

Inspection Report



Al Khaleej National School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

www.khda.gov.ae



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School information



General information

| | |
|-------------------------|---|
| Location | Al Garhoud |
| Type of school | Private |
| Opening year of school | 1992 |
| Website | www.gemsakns.com |
| Telephone | 04-217-3900 |
| Address | P.O Box 26780, Dubai |
| Principal | Nigel Cropley (The Principal during the inspection) |
| Language of instruction | English |
| Inspection dates | 3 rd - 6 th November 2014 |



Students

| | |
|---------------------------------------|----------------|
| Gender of students | Boys and Girls |
| Age range | 4 - 18 |
| Grades or year groups | KG1 - Grade 12 |
| Number of students on roll | 2114 |
| Number of children in Pre-K | 0 |
| Number of Emirati students | 1279 |
| Number of students with SEN | 37 |
| Largest nationality group of students | Emirati |



Teachers / Support staff

| | |
|---------------------------------------|--------|
| Number of teachers | 138 |
| Largest nationality group of teachers | Syrian |
| Number of teacher assistants | 37 |
| Teacher-student ratio | 1: 25 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 29% |



Curriculum

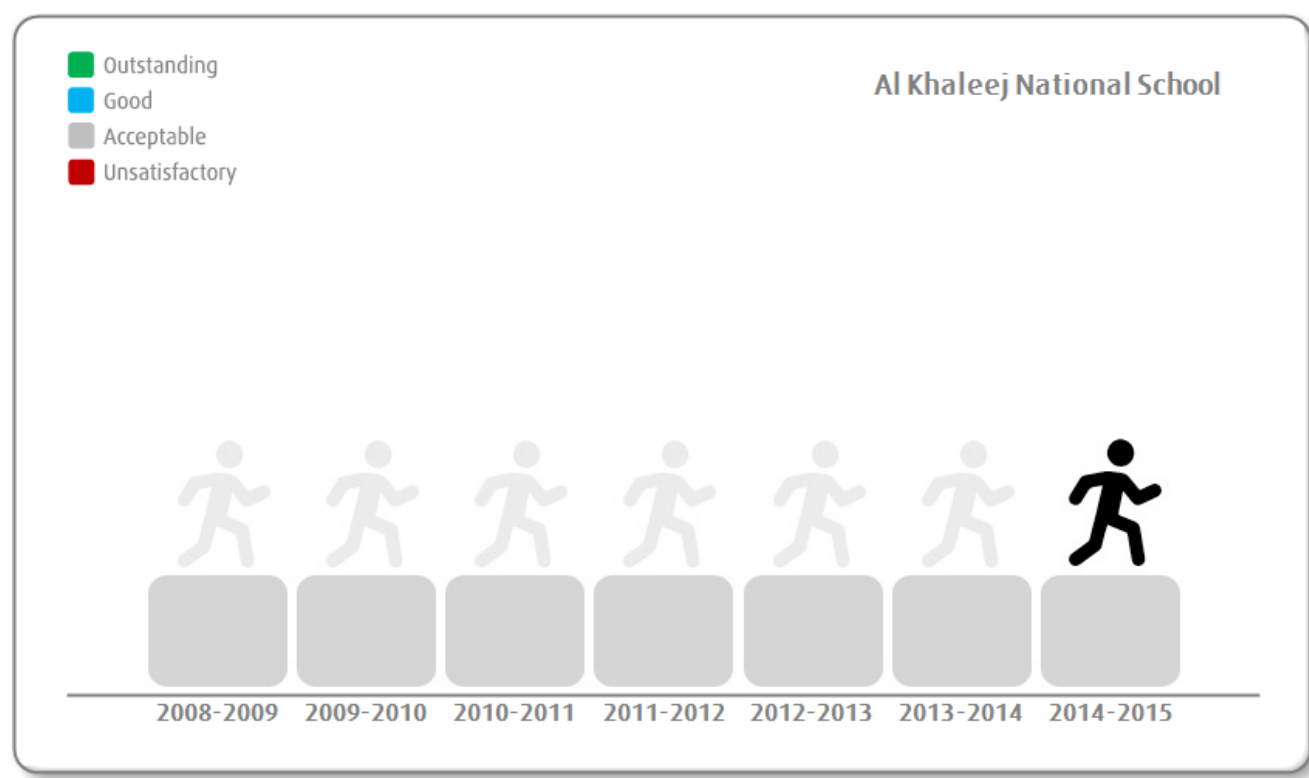
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|----------------------------------|------------------|
| Educational Permit | US |
| Main Curriculum / Other | US |
| Standardized tests / board exams | MAP, SAT1, TOEFL |
| Accreditation | AdvancEd |



Dear Parents,

Al Khaleej National School was inspected by DSIB from 3rd - 6th November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgments were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Improvement in the quality of teaching in Islamic Education had led to improvements in students' attainment and progress, which were good in the elementary and middle phases.
- Students demonstrated outstanding understanding of Islamic values and awareness of Emirati and other world cultures.
- Students demonstrated good personal, community and environmental responsibility.
- There had been improvements in teaching in the Kindergarten, and as a result in the progress children made in learning English and science.

Areas for improvement

- Ensure that all staff members are appropriately qualified and trained to conduct their duties.
- Improve the quality of training provided for teachers so that they can improve their practice, in order to ensure that students make better progress in their learning.
- Improve the quality of learning resources and facilities made available to all students, including students with special educational needs, so that they can be successful in their learning and development across the school.
- Governors must ensure that any overcrowding in classrooms is minimized to ensure that students are not restricted in their learning and development.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Al Khaleej National School



How well does the school perform overall?

Overall, Al Khaleej National School provided an **'Acceptable'** quality of education for its students.

- In the Kindergarten, children's progress in learning English and science was good. All other attainment and progress judgments in the Kindergarten were acceptable. In Islamic Education, students' attainment was good in the elementary and middle schools, whereas their progress was good across all three phases of the school. All other attainment and progress judgments in key subjects from the elementary to the high school phase were acceptable. Students' learning skills were acceptable across all phases. Students engaged in group work but had limited learning skills. Some students connected their learning to real life. The use of technology to support learning was not consistent.
- Most students exhibited good personal responsibility through their positive attitudes, generally appropriate behaviors and strong social relationships. Students' understanding of Islamic values and awareness of Emirati and world cultures were outstanding across all phases, while their community and environmental responsibility was good. Students were provided with opportunities to develop responsibility through a variety of programs.
- Teaching and the assessment of learning were of acceptable quality across the school, except in the Kindergarten, where they were good. Teachers were dedicated, but a few struggled with classroom management. The school had strengthened its assessment procedures, but their effects in the classroom were limited.
- The curriculum was acceptable across all phases, except in the Kindergarten, where it was good. The school had adopted the Common Core State Standards for English Language Arts and mathematics and the California Standards for science. However, many teachers lacked experience working in U.S. curriculum schools and were not familiar with them. Curriculum design to meet the individual needs of students was acceptable at all levels. Adjustments to the curriculum were made to meet the needs of most students, but the teaching needed more adjustments to meet students' individual needs.
- Health and safety arrangements and the quality of support for students was acceptable at all levels.
- Leadership, self-evaluation and partnerships with parents and the community were all acceptable. Leaders were dedicated and had developed an appropriate vision and direction for the school. Self-evaluation documents presented a generally realistic picture of the school's strengths and areas for improvement. Communication with parents, through a variety of means, was regular. The quality of governance and management, staffing, facilities, and resources were all unsatisfactory. There was a lack of appropriate stakeholder representation on the board and it did not hold the school sufficiently to account for its performance. The school had an insufficient number of teachers who were suitably qualified to teach a US curriculum.

How well does the school provide for students with special educational needs?



- Students with special educational needs made acceptable progress in most subjects.
- There was an insufficient specialist staff to support children with dyslexia, speech, language or numeracy needs. The special educational needs provision was greatly valued by students and parents.
- Additional information about the processes of identification was required.

1. How good are the students' attainment, progress and learning skills?

| | | 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 | Acceptable | Acceptable | Acceptable |
| | Progress | Not Applicable | Acceptable | Acceptable | Acceptable |
|  Arabic as an Additional Language | Attainment | Not Applicable | Acceptable | Acceptable | Acceptable |
| | Progress | Not Applicable | Acceptable ↓ | Unsatisfactory ↓ | Acceptable |
|  English | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Good ↑ | Acceptable | Acceptable | Acceptable |
|  Mathematics | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Acceptable |
|  Science | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Good ↑ | Acceptable | Acceptable | Acceptable |
| | | KG | Elementary | Middle | High |
| Learning skills | | Acceptable | Acceptable | Acceptable | Acceptable |



↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

| | KG | Elementary | Middle | High |
|---|-------------|-------------|-------------|-------------|
| Personal responsibility | Good | Good | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding | Outstanding | Outstanding |
| Community and environmental responsibility | Good | Good | Good | Good |









3. How good are teaching and assessment?

| | KG | Elementary | Middle | High |
|---------------------------------|--|------------|------------|------------|
| Teaching for effective learning | Good  | Acceptable | Acceptable | Acceptable |
| Assessment | Good  | Acceptable | Acceptable | Acceptable |





4. How well does the curriculum meet the educational needs of all students?

| | KG | Elementary | Middle | High |
|--|------------|------------|------------|------------|
| Curriculum quality | Good | Acceptable | Acceptable | Acceptable |
| Curriculum design to meet the individual needs of students | Acceptable | Acceptable | Acceptable | Acceptable |

5. How well does the school protect and support students?

| | KG | Elementary | Middle | High |
|--------------------|--|--|--|--|
| Health and safety | Acceptable  | Acceptable  | Acceptable  | Acceptable  |
| Quality of support | Acceptable  | Acceptable  | Acceptable  | Acceptable  |

6. How good are the leadership and management of the school?

| | All phases |
|--|--|
| The effectiveness of leadership | Acceptable  |
| Self-evaluation and improvement planning | Acceptable |
| Parents and the community | Acceptable  |
| Governance | Unsatisfactory  |
| Management, staffing, facilities and resources | Unsatisfactory  |

A decorative border featuring various school-related icons such as a globe, backpack, lightbulb, pencil, paper plane, and books, arranged in a repeating pattern along the top and bottom edges of the page.

School Inspection Report

Overall school judgment

Acceptable

Key strengths


- Improvement in the quality of teaching in Islamic Education had led to improvements in students' attainment and progress, which were good.
- Students showed outstanding understanding of Islamic values and awareness of Emirati and world cultures and had good personal, community and environmental responsibility across all phases.
- Improvements in teaching and the assessment of learning in the Kindergarten resulted in children's good progress in learning English and science.


Changes since the last inspection

- The school had introduced a recognized external benchmark test.
- In the Kindergarten, the quality of teaching, assessment and the curriculum had improved, which led to improved progress by children learning English and science.
- The school declined in the quality of provision for students' health and safety, the quality of support, and in the majority of aspects in the leadership and management of the school.

Recommendations



- Governors must provide sufficient resources to address the school's improvement priorities by:
 - implementing teacher recruitment and retention programs in response to the identified staffing needs;
 - minimizing overcrowding in classrooms to ensure that students are not restricted in their learning and development; and by
 - developing resources and facilities to ensure there is adequate provision for all students, particularly for students with special educational needs.
- Improve teaching and learning from the Elementary to the High School phase by:
 - identifying more rigorously the teachers' development needs through frequent lesson observations;
 - analyzing more accurately the students' learning outcomes in relation to the quality of teaching;
 - providing a high quality program of professional development for teachers and leaders, including appropriate mentoring and support; and by
 - ensuring that new and developing teachers have every opportunity to learn from the best teaching practices found in the school.

 Improved from last inspection

 Declined from last inspection



1. How good are the students' attainment, progress and learning skills?

KG

| Subjects | Attainment | Progress |
|----------------------------------|----------------|--|
| Islamic Education | Not Applicable | Not Applicable |
| Arabic as a First Language | Not Applicable | Not Applicable |
| Arabic as an Additional Language | Not Applicable | Not Applicable |
| English | Acceptable | Good  |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Good  |



- Children entered the Kindergarten with little English. Their communication skills developed quickly. Most listened and responded well to instructions and stories. By the second year of Kindergarten, most children had developed an understanding of phonics, but only a few were able to read and write simple words.
- In mathematics, children enjoyed counting and working with shapes, and were at the beginning stages of developing numeracy skills
- In science, daily use of manipulable objects and demonstrations enriched the children's scientific experience and supported the development of their inquiry and observational skills.

Elementary

| Subjects | Attainment | Progress |
|----------------------------------|------------|--|
| Islamic Education | Good | Good  |
| Arabic as a First Language | Acceptable | Acceptable |
| Arabic as an Additional Language | Acceptable | Acceptable  |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Acceptable |

- Most students demonstrated a clear understanding of Islamic concepts, such as the prophets and messengers, signs of the Day of Judgment, and the life of Prophet Mohammad (PBUH) and his family and companions. Progress was enhanced when students were able to relate ideas to real life situations. For some students, progress was limited by the low levels of challenge.
- In learning Arabic as a first language, most students' listening and speaking skills were acceptable. Students understood their teachers' instructions and were able to respond to questions. The majority of students expressed their ideas orally and improved their writing skills.
- In learning Arabic as an additional language, most students developed their language skills to acceptable levels, except writing skills, which were underdeveloped. Progress was acceptable in developing speaking and reading skills over time and as compared to the lessons' objectives.
- In learning English, most students listened and responded well. The majority communicated effectively with their peers. By Grade 4, most were able to use phonic skills when reading and writing. They understood basic grammar and were able to construct sentences that included the correct use of prepositions, adjectives and verbs.

- Elementary students progressed well during practical mathematics lessons. They could use objects to measure, add or subtract. Most were still developing an understanding of how to solve problems.
- In science, younger students built their science vocabulary. They understood that all living things required food and water to survive. By Grade 3, students were beginning to develop scientific skills of classifying. By Grade 4, students could complete age-appropriate investigations.

| Middle | | |
|----------------------------------|--|--|
| Subjects | Attainment | Progress |
| Islamic Education | Good  | Good |
| Arabic as a First Language | Acceptable | Acceptable |
| Arabic as an Additional Language | Acceptable | Unsatisfactory  |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Acceptable |

- The majority of students in Islamic Education demonstrated good understanding of worship, etiquette and the meaning of the prescribed verses of the Holy Qur'an. They related learning to real life situations in almost all lessons.
- In learning Arabic as a first language, students' reading and comprehension of short texts was acceptable. Their speaking was limited to concise answers. Their progress in the development of writing skills was unsatisfactory. This affected the quantity and quality of written compositions.
- The majority of students learning Arabic as an additional language could understand and follow simple instructions. Their speaking was limited to short answers and a few familiar sentences. The reading skills of the majority of students were weak. A minority were able to write a few short sentences, but writing was mostly restricted to copying words or short familiar sentences.
- In learning English, most students had age-appropriate skills in speaking, listening, reading and writing. By the end of the phase, a minority of students lacked confidence when justifying their ideas about a writer's skill or technique. Students' writing skills were generally underdeveloped across the phase.
- In mathematics, the majority of students used formulae and could simplify Algebraic equations. Reasoning skills and the application of mathematical skills were not well developed.
- In science, the students' increased reliance on laboratory resources encouraged data collection, interpretation and the establishment of scientific principles. Girls typically made better progress and attained at higher levels than boys.

| High | | |
|----------------------------------|------------|------------|
| Subjects | Attainment | Progress |
| Islamic Education | Acceptable | Good |
| Arabic as a First Language | Acceptable | Acceptable |
| Arabic as an Additional Language | Acceptable | Acceptable |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Acceptable |

- Most students demonstrated clear understanding of Islamic Education concepts, such as the 'Supplication Etiquette.' Their recitation and memorization skills were at the expected levels. Most students developed their understanding of Islamic values and morals with clear connections to real life situations. Students generally made good progress.
- In learning Arabic as a first language, students' listening skills were strong. Their speaking skills were secure, although their oral responses were brief, with heavy influence of colloquial language. Their progress in speaking Arabic was acceptable, but in writing it was improving steadily.
- The majority of students learning Arabic as an additional language could read words and a few short phrases and sentences aloud. A minority could use a few familiar phrases in brief conversations. Their progress in developing independent oral and written communication skills was limited.
- In English, most students made appropriate gains in their speaking and listening skills by Grade 12. Analyzing texts was not a strength, due to insufficient opportunities to do extended reading. Students lacked confidence when using evidence to justify their ideas about a writer's skill and technique. The progress by a majority of students in independent writing and reading was slow.
- A minority of students were developing strong understanding of mathematical processes, but for most students the essential skills of critical thinking, analysis and reasoning were only developing as soon as expected by the curriculum.
- In this phase, most students attained at the expected levels in biology, chemistry and physics. Progress in learning the three sciences across the phase was acceptable.

| | KG | Elementary | Middle | High |
|-----------------|------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable | Acceptable |

- Across all four phases students engaged well and occasionally took responsibility for their learning. They could work independently for varying periods of time. Girls were more focused and independent learners than the boys.
- Group work was planned for in the lower phases, but was not effectively done. In most groups, students either worked independently or allowed one or two to complete a task. Group work was better in the upper phases, wherein students could effectively discuss a range of topics.
- Teachers used real-life examples, local and cultural connections, and links to prior learning which promoted students' application of learning to the real world. However, there were few cross-curricular links apparent.
- In the lower phases, there was little evidence of higher-order thinking. In the higher grades, in a few lessons, teachers used probing questions to elicit deeper thinking and analysis. The use of information and communication technology was limited in most classes to the teacher's lesson introductions. The use of this technology by students was rare.


2. How good is the students' personal and social development?


| | KG | Elementary | Middle | High |
|--|------|------------|--------|------|
| Personal responsibility | Good | Good | Good | Good |
| <ul style="list-style-type: none"> Most students across the four phases exhibited good personal responsibility through their positive attitudes toward school life. The majority of students were generally seen to maintain respectful behaviors with their peers and teachers. The students' social relationships were strong. The majority of students made healthy food choices, although not all the food available in the school canteen supported healthy living. The attendance rate for the last academic year was acceptable. Most students arrived punctually at the beginning of the day and in good time for lessons. However, there were a few concerning cases of poor attendance and punctuality. | | | | |

| | KG | Elementary | Middle | High |
|--|-------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Students in all phases had an outstanding understanding of Islamic values and how those values influenced the everyday life in Dubai. The Emirati traditions and cultural heritage were well known and understood by students, who recognized their importance and value to the people in the UAE. Students had a sound appreciation of their own culture and the variety and range of cultures from around the world. The diversity in the school's 54 nationalities was celebrated during the school's international day events. | | | | |

| | KG | Elementary | Middle | High |
|---|------|------------|--------|------|
| Community and environmental responsibility | Good | Good | Good | Good |
| <ul style="list-style-type: none"> The school provided students with opportunities to develop their community responsibility and a collective student voice. A democratically elected students' council enabled participation in a wide range of school and community activities. The recently established community service and work experience programs provided opportunities for senior students to develop a range of skills. Their newly developed mediation skills were used to solve minor conflicts between students of different ages. Most students in the school had a positive work ethic and enterprise. Most students contributed to the conservation and protection of their environment in their daily lives. Students participated in the Heriot Watt design competition to look at recycling in design. The Model United Nations simulation exercises served to highlight sustainability in the wider world and gave students the opportunity to argue and empathize on a number of environmental issues in a formal setting. | | | | |

3. How good are teaching and assessment?

| | KG | Elementary | Middle | High |
|---|--|------------|------------|------------|
| Teaching for effective learning | Good  | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> Teachers had strong subject knowledge, particularly in the Kindergarten and the high school grades. Most lessons were well planned and included objectives, activities, some form of assessment and were linked to the curriculum. However, good planning did not always translate into effective delivery of lessons. There was some creativity in lesson delivery, particularly in the Kindergarten, wherein children could make choices and act independently. However, in the elementary to high school phases, lessons were dominated by teachers. They often had a slow pace and lacked challenge. Some paired and group work to encourage collaboration and independent learning occurred. However, few teachers made the development of advanced learning skills, the use of learning technologies or critical thinking a priority. Differentiation of instruction was not a well-developed skill. It mostly consisted of different worksheets and activities for students grouped by ability. Most teachers had good rapport with their students and enjoyed the role of being a teacher. However, in a few lessons their poor classroom management inhibited maximum student progress. A few examples of teachers' questioning that encouraged critical thinking were evident in a few subjects, including Islamic Education . Almost all teachers of Arabic as a first language were qualified and had secure subject knowledge. Most had been involved in developmental training, but their lesson planning remained inconsistent. Learning objectives targeted the minimum levels required by the Ministry of Education and lacked sufficient challenge. Most lessons were teacher-directed. There were insufficient activities to meet the individual needs of students, which restricted the progress they could make in lessons. | | | | |

| | KG | Elementary | Middle | High |
|--|--|------------|------------|------------|
| Assessment | Good  | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> The assessment of learning was good in the Kindergarten, and acceptable elsewhere. The school had strengthened its assessment procedures, but their effects upon the classroom experience remained limited. There was a range of accurate information about students' progress, and their attainment was analyzed in relation to the California curriculum standards. In the upper phases, the accuracy of internal assessment data had been strengthened. Recognized external tests were introduced into a few grades to use as benchmarks. All graduating students were required to complete the TOEFL and SAT 1 tests. However, the school had not aligned other tests with the Common Core State Standards. 'Success criteria' for students to self-assess learning was at an initial stage of development. Summative and formative tests of students' knowledge provided teachers with some understanding of how their students were progressing. These tests were not consistently applied across the school. The analysis of all assessment data to influence teaching and make modifications to the curriculum was at an early stage of development. The expectations and the level of challenge for boys was low in some classes, with assessments based on factual content only. There was insufficient assessment of the understanding of key concepts or of the application of learning. | | | | |

4. How well does the curriculum meet the educational needs of all students?

| | KG | Elementary | Middle | High |
|---|------|------------|------------|------------|
| Curriculum quality | Good | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> The curriculum was broad and balanced. The school had adopted the Common Core State Standards for English Language Arts and mathematics and the California standards for science. The Kindergarten curriculum was enhanced by a theme-based and activity-centered plan of study, which encouraged children's choice and independence. In the higher phases, the curriculum was functional and met the learning needs of most students, but it lacked creativity and imagination. Enrichment of the curriculum was minimal. Cross-curricular links were irregular features of lessons. In the lower phases, curriculum planning adequately prepared students for the next phase of their education. In the high school, not all students were sufficiently prepared for their post-secondary educational experience. Opportunities to develop independent learning, research and critical thinking skills were not apparent in most classes from Grade 1 to Grade 12. The curriculum was formally reviewed annually and informally on a regular basis. The personal, as well as the academic needs of students were considered as part of the curriculum review. Recent reviews considered the language, culture and heritage needs of students. These resulted in additional lessons in art, music and French for the younger students, and the offering of physical education twice a week. Some cross-curricular links were in place, for example, in English and science, but these were not well embedded nor systematic across the different subjects and grades. The curriculum for learning Arabic as a first language followed a reduced Ministry of Education Arabic scheme. Many grammatical sections had been omitted. It was based upon the teaching of traditional Arabic literature and poetry. A strong emphasis on the development of knowledge resulted in minimal skill development by the students. | | | | |

| | KG | Elementary | Middle | High |
|--|------------|------------|------------|------------|
| Curriculum design to meet the individual needs of students | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> Adjustments to the curriculum were made. However, groups of students, particularly those with special educational needs, the gifted and talented, and boys were not benefitting from adequate curriculum design in lessons. Curricular choices for students were minimal. High school students had a limited range of choice, while middle school students had no choice. There were a large number of after school extra-curricular activities offered to enhance the students' academic and personal development, but participation was dependent on their parents' ability to pay additional fees. There were limited opportunities for students, particularly the younger ones, to become involved in activities in the larger community outside the school. The school provided lessons for learning Arabic as a first language to 315 children in the Kindergarten. Arabs and non-Arab children were combined in all classes. The Arabic alphabet, sound recognition, basic vocabulary and common phrases were developed. | | | | |

5. How well does the school protect and support students?


| | KG | Elementary | Middle | High |
|--|--------------|--------------|--------------|--------------|
| Health and safety | Acceptable ↓ | Acceptable ↓ | Acceptable ↓ | Acceptable ↓ |
| <ul style="list-style-type: none"> A child protection policy was in place, but it lacked detailed procedures to be followed. Both teachers and students were insufficiently aware of the required protective actions. Cyber-safety systems to protect students from the potential dangers of the internet were not comprehensive. There were effective policies and procedures in place to ensure that students were kept safe. The school had basic evacuation maps, fire extinguishers and exit signs; however, practical measures to protect students, for example the fire evacuation procedures, needed to be reviewed to ensure that they were effective. The two health clinics were well-equipped, well-staffed and dealt effectively with a wide range of responsibilities, including accurate record keeping and the administration of medications. The general facilities were in good condition for the age and type of building and were generally well maintained. However, there were more than a few examples of crowded classrooms and congested hallways observed. The arrival and departure of students from the school was orderly. School transportation was effectively managed and supervised. | | | | |

| | KG | Elementary | Middle | High |
|---|--------------|--------------|--------------|--------------|
| Quality of support | Acceptable ↓ | Acceptable ↓ | Acceptable ↓ | Acceptable ↓ |
| <ul style="list-style-type: none"> Teachers had respectful relationships with their students, but the management of students' behavior was inadequate in a few classes. Stronger links between the school and parents were necessary in order to manage more effectively the attendance and punctuality of all students. The identification process for special educational needs students was reliant on one teacher and was not sufficiently focused on early intervention strategies. The staffing levels to provide support to special educational needs students were unsatisfactory. There was a lack of suitably qualified specialist teachers of literacy and numeracy. Students were offered individual support and advice, including both college and career guidance. | | | | |

How well does the school provide for students with special educational needs?

| | Overall |
|---|------------|
| The overall effectiveness of provision for students with special educational needs | Acceptable |
| <ul style="list-style-type: none"> The school had policies and procedures for the management and support of special educational needs students. These were compliant with the law and inclusive of different types of needs. The school had not fully addressed the recommendation in the previous year's inspection report, which was "to develop resources and facilities in order to ensure sufficient progress for all students in school, including those with special educational needs". The school's policy and procedures on the identification of students had placed an unrealistic burden on the special educational needs coordinator. Early intervention strategies were not addressed. A wider range of parents had little or no knowledge of supports or provision that a school could make available for students with special needs. Progress in learning the key subjects was judged to be acceptable by the majority of students with special educational needs. | |

6. How good are the leadership and management of the school?

| | Overall |
|--|--|
| The effectiveness of leadership | Acceptable  |
| <ul style="list-style-type: none"> The leaders were committed and had set both direction and vision for the school's improvement. They had established a leadership team structure and taken initiatives that were aimed at school improvement. Leaders had achieved moderate success in improving some aspects of the work of the school, most notably in teaching in the Kindergarten, which improved children's progress in English and science. Middle managers required additional training for their roles in developing improved teaching. Despite a professional development program for teachers, there had been no significant improvements in teaching quality or the students' attainment and progress in Grades 1 to 12. School leaders had sufficient capacity, when fully applied, to devise practical strategies to secure significant further improvements in the school's provision. | |

| | Overall |
|--|------------|
| Self-evaluation and improvement planning | Acceptable |
| <ul style="list-style-type: none"> The school's self-evaluation and improvement planning was comprehensive and included teachers' input and both qualitative and quantitative data. The school had used externally validated assessments to moderate its own assessments. The school did not have testing data aligned with the Common Core State Standards. This shortcoming limited the leaders' ability to determine the learning needs of individual and groups of students. Overall, the school's self-evaluation document painted a realistic picture of its strengths and areas for development. However, the important teacher development planning was not sufficiently rigorous to improve the overall effectiveness of teaching. | |

- As a result, there was uneven progress in addressing a number of the recommendations from the previous inspection report.

| | Overall |
|---|--------------|
| Parents and the community | Acceptable ↓ |
| <ul style="list-style-type: none"> The school held large events to bring parents into the school community, including a Hajj re-enactment and National Day celebrations. The recently initiated Parent Council aimed to give parents input and help the school improve. At the time of inspection it had met only once, giving it insufficient time to develop into a resource for school improvement. Communication with parents was regular. The school sent weekly updates regarding school's functions via text messages and e-mail, and the maintained an informative website. Parents had communication books that allowed two-way written communication between the school and the students' homes. Parents felt welcomed by the leaders and teachers, who regularly made themselves available to discuss concerns regarding their children's progress. Parents received regular, informative reports on their children's progress. The school had links with the community, which supported students' learning with, for example, speakers on healthy living topics and Islamic values. | |




| | Overall |
|---|------------------|
| Governance | Unsatisfactory ↓ |
| <ul style="list-style-type: none"> The governing body did not include representation from parents or the staff. It obtained the views of some parents through the newly formed parent council; however, the council's views had yet to influence the school enough to foster improvements. The governing board monitored the school's actions and communicated frequently with the leaders. However, it had not held the school sufficiently accountable for its performance. There had been a lack of meaningful progress in many aspects of the school's operations. The governing board provided guidance to the school's leaders and provided temporary consultants to support improved teaching. But the provision of resources was insufficient to secure the necessary improvements. A number of classes had excessive numbers of students due to staffing shortages. The rate of teacher turnover was unusually high. The school had hired too few qualified teachers who were trained in delivering a US curriculum. This put an extra burden on the leaders to provide effective professional development to the teachers. | |

| | Overall |
|---|------------------|
| Management, staffing, facilities and resources | Unsatisfactory ↓ |
| <ul style="list-style-type: none"> Overall, the resources for teaching and learning were inadequate to meet the significant school number of improvement needs. Some classrooms and support facilities were over-crowded, which impacted negatively upon teaching and thus students' learning. Regular teacher turnover created a significant barrier to improved student attainment and progress. Most newly appointed teachers had limited, or no experience delivering a U.S. Common Core Curriculum. | |

- The school provided regular professional development sessions for teachers; however, these had been limited in their effectiveness for improving teaching and thus students' learning.

What are the views of the Principal, parents, teachers and students?

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

| Responses to the surveys | | | | |
|--|-----------|--------|-----|------------|
| Responses received | | Number | | Percentage |
|  Parents* | This year | 65 | 5% | |
| | Last year | 244 | 16% | |
|  Teachers | 11 | | 8% | |
|  Students | 49 | | 2% | |

- Only a few parents, teachers and students completed their surveys. Statistically, there were too few respondents to make valid judgments.
- Of those who responded to the KHDA surveys, most parents and teachers and the majority of students were satisfied with the school, including the range of learning skills developed and the progress made across most subjects.
- The majority of parents and students agreed that the school offered a safe environment, although a few expressed concerns about bullying.
- Most parents believed that the school was well led, but a few thought that their views were not listened to or acted upon. These views were also echoed by the students, although most students did think that they had opportunities to participate in leadership.
- The majority of students agreed that their teachers were skilled and well qualified and helped them to learn well most of the time. A few students disagreed.
- The majority of students indicated that feedback, marking and reports helped them to improve. A small number of students disagreed.
- Most students agreed that the curriculum offered a good range of subjects and options that prepared them well for their next steps.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae

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