

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

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Dubai Modern
Education School

Celebrating
10 years of
inspections

DUBAI MODERN
EDUCATION SCHOOL

AMERICAN CURRICULUM

Contents

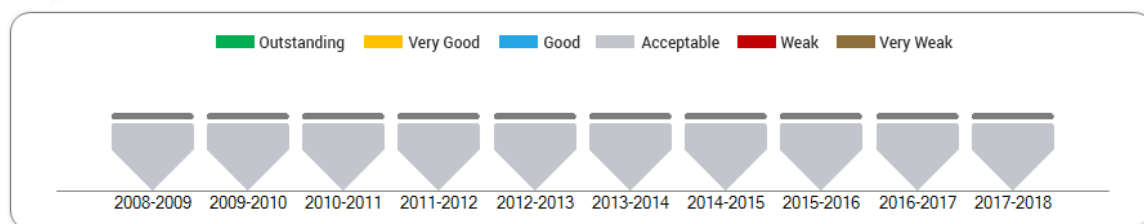
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School information

General information	
Location	Al Mizhar
Type of school	Private
Opening year of school	US: 1996 MoE: 1996
Website	US: www.dmes.ae MoE: www.dmes.ae
Telephone	04-2885115
Address	Mizher P.O. BOX 61720
Principal	Michael Cipriano
Principal - Date appointed	8/16/2016
Language of instruction	English, Arabic
Inspection dates	15 to 18 January 2018
Teachers / Support staff	
Number of teachers	US: 123 MoE: 68
Largest nationality group of teachers	Egyptian
Number of teaching assistants	US: 25 MoE: 0
Teacher-student ratio	US: 1:8 MoE: 1:10
Number of guidance counsellors	US: 2 MoE: 2
Teacher turnover	US: 39% MoE: 0

Students	
Gender of students	Boys and girls
Age range	US: 4-18 MoE: 6-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	US: 1672 MoE: 734
Number of children in pre-kindergarten	0
Number of Emirati students	US: 1192 MoE: 439
Number of students with SEND	US: 47 MoE: 37
Largest nationality group of students	Emirati
Curriculum	
Educational permit / License	US / MoE
Main curriculum	US / MoE
External tests and examinations	MAP and EMSAT
Accreditation	None
National Agenda benchmark tests	MAP, IBT

School Journey for Dubai Modern Education School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Dubai Modern Education School was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

US:

Leaders have had a visible impact on some aspects of the school since the last inspection. They work closely with parents and governors to identify ways in which they can develop the school, putting great emphasis on students' attitudes, behavior and attendance. However, senior leaders are inconsistent in their understanding of curriculum development and use of assessment information to monitor and improve students' progress.

MoE:

Senior and middle leaders know their school well, and are highly regarded by parents. They have introduced a system to record and track assessment data. However, leaders and teachers are inconsistent in their use of assessment information to monitor and improve students' attainment and progress in Cycle 1 and Cycle 2.

Students' achievement

US:

There is some improvement in students' outcomes in English in the elementary school. However, students' attainment and progress in the middle and high schools are largely weak in English, mathematics and science. Most students in these phases are working at levels that are much lower than the curriculum expectations.

MoE:

Students' attainment and progress remain acceptable in Cycle 1 and Cycle 2 in the majority of subjects. Insufficient challenge, ineffective modification of tasks to meet all students' needs, and limited planned opportunities to develop mathematical and scientific skills, are all restricting students' progress. Students in Cycle 3 make better progress than students in Cycles 1 and 2.

Students' personal and social development, and their innovation skills

US:

Students' personal and social development is good across all phases. There is a noticeable improvement in students' attendance and attitudes that is leading to a more focused learning environment. Students have a strong appreciation of the UAE culture and the Islamic values shaping the country. They are less versed in other world cultures.

MoE:

Students' understanding of the UAE culture and Islamic values is a strong feature in the upper grades. Students are well behaved across the school. They have an understanding of some environmental issues. They are less knowledgeable of other world cultures.

Teaching and assessment

US:
The quality of teaching is very inconsistent across the school. There is a noticeable improvement in the elementary school, where better qualified English-speaking teachers have been recently appointed. Teaching is weaker in the middle and high schools. Assessment processes are adequate across the phases.

MoE:
The quality of teaching is inconsistent across the school. Better teaching is evident in Cycle 3. Opportunities for students to develop their investigation, critical thinking, research and exploration skills are limited and inconsistent across the school. Assessment data is not used effectively in lesson planning to inform teaching.

Curriculum

US:
The curriculum is weak in both middle and high schools. The modifications to the curriculum in English, mathematics and science to address gaps in students' knowledge and skills are several grade levels below the intended grade level.

MoE:
The school is compliant with the Ministry of Education (MoE) curriculum requirements. The curriculum meets the needs of students with special educational needs and disabilities (SEND) but is less effective in meeting the needs of all groups of students, especially the more able and the gifted and talented.

The protection, care, guidance and support of students

US:
Students are well cared for and enjoy a safe school environment. The building is well adapted for students with SEND. Students in the upper grades receive appropriate guidance for future careers.

MoE:
The provision for health and safety across the school is good. The school has systems in place to ensure that the premises are clean and well maintained. Appropriate guidance is provided for older students in terms of next steps in education.

What the school does best

US:

- Students' attainment and progress in Islamic education in the elementary school
- Students' understating of Islamic values and the UAE culture
- Students' improved attendance, punctuality, behavior and attitudes to learning
- The provision for health and safety across the school
- The school's partnership and improved communication with parents

MoE:

- Students' attainment and progress in Islamic education and Arabic in Cycle 3
- Students' understating of Islamic values and the UAE culture in Cycle 3
- The improved attendance and punctuality across the school
- The provision for health and safety across the school
- The school's partnership and improved communication with parents

Key recommendations

US:

- Improve students' attainment and progress in English, mathematics and science by:
 - accurately aligning the curriculum with the California Common Core Standards (CCCS) and Next Generation Science Standards (NGSS)
 - ensuring students' progress is measured and tracked against grade appropriate curriculum standards
 - ensuring curriculum modifications and lesson plans are directly linked to meeting the individual needs of all students, particularly students with SEND and the high achievers.
- Enhance the quality of teaching and learning in the middle and high schools.
- Ensure the school's improvement plans clearly set measurable and realistic time-bound targets and success criteria that are directly linked to improving the quality of students' attainment and progress.
- Ensure all leaders have a clear understanding of how to analyze and use assessment information to modify the curriculum effectively.


MoE:

- Improve students' attainment and progress in English, mathematics and science in Cycles 1 and 2, by:
 - ensuring information on students' progress in all subjects is used in lesson planning to meet the needs of all students, particularly students with SEND and the high achievers
 - ensuring curriculum plans and lessons consistently develop students' mathematical skills, scientific method skills, critical thinking, independent learning and research methods
 - enhancing the quality of teaching and learning across all subjects.
- Ensure the school's improvement plans clearly set measurable and realistic time-bound targets and success criteria that are directly linked to improving student's attainment and progress in all subjects, particularly in Cycles 1 and 2.

Overall School Performance

Acceptable

1. Students' Achievement

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
 Islamic education	Attainment	Good	Acceptable ↓	Acceptable	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable ↓	Acceptable	Acceptable	Good	Good	Good
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Acceptable	Acceptable	Good	Acceptable	Good
 Arabic as an additional language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Good ↑	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Acceptable ↑	Weak	Weak	Acceptable	Acceptable	Good
	Progress	Good	Acceptable ↑	Weak	Weak	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Weak	Weak	Weak ↓	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Weak	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Weak	Weak	Weak ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills		Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good ↑	Good	Good	Very good
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

3. Teaching and assessment

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Acceptable ↑	Weak	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Weak ↓	Weak ↓	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable	Acceptable	Weak ↓	Weak ↓	Acceptable	Acceptable	Acceptable

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding		Good	Good	Good	Good	Good	Good
Care and support		Good	Acceptable	Acceptable	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	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:

US:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Student's attainment on the N.A.P benchmarks is below expectations in English, mathematics and science.
- School leaders and governors are aware of the importance of National Agenda and the skills tested in MAP. The school action plan includes some key strategies, and subsequent intervention plans are in place.
- The school has analyzed CAT4 data, but this is not used to set individual targets for all students. The school's main focus is on MAP results. The data is analyzed in some depth to identify weaknesses in students' skills. Leaders and teachers have low expectations for students, and little has been done to develop the provision for the gifted and talented. There is little evidence that adaptations made to the curriculum have positive impact on students' learning.
- Continuity and progression of the National Agenda relevant subject knowledge and skills are not features of the curriculum planning. Subject departments have started to incorporate TIMSS-like and PISA-like questions into their lessons and internal assessments. The school has made literacy a top focus in all subjects. Within the daily lessons, teachers are ensuring learning is linked to real life and to other subjects. Promoting higher order thinking, problem solving to facilitate independent learning are underdeveloped.
- The skills and abilities students need in order to be globally competitive are not promoted well enough to ensure they know what is expected of them. Students are not provided with enough opportunities to develop critical thinking skills. Their use of ICT is variable across subjects and grade levels.

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

MoE:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Students' attainment on the N.A.P tests meets expectations in English, mathematics and science.
- The school's National Agenda action plan is generic. It does not include logical time frames or clear success criteria. School leaders are highly committed to the National Agenda, but their understanding of data analyses is still developing.
- The school analyzes the National Agenda test results and uses the resulting information to better understand the types of learners in the school and their strengths and weaknesses. However, the impact on improving teaching and learning is limited.
- The school has modified the content and skills in the main subjects to reflect the requirements of TIMSS and PISA. The internal exams which come from the MoE are similar to the TIMSS and PISA tests.
- Teaching strategies are now more focused on hands-on activities. However, the planned activities do not always allow students to meet the learning objectives or to develop their critical thinking.
- Students carry out research in projects that they work on, especially in science. However, their use of resources to carry out research inside the classroom is very limited.

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

Emirati Students



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

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

staff and subsequent achievements of students.

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

Three strands are reported on (each with three elements): i) Governance and Leadership.

ii) Learning and Intervention. iii) Personalisation

US / MoE

- School leaders do not analyze Emirati students' CAT4 data separately. Efforts to improve students' weak attainment has no focus on Emirati students. Parents receive feedback on their children's progress, goals and how to support them at home. The school is beginning to target the development of students' reading skills.
- Emirati students' learning is often passive in lessons and students do not show sufficient independence, determination, resilience or positive attitudes to learning. The school's analysis of data and focus on students' achievement do not target Emirati students. Academic potential and CAT4 profiles have been explained to parents and students, but many still do not understand them well.
- Data analysis has led the school to lower its expectations for students' attainment. There is no specific modification or provision to target Emirati students. Data analyses and new teaching strategies have been shared with teachers, but Emirati students' attainment and progress have not improved. There is no whole-school strategy to develop Emirati students' verbal reasoning skills.

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

Moral Education

US:

- The moral education program (MEP) content is not taught consistently from Grades 1 to 9. Families and community members are not actively engaged in the program.
- The assembly structure in Grades 1 to 4 and the homeroom periods do not provide sufficient time for classroom teachers to effectively deliver the curriculum.
- Students have few opportunities, especially in the lower grades, to explore moral education concepts and apply their understanding to personal, local and global contexts.
- The school is not conducting any assessments in MEP this year.

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

MoE:

- Moral education is taught in Grades 1 to 12 in Arabic for one period per week. The school uses the MoE curriculum and enhances it with some additional materials.
- Teachers have secure subject knowledge, but teaching strategies are not always age-appropriate. The MoE textbook is not consistently used, and learning objectives are not fully developed.
- Students occasionally explore the MEP concepts and relate them to their own lives. They have a keen interest in the topics and are eager to share their thoughts and experiences.
- Students' learning in the MEP is not assessed or reported regularly to parents.

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

Social Studies

US:

- The program follows the MoE curriculum from Grades 1 to 12. It is enhanced by field trips and additional materials. It has some cross curricular links, but the emphasis is more on knowledge than on skills.
- Most teachers use the MoE textbooks and have secure subject knowledge. Teaching is stronger in the upper grades where there is a greater emphasis on critical thinking.
- Students collaborate well and make valid connections between learning and their lives. Older students conduct basic research.
- Students' work is not sufficiently assessed. Therefore, the needs of all groups of students are not met.

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

MoE:

- The UAE social studies curriculum is relevant, balanced and successfully addresses the knowledge and skills across the grades. The curriculum is taught at least one period per week from Grades 1 to 9.
- The teaching is effective and uses cross curricular links and strategies that promote critical thinking in most phases of the school.
- Students work productively in groups and make some valid connections between areas of learning. They carry out basic research and demonstrate their critical thinking skills in some classes.
- Students' outcomes are assessed and are generally linked to the UAE curriculum standards. However, the assessment information is not adequately used to meet the needs of all learners.

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

Innovation in Education

US:

- Opportunities for students to be innovative within classes are variable in quality and do not sufficiently promote their critical-thinking or problem solving.
- There are few opportunities for students in all phases to initiate and develop original enterprise, entrepreneurial ideas and volunteering projects that enable them to develop their skills of innovation.
- Across the school, teachers do not provide sufficient planned opportunities for students to work on projects which systematically and consistently develop their skills of innovation.
- The use of learning technologies by teachers is inconsistent, especially in the middle and high schools, and opportunities for students to use them independently and creatively are limited.
- Some school leaders are keen on promoting innovation, but this is not a whole school drive. Insufficient professional development opportunities are provided for teachers to develop their innovative approaches.

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


MoE:

- In the more successful lessons, teachers provide students with opportunities to develop their independent critical thinking skills through problem solving tasks. Learning technology is occasionally used in English lessons to research vocabulary.
- Students have the opportunity to join the innovation committee established by the school. Teachers encourage students to come up with ideas. However, students are not developing the higher-order thinking skills needed to innovate.
- Teachers provide inconsistent opportunities for students to develop their reasoning skills; this is better in Cycle 3 where students get appropriate levels of challenge through teachers' questioning. There are some opportunities for projects where students have demonstrated their innovative skills.
- The school increasingly listens to the student leaders when planning extra-curricular experiences. Learning technology is used to enhance students' vocabulary in Cycles 2 and 3 English lessons. Comprehensive curriculum adaptation is not fully embedded throughout the school.
- Leaders and teachers are not fully clear on how to integrate innovation into students' learning experiences in all subjects and across all grade levels. However, the innovation team is active in creating some opportunities for students to participate in projects that have aspects of innovation.

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

Main inspection report

1. Students' achievements

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
 Islamic education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable	Good	Good	Good

US:

- In Islamic education, most students demonstrate knowledge and understanding that is in line with curriculum standards. This is evident in lessons and students' recent work. Girls make better progress than boys.
- Students' knowledge and understanding of Islamic values and Seerah are stronger than their knowledge and understanding of the Holy Qur'an and Hadith. Their ability to refer to the Holy Qur'an and Hadith for guidance or ruling is underdeveloped.
- Students' memorization and recitation of the Holy Qur'an have improved this year; however, this is inconsistent across the school. Students are beginning to think more critically about topics.

MoE:

- Students in Cycles 1 and 2 are working at levels that are in line with curriculum standards, but make better than expected progress. In Cycle 3, students' achievement is above curriculum standards. This is confirmed by the internal assessment data and recent MoE examination results. Across the school, the achievement of girls is better than that of boys.
- In Cycle 3, students link their learning to real life and reflect critically on their learning. Students in Cycle 1 demonstrate adequate recitation skills. Across the school, most students cannot support their answers with appropriate verses from Hadith or the Holy Qur'an.
- In the upper grades, students have better research skills, mainly due to the wider range of research and collaborative group work opportunities they are offered in lessons.


For development

US:

- Improve students' memorization and recitation skills by providing more opportunities for them to practice reciting the Holy Qur'an.

MoE:

- Ensure students have opportunities to develop their higher-order thinking, research and independent learning skills in all grades.

		US curriculum				MoE curriculum		
Arabic as a first language 		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
	Attainment	Not applicable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Acceptable	Acceptable	Good	Acceptable	Good

US:

- Most students attain levels that are in line with the MoE curriculum standards. Grade 12 girls show advanced levels of debating and conversational skills. This is, however, not consistent across the school.
- Students' acquisition of vocabulary is limited. This is due to their weak reading and writing skills across the school. Students' speaking skills are developing slowly, although they are less confident in communicating in standard Arabic.
- The 'Linguistic Clinic' helps improve students' spelling and writing. However, the development of their writing skills is hindered by the lack of opportunities to write extensively in most lessons.

MoE:

- Most students can read a familiar text fluently and can use standard Arabic correctly to respond to questions. This is less evident in Cycle 2. In Cycle 3, students demonstrate stronger achievement especially on their last MoE central examination. Generally, girls are developing their linguistic skills better than boys.
- In Cycle 3, students show good ability to analyze literature and apply their understanding to unfamiliar texts. In Cycle 2, most students struggle to apply grammatical rules correctly, but their writing skills are adequate. Their writing skills are inconsistent across all grades.
- The school is working to enhance students' reading skills by aligning the curriculum with the new MoE requirements. However, this has had little impact on improving reading in Cycles 1 and 2.


For development

US:

- Provide students with sufficient opportunities to read and write extensively using a range of genres.
- Ensure teachers develop and use appropriate assessment criteria consistently.

MoE:

- Improve students' reading and writing skills, by providing them with sufficient opportunities to develop these skills and by using appropriate assessment criteria consistently.

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Good ↑	Not applicable	Not applicable	Not applicable


US:

- Achievement for most students is within the expected levels, when compared to their years of study. Girls make better progress than the boys, and students in the elementary school achieve better than their peers in the other phases.
- Students can read and understand short texts about a variety of topics. They understand and use a range of vocabulary appropriately. These include vocabulary about family, home, animals and food.
- Students' independent writing skills are developing. Particular improvement this year has been made by providing opportunities for students to practice their language skills in a range of real life situations.

For development

US:

- Improve students' writing and speaking skills by providing them with more opportunities to practice the language more freely and at length.

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
English 	Attainment	Good ↑	Acceptable ↑	Weak	Weak	Acceptable	Acceptable	Good
	Progress	Good	Acceptable ↑	Weak	Weak	Acceptable	Acceptable	Good

US:

- In the KG, children make good progress in their speaking skills given their starting points. A majority are communicating in simple sentences, especially in the KG 2 classes. Their phonemic knowledge is developing, and by the end of KG2, they are beginning to read simple sentences with the majority writing a short sentence with correct punctuation.

- Students in the elementary school make progress that is in line with the curriculum standards. However, in the middle and high schools, students make weak progress over time due to low levels of challenge and a curriculum that is mostly below grade-level expectations.
- In a large majority of lessons, particularly in the middle and high schools, insufficient rigor and challenge limit students' achievement. Therefore, students demonstrate weak writing and verbal reasoning skills that are below the age-appropriate level.

MoE:

- Students' key skills of speaking, listening, reading and writing are steadily improving in all cycles when compared to previous years, especially in Cycle 3. For example, Cycle 3 students undertake refined analyses of a range of texts and can deliver coherent arguments. Their fluency in speaking is not consistently reflected in their writing.
- As students move up the school, their writing, spelling and presentation skills improve. Whilst improving, their writing skills are developing inconsistently across the grades and genders. Throughout the school, students' speaking and listening skills are a strength.
- A majority of Cycles 1 and 2 students demonstrate acceptably expressive reading skills, tackling texts with determination and confidence. Following specific support sessions, a large majority of Cycle 3 students access challenging texts and identify elements such as characterization and irony.


For development

US:

- Plan lessons at appropriate grade level expectations that consistently challenge students and encourage the development of their enquiry and critical thinking skills.

MoE:

- Increase the opportunities for all students to develop their extended writing skills.

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Mathematics 	Attainment	Acceptable	Weak	Weak	Weak ↓	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Weak	Acceptable	Acceptable	Acceptable	Good

US:

- In the KG, most children's knowledge of numeracy, geometry, measurement, addition and subtraction is in line with curriculum standards. Assessment data and children's work show children make good progress in using their mathematics skills to solve problems and connect mathematics to their own experiences.

- Across all other phases, students' attainment has not improved over time and the gap between attainment against international benchmarks and attainment against curriculum standards is still wide. Most students across the school have gaps in knowledge and basic mathematical skills, across all strands of mathematics.
- Students' progress slows down in the middle school due to significant gaps in their basic knowledge and skills.

MoE:

- Students in Cycle 1 are still developing their numeracy and mental mathematical skills. In Cycle 2, students are not secure in applying their arithmetic knowledge in algebra and measurement. Cycle 3 students confidently work with functions and matrices.
- Students' critical thinking and problem-solving skills are stronger in Cycle 3 as they receive appropriate levels of challenge. These skills are still developing in the other cycles where students' application of mathematical knowledge and use of reasoning are not sufficiently strong.
- In the better lessons, open ended questions and investigations help students make connections between different areas of learning and deepen their understanding. This is more evident in Cycle 3 and is having a positive impact on students' progress.


For development

US:

- Provide opportunities for students to solve mathematical problems to develop their skills of critical thinking, problem solving and reasoning.

MoE:

- Develop students' critical thinking and problem solving, especially in Cycles 1 and 2.
- Develop students' analytical, investigative and reasoning skills across the school.

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
 Science	Attainment	Acceptable	Weak	Weak	Weak ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak	Weak	Acceptable	Acceptable	Acceptable	Acceptable

US:

- In the KG, children demonstrate acceptable understanding of scientific ideas. Their investigative skills, however, are limited. Students in the middle and high schools have basic knowledge and understanding of scientific concepts. Their scientific skills, such as forming hypotheses and testing them, are underdeveloped.
- The NGSS have been recently adopted. Although students' knowledge and understanding of scientific concepts are inconsistent, they are improving in the lower grades. The curriculum does not address students' needs to enable them to improve their progress sufficiently.

- The insufficient focus on research, the scientific method and investigation skills keeps these skills underdeveloped for most students across the school. Because activities in lessons are not sufficiently challenging, students' progress remains low.

MoE:

- Students' knowledge and understanding of scientific concepts are in line with curriculum expectations. The progress they make in lessons is often hindered by ineffective lessons planning and learning objectives that lack challenge. Internal assessment data show better levels of attainment and progress than external data.
- Students' ability to run investigations and test hypotheses is limited because they do not get enough opportunities to do so. They find it challenging to evaluate solutions to a given problem. Their application of scientific concepts is stronger than their development of scientific skills.
- The department's promotion of active learning is hindered by activities that do not enable students to achieve the learning objectives due to the lack of challenge or lack of focus.

For development

US:

- Provide students with more challenging activities to enable them to improve their progress in lessons.
- Develop skill-based learning for each scientific domain, for example, Life science and Physical science, so teachers and students know what skills are expected at that level.
- Increase teacher expectations of students and ensure modifications are made for students with SEND and the most-able students.

MoE:

- Provide opportunities for students in all cycles to develop their scientific and investigative skills to enable them to improve their attainment and progress levels.
- Enable students, especially in the upper grade levels, to reflect and check the quality of their work.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

US:

- In the KG and the elementary school, students are capable of independent and group work. Most students successfully complete tasks and can share their work with their peers. Students in the middle and high schools demonstrate adequate learning skills in lessons.

- Across all phases, students demonstrate positive attitudes, show interest, and are engaged in learning, although passive learning is common. Most students in all phases of the school have underdeveloped skills in innovation, critical thinking and enterprise.
- Overall student behavior has improved since the last inspection. Students occasionally take responsibility for learning, but this is inconsistent. Students tend to do what teachers ask of them but may often be passive listeners and rarely initiate learning.

MoE:

- Across the school, students have good attitudes to learning. Most of them need occasional reminders to stay on task. This leads to more active learning in the better lessons. When opportunities arise, students work well in groups and share ideas and resources.
- In the better lessons where activities involve collaborative group work, students improve their interpersonal, teamwork, leadership and communication skills. Additionally, in the better lessons, students are willing to solve more challenging problems.
- Student engagement in lessons is inconsistent across the school. In Cycle 3, students are comparatively more engaged than those in Cycles 1 and 2, showing more determination and perseverance to solve challenging problems.

For development

US:

- Ensure teachers systematically plan for students to develop their independent learning skills in all phases and in all subjects.

MoE:

- Ensure teachers use challenging open-ended questioning techniques to develop students' critical thinking and problem solving skills.

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Good	Good	Good

US:

- Relationships between students and their peers and teachers are positive. Students in the elementary school respond positively to teacher feedback, but students in the middle and high schools are less responsive to critical feedback.
- Students across the school have positive attitudes. They are respectful and frequently respond well to others. Most of them show good self-discipline, which contributes to a suitable environment for learning. Bullying is minimal, and students cooperate well with each other. They make healthy lifestyle choices.

- The school has successfully introduced a range of new policies focusing on attendance, punctuality and behavior. This has resulted in improved attendance and behavior across the school.

MoE:

- Students, including the youngest children, are cheerful, positive, and confident and take pride in being members of the school community. They enjoy good relationships with adults and peers at the school.
- Most of the older students are motivated about their learning; they readily help each other to overcome difficulties and challenges, reflecting positive and caring attitudes. Students' increasing motivation to learn is reflected in their improving attendance, which was very good in the first semester.
- Students' behavior is generally good during lessons and at break times. Students understand the expectations for behavior, but a small minority need a few reminders to act appropriately. The majority of students are developing positive attitude towards healthy living and making healthy choices.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good ↑	Good	Good	Very good

US:

- Most students across the school demonstrate good awareness of Islamic values and understand their relevance to the UAE modern society. This is clearly evident in students' behavior and adoption of many of these values in both the boys and girls sections.
- A particular strength is students' appreciation and understanding of their own cultures and the UAE culture. This understanding is more evident in the high school than in the other phases.
- Across most phases, students' understanding and awareness of other world cultures is limited. However, in the high school, most students show confidence in their knowledge of other countries and cultures.

MoE:

- Students across the school have strong understanding and appreciation of Islamic values. They give examples of how these values influence the lives of people in the UAE.
- Students are very respectful and appreciative of the UAE heritage and culture. They are proud of the country's achievement. Students are aware of the many developments in the country in recent years. They enthusiastically sing the UAE national anthem and participate in major national events.

- Students have a clear understanding and appreciation of their own culture. They embrace the cultural diversity present at school. They are proud of Dubai's increasing international reputation. Their understanding of other world cultures is limited.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

US:

- Students are aware of their roles and responsibilities in the school and as members of the wider community. They participate actively in school activities; however, their contribution to the local community is limited.
- Particular strengths are students' work ethic and their environmental awareness. However, they are not consistently involved in recycling activities or taking care of their school environment. Their innovation skills are developing in some aspects.
- The prefects contribute more positively to the school's life this year, by helping other students and by organizing school activities and events. For example, they organize the school's graduation party and the National Day celebration.

MoE:

- Students contribute to the life of the school and wider communities through a variety of activities. They develop their social responsibility by providing workers with food donations and visiting the elderly. They have participated in 'Zayed Al Kheir' campaign.
- Students have a positive work ethic and take pride in their innovative projects. They participate in environmental competitions such as creating a system for evacuation. However, students' higher order thinking skills in lessons are not sufficiently developed to have an impact on their innovation skills.
- Students in Cycles 1 and 2 have a basic awareness of global environmental issues. They participate in projects to improve their school environment such as planting trees. The student council encourages students to keep the school clean and engage in recycling.

For development

US:

- Improve students' awareness of world cultures in the KG, elementary and middle schools by involving them in cultural awareness projects about other countries.
- Develop students' innovation, enterprise and entrepreneurial skills and provide them with more creative opportunities to be involved in voluntary work in the local community.

MoE:

- Provide consistent opportunities to improve students' environmental awareness and higher-order thinking skills in lessons in order to develop their innovative skills.

3. Teaching and assessment

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Acceptable ↑	Weak	Acceptable	Acceptable	Acceptable	Good

US:

- Most teachers in the KG and elementary school have good understanding of how their students learn best. Some teachers use appropriate teaching strategies that effectively meet the needs of their students. Despite secure subject knowledge, teachers in the middle and high schools do not consistently deliver lessons that engage, challenge and support learners.
- Across the school, a majority of teachers make appropriate connections to the real world and the UAE. Some teachers use differentiated instruction to meet students' needs, but this is rarely successful in meeting the needs of students with SEND and the more able.
- The newly- recruited English-speaking teachers provide effective language models for all students, and the impact of this is evident in some lessons. Lessons objectives, although clearly planned for, do not always match the needs of students or sufficiently challenge them.

MoE:

- The quality of teaching is variable across the school. It is better in Cycle 3 than in the other cycles because teachers, in that cycle, ask more open-ended questions that promote critical thinking and challenge students appropriately.
- Teaching in Arabic and Islamic education is strong in Cycle 3 because teachers provide opportunities for independent learning and research enabling students to make links to real life. Teaching in other subjects does not sufficiently develop students' skills of analysis, evaluation, or planning for improvement.
- Recent Initiatives have had limited impact on teaching in Cycles 1 and 2. The pace of lessons is often too rapid, and teachers do not ask sufficiently-targeted questions to ensure learning is consolidated. Assessment results are not used rigorously to match tasks to students' abilities and needs.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

US:

- Although the internal assessment procedures are fully aligned to the school's curriculum standards in elementary school, they are not fully aligned to them in the middle and high schools. In the elementary school, lesson plans refer to the Common Core Standards. In the other phases, learning objectives do not specifically refer to the prescribed Common Core Standards for the particular grade level.
- In the KG, children's' progress is measured by determining the appropriate level of mastery using observation, questioning and scrutinizing work samples. The school compiles the results to analyze the overall progress and records them in learning journey portfolios. However, these results are not used to inform teaching or modify the curriculum.
- The school is increasingly utilizing data from MAP and CAT4 to measure and improve students' outcomes. However, this has not led to effective interventions to meet students' needs.

MoE:

- The school analyzes internal and external assessment data centrally and shares the information with middle leaders and teachers in all the cycles. However, the impact of the data analyses on teaching and learning is not evident in most lessons across the subjects.
- The written feedback in students' notebooks is adequate but does not provide them with information on their next steps in learning. The use of peer-assessment and self-assessment is at an early stage. Teachers do not assess students' learning well enough and move on with lessons without fully understanding their students' weaknesses or misconceptions.
- The system the school has introduced to monitor the progress of individual and groups of students is well-structured but is not used effectively by teachers to personalize learning in most lessons.

For development

US:

- Measure students' progress accurately in all lessons and use external data to monitor their performance.
- Raise the level of expectations set for students in lessons.
- Ensure curriculum modifications are made to meet the needs of the most-able students and those with SEND.

MoE:

- Improve lesson planning to ensure appropriate pace, challenge, targeted questioning and consolidation of learning.
- Use assessment outcomes rigorously when planning lessons to ensure activities meet the needs of all groups of students.
- Ensure that the school's assessment processes have a measurable and positive impact on teaching, learning and the curriculum.

4. Curriculum

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Weak ↓	Weak ↓	Acceptable	Acceptable	Good

US:

- In the KG and elementary school, the curriculum is closely aligned with the CCCS in mathematics and English and with the NGSS in science. In the middle and secondary schools, teachers implement modified CCCS in mathematics and English and modified NGSS in science. Because alignment is correlated with levels of performance, students' work is several grade levels below the expected grade level.
- In the KG and the elementary school, the curriculum is broad and balanced, but its continuity and progression from KG 2 to Grade 1 are weak, especially in English. In the middle and high schools, progression and continuity are not in line with grade level expectations.
- In a majority of subjects, expectations are set below grade level standards. There are no systems in place to accelerate students' progress or enable students to meet all statutory requirements for an American high school diploma. Students are not well prepared for the next stage in their education.

MoE:

- The curriculum meets the new requirements of the MoE. The school curriculum in the Cycles 1 and 2 has limited links to real life applications. There are inconsistent opportunities across all subjects in Cycles 1 and 2 for students to learn independently and develop their critical thinking skills. This is better in Cycle 3.
- Although the curriculum has built-in continuity and progression, there are insufficient opportunities for students to consistently develop their literacy and writing skills in all subjects. Additionally, the offered extra-curricular activities are limited and do not meet the interests and needs of all students.
- The curriculum review allows for introducing cross curricular links, but these are not systematically planned in lessons and do not consistently lead to improved outcomes in Cycles 1 and 2.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Weak ↓	Weak ↓	Acceptable	Acceptable	Acceptable

US:

- Nearly all children in the KG benefit from effective modifications to support them in learning English as an additional language. A large majority of lessons in elementary, middle and high schools, are not differentiated to meet all students' needs.
- In the middle and high schools, the modified curriculum in mathematics, English and science is described by the school as a "Living Curriculum." Students' academic programs are designed to meet their current level of achievement, which is often several grade levels below their current grade level. In most lessons, the insufficient rigor and challenge hinder students' progress.
- Throughout the school, opportunities for innovation, creativity and enterprise are limited. The school has introduced some innovative projects such as STEM and gardening in lower elementary school. In the high school, students have curriculum choice in English, art and French.

MoE:

- Teachers are supported to modify the curriculum and their approaches to teaching to meet the needs of all groups of students. There are inconsistencies in the planning for all groups, including those with SEND and those encountering temporary difficulties with an aspect of their learning.
- There have been some improvements in offering a range of activities and experiences designed to motivate and inspire all students. A program of trips and visits enhances students' academic and personal development, particularly in Cycle 3. The school works on projects with outside organizations, such as its work on a cancer awareness campaign.
- A range of adapted learning experiences are embedded in the curriculum to enable students to develop their understanding of the UAE culture and heritage. In assemblies, older students demonstrate their initiative by giving presentations on the contributions made by UAE leaders to the nation.

For development

US:

- Ensure the curriculum is fully compliant with the CCCS in the middle and high schools and students' needs are met to enable them to work at grade-appropriate levels.

MoE:

- Enhance teachers' understanding of the different student abilities in order to modify the curriculum to challenge all groups, including the low achievers and those with SEND.

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good	Good	Good	Good

US/MoE:

- The school effectively protects students from abuse and responds appropriately when necessary. All school staff are trained on procedures for the safeguarding of students, including child protection and cyber safety.
- The school buildings and grounds are well maintained and clean, and most classrooms provide an adequate learning environment. The doctor and nurses diligently monitor students' health, but students do not consistently make healthy eating choices.
- The school is a safe and secure environment, but there are some safety issues regarding students' movement in the hallways and up and down the stairs. Some outdoor areas are not fully safe for students.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

US/MoE:

- A constructive approach to behavior management, attendance and punctuality has led to improvements throughout the school. Staff-student relationships are mainly positive, although some parents feel they are less positive in the senior classes.
- The school is inclusive in its admission of students with diverse needs. Effective individualized support is provided only for students with a formal diagnosis. The identification process does not include school-based assessments, and there is no formal system to identify or support gifted and talented students.

- A school-wide pastoral care system, managed by class teachers and counsellors, promotes students' well-being and personal and academic development. Individualized support and advice is available to senior students as they consider possible career pathways and apply to university.

For development

- Ensure all outdoor areas, hallways and stairs are completely safe for students.
- Ensure processes and procedures are in place for school-based identification and support of students with SEND.
- Ensure policies and practices are in place to guide the formal identification and support of students who are gifted and talented.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The governor for inclusion and the senior management espouse a commitment to inclusion. However, they have not led the needed improvements in the provision or invested sufficiently in recruitment or assessment tools. A SEND action plan is prepared annually, but it does not accurately target all of the school's needs or evaluate the impact of any changes made.
- The identification process and targeted support depend on formal diagnosis. Specialist staff do not use assessment tools to identify students' needs, and subsequently, the needs of many students are not identified or addressed. There is a SEND policy in place, but it is brief and too general. It does not accurately reflect the existing provision or the roles and responsibilities of key personnel.
- Parents are welcomed in the school and involved in their children's education. They receive regular reports on their children's attainment and progress. They are consulted on the development of their children's individual education plans (IEPs) and frequently contribute to the IEP targets. There is no formal training for parents, but all parents have access to individualized guidance.
- The IEPs guide academic instruction and personal development in the support classes but rarely feature in lesson plans or classroom teaching. Most teachers implement appropriate accommodations to help students access the curriculum and complete tasks. However, there is great variation in the quality of differentiated instruction and the support provided by learning support assistants.

- Data indicates most students with SEND are making some progress over time, but there are inconsistencies across subjects and phases. IEPs are not always used effectively by teachers to inform their planning, and this affects students' progress. Students with SEND take part in internal examinations and, when needed, are provided with modified papers and accommodations.

For development

- Improve the capacity of teachers to differentiate instruction and modify the curriculum to meet the needs of students with SEND.
- Provide appropriate training for the learning support assistants.

6. Leadership and management

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

US:

- Leaders are keen to improve the school's learning environment and are open about the challenges in doing so, as this is their current main focus. However, senior leaders are deploying largely unsuccessful strategies to use assessment data to modify the curriculum. Consequently, most students are not working at grade expected levels, particularly in the middle and high schools in English, mathematics and science.
- Leaders have attempted to work towards addressing the recommendations from last year. This is mainly evident in the improved quality of newly recruited teachers and the improvements in the KG and English in the lower elementary school. The school's self-evaluation documents and action plans do not clearly show how the school plans to improve and accurately measure students' attainment and progress in the short and long term.
- Parents are supportive of the new leadership team and are particularly satisfied with the improved school environment, behavior and the strict attendance policy. Some indicate they are less happy with the curriculum delivery. Student reports in the middle and high schools, do not reflect the accurate attainment and progress levels of students against appropriate grade level curriculum standards.

- The governors are actively involved in aspects of development across the school. They regularly seek the opinions of parents and stakeholders on their satisfaction with the school performance. They are aware of National Agenda data but do not have measurable and timely systems to hold school leaders accountable for improved progress against appropriate curriculum standards in the middle and high schools.
- The school is appropriately staffed with qualified English speaking teachers, mostly in the KG and the elementary school. This is having a positive impact in some areas of student outcomes. The school has upgraded and improved some aspects of the premises and resources. However, the wider range of resources and ICT are not used by all students systematically to improve their learning and outcomes.

MoE:

- The senior leadership team has been modified to include a vice principal. The vice principal works with middle leaders on improving the assessment system. Its effective use by teachers is still in its early stages to have an impact on students' attainment and progress. The focus on improvement appears to be mainly in Cycle 3. The executive principal is currently focused on the US section and has little direct impact on the outcomes in the MoE section.
- The school has improved its systems for gathering information, particularly assessment data. However, the data is not accurately analyzed or used by all leaders and teachers to identify priorities for improvement. Therefore, the action plan remains generic and not specific about exactly how the school will improve students' attainment and progress, particularly in Cycle 1 and Cycle 2 where students' attainment and progress largely remain acceptable.
- Parents are supportive of the senior leaders and are satisfied with the improvements in terms of attendance and discipline. They are satisfied with the ways in which the school reports and communicates with them. However, parents' involvement in the life of the school does not have an impact on the academic aspect of students' life in the school, and is largely limited to events. Parents are keen for the school to provide their children with more opportunities to use ICT in learning.
- Governors have increased the number of senior leaders in the MoE section, by appointing a new vice principal. They hold the leaders accountable for outcomes and improvements. Although improvements are mainly noted in Cycle 3, governors are aware of the developments within the MoE section, such as the new assessment system and the National Agenda findings. However, they do not have a clear strategic plan from leaders on how to improve students' achievement in Cycle 1 and Cycle 2.
- The day to day management of the MoE section is effective and follows tighter policies for ensuring higher student attendance. New resources have been introduced, such as the English resources laboratory, but these are rarely used consistently by students to develop their independent learning and research skills.

For development

US:

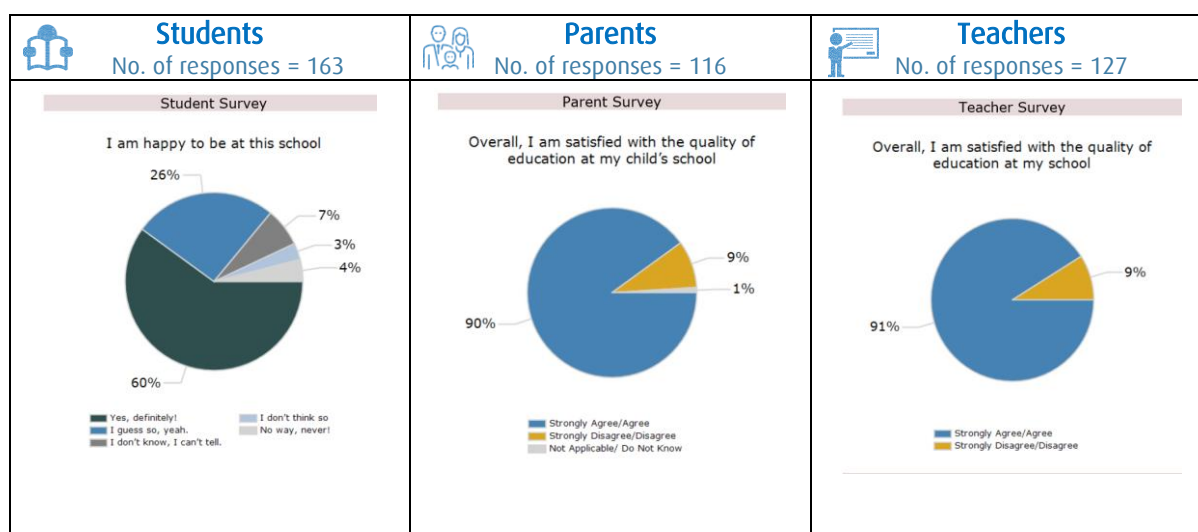
- Ensure all teachers and leaders can effect measurable change within their departments, particularly measuring students' progress against grade-appropriate standards.
- Leaders at all levels should ensure the school's improvement plans are directly linked to improving students' attainment, progress and learning skills.
- Ensure all leaders are clear about how to develop and monitor the success of subject level action plans.
- Develop and implement more systematic and rigorous systems for governors to monitor the school's self-evaluation.



MoE:


- Ensure all middle leaders can effect measurable change within their departments, particularly in Cycle 1 and Cycle 2, in order to improve students' achievement levels.

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>US: The majority of students who responded to the survey, think the school is a friendly and welcoming place and teachers help them to develop skills to learn using technologies, especially to conduct research.</p> <p>MoE: The majority of students who responded to the survey, are satisfied with the school and feel they belong to a school community. A minority state they are unsatisfied with the range of subjects and activities to choose from. A majority of students state they have opportunities to develop their leadership skills in activities in the school.</p>
 Parents	<p>US: Most parents who returned the survey, are satisfied with how the school is led. However, almost all state they are not well informed about their children's education. Some parents, comment they are not satisfied with the education their children receive and that there are not enough books and resources for their children to refer to.</p> <p>MoE: Very few parents participated in the survey. Most are satisfied with the quality of education and believe teachers help their children develop the skills needed to learn independently. A large proportion of parents state the school provides a good range of resources.</p>

 Teachers	<p>US: The few teachers who returned the survey, state students are well behaved and respectful to adults. Almost all teachers indicate that they are happy working at the school and feel it is a good school to work for.</p> <p>MoE: Most teachers who responded are satisfied with the range of resources provided in the school, and most state that the professional development provided helps them become better teachers. A minority state students do not have sufficient extra-curricular activities in the school.</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