

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

ACCEPTABLE



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

International
Academic
School

Celebrating
10 years of
inspections

INTERNATIONAL ACADEMIC SCHOOL

AMERICAN CURRICULUM



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School information

General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2006
Website	www.iasdubai.com
Telephone	00971-4-2800993
Address	Dubai -Al Warqaa 1 P.O. Box 262
Principal	Haleema Karout
Principal - Date appointed	4/30/2017
Language of instruction	English, Arabic
Inspection dates	09 to 12 April 2018

Teachers / Support staff

Number of teachers	83
Largest nationality group of teachers	Ireland
Number of teaching assistants	33
Teacher-student ratio	1:12
Number of guidance counsellors	6
Teacher turnover	65%

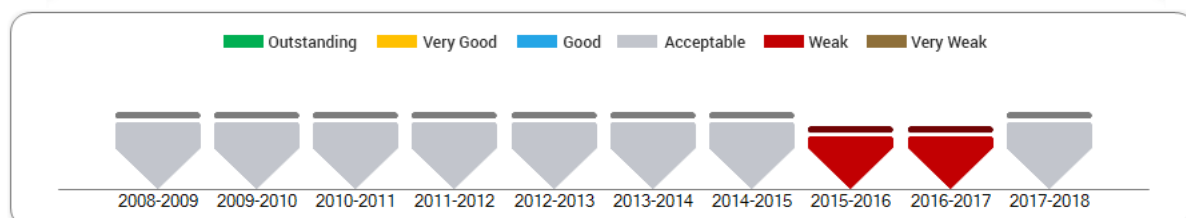
Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1250
Number of children in pre-kindergarten	0
Number of Emirati students	365
Number of students with SEND	157
Largest nationality group of students	Arab

Curriculum

Educational permit / License	US
Main curriculum	US / MOE
External tests and examinations	MSAT, SAT1, SAT2, IBT, MAP, CAT4, TOEFL, IELTS
Accreditation	None
National Agenda benchmark tests	MAP

School Journey for International Academic 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

International Academic School was inspected by DSIB from 09 to 12 April 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

The appointment by governors of an experienced principal and an effective senior leadership team, together with the recruitment of new teachers, is having a positive effect on school improvement. School leaders have taken steps to ensure the school meets US and UAE curriculum requirements. External assessments have been successfully introduced, in order to more accurately determine students' starting points.

Students' achievement

Students' attainment and progress in all core subjects are at least acceptable and fairly consistent across the school. Attainment and progress have improved in English in the Kindergarten (KG), mathematics in elementary, and in science in the elementary and middle phases. The attainment of this year's high phase students in Arabic as a first language has declined.

Students' personal and social development, and their innovation skills

Students' behavior and attitudes to learning have improved in the elementary and middle phases. They are now consistently good across the school. Students' knowledge of UAE heritage and culture and Islamic values is better in the KG and the high phase. Students enjoy taking responsibility, when given the opportunity, but their knowledge of environmental issues is not sufficiently channeled into action.

Teaching and assessment

The quality of teaching is improving, but is still inconsistent across grades and phases. Opportunities for students to develop their learning skills, although still limited, are improved. Assessment procedures are producing more accurate data on students' performance. Use is beginning to be made of this information to guide curriculum and student provision.

Curriculum

The curriculum is now more closely matched to standards, giving greater rigor to student learning. Leaders are aware of the need to further improve students' English language skills across subjects and are giving greater emphasis to reading comprehension. The curriculum is beginning to be successfully adapted as a result of analyses of external assessment results.

The protection, care, guidance and support of students

All staff give high priority to safety. This year, improvements have been made to safeguarding. Enhanced staffing is allowing teachers to support a larger number of students with special educational needs/disabilities (SEND). Revised behavior management policies and practices are also leading to improved student conduct and attitudes to learning.

What the school does best

- The significant improvements made to the performance of the school by the principal and senior leadership team, with the support of the governing body, in a very short period of time.
- The well-managed behavior of students is improving their attitudes to learning.
- The more effective analysis and use of external measures of students' performance places the school in a stronger position to improve rates of progress.
- The closer alignment of the curriculum to relevant US and UAE standards.





Key recommendations

- Accelerate students' progress and raise attainment by ensuring teachers:
 - specify clear and appropriately challenging learning objectives in their lesson plans
 - plan engaging tasks, which enable all groups of students to meet the lesson learning objectives.
- Extend the engagement of the school with the community by:
 - giving students and parents a greater voice in determining the nature of their school, evaluating its performance and advising on how it might be improved
 - forming partnerships with the local and wider communities, including other schools, to the benefit of the students' learning and development.
- Extend the skills of all teachers so they are able to provide more effective support for students with SEND and students who are gifted and talented.

Overall School Performance

Acceptable ↑

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 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	Acceptable	Acceptable
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable ↑	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable ↑	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

6. Leadership and management

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

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:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment, as indicated by the N.A.P benchmark tests, is below expectations in English, mathematics, and science.
- The school leadership team understands the implications of external test data and the steps needed to raise students' performance.
- The school is beginning to use analyses of the Cognitive Ability test (CAT4) and Measures of Academic Progress (MAP) data to modify provision.
- The school is adapting its curriculum to ensure N.A.P. skill requirements are met and the US curriculum prepares students adequately for TIMSS and PISA.
- Teachers increasingly present learning in real life contexts and occasionally explore students' reasoning by challenging them to justify their responses.
- Feedback to students of their N.A.P. test results has yet to impact significantly on their learning. Some learners are improving their research skills through on-line learning portals.

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

Emirati Students



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

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

of students, expectations of staff and subsequent achievements of students.

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

Three strands are reported on (each with three elements):

- i) Governance and Leadership.
- ii) Learning and Intervention.
- iii) Personalisation

- The board of governors is aware of the achievements of the Emirati students and supports a range of actions to monitor and improve the performance of these students. Senior leaders provide student progress reports to the board on a regular basis. Assessment data is analysed and shared with teachers, who are expected to use this information to guide lesson planning.
- Emirati students are generally well engaged in their lessons. They enjoy learning and demonstrate appropriate learning skills. The school is beginning to promote independent learning but many students are not capable of working independently. The recent introduction of self-reflection strategies is helping students to assess their own learning. The development of critical thinking is part of every lesson plan, but seldom seen in lessons.
- Analyses of assessment data are used to guide curriculum modifications. These include strategies to improve the literacy and verbal reasoning skills of all students, including Emiratis, and to address any identified skill deficits. The school is beginning to use an on-line assessment database in the KG and elementary grades to track individual student's progress and attainment.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The moral education programme (MEP) is taught from Grades 1-9. The initial focus is on the moral behaviour and values in students' own lives.
- Teachers ensure lessons are actively engaging and purposeful for students. They make connections to students' prior learning and personal experiences and to the real world.
- Students share their prior knowledge and understanding and enjoy being active in lessons. Skills of critical thinking are developing as students extend their understanding of moral concepts.
- Assessment of learning in lessons is on-going. The school has recently constructed an on-line platform, through which students' attainment against moral education concepts is recorded.

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

Social Studies

- The UAE social studies curriculum is planned from Grades 1-9. Progression in learning is linked to topics being covered in other subjects and to the MEP.
- Teachers plan purposeful lessons, relating concepts to students' lives. They effectively use strategies to build on students' prior learning and to deepen their thinking skills.
- Students are fully engaged in their lessons and consistently share their knowledge, understanding and opinions. They interact well and are developing their independent learning skills.
- Teachers assess students' knowledge and understanding as a regular part of learning in lessons and projects, together with a summative on-line assessment tool

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


Innovation in Education

- Although there is an increasing emphasis on the development of students' learning skills, there are few opportunities for students to be innovative in their daily lessons.
- Students have few, opportunities to develop their innovation skills in projects that are either designed by the school or self-chosen.
- Critical thinking, problem solving and innovation are features of the most effective teaching. In most lessons there are too few opportunities to develop these skills.
- The curriculum does not include a focus on innovation. Innovative projects are only provided as singular, innovation week, events and not integrated into programs of study.
- School leaders understand the importance of innovation in order to equip students with essential skills. However, innovation does not feature as a high priority.

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

Main inspection report



1. Students' achievements

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

- Across all three phases, students attain levels of knowledge that are in line with curriculum standards. Students in the primary phase are more able than others to independently apply their knowledge and understanding to their daily lives.
- Memorization and recitation from the Holy Qur'an are well developed in the elementary phase. Knowledge of Islamic concepts is strongest in the elementary and middle phases. However, the linking of knowledge to the Holy Qur'an and Hadeeth is underdeveloped in all phases.
- The new, whole school common format for planning lessons supports the setting of more suitable challenging goals and learning outcomes

For development


- Improve the progress and attainment of all groups of students by using assessment data to determine starting points.
- Ensure learning tasks are closely linked to curriculum standards.

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

- Although most students, in all phases, attain levels that are in line with curriculum expectations, this is not reflected in middle phase internal assessment information. This, inaccurately, shows students' attainment to be weak. In lessons, students make adequate progress against modest learning objectives
- Students listening and speaking skills are secure. They are able to read and understand a variety of texts of varying lengths and extract information when necessary. However, students' inference skills are more limited, as are their extended writing skills.
- The school has added a number of on-line reading resources to encourage independent reading. However, there is little evidence of this having an impact on students' reading habits.

For development


- Ensure learning objectives are consistently challenging with an emphasis on the interpretation of text.
- Provide more opportunities for the development of extended writing.

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

- While the attainment of most students is in line with curriculum expectations, attainment in the middle grades of the elementary phase is weak. In lessons, students make acceptable progress in listening and vocabulary acquisition.
- Students are able to read Arabic texts aloud and most understand key words. However, students' ability to comprehend and interpret the text they are reading is limited. They are able to follow teachers' instructions but few are able to engage in conversation.
- Students' independent, creative writing skills are underdeveloped. Writing mostly consists of copying of sentences and taking dictation from the teacher.

For development


- Review the curriculum taking account of students' prior learning.
- Provide frequent opportunities for students to equally develop, reading, writing, speaking and listening skills.

		KG	Elementary	Middle	High
English 	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, most students make acceptable progress and attainment is in line with curriculum expectations. However, external test data indicates attainment is weak. Improved assessment procedures are helping to accelerate progress in the elementary phase, but these have only recently been introduced.
- Almost all students have English as an additional language. They make a sound start to developing their English language skills in the KG, matching sounds to letters and building their vocabularies. Reading skills are less well developed in all phases, particularly those of boys.
- In lessons and in students' work, there are signs of attainment beginning to rise, especially in the elementary phase. Here, a sharper focus on guided reading and matching work more closely to students differing learning needs is having a positive impact.

For development


- Accelerate students' progress, by making full use of assessment information in lesson planning to ensure the needs of students of differing abilities are met.

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

- Students now achieve grade-appropriate results across the school. Attainment in lessons and students' work is significantly better than in external tests. Rates of progress are improving more quickly for students in grades impacted by National Agenda requirements.
- Numeracy skills are stronger than those of geometry and statistics. Students use their arithmetic knowledge well to solve word problems. However, students' ability to apply their mathematical knowledge to real life situations is less strong, as is their capacity for mathematical reasoning.
- There is a more consistent approach to the development of mathematical skills in all phases. Students' progress is beginning to improve as a result of regular mental mathematics practice and the increasing use of real world contexts for problem solving.

For development

- Increase opportunities for students to gather and interpret data from a variety of sources, draw informed conclusions and justify their reasoning.

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

- In lessons, most students demonstrate levels of knowledge and understanding that are in line with curriculum standards, although their investigative practical skills are not as strong. The acceptable progress and attainment, across all phases, is not reflected in the weak external test data.
- Children in the KG, experience practical scientific activities, which develop inquiry skills. By Grade 6 students are able to predict, record, analyse and interpret scientific data. Students in the middle and high phases make better progress in biology than in the physical sciences.
- Internal assessment data are now more reliable because there is a much closer alignment to curriculum standards. As befits English additional language learners, there is a focus on developing a broad scientific vocabulary to allow students fuller access to the curriculum.

For development

- Introduce a regular program of practical science, in all phases, that includes open ended investigative activities.

	KG	Elementary	Middle	High
Learning Skills	Acceptable	Acceptable ↑	Acceptable	Acceptable

- Most students are keen to learn. Some students are starting to take greater responsibility for their learning and seek to improve weaknesses, but many rely totally on teacher direction. Girls in the middle and high phases show stronger self-reliance, focus and enthusiasm for learning.
- Students collaborate together in a constructive way and actively discuss their work. However, some group work is insufficiently structured, with too many group members to allow all students to be fully engaged. Many students are confident presenters of their work.
- Students are able to make connections with real life and other curriculum areas, when teachers plan these. Students' ability to use technology is limited because of insufficient resources. Both critical thinking and problem solving skills are under developed features of learning.

For development

- Introduce more problem solving, critical thinking, inquiry and investigation into lessons.
- Integrate learning technology effectively to support all aspects of student learning.

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

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

- Good personal development is a feature of all four phases. Students in almost all classes show positive attitudes to learning and listen attentively. A few students lose interest and go off task when teaching does not positively engage their attention.
- When not in lessons, students mix well, behave sensibly and are polite to adults. They show a well-developed understanding of what is needed to follow a healthy life style, but do not always make nutritious food choices at break times.
- Levels of attendance and punctuality have improved steadily, although a few families do not assign a high priority to prompt and regular attendance at school. School rules, including the school behaviour code, are well respected.

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

- In all phases, students have basic levels of understanding of the impact of Islamic values on their lives. They are aware of the importance of values such as tolerance and diversity and how it effects their relations with others.
- Students' appreciation of the UAE culture and its relationship with the global community is adequate. In relation to their ages, students in the KG and the high phase display a greater understanding of Emirati culture.
- Even though students live in a multicultural society, they have limited knowledge of other cultures and what is happening in the world around them.

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

- In all phases, students respond generously to charity initiatives. Within the school, the elected counselors show a mature commitment to their responsibilities. Students have little involvement in the local community.
- When teachers' expectations are high, students show that they are capable of working independently. However, many students lack the confidence needed to initiate their own projects or carry out independent research.
- Most students are aware of the importance of protecting the environment and recycling is well established in the school. However, there is little participation by students in age-related conservation projects or in action to improve their immediate surroundings.

For development

- Provide more opportunities for students to exercise responsibility within the school, the local community and beyond.

3. Teaching and assessment

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

- Most teachers have secure subject knowledge and know their students well. The more effective teachers use a variety of strategies to promote active learning. Although lesson plans show learning objectives that are closely linked to curriculum standards, they are not always followed through in practise.
- Classroom relationships between teachers and students are mainly positive. While the sharing of ideas is encouraged, it is only in the most effective lessons that students' critical thinking, problem solving, innovation and independent learning skills are developed.
- The use of questioning to challenge and extend students thinking is a developing feature of teaching and learning. However, in many lessons there is not enough use of small group discussion for students to clarify their thinking and reinforce their English language skills.

	KG	Elementary	Middle	High
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable

- Internal assessment procedures are now more closely aligned with curriculum standards. Data is collated from both internal and external sources and leaders are more aware of the range of information available to track students' progress.
- In depth analyses of data provide more accurate and reliable information about differences in attainment between individuals and groups. However, the use of this information to modify teaching strategies is inconsistent, particularly for students with SEND.
- The school makes appropriate use of CAT4 test data to identify students who have weaknesses or strengths in particular aptitudes, such as verbal reasoning. Progress reviews between teachers and students and peer and self-assessment are, as yet, underdeveloped.

For development

- Ensure full use is made of assessment information in planning lessons that meet the needs of all groups of students and provide adequate challenge for the higher achievers.

4. Curriculum

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

- The curriculum is aligned to the California state standards. In science it is aligned to the Next Generation Science Standard and in Arabic and Islamic education to the MoE standards. An ongoing curriculum review is focused on improving the balance between knowledge, concepts and skills.
- The high school graduation requirements have been adjusted to be in line with those required of a US curriculum school. However, the elective courses in the high school are limited. Cross-curricular links are planned and implemented in many lessons.
- The school is using an on-line platform to map the curriculum and improve continuity and progression in students' learning across grades and phases. This process is at a very early stage.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- In many lessons, teachers use assessment information to group students. In some lessons, the curriculum is adapted to meet the learning needs of individual and groups. However, there is inconsistency in the extent and effectiveness of adaptations across subjects and phases.
- During innovation weeks, students are engaged in activities that develop their innovative thinking. The school plans to make innovation and enterprise more embedded in the curriculum. The range of extra-curricular activities available is not wide enough to meet all students' interests.
- The personalized learning plans are not focused enough. As a result they have limited impact on the outcomes of individual students. The curriculum enables students to link their learning to the society and culture of the UAE.
- The school provides one 40-minute Arabic lesson in KG1 and two in KG2 per week.

For development

- Increase the number and variety of the elective courses available to high school students.
- Extend the range of extra-curricular activities to better meet students' different interests.

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 campus is secure and safe. The arrival and dismissal of students are conducted in an orderly manner. Buses follow carefully supervised traffic patterns. However, students' movement across the parents' parking area is still a cause for concern.
- There are several notable improvements, this year, regarding child safeguarding and bullying. School policies and procedures have been updated and all staff have received appropriate training. Following an external evaluation, safety in the science laboratories has recently been improved.
- The school promotes healthy lifestyles through the curriculum and by the food offerings during lunchtimes. Individual student health records are securely maintained and medications are properly stored and administered.

	KG	Elementary	Middle	High
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑
<ul style="list-style-type: none"> Staff-student relationships are mutually respectful. Staff use their detailed knowledge of each student to foster a caring environment. A comprehensive policy promotes positive student behaviour while developing self-responsibility. Effective recording and monitoring systems support attendance. Although a greater number of students have been identified with learning difficulties, identification is insufficiently precise. Consequently, support is not consistently matched to the individual needs of students. There is no formal system for the identification and support of gifted or talented students. Support for students with social and emotional needs is provided by the counsellors as well as by teachers. Advice and guidance to older students regarding future career paths is suited to their interests and abilities, but limited by the workload of the counsellors. 				
For development				
<ul style="list-style-type: none"> Improve the quality and consistency of individualized support to meet the needs of all students, particularly in middle and high phases, and capacity for career guidance. 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable
<ul style="list-style-type: none"> The director of inclusion and the inclusion champion are responsible and accountable for the outcomes of students with SEND. School governance has made a considerable investment in the recruitment and deployment of new staff to improve and expand the provision. Observations, checklists and baseline assessment data facilitate the early identification of students who experience learning difficulties. The accuracy and reliability of the process is limited by the department's current knowledge of special educational needs and the use of diagnostic assessments. Parents are encouraged to be involved in their children's education but the school's efforts are insufficient in providing parents with needed guidance, training and support. This is leading to the dissatisfaction of some parents. Assessment data and the extent to which the targets of individual educational plans are achieved indicate that the progress of most students with SEND is in-line with expectations. Students with SEND are not sufficiently involved in the planning, design or review of their own individual educational program. Appropriate curriculum modification takes account of student abilities and needs. Individualized learning support has a positive impact on the progress and attitude of students. However, class teachers' efforts to provide for individual needs are often ineffectual. 	
For development	
<ul style="list-style-type: none"> Improve the accuracy of the identification and assessment of students with SEND, as well as communication with and support for parents. 	

6. Leadership and management

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

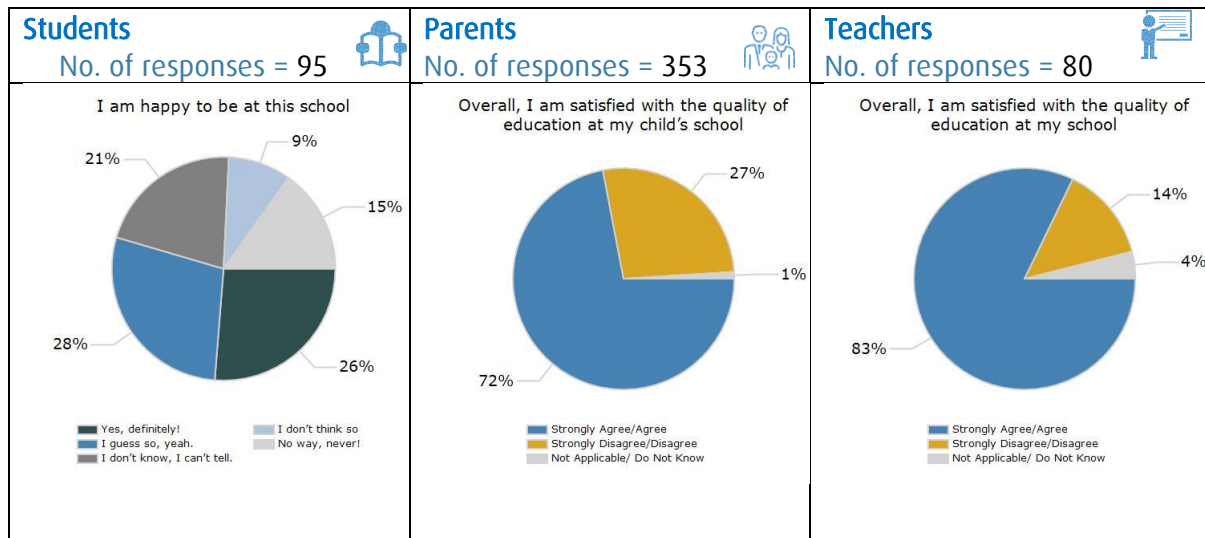
- The principal and senior leadership team, demonstrate the capacity to move the school rapidly forward. Roles, responsibility and accountability are effectively distributed and delegated. The skills of the middle leadership tier are relatively underdeveloped. This is inhibiting their ability to be fully effective.
- The process of school self-evaluation is much improved. There is a wider involvement of staff and governors, and more use of external assessment data. Improvement plans specify accurate priorities. However, improvement planning is not sufficiently informed by accurate measures of students' progress and the impact of action to improve their performance.
- The rapid change that concerned parents in the first term has given way to a clearer understanding of the positive impact these changes are having on their children's progress and well-being. Communication has improved and parents are now better informed. Students' reports have been made more accurate by the inclusion of external assessment results. The involvement of students with the community is limited.
- Although the governing body has limited representation from the school community, governors are well informed about the school's progress with its improvement journey. This is a direct result of governor involvement in school evaluation and improvement planning, their regular presence in the school and the quality of discussions with the principal. Governors effectively resource school improvement initiatives.
- The day-to-day management of the school is efficient with a sufficient number of qualified teachers. However, some key positions, such as the director of KG, a full time career counsellor and some heads of key subject departments, remain to be filled. The premises and specialist facilities provide an adequate learning environment. Sufficient resources are available to support teaching and learning.

For development

- Ensure all middle leaders have the skills needed to drive improvement in their areas of responsibility.
- Strengthen improvement planning by accurately measuring students' progress and attainment and using the information to set targets for improvement.

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	<p>Most students who returned the survey, are very positive about the quality of teaching, the development of the learning skills and the care they receive from the school staff. Most feel safe at school. Only a minority of students believe the range of extra-curricular activities are sufficient. The latter aspect is also the view of teachers, parents and the inspection team.</p>
Parents	<p>Most parents who responded to the survey, confirm that their children are safe and have no concerns about student behavior at school. Parents report their children are happy, well informed about the UAE culture and Islamic values. They feel the teachers know their children well and keep them well informed about their progress. Inspection evidence indicates there have been improvements in these areas.</p>
Teachers	<p>Nearly all teachers who returned the survey are positive about the school. They feel they know the students well and their feedback and reports help their students to improve. They believe they develop very good learning skills in their students and a love for reading.</p>

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