

INSPECTION REPORT

2022-2023



NORTH AMERICAN INTERNATIONAL SCHOOL L.L.C

US CURRICULUM









GOOD

CONTENTS








<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2022-2023</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>Focus Areas</i>	<i>8</i>
<i>Main Inspection Report</i>	<i>10</i>

SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Mizhar
	Opening year of School	2007
	Website	www.naischool.ae
	Telephone	+97142884844
	Principal	Justin Allen McCauley
	Principal - Date appointed	1/8/2019
	Language of Instruction	English
	Inspection Dates	21 to 25 November 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	747
	Number of Emirati students	220
	Number of students of determination	42
	Largest nationality group of students	Emirati

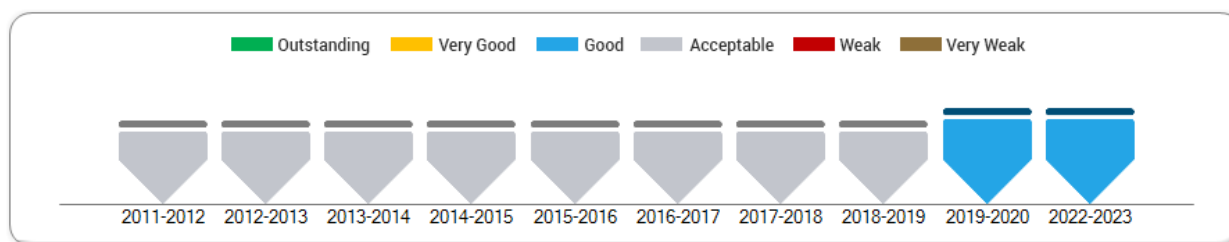
TEACHERS

	Number of teachers	73
	Largest nationality group of teachers	Indian
	Number of teaching assistants	20
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	24%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	N/A
	Accreditation	NEASC

School Journey for NORTH AMERICAN INTERNATIONAL SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Students' achievement has been sustained in Islamic education and Arabic, with some improvement in the elementary school. Attainment has fallen in Kindergarten (KG) in English, mathematics and science. Progress has improved in English in middle school but has dropped to acceptable in science in middle and high schools. Learning skills are strong across all phases of the school but particularly so in elementary school.
- Students demonstrate very positive and responsible attitudes toward one another and are keen to support others around the school. They have a clear understanding and appreciation of Islamic values, and they appreciate the diversity and tolerance of society in the UAE. Students are increasingly engaged in relevant community-based projects such as making donations to the Iftar Fridge on the school premises for members of the school community.

PROVISION FOR LEARNERS

- Most teachers have appropriate subject knowledge and know how students learn best. Lesson planning is mostly effective in producing lessons that are purposeful and include strategies which meet the needs of most groups of students. Assessment information is used to inform curriculum planning and to adapt lessons for students. In the KG, the monitoring of children's attainment and progress is not closely aligned to the curriculum standards.
- The school curriculum is now aligned to the California standards. This is ensuring breadth and balance between content and learning skills and is embedding good practice for students for whom English is not the first language. In the KG, the curriculum has some modifications, recognizing that children have different abilities and needs, especially children coming into school with little or no spoken English.
- Appropriate child protection procedures are underpinned by school policies. Staff have received some training. Measures are in place to improve the school community's understanding of the importance of the physical and emotional wellbeing of all students and staff. Staff and student relationships are positive and mutually respectful. Established procedures assist the identification of students of determination, and there is high quality personalized support for them in most lessons.

LEADERSHIP AND MANAGEMENT

- The principal is establishing a purposeful learning community that provides a caring, multi-cultural environment that inspires students to become responsible, global-minded citizens. He is engaged with his vice-principals in ensuring that the most able leaders have ample opportunity to further demonstrate their expertise and effectiveness. Governors exert a positive direct impact on school performance.

The best features of the school:

- Senior leaders' vision to improve learning within an inclusive learning community where diversity is valued
- Students' good personal development, their awareness and understanding of Islamic values and their social responsibility
- Parents' support for leaders, teachers and staff and their desire to play a full role in partnership with the school
- The well-informed and knowledgeable governing board that is committed to doing the best for their students.





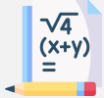

Key Recommendations:

- Raise the attainment and progress in key subjects by:
 - improving teaching for effective learning in all subject areas to at least 'Good'
 - developing the skills of middle leaders to enhance their understanding of best practice in teaching and use of assessment
 - embedding a whole school reading literacy strategy so that all students can access the curriculum and improve their learning outcomes
 - ensuring that the Californian curriculum expectations underpin the delivery of an age-appropriate and inspiring learning experience for all children in the KG.
- Improve the quality of teaching by:
 - evaluating its impact on student outcomes
 - using assessment information consistently to improve student achievement through personalized learning programs that meet all students' needs.

Overall School Performance

Good

1. Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good	Very good	Very 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	Good	Good	Good
Assessment	Acceptable ↓	Good	Good	Good

4. Curriculum

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

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	Acceptable ↓
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is below expectations	is below expectations

- In PISA, students were not able to improve their scores or achieve their targets in mathematics, reading or science. This was also true for TIMSS mathematics and science in Grades 4 and 8. On the MAP assessments, students were not able to improve their scores, and these remained below the expected levels.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The school uses assessment data analysis to identify gaps in students' learning and to provide them with appropriate support. School leaders adapt the curriculum by placing more emphasis on content areas that students struggle with most. They use the data to provide students with differentiated classes and structured tasks for learning.

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

- The school identifies students who struggle with reading and provides them with appropriate interventions during and after school hours. Teachers use multileveled texts in English lessons to address students' different reading needs. School leaders use project-based learning to develop students' critical thinking and problem-solving skills.
- Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.**

For Development:

- Work with students to improve their scores on MAP in all areas.
- Ensure that the school's interventions have a measurable impact on students' reading literacy skills.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- The school has a clear vision for wellbeing which is embedded in practices throughout. The school is well managed and organized and enable wellbeing promotion. A wellbeing committee meets monthly and promotes this vision through a variety of activities and student-led assemblies. Governors are informed of events designed to promote wellbeing but do not sufficiently review or evaluate the impact of these strategies. The school collects and analyzes data from surveys and focus groups. The results are not used to improve the provision.
- Trained staff support social and emotional learning and promote an awareness of existing support. Responses to individual concerns are recorded. The school is aware of staff wellbeing and plans events, but there is no formal support program. Surveys and the Parent Site Council are used to gain parents' feedback. The school's open-door policy allows ready access to the principal and the counselor for those who need it.
- The school provides a positive, nurturing environment. It recognizes that wellbeing is a strong feature already in moral, social and cultural lessons and plans to integrate a social and emotional learning program into the curriculum. School activities promote safe and healthy lifestyles through physical education, extra-curricular sports and the school's medical team. Parents report that wellbeing is supported by systematic care and support. Students exhibit very high standards of behavior, are engaged in their learning and learn well together.

UAE social studies and Moral Education

- The moral, social and cultural framework (MSC) underpins the structure for the provision of UAE social Studies and moral education from Grades 1 to 12. Weekly MSC lessons address social studies standards and are also linked to relevant courses, such as World History or English. Moral education has similar cross-curricular links supporting its themes across a wide variety of classes, from business to Advanced Placement (AP) psychology and music.
- The design of provision for the MSC framework is through classroom instruction and through project-based inquiry. In some lessons, students apply the major themes they are learning in different real-life situations that help them understand the culture and heritage of the UAE. This new initiative is promoting students' learning skills and is engaging their interest and ability.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- Students in all phases demonstrate knowledge and understanding of Islamic concepts that are at least in line with curriculum expectations. A majority of students in Elementary attain better than expected in the different aspects of Islamic education, recitation of the Holy Qur'an, Hadeeth and Islamic etiquette, values and laws.
- Students' ability to discuss Islamic concepts and relate them to real-life applications is a feature in almost all lessons. However, the depth and extension of these practices vary and are less effective in higher grades due to low expectations and the lack of challenge.
- Students in Elementary have confidence in their memorization and recitation skills of Holy Qur'anic verses and Hadeeth. They are developing their skills in justifying and inferring the wisdom behind key Islamic worship and values. They think critically and discuss different real-life situations.

For Development:

- Encourage students to develop their independent learning and research skills, by using references from the Holy Qur'an, Hadeeth or Seerah to justify their arguments.
- Provide more opportunities, particularly in the middle and high schools, for students to practice their Holy Qur'anic recitation skills.

Arabic as a First Language


	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- Lesson observations and students' work show that a majority of students in elementary and middle schools make better than expected progress from their individual starting points. Attainment in these phases, however, remains broadly in line with curriculum expectations.
- In the elementary school, students are more proficient in using language to express themselves in multiple contexts. Across all phases, students' writing skills are improving due to the range of opportunities now provided for practice and due to the constructive feedback given to students.
- The department has tried to address the recommendations from the last inspection. As a result, writing skills are now more developed as students are being encouraged to write more extensively and for a range of audiences and purposes.

For Development:

- Provide more opportunities for students to practice speaking and reading skills in meaningful contexts, particularly in the middle and high schools.
- Raise teachers' expectations of what students know, understand and can do, by encouraging them to read and speak.

Arabic as an Additional Language



	KG	Elementary	Middle	High
Attainment	Not applicable	Good 	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- In the elementary school, a majority of students attain levels that are above curriculum standards. This is reflected in their work and their outcomes in internal examinations. However, the achievement of most students in the middle and high schools are still line with curriculum expectations.
- Across the school, students have good listening skills and respond to instructions from their teachers. However, the lack of opportunities to practice the spoken language means that students in all phases often find it difficult to express themselves fluently.
- The effectiveness of teaching strategies in the elementary school is helping accelerate students' progress. Reading and writing skills have improved this year due to the increased opportunities for students to practice reading about different topics.

For Development:

- Provide more speaking and writing opportunities to enable students to use their vocabulary effectively and extend their language acquisition.
- Adapt the curriculum and improve teaching so that students' reading comprehension and vocabulary are more developed.

English

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

- In all grades, most students read and understand texts at expected grade standards. In the high school, students' use of higher-order reading skills is better developed. Students sometimes show the ability to debate and discuss referencing other subject areas and everyday contexts.
- Students regularly use their writing skills, both manual and digital, to communicate their learning and express their ideas effectively. Opportunities for creative writing are not as frequent and are less developed. Some students use the wrong pen grip, and so their handwriting is often inconsistent.
- The school has prioritized students' reading comprehension as an area for improvement. Students are taught strategies for analyzing and making inferences from texts. However, the impact on students' outcomes is not evident except in the high school.

For Development:

- Improve students' speaking and listening skills during discussions and encourage them to develop their higher-order reading skills such as making inferences and thinking critically.
- Increase opportunities for students to write creatively using the correct pen grip.

Mathematics

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

- Students across the phases have external assessment results that are below the expected standards. The exception is older students who achieve very good results on the Standardized Assessment Tests (SAT). Elementary school students are active learners and are improving their reasoning skills. KG and middle school students' attainment reflects some missing foundation skills.
- In all phases, students' skill in working with number is the strongest domain. In specialized classes, high school students work well on high level mathematics. Skills in geometry are emerging for most students. Younger students enjoy data handling as they build their number skills.
- Increased options in the high school are allowing some students higher levels of challenge, but less able students need more interesting and accelerated foundational work. Students' numeracy skills and the ability to explain mathematical thinking are inconsistent.

For Development:

- Raise the level of teacher expectation for what students understand, know and can do within lessons.
- Provide more opportunities for students to engage in problem-solving activities in lessons.
- Regulate the differences between internal and external assessments and their results.

Science

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

- In lessons, students demonstrate appropriate knowledge and understanding of scientific concepts. Their internal assessment data show much higher levels of achievement than those shown by external data. This is especially true in the middle and high schools. Students' most recent work points to attainment levels that are in line with curriculum expectations.
- Across the school, students do not get sufficient opportunities to develop their scientific skills. In the better lessons, they engage in experimentation, research and investigation. However, teachers' excessive intervention in learning slows down their progress.
- The department has recently introduced project-based learning and is beginning to promote more practical work to ensure that students find learning more meaningful and interesting. This has yet to have a positive impact on student outcomes.

For Development:

- Focus the teaching more on the development of scientific skills than on the acquisition of factual knowledge.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Strong learning skills are evident in all phases but not in all lessons and subjects. This is because in the better lessons, students think hard, work independently and discuss their understanding with their peers. Such opportunities are not always provided on a consistent basis.
- Students are keen to learn, to interact and to collaborate. Their ability to make clear connections between areas of learning, or to innovate and be enterprising, is less developed, especially in the lower three phases.
- The school has promoted the development of critical thinking in all phases and, although inconsistent, improvement is evident in the high school where students are more confident in making topical presentations about real life, expressing viewpoints and providing one another with supportive feedback.

For Development:

- Ensure that students in all subjects and phases have consistent opportunities to take responsibility for their own learning through more independent study, practical activities, investigations and problem-solving.

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

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

- Students demonstrate very positive and responsible attitudes toward one another and their learning. Their behavior is exemplary, and most of them are keen to support others with their work and around the school.
- Students are polite and respectful. They feel safe within the school site and community. Relationships between students and teachers are mutually respectful. Attendance is very good, and students are punctual in arriving at school and for their lessons.
- Students have an excellent understanding of healthy lifestyles and the benefits of eating properly and exercising regularly. They are very enthusiastic and regularly make sensible choices in relation to eating and to exercise.

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

- Students have a clear understanding and appreciation of Islamic values and how they influence life in the UAE. They appreciate the diversity and tolerance evident at school and feel safe, respected and accepted.
- Students are knowledgeable about the culture and traditions of the UAE, which are reinforced through various activities such as Flag Day, Commemoration Day and National Day. Emirati students are particularly proud of their nation as one of the fastest developing countries.
- Students take pride in their own nations. A few can give details about their own heritage and cultures. Their knowledge of world cultures is more general, but they can give some details of other nations' food, dress and tourist attractions.

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

- Students engage in culturally relevant community-based projects including volunteering and charitable giving. Student council representatives, led by a dynamic senior student, are eager to take on leadership roles within the school and to support others.
- Older students respond well to the given opportunity to identify and initiate enterprising activities that are affecting the school's community. An example is the recent bake sale. Students describe how proud they are to be given the opportunity to design the new school uniforms and logos.
- The student community is developing an improved awareness of the importance of recycling and reducing waste. Students, particularly those who are familiar with the diverse environments across the UAE, describe their intentions to engage the school and local community in more meaningful conservation projects.


For Development:

- Establish a climate in which students take pride in their own cultural identity.
- Re-establish appropriate initiatives to increase students' involvement in volunteering and social enterprising opportunities.

3. Teaching and assessment

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

- In most lessons, teaching strategies are effective. However, there are some inconsistencies in quality in all phases and across all subjects. Teachers' planning usually produces lessons which are purposeful, promote engagement and help students to succeed.
- A majority of teachers provide students with clear explanations and demonstrations and have appropriate expectations of standards and behavior. In the better lessons, teachers provide clear models of what success looks like, so students know how to succeed in learning.
- Teachers are beginning to provide more opportunities for students to show their independence and to take greater responsibility for their own learning. In some lessons, students can make choices and select their level of challenge, as they move through a program of learning activities.

	KG	Elementary	Middle	High
Assessment	Acceptable 	Good	Good	Good

- The school's internal assessments are linked well to the curriculum standards. The school benchmarks its students' academic outcomes against international expectations. School leaders collect and analyze internal and external assessment data. However, their internal data analyses do not produce a sufficiently realistic view of students' academic performance.
- Although assessment information is used to inform curriculum planning, this is not always successful in meeting the needs of all groups of students in lessons. In the KG, the monitoring of children's attainment and progress is not closely aligned to the curriculum standards.
- Teachers have good knowledge of the strengths and weaknesses of their students. However, their written feedback is variable in quality across the subjects and phases. Students use self-and-peer-assessment effectively in most lessons.


For Development:

- Provide students with clear success criteria and include more opportunities for discussion and collaboration in lessons.
- Ensure that the school-based assessments produce data that reflect a more realistic view of students' academic outcomes.
- Ensure that the monitoring of children's achievement in KG is aligned to the curriculum standards.

4. Curriculum

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

- The school curriculum is now aligned to the California standards and the Ministry of Education (MoE) standards. The implementation of the curriculum in the younger grade levels and in the KG is not yet providing its full benefit due to the lack of appropriate staffing.
- The curriculum has clear progression year-to-year, and subject leaders are addressing any gaps, especially for the new students. Curriculum reviews are systematic. Schoolwide needs are identified and addressed, such as in promoting inquiry or in providing opportunities for students to develop a greater understanding of subject-related vocabulary.
- The school prioritizes students' choice and has greatly expanded the range of available courses for middle and high schools. High school courses are now available to prepare students for AP level and to meet their interests and aspirations for university or future career.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable 	Good	Good	Good

- The school modifies the curriculum to support learning, although these modifications are inconsistent and not always as effective as they could be. KG children lack sufficient opportunities for hands-on learning and connections to the real world, which limits their learning experiences.
- Enhancements to the curriculum show elements of creativity. Some address certain needs such as the Life Skills program. Many high school students use initiative and innovation by starting a business or by taking on a project for the community.
- Links with the UAE culture and society are consistently applied in Islamic education classes. In the other core courses, links to the UAE are frequent. The moral values of the UAE society are integrated within business or accounts courses.
- KG children receive four Arabic language lessons each week.

For Development:

- Keep student achievement a priority when designing and amending the curriculum, particularly in the middle school.
- Modify the curriculum to accommodate the learning needs of all groups of students, particularly for students new to the school.
- Expand opportunities for students to be innovative and enterprising.

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

- Appropriate child protection procedures are underpinned by whole school policies and reinforced through staff training and parent newsletters. All members of the school community are kept safe and secure, including when using school transport.
- The school's maintenance team ensures well-maintained facilities and resources throughout the school day, efficiently addressing any identified issues. Planned improvements are actioned, and they ensure that the school premises and facilities meet the basic needs of all, including students of determination.
- The school's management team and members of staff are starting to accelerate appropriate, culturally relevant activities, to increase levels of student and family participation and to promote healthy lifestyle choices.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff-student relationships are positive and mutually respectful. Comprehensive policies on behavior, attendance and punctuality set the school's high expectations for students. Students are friendly, polite and well-behaved with only rare exceptions.
- Established procedures assist the identification of students of determination, and there is high quality personalized support in most lessons. However, a few teachers do not include all students in their lessons. Students with gifts and talents are identified through a developing process, but the support for these students is not fully embedded into classroom practice.
- The school's positive learning environment fosters students' wellbeing. The caring staff promote their personal and social development. The newly appointed counselor provides effective personal and academic guidance and assists senior students in selecting subjects and in identifying career pathways.

For Development:

- Make certain that all teachers collaborate with the learning support teacher to ensure that all students of determination are fully included in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion governor and school leaders have a strong commitment to ensuring an inclusive school ethos. An experienced and qualified team provides individualized support for students. Their development plan guides improvement but does not explain how the impact on students' outcomes will be measured.
- Proactive practices ensure early identification of students and that high quality provision is made for students with very significant needs. The use of additional assessment tools would enhance the understanding of students with lesser difficulties and improve their interventions.
- Parents and their children attend planning meetings and make positive contributions to the design, implementation and review of students' educational programs. Parents receive frequent progress reports and appreciate the team's efforts to provide personalized support and effective interventions for their children.
- Teachers promote students' engagement in learning through curriculum modifications. However, few teachers do not purposely interact with students to ensure their full inclusion in lessons. Individual Education Plans (IEPs) are quite detailed, but many teachers would benefit from an additional summary of the required support and accommodations.
- The inclusion team collates assessment data to monitor progress and to show students' achievement. Most students make progress in subjects over time and, as they mature, they also make progress in other areas such as their social and communication skills, self-confidence, resilience and behavior.

For Development:

- Ensure that the Inclusive Education Development Plan has measurable targets which provide evidence that the actions improve students' outcomes.
- Enhance the identification process to collect more detailed information on barriers to learning and students' needs.

6. Leadership and management

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

- The principal is establishing a purposeful learning community that provides a caring, multicultural environment which inspires students to become responsible and global minded citizens. He is engaged with his vice-principals in ensuring that the most able leaders have more opportunity to demonstrate their expertise and effectiveness. Leaders at all levels serve as teacher leaders who model best practices, while working towards higher levels of students' achievement. Senior leaders hold all post-holders to account for students' learning outcomes.
- Self-evaluation protocols and improvement planning are approached systematically. Senior leaders understand their role in ensuring more reliable approaches to the monitoring of progress. The addition of a second vice-principal position is providing the school with more scope for the monitoring of teaching and learning. School leaders recognize that they have not yet been able to secure sufficient improvement in the quality of teaching and use of assessment since the previous inspection.
- There are regular opportunities for parents to be actively involved in the life and work of the school, the most significant of which is within the Parent Site Council. Parents speak highly of the school's communication with them, and the ease with which they can contact school staff. They appreciate the open-door policy exemplified by the principal. Reporting on students' progress is regular and sufficiently detailed. Links with the local community, and with the sister school, are being re-established.
- The governing board includes representation from most stakeholders including the school's owner. Board members meet quarterly and are provided with detailed information about all aspects of the school's operations. The Parent Site Council serves as a valuable link between the administration and the parent community. As a result of their broadly accurate understanding of the work of the school, governors are now able to exert a more positive impact on its overall performance.
- School leaders recognize that more facility investment is required, despite recent upgrades to the KG and elementary school playgrounds. Governors have supported curriculum expansion by increasing the numbers of specialist teachers. The school's procedures and routines are effective. The teacher turnover and the induction, mentoring and support for 24 new teachers are significantly challenging for leaders. The lack of essential resources, small equipment, reading books and manipulatives is limiting students' achievement, particularly in KG.

For Development:

- Ensure that all leaders have an accurate understanding of what needs to be done to further improve the school and students' outcomes.
- Consider the recruitment of representatives from the Student Council to the governing board.
- Review resource allocations and ensure that all curriculum areas have what is essential to support improved student achievement.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae