks in addition to interesting and engaging activities for small group work. Moral education concepts are covered in few other subjects.
- Students participate actively in lessons but do not always apply their understanding to relevant personal and local contexts.
- Regular assessments track students' progress to determine their understanding of concepts and to inform next steps. Parents are actively involved in the program and offer important feedback to the school.

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

Social Studies

- The UAE social studies program is taught in Arabic as a stand-alone subject. The curriculum is balanced and relevant, and it contains strong links to Arabic and Islamic education.
- Teachers use effective strategies and resources to provide students with appropriate levels of challenge and support. They plan lessons that link to students' personal experiences.
- Students share their learning and understanding and work collaboratively to build on their prior knowledge of the UAE. However, their critical thinking skills are not strongly developed in lessons.
- Assessment data is used to inform teaching and curriculum planning. Tests and projects provide clear measures of students' progress and understanding.

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


Innovation in Education

- Although critical thinking questions are used in some lessons, students' innovation skills are not systematically developed in all areas of the curriculum.
- Students throughout the school, particularly in the high school, are seeking ways to develop their social responsibility skills and to think innovatively. Their use of 3D printers supports their development of alternative ideas.
- Although teachers are keen to adopt innovative approaches in their classroom practice, these approaches are not evident in many lessons.
- The innovation coordinator is working closely with staff and students to integrate a variety of innovative programs into the curriculum.
- School leaders strongly promote a culture of innovation. They have provided a clear sense of direction and have created opportunities, outside lessons, in which staff and students work together to develop innovative ideas.

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

Main inspection report

1. Students' achievements

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

- The level of achievement reflected in students' work in the elementary and middle schools is above curriculum standards. Internal assessment information reflects weaker attainment in Grades 10 and 11, than in Grade 12. Generally, girls make quicker progress than boys.
- In the high school, students can link verses from the Holy Qur'an to Islamic finance and economic issues. In the elementary school, students' recitation of the Holy Qur'an is stronger than in the other phases. Middle school students demonstrate secure knowledge of Islamic morals.
- Students' attainment in the elementary and middle schools is stronger than it is in the high school because, in these phases, assessment for learning is more effective as students receive more detailed feedback on different aspects of their learning.

For development

- Improve students' recitation of the Holy Qur'an in the middle and high schools.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good

- Although internal assessments show students' attainment in all phases is in line with curriculum standards in the elementary school, the work of a majority of students reflects levels that are above curriculum standards. In all phases, students make good progress as evident in their work in lessons.
- Throughout the school, students' listening and reading are the strongest skills. In the high and middle schools, students' speaking is also strong. However, there are inconsistencies in their achievements, reflecting gaps in their knowledge. Writing remains an underdeveloped skill for most students across the school.
- The promotion of reading is having a positive impact on students' achievement in Arabic. Students' progress accelerates, particularly in the middle school, when work is matched directly to their learning needs.

For development


- Provide more opportunities to enable students to develop their writing skills across the school.

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

- The weaknesses in students' achievements have been addressed in the middle school. Students' work, as evident in their books and in lessons, shows they make good progress in both the elementary and middle schools, when measured against their starting points.
- Students demonstrate good listening and reading comprehension skills. However, their ability to speak fluently and to write sentences and paragraphs is not as strong. In the elementary school, students in the lower grades demonstrate better language skills than their peers' in the upper grades.
- Increased levels of challenge and higher expectations in lessons have secured improvements in students' achievements, particularly in the middle school. The recent introduction of learning technologies in the elementary school is supporting students' language development well.

For development


- Enable students to develop their speaking and writing skills by providing them with challenging tasks in both phases.

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

- As a result of extended opportunities for speaking and development of vocabulary, children's achievements are stronger in the KG than in the other phases. Students' attainment levels reflected in assessment results are only in line with curriculum standards in the elementary, middle, and high schools.
- Students' speaking and listening skills are stronger than their reading and writing skills in all phases. Their higher-order verbal reasoning skills, particularly drawing inference from texts, are less developed. Consequently, students' extended writing skills are limited.
- The school is providing opportunities for the development of all language skills through the introduction of the balanced literacy program. However, it is too early to measure the impact of the program on students' achievements.

For development


- Develop students' reading, writing and verbal reasoning skills in all phases.

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

- Children's achievements are stronger in the KG than in the other phases. Although students' work in lessons and their workbooks show progress that is in line with curriculum expectations, MAP assessments reflect achievement levels that are below international standards in the elementary, middle and high schools.
- In the KG, children have a secure grasp of mathematical vocabulary. Students' understanding of mathematical concepts in the other phases is stronger than their ability to investigate and apply concepts to solve real life problems.
- The introduction of learning centers in Grades 1 to 3 is having a positive impact on students' understanding of number and their development of mathematical vocabulary. However, students' progress in elementary, middle and high schools is often hindered by the lack of tasks that match their specific learning needs.

For development

- Provide opportunities for all groups of students to investigate and apply mathematical concepts to solve real life problems.

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

- The majority of KG children understand scientific concepts at levels that are above the requirements of the Next Generation Science Standards (NGSS). Students' achievements in the elementary, middle and high schools are below international standards due to inconsistencies in the quality of teaching and the lack of challenge in tasks.
- Children develop scientific vocabulary well in the KG. In the other three phases, students have gaps in their understanding of scientific concepts. Their development of scientific thinking and independent investigative skills is inadequate.
- The new STEM laboratories are used to develop students' practical skills. Assessment information is enabling students to identify gaps in their learning. However, the lack of rigorous and challenging activities hinders students' progress.

For development

- Raise expectations in all lessons for all groups of students and provide them with challenging activities that enable them to make better progress.
- Provide frequent opportunities for students to develop their scientific thinking.

	KG	Elementary	Middle	High
Learning Skills	Good	Acceptable	Acceptable	Acceptable

- In the KG and elementary school, students interact and collaborate well in a range of learning situations. Most students successfully complete tasks and share their work with their peers. Students in middle and high schools take responsibility for their own learning.
- Across all phases, students' collaboration and communication skills are strong. Students have a general awareness of their strengths as learners. They acquire knowledge and skills from a range of contexts, but their deeper thinking and understanding are less developed.
- The creation of the STEM labs is encouraging students to develop their independent inquiry and creative thinking skills. However, their skills of innovation and critical thinking are not systematically developed in lessons across the subjects.

For development

- Provide frequent and regular opportunities for students to develop their skills of innovation in lessons in all subjects.

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

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

- Students have very positive and responsible attitudes, particularly in the high school. They demonstrate strong self-reliance, thrive on critical feedback and are consistently self-disciplined inside and outside the classrooms. Children in the KG, are sensitive and show empathy to the needs of others.
- The student government in the high school is making a significant contribution to the development of students' leadership skills in all phases. It is providing an effective link with school leaders and is enabling an increasing number of students to make a significant contribution to the life of the school.
- Students demonstrate very good understanding of well-being. They participate enthusiastically in physical exercises and make healthy choices. Their enthusiasm for learning is reflected in their very good attendance rates and in their prompt arrival to lessons.

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

- Students have a clear appreciation and understanding of how Islamic values influence the contemporary UAE society. They apply the principles of Islam, such as cooperation, respect and protection of the environment, during lessons and breaks. This is particularly evident in the high school.
- Students are knowledgeable and appreciative of the UAE heritage and culture and participate in a range of cultural and religious celebrations. They respect the UAE traditions and display good awareness of different aspects of the culture.
- Students demonstrate clear understanding, awareness and appreciation of their own and others' cultures, reflecting the many nationalities represented in the school. They have wide knowledge about the heritage and culture of their own countries, such as Lebanon, Egypt, Syria and other countries in the region.

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

- The development of students' social responsibility skills is strong throughout the school. Increased opportunities in the high school are resulting in improvements in their development of innovation and enterprise skills. Consequently, many students are becoming involved in volunteering and adding social benefit to the community.
- As a result of increased leadership opportunities in all phases, students' sense of identity and work ethic have improved. They articulate a strong understanding of environmental issues which is evident in their participation in sustainability projects.
- Students' use of technologies, such as 3D printers, is promoting their development of innovation skills. However, the skills developed outside the lessons are not consistently transferred into the everyday learning across the curriculum.

For development

- Enable all groups of students to transfer the skills developed while volunteering and participating in community projects into everyday learning in all subjects.

3. Teaching and assessment

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

- Teaching is stronger in the KG where teachers track children's progress more accurately. In the other phases, the quality of teaching is inconsistent. Teaching is generally more effective in the lower grades in the elementary school, where work stations are used to increase students' pace of learning.
- Teachers use the 'understanding by design' approach in lesson planning. Assessment results are considered in all plans. Although most teachers have secure subject knowledge, their understanding of how students learn is not as strong. Consequently, work in lessons is not always matched effectively to students' abilities.
- 'MAP clinics' are provided as a form of intervention for students who have made limited progress on MAP tests. However, direct interventions in lessons, including targeted questioning to challenge students to think deeply, is less evident.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good ↑

- Assessment processes are closely linked to the school's licensed curriculum in all subjects and, to a lesser extent, to NGSS in the KG. The newly-introduced standard-based grading system from the KG to Grade 3 enables teachers to measure students' achievement against the learning expectations described in the standards.
- Assessment procedures are rigorous and comprehensive. The school collects data from various sources to track students' progress. However, the data has not been effectively used to influence teaching and learning. Analysis and use of data is more evident in the planning than in the lessons.
- The information generated by external benchmarking tests has been analyzed in depth and is used to validate internal assessments, to identify strengths and weaknesses in students' skills and knowledge, and to inform curriculum reviews.

For development

- Ensure teachers set high expectations in all lessons and their questioning consistently deepens students' thinking and promotes their progress.
- Use all available assessment information effectively to inform interventions that match the abilities of all students in all lessons.

4. Curriculum

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

- The implementation of the curriculum is particularly strong in the high school because a variety of electives and extra-curricular activities have been added to the program to broaden the range of choices for older students.
- The adoption of California State Standards is enabling the school to support students with English as an additional language more effectively. The program to strengthen students' verbal reasoning skills is not as explicit. The newly-adopted standards are not consistently adjusted to match the needs of different groups of students.
- The curriculum is frequently reviewed in light of assessment results, and gaps in knowledge are identified and incorporated into the planning. Although continuity and progression of content and subject specific skills are evident in the planned curriculum, these are inconsistent in the teaching of some subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Good ↑

- Curriculum modifications, especially in the high school, are effective as students have choices and are motivated to pursue their own interests. In the KG, children get many opportunities to extend their vocabulary and express their creativity.
- Adaptations made to the curriculum, including in social studies and moral education, to promote a deeper understanding of the Emirati culture are more effective than those designed to promote innovative thinking in lessons. Not all adaptations support effective interventions to meet the learning needs of different groups of students.
- The program of extra-curricular activities, particularly in the high school, is making a significant contribution to students' academic and personal development. However, not all the skills developed in those activities, such as verbal reasoning, critical thinking and innovation, are transferred into students' everyday learning.
- Arabic is taught in the KG. Activities, such as singing and acting, support children's creativity.

For development

- Adapt the curriculum in all subjects and phases to support interventions which meet the learning needs of all groups of students.
- Ensure opportunities to deepen students' critical thinking, creativity and innovation are frequently incorporated into lessons.

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

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

- The school provides a secure learning environment. Buildings and equipment are well maintained. As a result, staff and students feel safe. The school has introduced a variety of physical activities and healthy food options, contributing well to the promotion of safe and healthy lifestyles among students.
- The school is effectively implementing the 'ProtectEd' program, which is strengthening students' and staff's understanding of safeguarding. The child protection policy in place is communicated well to parents. The clinic has clear policies and keeps detailed medical records on all students.
- All areas of the premises are now accessible for students with physical disabilities. The school has strengthened campus security, and parents are appreciative of the addition of cameras in all areas of the premises.

	KG	Elementary	Middle	High
Care and support	Good	Good ↑	Good ↑	Good ↑

- Staff and students are welcoming and friendly. All staff employ positive approaches to managing students' behavior. Consequently, students behave well in classrooms and hallways. A well-written discipline policy is in place. Attendance is at least good in all phases, and the school is continuously working to improve punctuality.
- Although identification procedures for students with SEND are improving, not enough students receive individual educational plans (IEPs) to inform support and intervention. Consequently, the effectiveness of the interventions is variable. Enrichment for students who are gifted or talented occurs in some lessons and innovative projects.
- The counsellors provide students with personalized care and support on emotional and educational issues in all the phases. Students are effectively guided through their applications for college and are advised on life-choice and career options. They get increasing support through their high school years.

For development

- Adjust IEPs for all students identified with SEND to ensure interventions in classes directly meet their learning needs.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable
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- School leaders are promoting an inclusive ethos. The new director of support is working with staff to remove barriers to learning for students with SEND. A member of the advisory board has been appointed to support the department and promote inclusion across the school.
- Although a very large number of students have been identified to receive intervention, only a small number have IEPs that identify their precise learning needs. Consequently, the effectiveness of interventions is inconsistent.
- Parents appreciate the support and updates received regarding the progress of their children. The routine of formal meetings with parents to share information and to offer them a chance to share experiences has recently been established.
- Implementation of effective support strategies and curriculum modification in classrooms is inconsistent across the school. Professional development is now being provided more frequently. However, its impact on classroom practice is not evident.
- Students receive focused support both socially and emotionally, as their well-being is a high priority for the school. However, the inconsistent instruction and the variable support provided in the classrooms restrict the progress of students with SEND.

For development

- Adjust IEPs to identify the specific learning needs of all students with SEND.
- Monitor students' progress towards the targets identified in the IEPs in all subjects.

6. Leadership and management

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

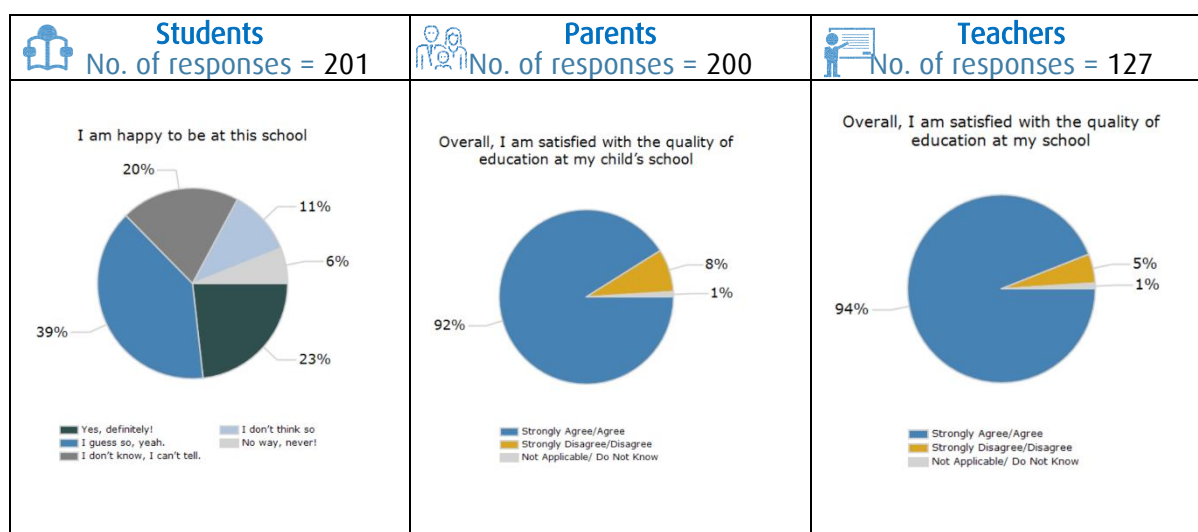
- While the leadership team, led by the new principal, is having significant and positive impact on all areas of school provision, student achievements in most subjects are not at the expected levels. The quality assurance team, comprising of middle leaders, is in its early stages of driving school improvement. However, their capacity to innovate and raise performance levels is evident.
- While self-evaluation processes are clearly strengthened, these lack the precision required to consistently support improved student achievements in all subjects. Recommendations from the previous inspection report are being rapidly addressed. The new systems to measure students' progress are clear and appropriate but are not applied consistently in lessons. School improvement plans lack the specific success criteria needed to measure their impact on learning outcomes.
- Parents are supportive of all aspects of the school and of their children's education. They express particular appreciation for the improvements secured by the new leadership team. Their communication with the school is effective, and they have complete confidence that their concerns will be addressed quickly. Although parents receive detailed information about their children's learning and personal development, their understanding of performance on international assessments is not secure.
- The owner's support for the school and his decisiveness are evident in the significant resourcing of the school's performance management system. The advisory board, which includes student representation, ensures the views of all stakeholders are taken into account. The board is in the early stages of establishing systems to analyze all data and information to support school leaders and to hold them to account for addressing the school's areas for development.
- The day-to-day management of the school is improving as a result of the clear leadership of the new senior team. The performance of teachers is managed well. Induction programs for new teachers and extensive training for all teachers are carefully linked to the school's performance management system. Digital resources are being added and effectively deployed to support learning throughout the school.




For development

- Set clear targets for the quality assurance team and identify success criteria for improvements in each subject area.

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	<ul style="list-style-type: none"> Of the students who participated in the survey, most are positive about the school. A few express concerns about the quantity of projects and homework. A small number express dissatisfaction with the quality of teacher-student interactions.
 Parents	<ul style="list-style-type: none"> Parents who responded to the survey are overwhelmingly positive about most aspects of school provision. They appreciate and fully support the improvements secured by the new principal. They indicate that they would welcome more information about the National Agenda priorities.
 Teachers	<ul style="list-style-type: none"> All teachers who responded to the survey are exceptionally positive about all aspects of the school. They express commitment to supporting the leadership in improving the school's performance. They appreciate the extensive support and training provided by school leaders.

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