



Dubai Arabian American
Private School

 Curriculum: US

Overall Rating:

Weak



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.daaschool.com
Telephone	00971-4-2882222
Address	Al Muhaisnah 1, P.O. BOX 232212
Principal	Ismat Daou
Language of instruction	English, Arabic
Inspection dates	20 to 23 March 2017

Teachers / Support staff	
Number of teachers	89
Largest nationality group of teachers	Egypt
Number of teaching assistants	14
Teacher-student ratio	1:14
Number of guidance counsellors	4
Teacher turnover	64%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1177
Number of children in pre-kindergarten	None
Number of Emirati students	893
Number of students with SEND	62
Largest nationality group of students	Emirati

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



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.

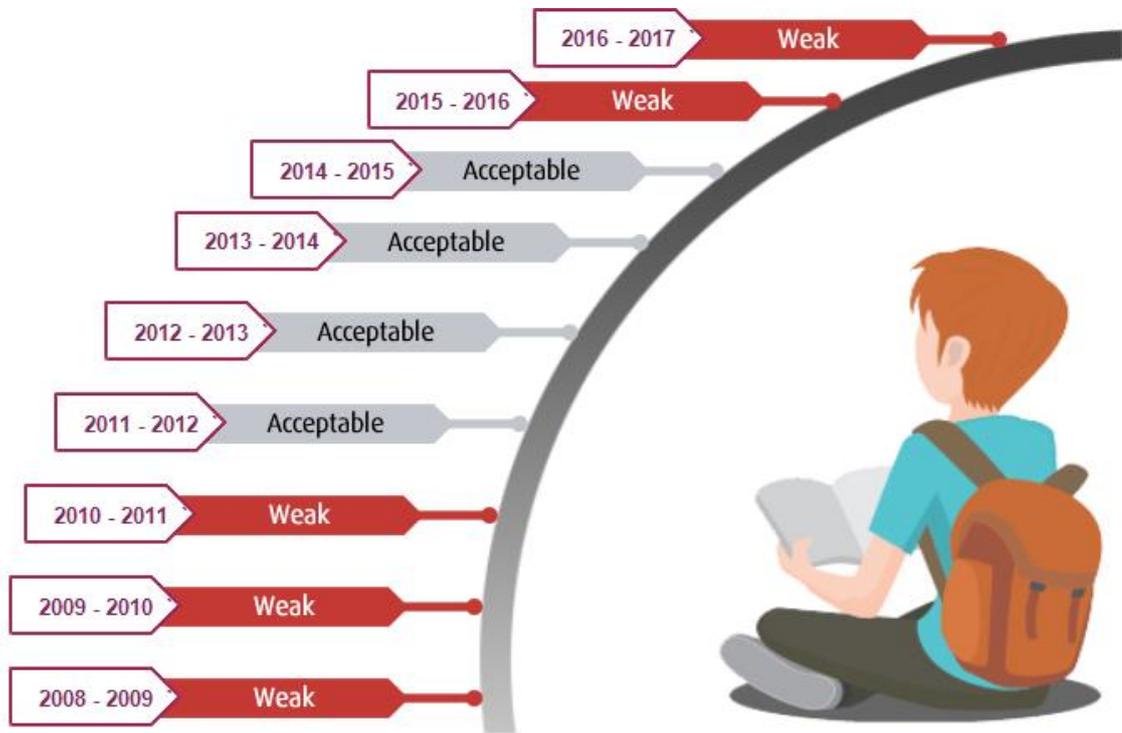
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Dubai Arabian American Private School



- The Dubai Arabian American Private School opened in 2006. A new principal, leadership team and significant number of teachers were appointed following the previous inspection. Student numbers have declined from 1,416 to 1,177 since the last inspection, as well as a reduction of teachers from 102 to 89. Since the last inspection 64% of students have changed.
- Over recent inspections the school has been asked to improve student attainment and progress. It was also asked to improve teaching as well as employ school leaders with suitable expertise in the US curriculum. In addition, improvements in assessment, curriculum modification and the school's ability to meet students' needs were highlighted as being needed.
- The previous inspection evaluated the school as being weak, identifying significant deficiencies in most aspects of school life. Recommendations included improving leadership at all levels, students' behavior and teaching and learning. It was asked to ensure the curriculum was compliant and that teachers apply these standards appropriately. The school was asked to improve students' safety and security and to improve provision for students with special educational needs and disabilities (SEND).

Summary of inspection findings 2016-2017



Dubai Arabian American Private School was inspected by DSIB from 20 to 23 March, 2017 . The overall quality of education provided by the school is **weak**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Overall Dubai Arabian American School provided a weak quality of education for its students.

- While a number of areas of the school have improved, some have declined. Overall, there remain significant weaknesses in students' attainment. Children achieve acceptable levels of attainment and progress in the Kindergarten (KG) except in science where both are weak. Students' attainment and progress are acceptable in Islamic education and in Arabic as an additional language. In Arabic as a first language attainment is weak in middle and high school phases and progress is weak in the high school phase. Both are weak in most areas of English, mathematics and science.
- Students' personal development and knowledge of Islam and world cultures are acceptable across the phases. The school has significantly improved students' attendance. The behavior of girl students remains positive, as does their attitude to learning. Both have improved in the boys' section, although there remain incidents of unruly behavior from a few boys.
- Teaching is very variable across the school. It is most consistent in the KG and high school phases. While there are examples of high quality teaching, a significant proportion of lessons show weak teaching and learning. This is particularly evident in the elementary and middle phases. Most aspects of assessment are weak and require improvement.
- The US curriculum has benefited from being more accurately matched to the Common Core Standards (CCS) but lesson activities are not being sufficiently linked to CCS expected levels. As a result, with the exception of the KG, curriculum design is weak. All areas of curriculum adaptation are also weak.
- All areas of health and safety have improved and are acceptable. This includes enhanced security, child protection and anti-cyber bullying arrangements. Provision for SEND has been reorganized and procedures have been improved. However, this has not yet resulted in consistent and appropriate identification of students' needs, particularly those students with SEND.
- Leadership is acceptable with transitional challenges being managed well. Self-evaluation is weak because plans are not informed by accurate student assessments and contain insufficient impact details. Parental involvement is acceptable but the parents do not have sufficient opportunities to influence decision-making or learning. The governing body is taking a leading role in school improvement and improving resources.

What the school does best

- The improvement made to the leadership of the school.
- The impact of the governor's and school's actions to improve students' behavior and provision for their health and safety.
- The improving student attendance.

Recommendations

- School leaders should improve students' academic attainment and progress by:
 - establishing accurate baseline information on students' literacy and numeracy skills, and use this information to set measurable targets for improvement
 - comparing internal assessments to external benchmark data to ensure the accuracy of teachers' assessments
 - sharing with students and parents areas of strength and weakness, along with strategies to help students improve
 - making the best possible use of all assessment data to track students' attainment and progress accurately.
- Improve the quality of teaching by:
 - addressing the significant variation in quality, particularly at the elementary and middle stages of the school, and target professional development to raise standards
 - focusing formal lesson observations on how well teachers use student attainment information to modify their teaching approaches to meet students' learning needs
 - removing the barriers to learning caused by the lack of language acquisition in English through providing extensive opportunities for students to hear and read literary English.
- Improve the effectiveness of identification, provision and support for those students who have SEND, gifts and talents, resulting in students' progress accelerating.
- School leaders and the board of governors should;
 - bring the time allocated for the teaching of Arabic as an additional language into line with statutory requirements
 - ensure that students attend the school assemblies through registering student absences from the start of the school day and not at the start of the first teaching period.

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 their targets:

- Attainment in English, mathematics and science is below expectations.
- The school meets the registration requirements for the National Agenda Parameter
- The school is beginning to align internal and external assessments. Action plans, based on data analysis, have been produced but they are generalized and do not target specific subject weaknesses. Training on data analysis has been given but there is still a limited understanding of its potential to give detailed information about student performance. Therefore, it has had little impact in the classroom.
- There is no alignment of the curriculum so that students can access the TIMSS and PISA test type questions in lessons. The school is in the early stages of adapting the curriculum to provide opportunities for students to acquire a balance of skills and knowledge, and apply them.
- There is no collective approach across subject departments towards providing a focused program of language development which will support and help students to improve their application of skills.
- Students are unaware of how they performed in National Agenda Tests. Opportunities to develop research skills are very limited. There is little evidence of any effective use of technology in the classroom in order to promote or support learning.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Overall school performance

Weak

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	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Weak
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English 	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable ↓	Weak ↓	Weak	Acceptable ↑
Mathematics 	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Acceptable ↑	Weak
Science 	Attainment	Weak ↓	Weak	Weak	Acceptable ↑
	Progress	Weak ↓	Weak	Weak	Acceptable ↑
Learning skills		Acceptable	Weak	Weak	Acceptable ↑

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Weak ↓	Weak	Acceptable ↑
Assessment	Acceptable	Weak	Weak	Weak

4. Curriculum

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

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

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

6. Leadership and management

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

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable ↓
Mathematics	Acceptable	Acceptable
Science	Weak ↓	Weak ↓

- Attainment and progress in English are acceptable with most children demonstrating age appropriate understanding and use of English for additional language learners. Their abilities to speak and listen are more developed than their reading and writing skills when compared to expected levels in the curriculum framework. Most are also progressing in line with expectations although not all students are able to make verbal responses that form accurate short sentences.
- Math attainment and progress in KG are acceptable. A majority of children demonstrate developing numeracy skills in line with curriculum expectations. Consequently most students have appropriate number recognition and can repeat simple patterns and sequence objects in response to demonstrations by their teachers. By KG2, most form numbers properly and can solve simple addition and subtraction problems using single digits. Children are less skilled in using manipulatives for counting as there are insufficient opportunities to carry out practical tasks which increase their understanding of numbers.
- Attainment and progress are weak in science. Children are enthusiastic when participating in science activities but lack the practical skills required to help them to understand and learn about the world. They are able to learn facts through the formal learning activities offered to them. However, this often relies on repeating facts provided by their teacher. Consequently they do not have the opportunity to explore and discover their world through learning or to experiment and to form conclusions from simple practical tasks.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Weak	Weak ↓
Mathematics	Weak	Weak
Science	Weak	Weak

- In Islamic education most students attain age appropriate standards. Their high results in internal tests is not reflected in their attainment and progress in classwork and workbooks. Most students show appropriate understanding of Islamic concepts and values. As a result in Grade 2, they can discuss the Hadeeth about the good neighbor and in Grade 5 they can relate the concept of mercy to their daily lives. Most students make appropriate progress but they are less skilled in their abilities to apply correct recitation and memorization of verses from Holy Qur'an and Hadeeth.
- In Arabic as a first language, most students both attain and progress in line with national curriculum expectations. Their high internal assessment results are not reflected in the lower standards seen in lessons. Students have adequate listening and reading skills but many do not use classical Arabic confidently or read expressively. Students' skills in grammar are stronger than their abilities to write accurately in responding to dictation. Students' can write short letters and story reviews by Grade 5 but their abilities to redraft, extend their writing and carry out individual research are limited.
- The small number of students who study Arabic as an additional language attain in line with curriculum expectations and make expected progress. Internal assessment results are mainly acceptable and reflect students' actual standards. Students have adequate reading, grammar and copying skills. However, they struggle when speaking and can only respond to basic questions. Grade 5 students are improving their vocabulary. While they write to a basic level they are unable to extend their writing beyond short responses.
- Most elementary students do not attain curriculum standards in English. A majority have only basic skill levels in listening and speaking. While they can apply phonics to decode simple words they are not able to comprehend grade level texts to meet curriculum standards. Writing skills are also below standard. Students do not read or write extensively, and their progress is weak. Overall, student attainment is below the expected standards for their age. This is reflected in benchmark tests. Progress is weak.
- Students' attainment and progress in mathematics are weak as shown in both MAP (Measures of Academic Progress) benchmark tests and in their coursework which is assessed against the Common Core Standards. They show insufficient understanding and ability to apply mathematical concepts. Many lack sufficient linguistic skills in English to help them understand these concepts. Consequently their ability to apply the correct mathematical operation to solving word problems is limited. Levels of attainment, over time, are consistently low.

- Students' attainment and progress are below age expectations in science. While internally assessed tests indicate very good attainment for the majority of students, this is not reflected in their coursework or in external benchmark tests. Students' understanding and ability to apply scientific concepts are underdeveloped. Their abilities to speak about aspects of scientific facts is slightly stronger. However, by the end of the phase scientific enquiry skills are limited for the majority of students and they have little understanding of scientific investigation methods.

 Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable ↑	Acceptable ↑
Arabic as a first language	Weak	Acceptable ↑
Arabic as an additional language	Acceptable	Acceptable
English	Weak	Weak
Mathematics	Weak	Acceptable ↑
Science	Weak	Weak

- Most students attain and progress to an acceptable level in Islamic education. This is shown in Grade 7 where students understand the negative impact of sin. In Grade 8, most show an understanding of the positive influence of cohesive societies through Islam. Generally, students understand the importance of Islamic values, Understanding is stronger in the girls' section. Students achieve expected levels in their knowledge and understanding of the prophet's biography (PBUH). A few of them can use research to extend their knowledge and understanding. However, understanding of appropriate worship and recitation skills are less well developed.
- Although most students in Arabic as a first language make acceptable progress when measured from their starting points, they do not reach expected National Curriculum standards. In lessons, students' standards are weak but this is not reflected in their high results in internal assessments. The majority of students have adequate listening and reading skills but many do not read fluently and are not comfortable using classical Arabic. Grade 8 students acquire sufficient grammatical knowledge and write appropriately in a range of genres. However, their formal writing is limited, particularly when using persuasive text.
- In Arabic as an additional language, most students achieve in line with curriculum expectations for their age and make adequate progress. The high internal assessment results are not reflected in students' work in class. Students have appropriate reading and basic grammar skills. A minority of students have limited listening and speaking skills. They do not respond well to basic instructions or engage in conversations at length. Progress in handwriting, vocabulary and comprehension is developing appropriately. However, their ability to write at length is underdeveloped.
- In English, students do not achieve or progress to expected levels for their age. Their attainment and progress are weak as measured by international standards. Their ability to read and comprehend grade level texts shows limited proficiency in the English language. This includes their listening and speaking skills. Their reading skills are also not well developed. Their skills in writing show variable levels of spelling, punctuation and grammatical knowledge. Most students are not proficient in organizing ideas and in writing paragraphs and essays.

- In math, students attain below the expected levels as measured against CCS standards. However, their rate of progress is in line for expectation and age. Data from external tests also indicate that student performance is weak. In lessons, less than three quarters of the students are reaching the expected curriculum standards. Students progress appropriately against the stated learning objectives for number, shape, position and movement and in terms of problem-solving.
- The attainment and progress of students in science is weak when measured against international benchmark tests and in lessons and coursework. The lack of English language acquisition is often an obstacle to students' understanding of key scientific concepts resulting in barriers to achievement. A majority of students can respond to the knowledge being taught by their teachers but lack the ability to apply this in different contexts. Whilst students can understand simple concepts, such as the layers of the Earth, they have not developed sufficient scientific enquiry skills.

 High		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable ↑
Arabic as a first language	Weak	Weak
Arabic as an additional language	Not applicable	Not applicable
English	Weak	Acceptable ↑
Mathematics	Weak	Weak
Science	Acceptable ↑	Acceptable ↑

- Most students attain and progress in Islamic education in line with expected levels for their age. As a result, most students in Grade 9 show appropriate understanding of how a good Muslim should apply his or her faith to business. In Grade 11, students understand the impact of honesty on creating a peaceful society. Girls make consistently better progress than boys. Overall, students' skills in recitation and memorization are less well developed.
- Students attain standards below national curriculum expectations in Arabic as a first language and they make slow progress. Internal assessment results are not reflected in standards attained in lessons. A minority of students have adequate listening and reading skills but most students do not use classical Arabic confidently. A minority of students in Grade 12 develop their writing appropriately. Overall, students do not write enough or write in a range of genres. Progress of students is slow because of low expectations, slow pace and when work does not match students' learning needs.
- In English, students' attainment does not meet international standards. Students show variable skills in listening and speaking and, overall, girls outperform boys. Students show limitations in reading grade level texts and in writing at length or for different purposes. Most students make acceptable levels of progress in their classwork in speaking, and in their abilities to write essays and stories when supported by writing frames. They are making appropriate progress in developing their oral language skills through expressing personal opinions in formal presentations to others.

- In math, a majority of the students are not achieving the expected levels when measured against curriculum standards. They make insufficient progress. Girls outperform boys but, overall, students are not sufficiently skilled in the key elements of the subject. In lessons, a majority of boy students are disengaged and this has a significant impact on their progress. As a result, students are not achieving expected levels in mathematics.
- In science, almost all Grade 12 students attain at or above curriculum expectations in internal tests. There are no external SATs or AP exams to provide a comparison with students' performance in other schools. Students' abilities to apply scientific knowledge are generally in line with age expectations as is their progress in lessons and coursework. Students in Grades 10 to 12 are improving in their abilities to develop critical thinking and analytical skills. Most students can complete scientific calculations well but show limited practical or enquiry skills.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Weak	Weak	Acceptable ↑

- Although most students demonstrate positive attitudes toward learning in the elementary and middle phases most can only work for short periods without their teachers' intervention. Overall, students do not reflect enough on the quality of their learning although this is better in girls' classes. Most children in the KG sustain their interest and most high school students know how to improve their work.
- Many students work productively in groups but their abilities at the elementary and middle phases to interact and discuss their learning is variable and is often not expressed during whole class lessons. Most KG and high school students collaborate productively. Older students express their ideas clearly with a few showing developed skills in presenting and sustaining their views in debates.
- Students in all phases make limited connections to areas of learning and to the world. When connections are made they are often superficial in depth. KG children and high school students make more effective links with girls being more successful than boys. A minority of students, particularly at the high school phase, show a well-developed understanding of how to apply their learning.
- Students below the high school level rarely research independently or use learning technology effectively. Across the phases, critical thinking and problem solving skills are underdeveloped. Students rarely lead learning through presenting their views to the class or develop innovative solutions to open ended problems.

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

	KG	Elementary	Middle	High
Personal development	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable ↑

- Most students in elementary school and children in KG have positive attitudes towards learning and a developing self-reliance, particularly the girls. They respond adequately to comments from their teachers. However, a minority of boy students in the middle and high phases are often insecure, lack self-reliance and show negative attitudes towards learning.

- Students generally respect and follow school rules in lessons, particularly those in lower grades and girls across the school. A minority of boys require supervision in the corridors to control their behavior. In lessons, when class management is not so strong, they misbehave. Occasionally, their poor behavior disrupts lessons and break times.
- Relationships have improved between students and most of their teachers. As a result, most students are friendly and cordial. Children in KG and students in elementary and middle schools interact positively in class and are willing to respond to their teachers' questions and when working with others during group activities. High school students, particularly the girls, interact well together.
- Students demonstrate a general understanding of safe and healthy living. They participate enthusiastically in health awareness activities, such as breast cancer, diabetes and thalassemia discussions. Students do not always choose healthy options in the school's cafeteria and levels of obesity have increased.
- Attendance has improved and was high in the most recent semester, having improved significantly from the previous year. The school only registers students before the first teaching period starts. As a result, many students miss the morning assembly by arriving late to school.

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

- Most students are respectful and appreciative of Islamic culture. They are able to link their understanding of Islamic values to UAE and other cultures. They understand the features and impact of these values on their daily life in the UAE. Students show respect and are sensitive to the different cultures in the school.
- Most students have a well-developed understanding of Emirati heritage and talk positively about the cultural features throughout the school. They appreciate the attractive displays and opportunities to make these cultural links in learning. Students participate in national, international and Flag Day celebrations. Emirati students are particularly proud of their heritage.
- Students have appropriate understanding of Emirati traditions including food, music and dance. They collaborated well with their parents and school staff in developing a wide range of cultural themes during International Day. Most students are able to identify key features of some other countries. Their understanding of global cultures is underdeveloped.

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

- A student council was elected at the beginning of the session. It is beginning to contribute to school decision making. KG children are responding well to the age-appropriate allocation of responsibilities. Although students enthusiastically contribute to raising funds, for example for refugees and Dubai cares, wider community links are underdeveloped.

- Students show variable work ethic with the girls consistently more focused on their learning than boys. Most students in the elementary and middle phases are starting to build confidence in working independently but have insufficient opportunities to do so.
- Many students understand aspects of conservation and are able to identify some world pollution issues. Students participate in, but are not initiating environmental initiatives in the school, such as in recycling and clean energy.

3. Teaching and assessment

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

- The majority of teachers have reasonable subject knowledge. However, they use a limited range of strategies to support students for whom English is an additional language. Kindergarten teachers do not sufficiently support children's discovery learning. Teaching strategies are better in the high school in most subjects. Even here, few teachers encourage students to take an active role in learning.
- Lesson planning is improving. KG plans contain learning standards but offer limited opportunities for creative activity. In Islamic education, Arabic and English planning is more consistent and includes the use of IT to stimulate learning. Planning in science and mathematics is too generic. Across the school, plans lack differentiation and do not identify students with SEND. Some lessons lack pace or adequate expectation.
- Most, but not all, teachers interact positively with students. In general, teachers ask too many closed questions, which limits learning particularly in high school Arabic and elementary and middle school science. Questioning is more effective in English and occasionally in mathematics in the elementary school. In the best examples of high school science teaching, teachers develop students' curiosity by encouraging them to think critically.
- Teaching strategies are limited in all phases of the school but particularly in elementary and middle. Teachers rarely adapt their approaches to support students' abilities or different types of learners. KG teachers deliver knowledge to the whole group rather than assisting children to learn through discovery. Teachers of Arabic as an additional language fail to make use of the small group sizes to personalize learning. Worksheets are insufficiently challenging, particularly in science and mathematics.
- Most lessons are characterized by teacher-dominated knowledge based learning. As a result, critical thinking and independent learning skills are not well developed. Across the school there are a few examples of stimulating teaching. This is most consistent in Arabic as a first language in elementary school, in science in the high school and in a few English lessons.

	KG	Elementary	Middle	High
Assessment	Acceptable	Weak	Weak	Weak

- Internal assessment procedures are not applied consistently across all subjects and they are not linked closely to the KHDA curriculum standards. Therefore, the assessments for attainment and progress are not always reliable or accurate. As a result, it is difficult for the school to compare achievements with that of students in other schools nationally and internationally.
- The school has identified the importance of benchmarking students' outcomes against external national and international expectations but this process is only just beginning and the school has not embedded these processes and ensured they are understood by everybody.
- The school uses assessment data to some effect, to monitor students' progress but it is mostly based on performance in internal assessments and it does not provide sufficiently accurate information nor is it used consistently and effectively.
- Leaders and teachers are aware of the need to analyze assessment data to make adaptations to the curriculum and modifications to teaching strategies. However, their understanding of how to use assessment is limited so there is little impact in terms of meeting the needs of different groups of students.
- Teachers' knowledge of students' strengths and weaknesses is limited. Lessons lack challenge and this slows progress. Written feedback is limited and does not provide suitable comments to help students improve. There is no effective setting of targets and students are rarely involved in assessing their own learning.

4. Curriculum

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

- The school's Arabic as an additional language curriculum is not compliant with MoE regulations. Instruction in Arabic as a first language exceeds the required amount determined by the MoE and is also taught in the KG. The school continues to implement the California Common Core Standards (CCS) along with the Next Generation Science Standards in Grades KG1 to 12.
- The Arabic, Islamic and CCS are planned and identify a balance and progression of skills and knowledge. In KG, the amount of instructional time for English is inconsistent and varies by class. Additionally, KG students, most of whom are second language learners, do not receive English instruction every day. In Grades 9 and 10 the amount of instructional time in English is less than in the preceding and following years.
- The school is not meeting the requirements of a US curriculum school of offering students a choice of electives, especially in the high school. The school has limited choice with students choosing between a business or science stream. Students are not benefiting from expanded, high interest curricular choices to enhance the curriculum.

- Teachers across all grade levels incorporate cross-curricular links into their subject planning to help students relate their learning to their lives. This planning is not implemented consistently across all grades and subjects.
- The school has aligned the CCS learning outcomes more accurately to match age related activities. However, there are insufficiently skilled high quality teachers with the knowledge needed to provide learning activities that fully reflect the requirements of the broad CCS descriptors. The school has not fully evaluated the quality and time allocated to these learning activities to ensure that they meet students' needs.
- The UAE social studies program is compliant with MoE requirements. It is taught in Grades 3 to 8 in Arabic and Grades 9 and 10 in English as world history. Some lessons lack creativity and the material is presented in a direct question and answer format. Assessments are not sufficiently formative and students are not provided with accurate feedback on their progress and next steps in their learning.

	KG	Elementary	Middle	High
Curriculum adaptation	Weak	Weak	Weak	Weak

- Modifications often rely on the use of worksheets but these are not differentiated to meet the needs of all groups of students. The work with students with SEND shows little modification to the curriculum. On occasion there is appropriate challenge in lessons for students, especially the more able, but these are rare. Progress for most students is weak.
- The school utilizes textbook systems followed up with videos with language, which are often too challenging for students to understand. Students go on field trips to enhance the curriculum and there are examples of innovation in the business studies department where students take initiative and visit businesses to conduct research. There is physical education on the timetable but limited competition with other schools.
- The school provides social studies in Arabic from Grades 1 to 9 and there are appropriate opportunities for students to learn about the Emirati culture and UAE society. However, other subjects do not provide a consistent integrated curriculum appropriately linked to Emirati culture.

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

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

- The child safeguarding policy is clear. All teaching staff have received child protection training. They understand their responsibilities and how to raise concerns. Nannies, drivers and other support staff have not received that training. Safer recruitment procedures are supported by a new school policy, but are not fully reflected in practice. Students have received police-led workshops on internet safety, cyber-bullying and drug abuse.

- Security of the site is much improved. New risk analyses relate to buildings, facilities and educational visits. Evacuation drills are efficient and many staff are trained in first aid and use of fire equipment. Student health needs are met well by the clinic staff. However, active supervision to manage students' behavior during breaks and in the cafeteria, is inadequate
- The site, buildings and buses are well maintained. Significant improvements have been made to sports facilities, classrooms, shaded play areas and eating areas. Excellent records are kept of repairs, refurbishments, renovations and the range of regulatory checks that are required.
- Plans exist to install a lift to access upper floors. There is emergency equipment to evacuate those with impaired mobility down the stairs and ramps have been altered to improve access to the ground floor. Classrooms are appropriately sized, furniture is in good condition and any trip hazards are clearly marked.
- The school promotes safe and healthy lifestyles, including routine body mass screening. Health education is not integrated within the timetable but is supported by individual sessions delivered by clinic staff. There is input by external speakers on lifestyle issues associated with the Internet. Some students participate in sports but the refurbished swimming pool is not in use.

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

- Supervision of students has improved, with resulting improvements in behavior. There are however still inconsistencies in supervision, such as in the cafeteria. Many girls and lower grade students form good relationships with staff and with fellow students. Supervision is being provided in the corridors of the boys' section.
- Attendance levels have improved significantly due to actions taken by the school. Students understand the consequences of inconsistent attendance. Heads of department are quick to respond to absence and make speedy contact with parents to resolve issues. Punctuality remains an issue for the school with many arriving after the formal school start time, with resultant learning time being lost.
- The procedures for identifying students with SEND have developed under the new leadership but remain weak. Leaders have set up procedures, which aim for identification to begin early in a student's school career. The work of identifying students with gifts and talents has not begun and this means that many students capable of more challenging work are missed.
- The systems to support students with SEND and modify their curriculum are weak. Staff respond to guidance for working with students with SEND but their skills are generally underdeveloped. As a result, there are many instances where modifications do not meet the needs of students with SEND, gifts and talents.
- Academic guidance is provided by the new counselor. She offers the older students, particularly Grade 12, guidance in their academic choices. Together with other staff, she is also able to offer guidance to students in the move towards higher education through activities such as visiting university open information sessions.

Inclusion

Provision and outcomes for students with SEND

Weak ↑

- In the short time she has been in the school the new special educational needs co-ordinator (SENCO) has made a determined start to developing the work of SEND. This has resulted in a series of policies and systems being put in place to address the lack of a previous structure. A solid foundation is beginning to be formed but, at the time of the inspection, did not have the necessary capacity to improve the provision for students with SEND.
- Basic assessment procedures are in place to identify students with SEND. As a result, identification procedures do not sufficiently inform modification to reduce students' barriers to learning. Once a student is identified with SEND, the leader determines the type of intervention needed and completes an individual education plan (IEP) to direct support. However, the use of these IEPs by teaching staff is inconsistent.
- The school keeps parents informed of their children's progress. However, some parents are critical of the school's processes and feel the school does not fully understand the needs of their children. Communication with parents is not strong enough to secure parents' confidence and improve their knowledge to help them support their children.
- Very few effective educational modifications are in place. Too often the provision in the classroom does not match need. The quality of the IEPs is improving but the advice they contain is frequently not being followed in day-to-day teaching. As a result, there is very little acceleration of progress in basic skills. Guidance for teachers, through training, is essential to further the work of students with SEND.
- Students' work over time is weak, which is shown particularly in their limited reading skills in English. Many students with learning or behavioral support needs are not making the progress they should. A lack of teaching skills in the classroom means that, in many cases, students struggle with the assigned work. There is no tracking of student progress over time although a recently introduced reading support program should track progress.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The school has made significant changes to senior and middle management since the beginning of the session. The principal has established stability in the school through new leadership and teaching appointments, and new organizational structures. He has worked very productively with staff, parents and students to develop the school's values and to promote improvement across the school.
- A considerable number of new school policies and procedures to enhance the curriculum, lesson planning, teaching and learning have been introduced. Senior and middle leaders are beginning to focus the school more effectively on targeting improvements to students' learning. They are increasingly applying more consistent approaches to managing the phases and departments within the school.

- New and established staff are committed to the school. The principal, working with the school governors, is enhancing leadership by providing targets that help focus the school more clearly on school improvement. Leaders regularly consult with teachers and increasingly with parents and students to agree improvement objectives.
- Leaders across the school are aware of the need for significant further improvement. In the relatively short time that most have been in post they have established positive working relationships and are starting to address the weaknesses in the school. As a result, they are increasing their capacity to support continuous improvement.
- The school has introduced a more regular and structured approach to reviewing and evaluating its work. This includes an overhaul of the school's curriculum to bring this more in line with statutory requirements. Teachers, including the significant numbers of those recently appointed, benefit from a more coherent approach to evaluating and supporting their work.

School self-evaluation and improvement planning

Weak

- Leaders and governors have introduced new processes for self-evaluation that have not impacted on school improvement sufficiently. Overall, the school has a realistic view of its main priorities. School leaders have established better systems for analyzing student attainment and progress but have not formed an accurate view of student achievement to target the work of the school.
- School leaders regularly observe teaching and learning and provide useful comments to staff. This is beginning to provide an overview of the quality of teaching. While the school is aware of the considerable variability in this area, they are at an early stage of identifying specific actions required to address areas of weakness through professional development and review. Formal observations do not focus sufficiently on the quality of students' learning.
- Processes for school improvement planning have been revised and improved. The plan is appropriately structured. However, it lacks information on the progress made against improvement objectives. In addition, these are often ill-defined. There is also a lack of criteria to measure any impact. The school's self-evaluation documents lack both consistency and information to provide evidence of school improvement.
- The last report's recommendations have been partially addressed. Leadership and student behavior have improved. Teaching remains variable in quality. The curriculum is broadly compliant, although class activities are not meeting students' needs. The time for Arabic for additional language learners is insufficient, as is the quality of provision for students with SEND.

Partnerships with parents and the community

Acceptable

- The school is increasingly encouraging parents to be involved in school life. A parents' council has been enhanced but does not consistently influence school decision-making. Parents are pleased with the increased opportunities to discuss school plans and actions. Parents engage enthusiastically in school celebrations and events but do not regularly support learning in the school to improve students' achievements.

- The school has improved its communication with parents. It has increased the quality and regularity of electronic and written communication. Parents are responding to the increased formal and informal opportunities for parental meetings. Systems are in place to respond to parental concerns more promptly and the principal and owner discuss with parents any issues that emerge.
- Parents are informed about the curriculum and their children's progress in school examinations through accessing an enhanced electronic communication system. They understand the UAE National Agenda as a result of recent workshops. However, parents would like more information reports on their children's progress indicating their children's strengths and weaknesses as well as improvement strategies.
- The school makes occasional links with the local community, mainly to support a range of educational competitions and local and national celebrations. Students are benefiting from work experience activities such as a cross-curricular 'Young Entrepreneur' initiative involving Grade 11 and 12 students and a behind the scenes experience of the hotel industry, both led by the business studies department.

Governance

Acceptable

- The governing body has expanded to include a balanced representation of members with educational and business experience. The owner and other governors meet regularly with parents through 'open door' events and through questionnaires and participation in school meetings to help set school priorities. However, there is no parental representative on the board.
- The governors have taken a strong lead in improving the school. They have created a three-year improvement plan and have implemented its first phase resulting in radical changes to leadership, teaching and the curriculum. Regular meetings between the owner, other governors and school leaders are informing governors of the impact of changes in the school and influencing decision-making.
- The governors hold the school accountable for student achievements through analyzing mainly internal data. This is not providing an accurate overview of student performance. The school benefits from the corporate links of the parent company to enhance resources, including a pilot program for e-learning, as well as managing recruitment processes and linking staff performance to annual review and development.

Management, staffing, facilities and resources

Acceptable

- Most aspects of the day-to-day management of the school are adequately organized. Timetabling makes satisfactory use of available areas to meet the needs of students and staff. Recent improvements to the organization of the school are ensuring a more effectively organized learning environment for students and is enhancing parental access to the work of the school.
- There is a sufficient number of qualified teachers deployed appropriately. The school provides professional development programs to meet teachers' needs. A minority of teachers who teach in academic areas other than Arabic and Islamic education are scheduled to complete testing for English proficiency.

- The premises and environment are adequate for the learning activities and the needs of students and staff. Access into and within the school is appropriate for students and staff, except for the absence of a lift to provide access to upper levels for persons who may have limited mobility.
- Resources are sufficient to support adequate teaching and learning, including projectors in every classroom, laptops for teachers, two computer labs for students, and access to an online e-learning library. The school's library has a relatively small number of books for students in English and Arabic.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	98
	2015-2016	76
 <p>Teachers</p>	80	
 <p>Students</p>	153	

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

- Almost all of the small percentage of parents who responded to the survey think that their children are safe at school. Almost all parents and teachers, and a large majority of students, are satisfied overall with the quality of education.
- Almost all teachers, most parents and a majority of students think that the school is well led.
- Almost all teachers think that students have a good understanding of Islamic values, and most parents and students agree with them.
- Parental written comments included concerns over the impact of continuous staffing changes and inconsistent quality of teaching. They would like to receive clearer reports on their children's progress, including their strengths and weaknesses.
- Less than half of the students who responded think that school leaders listen to them, with just over half believing that the school is a welcoming and friendly place and that teachers treat them fairly.

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