

INSPECTION REPORT

2022-2023



INTERNATIONAL ACADEMIC SCHOOL

US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of School	2006
	Website	www.iasdubai.com
	Telephone	97142800993
	Principal	Suhair Salah Hussein
	Principal - Date appointed	29 August 2021
	Language of Instruction	English, Arabic
	Inspection Dates	30 to 03 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1335
	Number of Emirati students	401
	Number of students of determination	67
	Largest nationality group of students	Arab

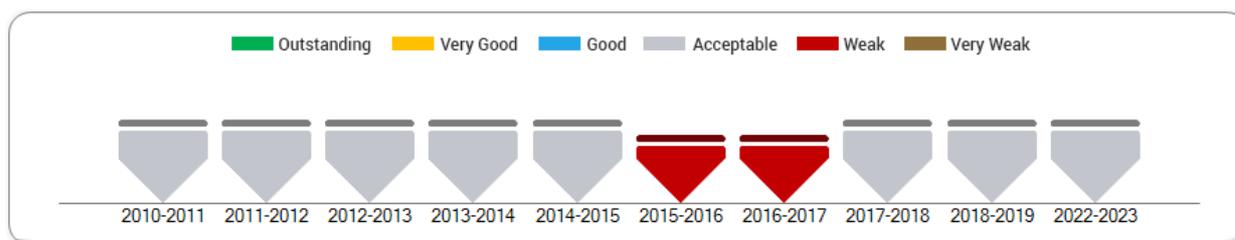
TEACHERS

	Number of teachers	82
	Largest nationality group of teachers	Arab
	Number of teaching assistants	16
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	50%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	Advance Placement (AP)
	Accreditation	WASC

School Journey for INTERNATIONAL ACADEMIC SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Kindergarten (KG) children make good progress in English and mathematics. In high school, mathematics students are performing above expectations. There is a notable decline in students' ability to sustain progress in Arabic, in the middle school. There has also been a decline in attainment in Islamic Education in the middle and high schools. With the exception of KG, the quality of students' learning skills is not set on a secure foundation for them to achieve better outcomes.
- Students have positive attitudes and are courteous. They follow school rules and so the school is safe and orderly. KG children are kind, caring and considerate. Students demonstrate a clear understanding of Islam and put into practice what they learn. Environmental awareness is becoming a strength in the school. Students are involved in recycling activities, take care of the school environment, and feel responsible for helping to sustain the planet.

PROVISION FOR LEARNERS

- The school is experiencing a significant problem in retaining qualified staff with secure subject knowledge. Levels of expertise and knowledge vary due to the number of teachers who join and then leave the school over short periods of time. Teachers in KG are qualified, have early years teaching experience and know how children learn. The school is overly reliant on information from unrealistic internal data. Processes are emerging for the moderation and implementation of more accurate analysis of internal data.
- The school's curriculum is broad and balanced to ensure progression in students' learning. Newly appointed teachers do not have a background in US curriculum requirements. The addition of Advance Placement (AP) mathematics has enriched the curriculum and increased opportunities for senior students. The school makes adequate modifications to the curriculum as evidenced in teacher planning and Individual Education Plans (IEPs) for students of determination.
- Effective procedures for health and safety are in place. Child protection is prioritized. The medical team maintains good records. Medicines are safely stored. Effective systems are in place to improve attendance and punctuality. Identification procedures for students of determination in middle and high school, require greater rigor. Career guidance and counseling support are available to students, in planning university applications and for lifelong careers.

LEADERSHIP AND MANAGEMENT

- So far, the corporate governing board has failed to remove or address the significant barriers to the retention qualified members of staff with a background in US curriculum requirements. In addition, student and staff wellbeing requires focus. Senior leaders, led by a very committed principal, ensure that the school is inclusive and safe. School planning is focused on improving teaching, learning and assessment. Most aspects of the day-to-day management of the school are efficient.

The best features of the school:

- Good teaching and learning in KG, where children are considerate, kind, and respectful to their peers
- The rigor and challenge in high school mathematics lessons that successfully prepare students for the next stage in learning
- Students' positive and responsible attitudes, respect for Emirati heritage and Islamic values
- The secure arrangements for child protection and the effective procedures to ensure the health and safety of all school personnel

Key recommendations:

- Urgently secure and put in place fully qualified teachers and ensure that they are retained and enabled to commit in the longer term to the school.
- Prioritize the wellbeing of all students and staff.
- Ensure the provision of at least a good education for all students.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Weak ↓	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Weak ↓	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak ↓	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable ↓	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good ↑	Acceptable ↓	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning skills		KG	Elementary	Middle	High
		Good ↑	Acceptable ↓	Acceptable	Acceptable

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

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

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	Acceptable

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

Focus Areas

National Agenda Parameter



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

The school does not fully meet the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is below expectations.	is below expectations.

- Students' outcomes in English, mathematics and science are weak. Low levels of challenge, low literacy skills and staff retention issues are impacting negatively on the quality of teaching and learning. This is resulting in a decline in students' performance. The school has engaged in some planning for the 2023 Trends in International Mathematics and Science Study (TIMSS).

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations.

- The impact of leadership on data analysis indicates a developing awareness and emergence of practices regarding the evaluation of data. Leaders have identified gaps in the results of internal and external assessments as well as significant underperformance of students in the core subjects. However, leaders have not been effective in using data to design appropriate, targeted differentiation and interventions for students.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations.	is below expectations.

- There is a critical need for a literacy coach to support students with interventions and targeted skills building, such as language development, literacy, and reading strategies.

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

For Development:

- Provide a literacy coach to implement targeted interventions to students who have weak or very weak reading levels.
- Design and implement a personalized approach to reading and literacy for all students.
- Improve the quality of curriculum modification in lessons through more effective use of the analysis of assessment data.

Wellbeing

The quality of wellbeing provision and outcome is at a **moderate level**.

- The principal and staff recognize that the school needs to promote practices, policies, and provisions to ensure the wellbeing of all students, staff, and parents. To date, this is not a priority for the governing board. Restricted levels of corporate support impede the school's provision for wellbeing. Data have not yet been collected from annual or internal surveys to inform the provision for wellbeing.
- Students of determination across all phases are well cared for and appropriately supported by trained staff. Due to the high teacher turnover, most staff across all phases are unable to deal directly with wellbeing issues and rely on one counselor to serve and support all grades.
- The school provides opportunities for students to develop wellbeing through assemblies, involvement in a student council and by access to the school counselor. Leaders are working to encourage students to adopt a healthier lifestyle. Students do report feeling safe and supported in the school. Older students consider that they are getting a good education to prepare for a future career.

UAE social studies and Moral Education

- The school's provision for the UAE social studies and moral education program is compliant. The Moral Social and Cultural Framework (MSCF) is used, with all lessons featuring the standards.
- Across all grades, the school has adopted the MSCF, accompanied by the appropriate text, to structure and guide lessons. The school's design and adaptation are structured using the Atlas program to document teaching strategies, learning outcomes and assessment through on-going, summative, and project-based activities.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in the upper phases demonstrate insufficient understanding of the requirements of the Islamic Education curriculum. In elementary school, students' achievement is stronger. Internal data analyses reflect an unrealistic and unreliable picture of students' progress. Evidence in lessons and students' recent work indicates that they achieve at the expected levels of progress.
- Students in the elementary school memorize a range of verses from The Holy Qur'an. They are aware of Islamic manners and worship. In the upper grades, students discuss, with limited understanding, the issues of marriage and personal freedom and their impact on the futures of family life and society.
- Students' achievement has declined partly due to the turnover of staff but also because teachers have limited awareness of how students learn best.

For Development:

- Ensure that teachers are fully qualified, have secure subject knowledge of Islamic Education and a deeper awareness of how students learn best.
- Ensure that internal assessment data results reflect a more accurate picture of students' achievement.

Arabic as a First Language

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

- The school's internal data do not present a realistic or accurate picture of students' outcomes. External data results are in line with what is observed in lessons. Progress in middle school has declined due to very high levels of staff turnover.
- Students in elementary school can read and understand short stories. They can write short sentences explaining what they have learned. Students in high school write descriptive and informative texts with adequate length and accuracy. In the middle school, students writing skills are underdeveloped. Reading and speaking skills in the upper phases are inconsistent.

- Low teacher expectations, lack of challenge and inadequate planning in middle school lessons, are all creating an environment where students are too dependent on their teachers.

For Development:

- Ensure that internal assessment processes are rigorous, accurate, and in line with curriculum standards.
- Provide more staff stability within the Arabic department and improve the learning environment and students' outcomes.

Arabic as an Additional Language

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

- There is a lack of rigor and alignment when analyzing external and internal data. The internal data findings are inflated and insecure. Lesson observations and external data indicate that students' attainment in the middle school has declined.
- Elementary students can read and write simple sentences. They can introduce themselves and describe the weather and seasons. Middle school students can form simple sentences comprising a noun and an adjective to describe clothes. Their reading and conversation skills are underdeveloped. High school students with eight years of study are able to complete a dialogue in role play and are developing adequate vocabulary on a range of topics.
- The school has started to implement a communicative approach to teaching Arabic with a focus on developing students' communication skills. However, in some lessons, teachers' planning and their expectations are not aligned to students' years of study.

For Development:

- Ensure that internal assessment is rigorous, is in line with curriculum standards and relates to students' years of studying Arabic.
- Improve reading, writing, and speaking skills in the middle school.

English

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

- Internal assessment data results show that students are attaining at higher rates compared with external data. In the elementary school, the use of external data does not inform lesson planning as effectively as it should to differentiate activities to meet the needs of all groups of students.

- Children in KG are making expected progress in their literacy skills. In elementary middle and high school, the poor and often weak levels of literacy are preventing students from extending their learning and from making progress. Lesson activities by teachers are also limiting the depth and breadth of students’ reading comprehension skills.
- Across all grades, students’ listening and speaking skills are promoted more consistently than their writing and reading skills. In the high school, students’ engagement in lessons is stronger when they work in pairs or small groups to discuss literary analysis.

For Development:

- Ensure that reading is prioritized, rigorously timetabled, and taught across all phases in order to improve students’ reading literacy and language attainment.
- Ensure there are more writing opportunities to support students’ literacy skills across all subjects.

Mathematics

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

- Active learning, group, and pair work, ensure good progress for children in KG. A wide range of resources is also used to support learning experiences and enhance their understanding.
- Students in elementary and middle school can perform calculations accurately and apply formulae and strategies using standard rules. Their ability to tackle problems that involve higher-order mathematical thinking and problem-solving is less secure. In high school, the rigor and challenge in lessons prepare students to study university level courses in their senior year.
- In lower elementary grades, mathematics skills are constrained due to the limited use of manipulatives and mental calculations. In high school, students are refining their mathematical skills in their learning.

For Development:

- Improve students’ achievement by ensuring that all teachers present an accurate level of mathematical understanding and applications in lessons.
- Improve students’ mathematical thinking and problem-solving skills.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Children in KG have a reasonable understanding of the scientific method with improving knowledge, while older students apply adequate conceptual knowledge in laboratories and experiments.
- Across all grades, students demonstrate some familiarity with scientific terms and vocabulary. Where teaching is good, science vocabulary is emphasized and applied improving students' understanding, literacy and communication skills.
- Critical thinking remains underdeveloped, with students having few opportunities to record observations, analyze problems, problem-solve, and make inferences. Lessons lack sufficient challenge and rigor to enhance collaboration, dialogue, and scientific reasoning skills.

For Development:

- Improve students' critical thinking skills by providing more opportunities for learning with greater challenge and rigor.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good 	Acceptable 	Acceptable	Acceptable

- Most students demonstrate positive attitudes towards their learning. Children in KG are engaged in personalized learning and take responsibility for completing their work independently. In the other phases, students attempt to make everyday connections to other areas of their learning.
- In the upper phases, most students are passive in their approach to their learning and only work on the direction of their teachers. Across all grade levels, teachers ask questions, but they do not always promote critical thinking or problem-solving.
- Although teachers plan to make links and connections to the UAE, these not always featured in lessons, nor do they enable students to apply learning to their own experiences. Opportunities for collaboration, research, debate, and extended analyses of various topics require further development and enhancement, especially in middle and high schools.

For Development:

- Ensure that teachers apply more open-ended questioning to help students to develop their critical thinking skills.
- Implement more opportunities for all students to become self-directed and independent in their learning.
- Prioritize the key skills of research, analysis, and debate among the older students.

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

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

- Students understand the needs and differences of others especially students of determination. They support and help them when needed. As a result, relationships among students and staff are respectful.
- Students are mindful about following school rules and, consequently, the school is safe and orderly. Children in KG are generally kind, caring, and considerate.
- Students are conscious of the importance of safe and healthy living. They make appropriate choices about their own health and safety, and usually make healthy choices for snacks and meals. Students are punctual in arriving to school and for lessons throughout the day.

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

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. They put into practice what they learn from their understanding and awareness of Islam.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They can discuss the history, literature, arts, celebrations, and sports of the UAE.
- Students have a clear understanding and appreciation of their own cultures and can compare them with those of others with increasing confidence. They are enthusiastic about other cultures and enjoy learning more about them.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good ↑	Acceptable	Acceptable	Good

- Participation in charity and other community projects enables students to develop a sense of civic responsibility toward others, both in their school and wider communities. Children in KG are eager to help their classmates. They keep their classrooms clean. In the high school, members of the student council work consistently to develop ideas which turn into projects and campaigns.
- Students have positive attitudes towards their learning and show perseverance in lessons. Business fairs are held where students display their innovation and entrepreneurial skills. However, these skills are still developing, especially in the elementary and middle school phases.
- Environmental awareness is becoming a strength in the school. This has impacted upon students' involvement in recycling activities, taking care of the school environment and in feeling some responsibility for the survival of the planet.

For Development:

- Provide more opportunities for elementary and middle school students to initiate, organize and lead activities that promote their social and environmental responsibilities.

3. Teaching and assessment

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

- The school is experiencing a very significant problem in retaining qualified staff with secure subject knowledge. Levels of expertise and knowledge vary as teachers join and then leave the school over short periods of time. Most staff do not have a background or expertise in delivering a US curriculum.
- Teachers in KG are qualified, have early years teaching experience, and know how children learn best. In this phase, lesson planning, the learning environment, good use of teaching time and resources are leading to positive outcomes.
- In the upper phases, teachers do not have a secure understanding of how to interpret and use key data to inform and influence planning for different groups of students. In these phases and across subjects, teachers follow prescriptive lesson plans that are often neither inspirational nor motivational.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Secure processes are emerging for the evaluation and monitoring of internal and external assessment data. In KG, teachers use assessment results to benchmark and track each child's progress. In the upper phase, the use of such results to group students for differentiated activities is overly influenced by unreliable internal data.
- Leaders organize regular data meetings to develop strategies that in time are expected to influence teaching and improve curriculum modifications. In most lessons, differentiation activities are by task and not effectively personalized to meet the individual needs of all students.
- Data analyses show significant and persistent gaps between the high levels of achievement on internal assessments with weak performance on external assessments. Although some strategies to close the gaps are now in place, a substantial positive impact on progress is not yet evident.

For Development:

- Use data more effectively in the design and implementation of differentiated activities to personalize students' learning and to target the specific needs of individuals.

4. Curriculum

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

- The California Common Core (CCS), Next Generation Science Standards (NGSS), MoE and Advanced Placement (AP) curricula, are broad and balanced and ensure progression in students' learning. Newly appointed teachers in elementary and high school do not have a background in US curriculum requirements.
- Students have adequate curricular choices in the high school. The addition of AP mathematics has enriched the curriculum and increased opportunities for senior students to explore and pursue their interests and aspirations. Such provision has not been extended to a wider range of students, and in a greater number of options.
- The curriculum is regularly reviewed to meet the requirements of an education system where technology is prioritized. Despite this review, cross-curricular links, and differentiated activities to support students of all abilities are not implemented in daily lessons or in all phases.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school makes adequate modifications to the curriculum as evidenced in teacher planning and individual education plans (IEPs) for students of determination. However, teachers use inflated internal data which are an unreliable indicator of students' abilities.
- In KG, the curriculum is creative and designed to enthuse and engage children. In the upper phases, opportunities for enhancement, enterprise and innovation are unimaginative and poorly planned.
- The curriculum emphasizes the importance of the UAE heritage and culture. Displays in the school illustrate Emirati life and values, although opportunities are missed in lessons to explore and research these topics in cross-curricular projects and assemblies.
- Children in KG receive 45 minutes of Arabic language each week.

For Development:

- Ensure teachers in elementary and high school have a background in US curriculum requirements.
- Increase and enrich the range of AP courses and options in the high school and allow a wider range of students to reach their potential.

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 meets all legal and regulatory requirements and conducts regular emergency evacuation drills. Effective policies and procedures for safety and security are implemented. The safeguarding of students, and child protection, are given high priority.
- Provision for, and promotion of, healthy living is promoted in school policy and planning. Students are beginning to understand the importance of healthy food choices, as is evidenced in their choice of lunches.
- Transport arrangements are secure. Arrival and dismissal of students are well supervised and orderly. The premises, equipment and resources are all well maintained. Clinic procedures are thorough and medical records and medicines safely stored.

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

- The school has implemented effective systems to improve attendance and punctuality. Parents, staff, and students are fully informed of all policies and procedures.
- Identification procedures and support for students of determination, particularly in middle and high schools, require greater rigor and planning. The arrangements to identify students with gifts and talents are a developing feature.
- In elementary and middle schools, processes to ensure personal and academic support for students' wellbeing are insecure. In high school, career guidance and personal counseling is available for students in planning university applications and lifelong career choices. The provision of alternative pathways for students of determination has yet to be prioritized.

For Development:

- Implement procedures to identify students of determination accurately, and include those with gifts and talents, and ensure that meaningful interventions, and support are in place.
- Provide life-long pathways for all students of determination to allow them to meet their social, emotional, and academic potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The head of inclusion and the inclusion team are new to the school. They have developed a strategic plan to improve provision and outcomes for students of determination. A governor for inclusion has yet to be appointed.
- Identification procedures, particularly in the middle and high schools, require greater rigor. Assessment data are not being used effectively to put support in place for students across all grade levels, especially in reading. Targets in IEPs are often set well below students' abilities and curriculum standards.
- The school values the contribution of parents and seeks to place them at the center of its provision. Parents are appreciative of the good communication and care their children receive.
- The learning support teachers and assistants work with classroom teachers to plan appropriate modifications. Teachers, particularly in KG, provide differentiated instruction. Some students in the upper phases develop independence, which contributes to their all-round development.
- In some lessons, teachers have high expectations of what all students can achieve. In these lessons, appropriate teaching strategies ensure that students are making expected levels of progress.

For Development:

- Appoint a governor for inclusion to support improvement in the provision and outcomes for students of determination.
- Strengthen the identification procedures for students of determination and ensure that IEPs set specific and measurable targets to reflect students' needs.

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	Acceptable

- Senior leaders, including the principal, contribute to the school’s decision-making and are focused on improving students’ outcomes. There are variable levels of competence and commitment in all phases. The retention of key middle leaders and teaching staff continues to be a pressing challenge for the school. Staff turnover impacts negatively on morale, responsibilities, and mutual support. As a further consequence, the quality of teaching, learning, the use of assessment, and students’ outcomes remain acceptable, overall.
- Recent improvement planning has made a strong impact on children’s outcomes in KG. In the other phases, self-evaluation processes lack rigor and aspirations are not based on accurate evidence. Internal data are insecure, not moderated, and have contributed to unrealistic and unachievable targets in improvement planning. Changes at leadership level and in staffing continue to interrupt the school’s process in identifying strengths and areas for improvement. The monitoring of teaching is variable due to the unexpected changes in staffing levels.
- The school is successful in engaging parents as partners in their children’s learning. Parents participate in school events and activities, open days, parent–teacher conferences and various cultural celebrations. Parents report that they are made welcome in the school and that any concerns which they raise are promptly managed. Reports from teachers provide a range of information on children’s and students’ ability and potential. Some parents report that this information is not accurate enough in providing specific achievement data in all subject areas.
- The school does not benefit from an effective model of governance that has been able to exert a positive impact on the school’s overall performance. The statutory requirements of the NAP have not been met. The self-evaluation document submitted was erroneously completed and did not consider the four phases of the school. Staff instability in the school impedes the provision of a sustained, supportive model of education which would ensure that students’ outcomes improve year-on-year.
- The school’s daily procedures and routines are effective. This is evident in the safe arrival and dismissal procedures, well-supervised transitions and break times, and the effective use of instructional time through timetabling. Liaison with parents helps the planning of all school activities and the management of any incidents. The school organizes professional training for teachers. However, as staffing changes, there are significant gaps in teachers’ skills in planning and in their understanding of US curriculum requirements.

For Development:

- Urgently secure and put in place a fully qualified teaching staff.
- Ensure that staff are retained and enabled to commit longer-term, to the school.
- Ensure the provision of at least a good education for all students.

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 QA.Schools@khda.gov.ae