

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

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Dubai International
Private School

Celebrating
10 years of
inspections

DUBAI INTERNATIONAL
PRIVATE SCHOOL

AMERICAN CURRICULUM

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School information

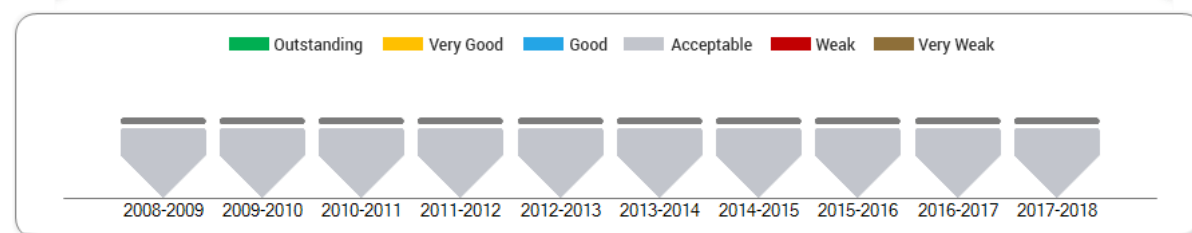
General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1985
Website	www.dis.sch.ae
Telephone	00971-4-2823524
Address	Al Garhoud- Dubai P.O. BOX 15495
Principal	Mr. Nafez Hayek
Principal - Date appointed	9/1/2012
Language of instruction	English, Arabic
Inspection dates	05 to 08 February 2018

Teachers / Support staff	
Number of teachers	141
Largest nationality group of teachers	Arabs
Number of teaching assistants	25
Teacher-student ratio	1:16
Number of guidance counsellors	4
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	2277
Number of children in pre-kindergarten	0
Number of Emirati students	927
Number of students with SEND	50
Largest nationality group of students	Arab

Curriculum	
Educational permit / License	US
Main curriculum	US
External tests and examinations	MAP, SAT1
Accreditation	None
National Agenda benchmark tests	MAP

School Journey for Dubai International private School



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

Dubai International Private School was inspected by DSIB from 05 to 08 February 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

While the leadership team is committed to improving the school, it has not been successful in addressing all areas of underachievement by students. Assessment data is analysed by leaders but monitoring is not rigorous enough to support good use of the analyses by teachers. School governors have not ensured all teachers are proficient in the language of instruction or that all US curriculum requirements are met.

Students' achievement

Children in the Kindergarten achieve well in English, mathematics and science. Students also achieve well in Arabic as an additional language. However, in other phases there are significant achievement gaps for some groups of students. Attainment and progress in mathematics in the elementary phase are weak. Otherwise, they are generally acceptable with exceptions in science and Islamic education in the elementary phase, and Arabic as a first language.

Students' personal and social development, and their innovation skills

The personal development of students is a strength of the school. Students in all phases embrace the many opportunities provided for them to develop their environmental awareness and acquire the skills of social responsibility. They have a very strong understanding of Islamic values and a clear appreciation of Emirati culture and heritage.

Teaching and assessment

Teaching has improved and is now strongest in the Kindergarten. Elsewhere, it is not consistently effective and does not enable all groups of students to reach the grade standards. While assessment data is analysed by school leaders, it is not used by teachers to identify gaps in students' learning. Consequently, teaching is not adjusted sufficiently to enable the achievement gaps to be closed.

Curriculum

Although the school curriculum is broad and balanced, it is not implemented consistently well or at the right level in mathematics and Islamic education to enable students to reach the required grade level. Assessment data is not always used accurately to modify the curriculum and adjust teaching to meet the learning needs of different groups of students.

The protection, care, guidance and support of students

The arrangements for health and safety have been strengthened. All stakeholders are aware of the school's safeguarding policy. As a consequence they are confident that the school is safe and secure. Guidance and support are improved in the high school. The systems to improve attendance have been successful, but late arrival by some students is resulting in lost learning time.

What the school does best

- Strong achievements by students in all phases in Arabic as an additional language
- Effective teaching in the Kindergarten, which supports strong achievements in English, mathematics and science
- The strong personal development of students in all phases and particularly effective in the Kindergarten, middle and high school phases
- Students' very good social responsibility, and their awareness of Islamic values and UAE culture
- The improved arrangements for health and safety in all phases







Key recommendations

- Governors must ensure that the school is fully compliant with all US curriculum requirements by:
 - making sure all teachers are suitably qualified and fully proficient in the language of instruction
 - holding the principal to account for the elimination of all ineffective teaching
 - providing sufficient resources to recruit and support teachers in the delivery of high quality learning.
- Governors must urgently hold senior and middle leaders to account for:
 - using all assessment data effectively to close the achievement gap for all groups, particularly Emirati students
 - changing and implementing the curriculum in all subjects, particularly in mathematics and Islamic education, to enable all students to meet grade related standards
 - developing a language skills strand in all subjects which improves verbal reasoning for all groups of students
 - improving the effectiveness of teaching in all subjects.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Acceptable ↓	Good	Good ↑
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
English 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓
Mathematics 	Attainment	Good ↑	Weak ↓	Acceptable	Acceptable
	Progress	Good ↑	Weak ↓	Acceptable	Acceptable
Science 	Attainment	Good ↑	Acceptable ↓	Acceptable ↓	Acceptable ↓
	Progress	Good ↑	Good	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	Very good ↑	Good	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good
Social responsibility and innovation skills	Very good ↑	Very good	Very good	Very good

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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 in meeting the school's targets:

- 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. While school leaders have secure understanding of N.A.P data and training has been provided, teachers are not always held accountable for its effective use.
- Cognitive Ability Tests (CAT4) and MAP data are analyzed in some depth. MAP assessment information has been communicated to the students. However, not all external data has been triangulated and aligned with internal assessments.
- Some modifications to the curriculum have been made following analyses of N.A.P assessments. For example, physical science is now included in curriculum planning. Such adjustments are not evident in all subjects.
- Teachers' understanding of how to use data to adjust learning tasks is inconsistent, resulting in a variable quality of planning to meet the learning needs of different groups of students
- Following analyses of MAP assessments some students have set targets. Consequently they have some understanding of their strengths and weaknesses and are able to use learning technologies for research.

Overall, the school's provision for achieving National Agenda targets is below 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

- The leaders and governors of the school are aware of the CAT4 results and have analyzed the data. However, they have not consistently implemented strategies for raising the achievement of the Emirati students. Verbal reasoning is not incorporated into the curriculum, which limits the effectiveness of any interventions and their impact on students' progress.
- The learning skills of the Emirati students are developing. In the better lessons students use critical thinking skills and make connections to the real world. They understand their strengths and areas for improvement. However, analysis of assessment data is not sufficiently focused on this group of students in ways that effectively improve teaching and that have a positive impact on their progress.
- There are limited curricular adaptations for Emirati students. Although they are given leadership opportunities and are involved in extra-curricular activities, their provision in lessons is not personalized. Intervention strategies that specifically address verbal reasoning are being developed but are not consistently linked to narrowing gaps in achievement.

Moral Education

- The moral education program is taught as a stand-alone subject in Arabic except in Grades 4 and 5, where it is taught in English.
- Teaching is primarily dependent on the Ministry of Education (MoE) textbook for 50 minutes a week with additional topics covered in assemblies and online.
- A large majority of students are actively engaged with the subject. They are keen to volunteer their thoughts and make connections to other subjects and aspects of their lives.
- Students' progress in moral education is assessed by tests, projects and other activities in which they are involved. Parents are informed of their children's progress through regular reports.

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

Social Studies

- The UAE social studies curriculum in Grades 1 to 9 is taught in Arabic and consists of 50 minute classroom lessons and weekly assemblies.
- Teaching strategies include guided discussions related to the topics in the MoE textbooks and supplemental materials.
- The majority of students are engaged in learning, working independently, in groups or online to obtain information to complete their assignments.
- Student assessment is conducted through the evaluation of students' tests, projects and other assignments designed to deepen their understanding of the topics presented.

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

Innovation in Education

- Students' critical and innovative thinking skills are underdeveloped features of many lessons, although they are stronger in science.
- Although an increasing number of opportunities are provided outside the classroom for students in all phases to think innovatively, the skills developed are not transferred into everyday learning.
- Teachers in both the Kindergarten and in some science lessons are providing opportunities for students to think innovatively. However, this is not evident in other grades and subjects.
- Although some opportunities for the development of innovative ideas are identified in curriculum planning, they are mainly implemented in extra-curricular activities and not routinely in lessons.
- School leaders are committed to promoting a culture of innovation, and the activities coordinator provides opportunities for innovation outside the classroom. However, skills developed are not always transferred into learning in lessons.

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

Main inspection report


1. Students' achievements

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

- Although the school's internal assessment indicates very good attainment levels, work in students' books and lessons reflects only a good level of achievement in the elementary phase. It is weaker in the middle and high school phases because the curriculum implemented is below the grade standard level.
- Students' knowledge and understanding of Seerah of the Prophet (PBUH) and the Pillars of Islam are stronger than other aspects of Islamic education in the elementary school. In the middle and high schools, students' understanding of Islamic values and manners is strongest. In all phases, recitation and memorization skills are underdeveloped.
- In the middle and high school phases, students have improved their ability to link what they learn to real-life situations. However, students are less confident when linking the topic they are studying to the relevant Hadith and Holy Qur'an verses.

For development

- Improve students' achievements, particularly in the middle and high school phases, by teaching the curriculum at the grade standard level.
- Improve students' skills in recitation and memorization of the Holy Qur'an.

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

- Students' achievements in the middle school are stronger than in the other phases. They read fluently and respond well to oral instructions. However, the lack of challenge and expectation for some groups of students has led to a decline in the rate of progress made in the elementary phase.

- Students in the high school display a good understanding of critical analysis of literature, while in the middle school, comprehension and guided writing is stronger. In all phases the application of the rules of grammar is inconsistent.
- The school is implementing a plan to enhance reading skills aligned with new curriculum requirements. This is having a positive impact on students' reading abilities. However, some inconsistencies in teaching are limiting its overall effectiveness, particularly in the elementary phase.

For development


- Consistently implement the plan to improve reading skills in all phases.
- Increase the level of challenge in all lessons in the elementary phase.

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

- The majority of students in all three phases demonstrate improved achievements in the four language skills and comprehension. However, students who are new to the school make limited progress because teaching is not always adjusted to their needs.
- In general, students' speaking and listening skills are improving in all three phases. A few students lack fluency and confidence when using standard Arabic. Although writing is not as strong as other skills, most groups are making good progress in developing it.
- The provision of opportunities for independent learning is enabling students to build on their prior learning. In addition, the enrichment of the curriculum with extra reading and writing opportunities is having a positive impact on students' achievements.

For development

- Adjust teaching and provide students new to the school with opportunities to speak, read and write extensively.


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

- The implementation of the revised English curriculum is strongest in the Kindergarten, which is reflected in the good attainment and progress of the children. In other phases achievements are constrained by the lack of proficiency in the language of some of the teachers.

- In the elementary, middle and high school phases, some groups of students, particularly Emirati students and those with SEND, are unable to read with fluency as teaching is not adjusted to meet their needs. Their listening skills are generally better developed, but writing is restricted in many lessons to the construction of simple sentences.
- Although opportunities are provided in some lessons for students to write extensively, the level of work is below the required grade standards. In addition, grammatical errors are not identified, preventing students from making progress in their reading and writing.

For development


- Ensure all teachers of English are proficient in the language and are able to support students' progress in the subject.
- Adjust teaching to enable all groups of students to improve their reading skills and read with fluency.
- Address any gaps in the curriculum and enable all groups of students to work at grade standards in all lessons.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Good ↑	Weak ↓	Acceptable	Acceptable
	Progress	Good ↑	Weak ↓	Acceptable	Acceptable

- In the Kindergarten the majority of children are numerate and as a consequence achieve well. However, in other phases students' attainment in external benchmark assessments is below curriculum expectations. In the elementary phase, weak achievement is reflected in students' work and in lessons.
- Students' development of mathematical competency, including basic number skills, mental mathematics and problem solving, is weakest in the elementary phase. In the middle school students are not developing mathematical reasoning skills to a level where they can confidently justify their findings when solving problems.
- Although students in the high school make acceptable progress in lessons, the significant gaps in their understanding are not addressed. The curriculum is not fully implemented and, as a result, students are restricted in their development of aspects of mathematics such as geometry.

For development

- Ensure that gaps in knowledge and mathematical skills are addressed immediately to enable students to catch up and attain at international levels.
- Enable all groups of students to develop mathematical reasoning and problem solving skills, and provide frequent opportunities for them to think independently.

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

- Achievements are strongest in the Kindergarten, where children enjoy exploring and investigating their environment. Elementary students make better progress as a result of more opportunities to think critically. In other phases, students are more reliant on the teacher to identify their next steps in learning.
- Students in all phases are able to make connections between their learning and science in the real world. They are able to use prior knowledge to make predictions. However, language barriers inhibit some students from fully engaging in dialogue and accurately expressing scientific thinking.
- Students have insufficient opportunities to address the gaps in their understanding and apply scientific vocabulary in a range of different contexts.

For development

- Enable all groups of students to address gaps in their learning and provide them with frequent opportunities to think critically and extend their understanding of scientific vocabulary.

	KG	Elementary	Middle	High
Learning Skills	Good ↑	Acceptable	Acceptable	Acceptable

- Engagement in learning is consistently stronger in the Kindergarten. In other phases, some students are reluctant to fully engage or take responsibility for all aspects of their learning.
- The ability to collaborate, and the development of research and enquiry techniques using learning technologies, are more evident in lessons than the skills of critical thinking and independence. Many students do not take the initiative and identify their next steps in learning.
- In some science lessons, students apply prior learning and make connections between concepts and the real world. While, learning technologies are frequently used, opportunities are missed to develop a systematic approach to research and extend inquiry skills.

For development

- Provide frequent opportunities for students to develop research and enquiry skills in all subjects.

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

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

- Across the school students, demonstrate positive and responsible attitudes to learning and to their wider school life. Bullying is rare and relationships among students and with staff are respectful and friendly. Students are self-disciplined and courteous towards adults and other students. However, a minority of students in the middle phase do not always meet the high standards set for behavior.
- Across the school students are developing a clear understanding of safe and healthy living, especially in the upper grades. They know how to keep themselves safe and are conscientious about keeping fit and healthy.
- Attendance and punctuality are generally good. However, a minority of students arrive late to school and they do not arrive to assemblies and to the first lesson on time.

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

- Across the school, students display a well-developed awareness of Islamic values and traditions of the UAE. In the Kindergarten, the children are fully engaged with activities to deepen their understanding of world cultures.
- Student's knowledge of their own culture is broad. They demonstrate a strong appreciation and admiration for the UAE. They show a clear understanding of how Islamic values influence their daily lives.
- All UAE and Islamic special occasions are celebrated well by students' initiatives. Students deepen their understanding of all aspects of the local culture through moral education and social studies.

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

- Students develop the skills of social responsibility through participating in the many opportunities provided in all phases. The addition of a STEM activity room in the Kindergarten is enabling children to deepen their understanding of the environment and consider issues of sustainability.
- In other phases, students enthusiastically embrace the chances to initiate and manage their own projects. While students showcase their ideas and deepen their knowledge and understanding through events such as science fairs, they do not always develop the subject specific language skills required to innovate and think differently.

- The student government plays an increasing and very effective role in creating opportunities for all groups of students to volunteer and make a significant contribution to the school and wider communities. However, students are not always able to transfer the skills developed in such activities into their learning in lessons.

For development

- Enable all students to transfer the skills developed in their own projects in lessons in all subjects.
- Provide opportunities for students to develop verbal reasoning skills in volunteering and community projects.

3. Teaching and assessment

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

- Teachers' secure subject knowledge leads to stronger lesson planning and preparation in the Kindergarten and elementary classes. Some teachers, particularly in the middle and high school phases, do not use assessment information well enough to provide work which matches students' abilities.
- Good quality questioning and the use of learning technologies enhances students' experiences in some lessons. However, the limited use of a range of teaching strategies and closed questioning restricts progress for many students.
- The learning environment in some classrooms, particularly in the middle school, inhibits practical work, critical thinking and problem solving. The lack of proficiency in English of some teachers is limiting students' development of verbal reasoning and other language skills.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- In the Kindergarten, internal assessment processes are more thorough because they have adopted the CPAA external examination. Across other phases, assessment processes are linked to the California State Standards and Next Generation Science Standards (NGSS). However, they are not always coherent, consistent or comprehensive.
- Results of assessments are analysed by leaders, and used to identify strengths and weaknesses in the curriculum. However, assessment information is not used effectively in the classroom to track progress made by different groups of students and to provide interventions that support their learning needs.
- Teachers have reasonable knowledge of students' strengths and weaknesses. However, their use of assessment information is inconsistent and students are often unable to identify their next steps in learning. In a few science classes, assessment information is used effectively to match work to different students' needs.

For development

- Establish robust internal assessment processes that enable teachers to identify gaps in students' learning, set individual targets and enable all groups to attain their predicted level of achievement.
- Ensure teachers provide students with effective feedback, both orally and written, so that students are very clear about their next steps in learning.

4. Curriculum

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

- The curriculum is broad, balanced and based on California State Standards and NGSS. Planning has been improved and is implemented well in the Kindergarten. However, the lack of English proficiency of some teachers restricts the effectiveness of its application in the upper phases.
- While curricular choices are provided, particularly in the high school, a lack of continuity and progression prevents some groups of students from achieving grade standards. In some subjects, such as mathematics and Islamic education, not all aspects of the curriculum are taught, resulting in underachievement.
- Although the curriculum is reviewed regularly, gaps identified are not always addressed following the review. Assessment information is not used systematically by middle leaders to inform changes to the curriculum.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum plans identify appropriate interventions and modifications to help meet the learning needs of individual and groups of students. However, these are not consistently applied in many lessons. As a result, attainment and progress are limited in some subjects and grades.
- While opportunities for enterprise and innovation are clearly identified in the curriculum, the skills developed in extra-curricular activities are not routinely transferred and used in lessons. In the Kindergarten the addition and effective use of the STEM room is motivating children and deepening their scientific understanding.
- Links with Emirati culture and UAE society are incorporated in all areas of the curriculum. Connections are clearly made in social studies and moral education.
- Provision for Arabic is good. Nearly half of the students attending the school speak Arabic as a first language and children in the Kindergarten make good progress.

For development

- Consistently modify the curriculum to meet the needs of all groups of students.
- Address all gaps in the curriculum identified by assessment information, particularly in Islamic education and mathematics.

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

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

- The school has clear procedures to ensure the care, welfare, and safeguarding of students, including child protection. It is highly effective in protecting students from all forms of abuse, including bullying and when using the internet.
- The school environment is safe, secure and hygienic. The supervision of students is highly effective at all times. The premises are generally well maintained. Detailed records of all incidents are kept and used to reduce the risk of recurrence.
- Improvements have been made to the arrangements for child protection. A structured program is implemented in tutorial time to ensure all students are aware of the arrangements. Health and well-being are promoted well with good support from medical staff.

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

- Teachers know their students well and respond positively to their social and personal development needs. Additional procedures for behavior management, as well as monitoring of hallways, has led to improved behavior of students in the high school.
- The identification of students with special educational needs and disabilities (SEND) is effective and leads to timely interventions by the SEND team. However, not all interventions are applied consistently in lessons. The arrangements to ensure all students arrive on time for the start of school are not always implemented effectively.
- The guidance and social care counselors effectively monitor students' personal well-being and academic progress. Students in the high school appreciate the clear advice and guidance they receive about career options and college choices.

For development

- Ensure all groups of students in all phases arrive punctually at the start of school and to lessons.
- Increase the rigor of intervention strategies, especially for classroom teachers, for all groups of students, including Emirati and those students who are gifted and talented, in order to meet their needs and increase the rate of progress.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND




Good

- Leaders and governors promote an inclusive ethos and the school has developed an improvement plan. A well-qualified and experienced leader of provision for students with SEND, manages a specialist team that works effectively with students and provides guidance and support to classroom teachers.
- A range of assessment information is used to identify students with SEND and inform appropriate interventions. Targeted support by designated staff ensures that specific barriers to learning are lowered. However, these approaches are not always evident within lessons.
- Parents are fully involved in the individual education plan of their children. They are kept informed of their children's goals and progress on a regular basis, and feel comfortable requesting meetings about any concerns. Overall, they are highly satisfied with the program.
- Direct support provided by the specialist team is having a positive impact on the outcomes of the students with SEND. Inconsistent monitoring and support by senior leaders limit the consistency of application of these practices by classroom teachers.
- The impact of the targeted support by the specialist team ensures that most students with SEND make good progress in specific areas of need. However, progress during lessons is dependent on classroom teachers' competence and their level of understanding of students' needs.

For development

- Use a rigorous analysis of assessment data, both internal and external, to plan effective targets for students with SEND, and implement appropriate intervention strategies that meet their individual learning needs in the classroom.
- Hold all teachers accountable to support all students with SEND consistently and appropriately on a daily basis.

6. Leadership and management

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

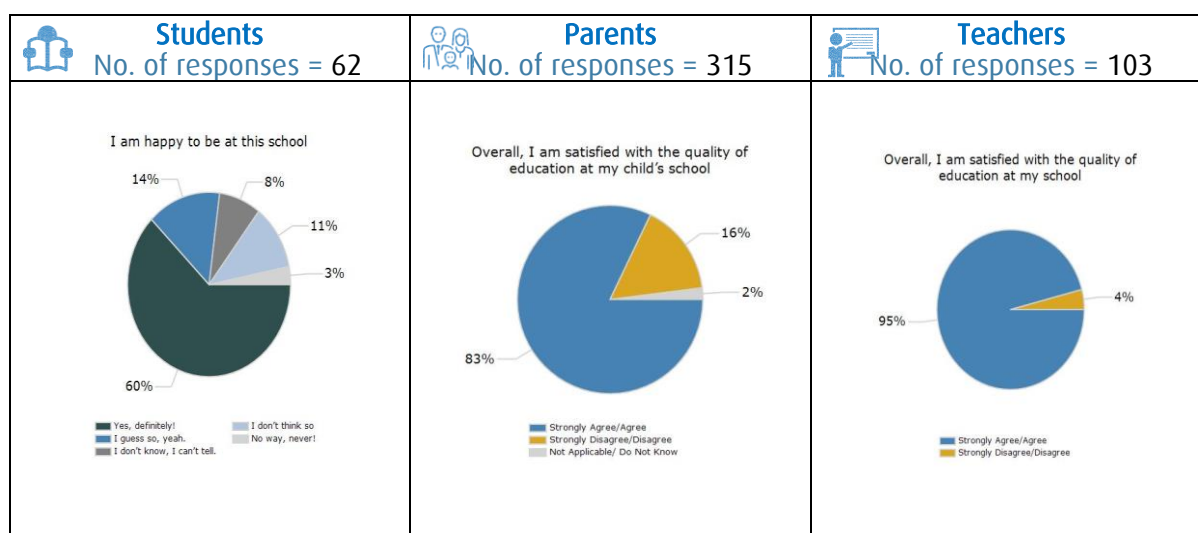
- Senior leaders are committed to improving the school and are generally well supported by the middle leadership team. Together they promote a culture of inclusion. However, the curriculum is not consistently implemented, particularly in mathematics and Islamic education. Consequently, leaders are not always successful in addressing underachievement, eliminating ineffective teaching and removing barriers to learning for all groups of students.
- Although all assessment data, is analysed by school leaders, the results of the analyses are not used consistently to address achievement gaps. Consequently, school improvement plans do not identify precise strategies that will address underachievement by students and ensure teaching in all subjects and grades is effective. While recommendations from the previous inspection report are being addressed, improvements in students' achievements in all subjects have not been secured.
- Parents express strong support for the school, and feel their views are listened to and that they are full partners in supporting their children's learning. However, they have little direct involvement in shaping the school's priorities. There is regular communication with the school, and marks achieved by their children in assessments are provided. However, there is insufficient information to help them identify precisely their children's strengths and weaknesses in key subjects.
- While the school owners and directors are supported by a representative board of trustees, they do not effectively hold school leaders to account for students' achievements. Consequently, resource deployment does not enable all groups to attain grade standards in key subjects. The governors have not been successful in ensuring the curriculum is consistently implemented and compliant with statutory requirements.
- The school generally operates well on a day-to-day basis. The timetable is implemented appropriately. However, a significant number of teachers is not suitably qualified. In addition, they are not proficient in the language of instruction. Consequently, this restricts the effectiveness of teaching in key subjects. Although space is constrained in some classrooms, the learning environment is not always used effectively to support independent learning.




For development

- Create a system of monitoring that identifies and enables leaders to address underachievement and ensure that teaching in all subjects is consistently effective.
- Governors must ensure that the school is compliant with US curriculum requirements and all teachers are proficient in the language of instruction.

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	Only a small number of students took part in the survey. Of that small number most are happy with the school. Some concerns are expressed about the consistency and quality of support they receive.
 Parents	Of those parents who participated in the survey most are positive about all aspects of the school. However, a minority of respondents do not feel parents' views are listened to or that the school places a high degree of importance on their children's well-being.
 Teachers	Of the teachers who participated in the survey, most are satisfied with the school. Nearly all say that this is a good school to work for. A few do not feel that professional development is effective enough and supports them in becoming better teachers.

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