

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



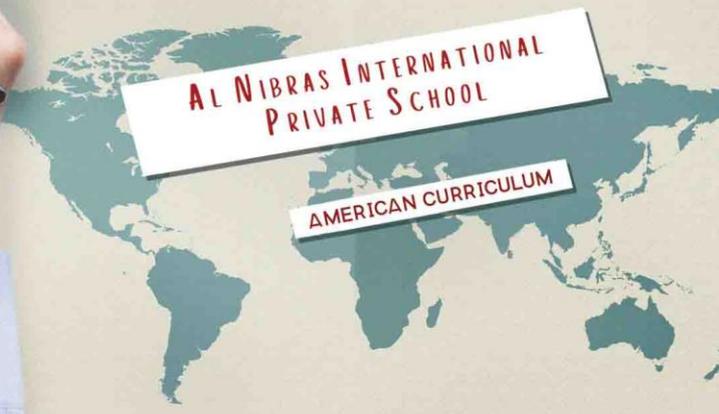
النبراس
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Al Nibras
International
Private School

Celebrating
10 years of
inspections



**AL NIBRAS INTERNATIONAL
PRIVATE SCHOOL**

AMERICAN CURRICULUM

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School information

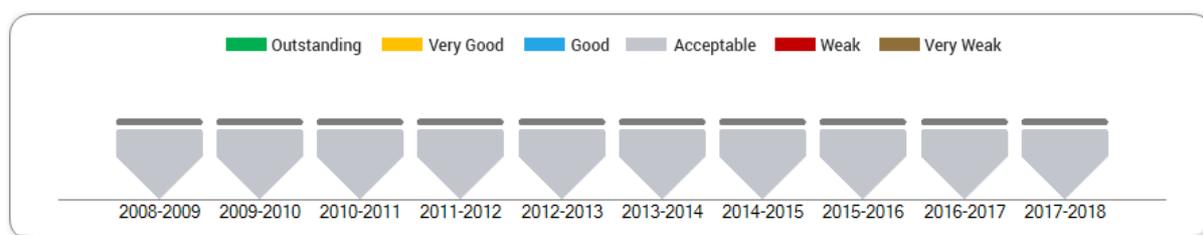
General information	
Location	Green Community
Type of school	Private
Opening year of school	2005
Website	www.nisdubai.ae
Telephone	0097148853330
Address	Dubai Investment Park, P O Box 54084
Principal	Katherine Bradley
Principal - Date appointed	October 1 2016
Language of instruction	English
Inspection dates	06 to 09 November 2017

Teachers / Support staff	
Number of teachers	61
Largest nationality group of teachers	American
Number of teaching assistants	22
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	33%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	769
Number of children in pre-kindergarten	0
Number of Emirati students	34
Number of students with SEND	24
Largest nationality group of students	Arab

Curriculum	
Educational permit / License	US
Main curriculum	US
External tests and examinations	SAT, AP, MAP
Accreditation	NEASC candidate
National Agenda benchmark tests	MAP

School Journey for Al Nibras International private 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

Al Nibras International Private School was inspected by DSIB from 06 to 09 November 2017. 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

With support from governors, the principal and senior leadership team have achieved much in the relatively short time since the previous inspection. Some performance indicators have improved in quality, and there is now a firm foundation for further improvement. Most aspects of leadership, including management, self-evaluation and improvement planning are now effective. Partnerships with parents and the wider community are limited but are acceptable overall.

Students' achievement

Across the school, most students achieve at least in line with expectations in all key subjects except Arabic. Students make good progress in elementary and high school mathematics, and in Kindergarten (KG) English. Progress in Arabic as a first language is now acceptable in the high school against a backdrop of weak achievement elsewhere in the subject. Students' learning skills are acceptable from elementary to high school.

Students' personal and social development, and their innovation skills

Students' personal and social skills remain at a good level. Their attendance is good, and their behavior has improved. Students' attitudes towards learning, towards others and towards the wider community are positive, particularly in the high school. Students' knowledge of Islamic values and the Emirati culture is well developed, but their understanding of other cultures is weaker.

Teaching and assessment

Although standards vary considerably the overall quality of teaching is acceptable. Professional development has led to improved teaching, particularly in the KG and the high school. Whole-school systems for assessment are well developed. However, teachers do not always use assessment data fully to match learning tasks to the learning needs of groups of students.

Curriculum

The quality of the curriculum has improved, and it is now good across all phases. The range of courses available is extensive in the middle and high school. While there have been some innovative curricular changes in both the KG and the elementary school, data-informed curriculum modification remains an aspect for development.

The protection, care, guidance and support of students

Staff have actively addressed recommendations from the previous inspection. The arrangements for health, safety, care and support are now good across all phases. The school promotes health and well-being in a range of ways. The progress of students with special educational needs and disabilities (SEND) remains broadly in line with their peers.

What the school does best

- The accurate self-evaluation that has brought about improvements in curriculum provision, standards of teaching and students' academic outcomes
- Students' good behavior and attitudes towards learning and towards each other, their understanding of Islamic values and Emirati heritage and their good social responsibility
- The school's good arrangements for health, safety, care and support.

Key recommendations

- Improve students' attainment and progress in Arabic.
- Ensure that the school's revised assessment policy, which is now of high-quality, is fully implemented, consistently by all teachers.
- Modify the overall structure of the curriculum to meet the learning needs of all groups of students more effectively, including the gifted, talented and Emirati students.
- Improve consistency in teaching, by using the assessment information from data analyses to match tasks and activities to the learning needs of different groups of students, including those with SEND.
- Build on the positive practice which already exists in the school, to improve teachers' questioning to develop students' critical thinking and independent learning skills.

Overall School Performance

Acceptable

1. Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Students' attainment in English, mathematics and science in the National Agenda Parameter (N.A.P) benchmark tests is below expectations.
- Leaders understand N.A.P data analysis, have trained teachers and have an action plan to address most key priorities. The resulting interventions have yet to show their impact on raising achievement.
- Teachers are given useful analyses of cognitive ability test (CAT4) data. The school is working on aligning these to internal assessment data to use them more effectively in providing more appropriate learning activities for individual students.
- Staff have realigned the curriculum in mathematics, English and science to take account of N.A.P requirements and are working to make the development of the required skills more systematic.
- Most lessons involve a critical thinking question, but teachers do not sufficiently challenge students to apply critical thinking to all aspects of their work. Opportunities for open-ended problem solving and inquiry-based learning are limited.
- N.A.P reports are known to a majority of students, but they have not had an impact on learning because target setting is limited in scope. Students have insufficient opportunities to develop their research skills.

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.

- Led by the principal, the school's 'Emirati Care' team effectively mentors students across all phases. As a result, school leaders and governors appreciate these students' aspirations more fully. The school has not sufficiently personalised its academic provision to enable all students to realise their potential.
- The learning skills of Emirati students develop in line with those of their non-Emirati peers. Emirati students benefit to the same extent from current interventions that support all students. The school has not made effective use of students' performance data to focus interventions on meeting this cohort's specific learning needs.
- Emirati students benefit from regular mentoring conversations that explore their interests and ambitions. These conversations increasingly focus on achievement. Mentoring leads to valuable experiences for students, such as workplace visits. The school does not strategically address any gaps in Emirati students' knowledge, understanding and skills.

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

Moral Education

- Moral Education is integrated into social science, physical education and English in Grades 6 to 9 and is a stand-alone class, taught by a specialist or class teacher in Grades 1 to 5.
- The program lacks overall co-ordination and coherence. It is implemented differently by teachers in the different phases leading to uneven progression in the development of students' knowledge and skills.
- Students' ability to reflect on their learning, to solve problems and to think critically, is evident but inconsistent. The school is exploring ways to involve parents and the wider community more effectively.
- Assessment planning is underdeveloped in each phase. Assessment processes currently lack coordination across the grades.

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

Social Studies

- The curriculum is delivered in English in Grades 1 to 8. It is integrated with English in Grade 9. The program mainly follows the UAE social studies guidelines and learning outcomes.
- Teachers demonstrate secure knowledge and use appropriate strategies and resources to enhance lessons.
- Students' learning skills are variable. Overall though, a majority of students, sometimes think critically and solve the problems they are given in the subject.
- Summative and formative assessments are linked to the UAE social studies' learning outcomes. Assessment data are collected but are not always effectively analyzed or used to adapt teaching to meet the needs of individual students.

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

Innovation in Education

- There are a few examples of students' use of technology in lessons and not enough opportunities for substantive, student-led learning across the school.
- Students sometimes take the initiative by suggesting community projects, but the school organizes them on their behalf.
- Some lesson planning incorporates strategies designed to promote students' problem solving and research skills, occasionally including real-life applications.
- A wide variety of STEM and ICT courses are available in the high school. A focus on health and well-being in the elementary school offers some opportunity for innovation.
- Senior leaders are beginning to promote innovation across the school. They work hard to encourage staff and students to be innovative through teaching and learning. This is showing some signs of success.

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

Main inspection report

1. Students' achievements

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

- There is little variation in student achievement across the phases. Most students make acceptable progress and attain in line with curriculum expectations.
- Students' understanding of Islamic teachings and acts of worship is adequate whereas their progress in developing their thinking skills is limited, because teachers do not always match tasks to their learning needs.
- Students' recitation of the Holy Qur'an skills remains underdeveloped.

For development

- Provide more opportunities for students to develop their recitation of the Holy Qur'an skills and their higher-order thinking skills.

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

- Most students in the elementary school and high school make expected progress in relation to their starting points. In the middle school, however, students make slower progress. Most students attain levels in line with curriculum standards across the elementary school, but attainment remains weak elsewhere.
- Students' speaking and listening skills are adequate in relation to their age across the school. However, their knowledge and understanding of figurative language and grammatical structures is below expectations. Their extended writing remains underdeveloped across the school.
- New teaching strategies have had a positive impact on students' progress in the high school. Students in that phase discuss, reflect and assess their outcomes within their groups using age-appropriate levels of standard spoken Arabic.

For development

- Provide more opportunities for students to extend their writing and improve their knowledge of grammar.

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

- Most students in the middle school and high school make insufficient progress from their starting points and attain levels that are below curriculum expectations. Overall, students' achievement is better in the elementary school. Students' limited use of vocabulary and difficulty in using the language in contextual concepts are common in the middle school and high school.
- In the elementary school, students use words and simple sentences in a range of contexts. Students' abilities to express themselves, orally and in writing, and to communicate effectively are weaknesses across the middle and high schools.
- Teachers' effective use of Arabic in the classrooms, as the language of instruction and dialogue, leads to more rapid progress in the elementary school.

For development

- Provide students, especially in the middle school and high school, with opportunities that enable them to develop their writing and speaking skills.

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

- In the KG, a majority of children begin their learning journey as second language learners. They make good progress, and their attainment is in line with curriculum standards. In all other phases, students' achievement is consistently acceptable.
- Students' progress across all grades is enhanced through increased opportunities for reading, writing, speaking and listening.
- Students' progress is better when teachers require them to take more ownership of their learning. Upper elementary and middle school students benefit from writing opportunities that allow them to be creative.

For development

- Develop a sharper focus on the four language skills, particularly reading and opportunities for students to read and respond to literature in the other phases.

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

- Across the school, students' attainment is in line with curriculum standards. Their progress is better in the elementary school and high school due to higher teacher expectations and greater challenge in lessons.
- Lesson observations and data analysis confirm that girls' performance levels are higher than boys'. Students' skills in calculations are better than their reasoning skills. In the middle school, overly teacher-centered strategies restrict students' progress.
- In the best lessons, students' progress is enhanced by teachers' effective application of the newly-adopted AERO curriculum which promotes a deeper understanding of mathematical concepts and application of knowledge.

For development

- Provide more opportunities for student-centered learning and greater challenge that is set by higher teacher expectations.
- Focus on developing students' higher-order skills such as application and reasoning.

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

- Across the phases, students' attainment and progress are at a similar level, with most students attaining at curriculum expectations. In the high school, there is no significant difference in students' achievement across the various science courses.
- In the KG, most children demonstrate good skills of observation. Elementary school students help design experiments and think about how to ensure that they are fair tests. In the middle school and high school, students have a theoretical understanding of the scientific method but do not always fully develop skills to plan and carry out their own investigations.
- Students across all grades can apply mathematical understanding to scientific topics. They have begun to make progress in understanding some of the theories that underpin the scientific knowledge they have acquired.

For development

- Develop students' use of the scientific method and their skills to evaluate their work and consider improvement strategies.

	KG	Elementary	Middle	High
Learning Skills	Good ↑	Acceptable	Acceptable	Acceptable

- In the KG, children enjoy their learning and work independently with little guidance from teachers. Most students, across the other phases, engage willingly with their teachers.
- Across the upper three phases, a large majority of students work well together. In the high school, independent work allows students to develop better work habits. However, excessive teacher direction in many lessons restricts opportunities for critical thinking and independent learning.
- Teachers have begun to focus on innovation, inquiry, and the use of learning technologies. However, opportunities remain insufficient for this to be an embedded practice in most lessons.

For development

- Increase the use of learning technologies and the promotion of students' critical thinking and independent learning.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good

- Students in all the phases show positive attitudes towards their learning and towards each other. They act responsibly and are self-reliant, particularly in the high school. Students generally respond well to feedback from their peers or their teachers.
- Students respect school staff and are helpful to each other. They behave well and rarely arrive late to school or to class.
- Some recent school initiatives to promote health and well-being involve students in helping their peers to develop healthy lifestyles.

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

- Most students show a good appreciation and understanding of Islamic values and how they influence life in the UAE.
- Children in the KG enjoy learning about the UAE. Students in the other phases understand and have an appreciation of Emirati culture and heritage. Across the school, students appreciate Dubai's diversity and openness.
- High school students embrace multi-cultural awareness and appreciation through their involvement in clubs and events. Students' understanding of cultures other than their own is less developed.

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

- Students' social responsibility is well developed across all four phases. Students are knowledgeable and can speak about environmental issues, including sustainability. Whilst they organize recycling effectively across the school, there are fewer opportunities for students themselves to initiate wider, community projects.
- A strength of the school is the development of leadership roles for middle and high school students. This includes the student council that takes up responsibilities and contributes actively to the school, such as managing charity collections.
- The school implements plans to broaden students' horizons by providing opportunities for learning in and contributing to the wider community beyond the school but these have yet to have a significant impact.

For development

- Provide more opportunities for students to contribute to the community inside and outside the school through initiating innovative projects.

3. Teaching and assessment

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

- The quality of teaching varies from weak to very good. It is more consistently good in the KG and in the high school, where teachers promote independent learning more effectively than in the other phases. In the KG, teachers successfully encourage children to explore the world around them.
- Teachers have good subject knowledge and usually apply it well to provide interesting lessons. Questioning which promotes some critical thinking is mostly evident in the high school. In the best lessons, teachers differentiate activities to meet the learning needs of different groups of students.
- Teachers benefit from professional development activities that focus on differentiation and student-centered learning. There are early signs of improvement in the latter aspect across the school.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The new assessment policy provides clear guidance on how to use assessment information effectively to both monitor and accelerate students' progress. The implementation of the policy is at an early stage and has not had a positive impact on students' learning or attainment levels.
- There is a consistent approach to assessment and use of data. Except in Islamic education and Arabic, external data is used to calibrate internal assessments which, particularly in the high school, are increasingly focused on testing students' understanding and skill development.
- Teachers' use of data to plan lessons to meet the different needs of groups of students is inconsistent. A majority of teachers across the school use effective questioning and provide verbal feedback, but only a minority provide useful written feedback to guide students on how to improve their work.

For development

- Implement the new assessment policy consistently and use outcomes from data analyses to support lesson planning that meets the needs of all groups of students.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↑	Good	Good ↑	Good ↑

- The newly-adopted AERO curriculum provides continuity and progression across all phases of the school. Embedding the curriculum into the Atlas Rubicon software promotes consistent implementation and offers the opportunity for ongoing adaptations by teachers.
- Elective courses begin in Grade 9 and extend learning opportunities for students. Cross-curricular links are identified in lesson plans and closely reflect the standards of the newly-adopted curriculum.
- Curricular review is ongoing and offers the school opportunities to modify and adjust standards, within the AERO framework, to better address the needs of all students. Curricular mandates from the Ministry of Education (MoE) and other governmental agencies are reviewed regularly for compliance.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school works to adapt and enhance the curriculum to put greater emphasis on the Emirati culture and society. The quality of the curriculum adaptation varies across the subjects and phases, but its overall quality remains acceptable across the school.
- The school successfully implements various modifications to better meet the needs of students with SEND. Modifications to meet the needs of other groups of students are less common. In some subjects, teachers lack confidence in analysing data, which hinders their effectiveness in modifying the curriculum.
- Senior leaders extend the curriculum well. For example, a planned 'week without walls' involves students in visits to external places. The impact of such projects, which are generally well planned, is still to be fully evaluated.
- Two classes of Arabic per week are offered in KG1 and in KG2.

For development

- Closely monitor the accuracy of teachers' input into the curriculum tracking software to ensure that appropriate curriculum modifications follow.

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

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

- The campus is secure and safe. Students' arrival and dismissal are safe and orderly. Buses and cars follow carefully supervised traffic patterns. Effective policies are in place regarding child protection and bullying.
- The school provides and promotes healthy lifestyles as exemplified by the food choices made available at lunch. Health records on every student are kept and are securely housed. Medications are appropriately stored and administered.
- The school's arrangements for health, safety and security, including the supervision of students, are now consistently effective, following many procedural changes made since the last inspection.

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

- Relationships between students and staff are respectful across the school and are especially caring in the KG and lower elementary school. Effective monitoring systems sustain good attendance and increasingly address punctuality. Counsellor advice benefits high school students' elective and college choices.
- Students demonstrate systematic and age-appropriate positive behaviour. Identification and support for students' special educational needs benefits their personal development but not their consistent academic progress. Identification and support for gifted and talented students is less developed.
- The recently-formed 'Student Support Team', which includes the 'iCAN' department, supports students increasingly in managing their own behaviour and attitudes. New systems effectively track and monitor students' personal development and identify areas for improvement.

For development

- Provide teachers with training to develop their understanding of how to best support the academic needs of students with SEND and the gifted or talented so they can make improved academic progress.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable
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- The recently-appointed SEN coordinator, supported by the principal and governors, leads a revision of the work of the 'iCAN' team. The school's inclusion plan requires teachers' active intervention to support students' special educational needs.
- Inclusive approaches result in accurate identification of a wide range of special educational needs and disabilities. Individual education plans (IEPs) include relevant interventions and measurable targets to develop students' learning. Annual IEP timescales are too long, and termly reviews are too infrequent to ensure good enough progress.
- Parents are suitably involved in the IEP process. They receive informative reports and appropriate advice and guidance to help them support their children's personal development at home. Not all parents are satisfied that their children's needs are accurately identified.
- The modification of teaching strategies in lessons, to support students' academic progress is less effective than the support provided for their personal development. Suitably-trained learning support assistants, where deployed, enable students to progressively manage their own learning.
- Because of accurate identification and generally-appropriate support, most students make at least acceptable progress in their academic and personal development, with more marked progress in the latter.

For development

- Provide more frequent IEP reviews to ensure that students with SEND make at least good progress in their personal development and academic achievement.

6. Leadership and management

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

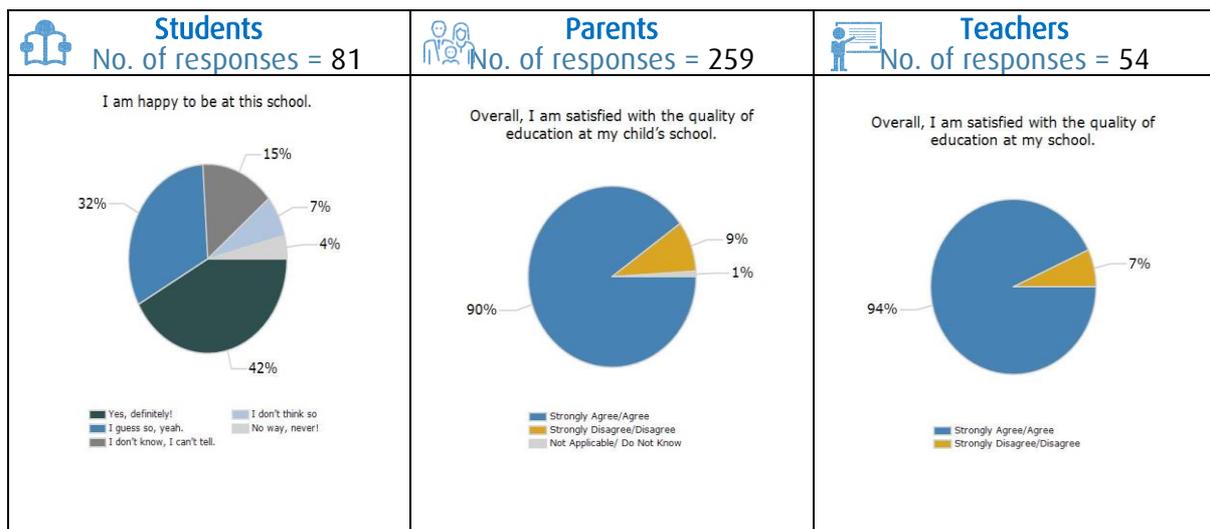
- The principal sets out a clear vision for the school. There is good teamwork, and most teachers share the vision. Leaders are committed to the UAE National Agenda and to inclusion. Some senior leaders have experience of leadership roles in US schools. They have been successful in establishing a positive learning culture in a short time, although academic outcomes remain only acceptable overall. While responsibilities are delegated well, accountability is not exercised as rigorously as it should be.
- Senior leaders effectively gather information and analyze it to inform judgements about the quality of the school's work. They observe lessons and give teachers helpful feedback. They have a generally accurate view of the school's strengths and developmental needs and have appropriate improvement plans that have a measurably positive impact. Staff are making good progress in addressing the recommendations from the previous inspection report.
- The school successfully engages parents in the school community. Workshops, parent-teacher conferences, and a range of communication technology ensure that they are aware of school initiatives and know how well their children are progressing. Although the school has some links with local and national communities, senior leaders recognize the need for greater investment in this area.
- The advisory board has wide representation, including parents and owners. It takes account of parents' views. Governors have a detailed knowledge of the school. They monitor its work closely through the monthly 'snapshot' reports they receive on key aspects, including students' achievement. In the relatively short time since the new owners took over the school, governors have exerted a positive influence on the school's performance.
- The day-to-day management of the school runs smoothly. Teacher numbers are enough to allow small classes to run in the high school. All teachers have appropriate English-speaking qualifications or exemptions, are suitably qualified and benefit from regular professional development. The premises are of high quality, although there are no elevators or ramps to grant full access to the buildings. Although the school is generally well-resourced, science resources are not closely matched to the curriculum.

For development

- Achieve more consistency in the work of the school in key areas to move students' progress from broadly acceptable levels to good or better.

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>The views of students who responded to the survey are positive. Most or almost all express positive opinions on a wide range of topics. For example, most state that they have a wide range of extra-curricular activities from which to choose. Around one-fifth of respondents do not agree that they participate in activities that help them develop leadership skills or that they do things that make a difference to the school. The inspection team found students to be generally positive about their experiences at school.</p>
 Parents	<p>The views of parents who responded to the survey are positive. On all but a handful of questions, most or almost all parents express positive opinions. For example, almost all are satisfied with the quality of education. Almost all feel that literacy and love of reading in English are promoted well, although only a majority agree with the same statement for Arabic. The views of the inspection team on this difference are, on the whole, in agreement with the parents. Around one-third of parents say that their children do not read regularly for pleasure at home.</p>
 Teachers	<p>The teachers who responded to the survey express very positive views about the school. Most indicate that they are happy in their work and that the school is led well. Most consider that professional development has helped them to become better teachers. Almost all state that inspection has led to improvements. Their views are broadly in accordance with inspection findings.</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