

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

ACCEPTABLE

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

North American  
International School

Celebrating  
10 years of  
inspections

NORTH AMERICAN  
INTERNATIONAL SCHOOL

AMERICAN CURRICULUM

## Contents

School information.....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	13
1. Students' achievements.....	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment .....	19
4. Curriculum .....	20
5. The protection, care, guidance and support of students.....	21
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management .....	23
The views of parents, teachers and senior students.....	24



## School information

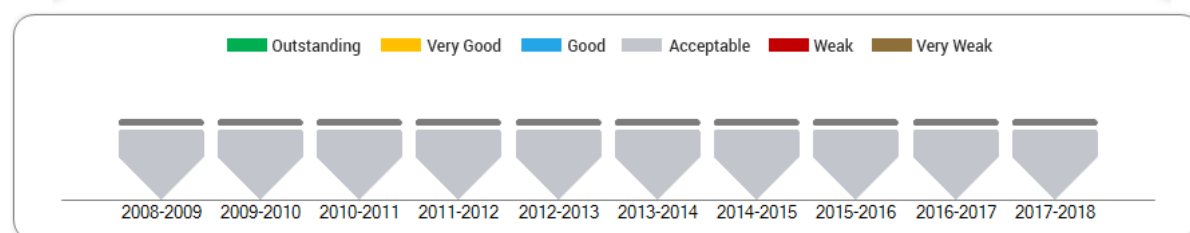
General information	
Location	Al Mizhar
Type of school	Private
Opening year of school	2007
Website	www.naischool.ae
Telephone	0097142884844
Address	P.O. Box 20315 Mizhar, Dubai, UAE
Principal	Mrs. Sonia Mahajan
Principal - Date appointed	28/ 10 / 2009
Language of instruction	English
Inspection dates	23 to 26 October 2017

Teachers / Support staff	
Number of teachers	65
Largest nationality group of teachers	Indian
Number of teaching assistants	19
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	621
Number of children in pre-kindergarten	0
Number of Emirati students	220
Number of students with SEND	85
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US / North Carolina
External tests and examinations	MAP
Accreditation	AdvancED
National Agenda benchmark tests	MAP

## School Journey for North American International 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

**North American International School** was inspected by DSIB from 23 to 26 October 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

School leaders are committed to improvement, but roles lack clarity and the underdeveloped levels of collaboration and accountability are hindering development. Self-evaluation processes are comprehensive; however, the school's view of its performance is not accurate. Parents support the school well and are appropriately represented on the governing body. However, governors are not effective in holding leaders to account. Although management is efficient and resources are good, professional development does not meet the needs of all staff, including leaders.

### Students' achievement

Students show better performance in the Kindergarten (KG) and the elementary phase. In Arabic and Islamic education, students' outcomes are not developing as expected. In English and mathematics, students are improving their achievement levels at a good pace. Although students' attainment is still good in science in the middle and high phases, their progress is slow due to ineffective teaching. Students exhibit stronger learning skills in the lower phases than in the middle and high phases.

### Students' personal and social development, and their innovation skills

Students' behavior and their personal and social development are good across the school. Students' understanding of Islamic values and the culture of the UAE is stronger than their appreciation of other world cultures. They have a good understanding of environmental issues and are involved in many projects. Their innovation, creativity and enterprise skills are still developing.

### Teaching and assessment

Teaching is stronger in the KG and elementary phase than in the upper phases. Effectiveness of curriculum delivery in the upper phases varies among subjects and teachers. It is stronger in English and mathematics. In Arabic and Islamic education, teaching is acceptable with some noted effectiveness in Arabic as an additional language. Assessment processes and external benchmarking are comprehensive. However, the analysis and use of assessment information is still developing.

### Curriculum

The school has recently started to use Atlas Rubicon to help in improving curriculum planning and to inform assessment and curricular links. Curriculum rationale, progression, breadth and balance are better in the upper phases than in the KG due to some omission of important subjects in the early years. The curriculum is better at promoting students' understanding of UAE social aspects than improving their innovation and enterprise.

### The protection, care, guidance and support of students

Care and support are good aspects of the school's performance. The school manages students' attendance and behavior effectively and provides appropriate counselling and career guidance. Students with special educational needs and disabilities (SEND) are accurately identified and supported by the SEND department. However, classroom support is not as effective. The school promotes well students' adoption of healthy living at all levels.

### What the school does best

- Student' good progress in all phases in English and mathematics
- Students' good personal and social development, motivation, good behavior and enthusiastic attitude to learning
- The good health and safety arrangements
- The effective communication between the school and parents and parents' good support for the school.

### Key recommendations







- Develop the effectiveness of leadership by:
  - ensuring all leaders have the capacity to improve and innovate
  - improving the professional communication and collaboration between leaders at all levels
  - maximizing autonomy and accountability at all levels.
- Develop the school's self-evaluation processes by:
  - applying rigorous measures of effectiveness of provision across the phases
  - monitoring more precisely students' experiences and educational outcomes against local, national and international standards throughout the school.
- Improve students' attainment and progress, particularly in Islamic education and Arabic, by:
  - ensuring teachers consistently prepare and plan lessons that challenge students of all abilities
  - improving the accuracy and use of progress data so that lessons consistently match students' needs.
- Improve teaching and learning skills by:
  - using effective teaching strategies that engage and challenge all groups of students
  - providing more opportunities for students to develop their enquiry, critical thinking and independent learning skills in all phases
  - implementing tailored professional development for all teachers based on identified needs, and sharing the good or better teaching practice.
- Ensure teachers analyze and use external and internal assessment information more accurately to inform teaching and modify the curriculum to meet the needs of all students.



## Overall School Performance

Acceptable

### 1. Students' Achievement

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

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

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

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable ↓	Good	Good	Good
Curriculum adaptation	Good	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	Acceptable ↓
School self-evaluation and improvement planning	Acceptable ↓
Parents and the community	Good
Governance	Acceptable
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:**

- Students' attainment based on National Agenda Parameter (N.A.P) is below expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- Although senior leaders and the newly-appointed National Agenda governor understand the significance of N.A.P, the importance of data analysis, and the influence of teacher training on improving results, this has had little impact on the school's strategic planning.
- The school does not make effective use of the CAT4 data in target setting or to inform lesson planning. Triangulation between CAT4, external benchmark assessments and internal assessments is an area for development. However, the Measures of Academic Progress (MAP) results have been analyzed in depth.
- The school is in the process of revising the English Language Arts (ELA) curriculum framework and aligning its science curriculum with the Next Generation Science Standards (NGSS) to support students in performing better on external examinations. In mathematics, the focus is on giving greater emphasis to problem-solving and real-life applications. The results of TIMSS and PISA tests have not been used sufficiently to modify the curriculum.
- Teachers are beginning to use the results of MAP tests to adjust their teaching approaches and to set differentiated tasks for their students. This is variable across the subjects. In the better lessons, teachers use open-ended questioning to promote discussions with students.
- MAP assessment information has been communicated to students, and they understand their MAP results. In the better lessons, there is a focus on activities that allow students to investigate, inquire, and think critically. However, this is not a consistent feature in all subjects and grade levels. Students use learning technologies to conduct some basic research when given the opportunity.

**Overall, the school's provision for achieving its National Agenda targets is not secure.**

## Emirati Students

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



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

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

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Senior leaders are aware of their responsibilities in raising the achievement levels of Emirati students. They have yet to initiate and lead specific improvement activities. A few interventions are in place, such as the whole-school focus on key subject-specific vocabulary and weekly sessions of support in English. The school does not monitor or evaluate these interventions. Guidance and support for the parents of Emirati students is generally ineffective.
- Emirati students enjoy their time learning and are very positive about their experiences at school. Students in the high school are beginning to take responsibility for their own learning. However, the majority require guidance and support from school staff. The principal has analyzed assessment information relating to the potential and achievement of Emirati students. However, most teachers are not familiar with that information and have put no specific strategies for improving provision in place.
- Limited curricular adaptation for the Emirati cohort is in place. Consequently, lessons are not planned to be sufficiently personalized to accommodate the learning profiles and preferences of many Emirati students.

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

### Moral Education

- The moral education program (MEP) follows the requirements of the UAE MEP learning outcomes. It contains defined scope and sequence and an appropriate engagement of parents and staff.
- Teachers have secure subject knowledge and try to make lessons more personalized and engaging by using supplementary resources and real-life examples.
- Students actively collaborate to explore the concepts of the MEP and apply their understanding to personal, local and global contexts.
- Students' learning in the MEP is assessed. The assessment takes account of how students feel, think and act and is reported to parents as students' personal and social outcomes.

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

### Social Studies

- All UAE social studies learning outcomes are fully aligned with the social studies standards of North Carolina to develop students' knowledge, skills and understanding.
- Teachers consistently challenge and develop students' higher-order thinking skills and make connections to their personal experiences and to the real world.
- Students consistently collaborate to explore and research different topics of the UAE social studies. They evaluate resources and use them as evidence to support their arguments.
- Formative and summative assessments are used to ensure that students make the desired progress and attain at a good level.

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




### Innovation in Education

- In the good or better lessons, teachers provide students with opportunities to develop independent critical thinking skills through problem-solving tasks. Children use the interactive whiteboards in the KG to enhance their word building and shape their recognition skills. Learning technology is used effectively in English lessons to research and inquire.
- Students find it challenging to express their ability to innovate and create. They have the chance to present their science projects during the annual science fair. Opportunities for them to be innovative are not a regular feature of the curriculum.
- Teaching to develop students' critical thinking, problem-solving, innovation and independent learning skills is inconsistent. Some teachers encourage students to take responsibility for their own learning and undertake research, but they do not always provide enough opportunities for students to reflect, reason or think deeply.
- A narrow range of opportunities exist for students to develop skills of innovation across the school. This is because the curriculum and lesson plans are not adapted to encourage and support students' creativity.
- Leaders across the school show varying levels of understanding of innovation. They are committed to promoting creativity and innovation. However, the way they lead the school community is mainly conventional. Monitoring school effectiveness in this regard is neither clear nor standardized.

**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	Good	Acceptable	Acceptable

- Students' attainment and progress are mostly acceptable except in the elementary phase, where students make better progress. Their progress is good where the topics are age-appropriate. Students' understanding of concepts and values has improved. The different groups of students are making similar progress.
- Few opportunities are provided for students to undertake research on challenging issues. This has a negative impact on developing their independent learning skills. Students in the elementary phase are making good progress because they enjoy learning and are engaged well.
- The school has introduced an external benchmark test to make the assessment of attainment levels more reliable and valid. However, students' high results in the test do not reflect the actual attainment levels evident in lessons and workbooks.

#### For development


- Vary the teaching and learning strategies in all the phases to better challenge students and engage them in their own learning.

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

- Students' attainment and progress are adequate across the phases, with better learning outcomes emerging in the girls' middle and high phases.
- Most students' reading skills are stronger than their other language skills. They can read and analyze texts of various literary genres. They use classical Arabic adequately when speaking. Their writing skills are still at a developing stage.
- Modest improvements in teaching and reviews of the curriculum have led to limited impact on students' outcomes.

#### For development

- Improve teaching and assessment practices to increase opportunities for students to develop their speaking and writing skills in all the phases.


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

- Students in all phases attain levels that are in line with expectations based on the number of years they have studied Arabic.
- Students' listening skills are secure, while their speaking skills are still acceptable. Most students can articulate Arabic sounds and read appropriately. Students' writing skills are limited to copying and writing basic short sentences using familiar words.
- Students' achievements are at a similar level across the school. However, improved teaching and assessment practices in the elementary phase are supporting the development of students' reading, speaking and writing skills more effectively than in the other phases.

#### For development

- Improve teaching and assessment practices to challenge students and develop their speaking and writing skills in all the phases.




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

- By the end of KG, children demonstrate good skills in listening to information and instructions, in establishing their basic phonics skills, and in speaking with confidence. In the other phases, students make good progress against their starting points. This is evident in the school-designed curriculum assessments but less so in the international assessments.
- Throughout the school, students' speaking and listening skills are a strength. While improving, the development of their writing skills is inconsistent across the grades and the genders. A majority of elementary phase students demonstrate acceptably expressive reading skills, tackling texts with determination and confidence. Students in the middle and high phases access challenging texts and identify elements in them, such as characterization, personification and irony.
- Students' attainment across the key skills of speaking, listening, reading and writing is steadily improving when compared to that in the previous years. For example, Grade 12 girls undertake sophisticated analyses of a range of texts and can create and deliver articulate and coherent arguments.

#### For development


- Increase the opportunities for all students to develop extended writing and higher-order thinking and reasoning skills.

		KG	Elementary	Middle	High
<b>Mathematics</b> 	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good	Good

- In the KG and elementary phases, students' attainment and progress are good. MAP data indicates that attainment for most students is below international standards in the elementary and middle phases but is much better in the high phase. Lessons and students' work confirm good progress in relation to curriculum standards.
- By the end of KG, the majority of children can count to 40, recognize 2D and 3D shapes and compare and identify them. In the elementary and middle phases, students' ability to investigate, solve problems and apply mathematical concepts to real-life situations are improving. In the high phase, students demonstrate good understanding of algebraic thinking, but their understanding is weaker in statistics and probability.
- Students, particularly the girls, demonstrate good communication skills when explaining their understanding and interpreting results. However, students' ability to reason and make assumptions when dealing with complex problems is underdeveloped.

#### For development

- Ensure that the curriculum standards are covered in depth to enable students to acquire deeper understanding of concepts.

		KG	Elementary	Middle	High
<b>Science</b> 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Acceptable ↓	Acceptable ↓

- Students acquire new understanding of scientific concepts through hands-on activities, projects and experiments. Their progress in lessons is often hindered by teachers' excessive intervention or inappropriate planning. In some lessons, students follow the instructions but are not clear of the purpose of the experiment or the activity.
- Students' strengths include their ability to understand scientific concepts independently. The external assessment results, especially in the elementary school, do not support the levels of attainment and progress evident in lessons.
- Teaching in the middle and high phases has not been effective enough to make an impact on students' progress. As a result, students' progress in these two phases has declined.

#### For development

- Ensure hands-on activities and experiments are better linked to learning objectives in order to improve students' progress in lessons and their attainment levels especially in external assessments.

	KG	Elementary	Middle	High
<b>Learning Skills</b>	Good	Good	Acceptable	Acceptable ↓

- Students demonstrate positive attitudes, are engaged and take responsibility for their work, particularly in English and mathematics. The quality of their interactions, collaboration and communication skills vary across the subjects in the middle and high phases.
- Students use learning technologies to support their learning. They are increasingly making connections between areas of learning. Most of them enjoy the lessons when they are able to connect learning to their prior knowledge and the real world.
- When opportunities arise, students are eager to ask and answer open-ended critical thinking questions. A minority of middle and high phase students are passive in their learning especially in Arabic, Islamic education and science.

#### For development

- Provide opportunities for students to learn actively and to develop their critical thinking and problem-solving skills consistently across all the subjects and phases.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good ↑	Good	Good	Good

- Students' positive attitudes, good discipline and courteous behavior are common features across the school. In the KG, children exhibit well-developed levels of discipline and a strong sense of resilience for their age.
- Students across the school enjoy good relationships with teachers and staff. They respond well to feedback from peers and show sensitivity towards their peers with SEND. They make healthy food choices and show pride in their school.
- Students are sometimes not punctual in arriving to lessons. Overall, the quality of student personal development continues to be good as in the previous years, promoting a safe and friendly learning environment.



	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good

- The majority of students respect and appreciate Islamic values. They demonstrate these values through their daily activities and the Islamic Club, which has a positive impact on them. They celebrate all Islamic events in the school.
- Students have clear appreciation of the culture of the UAE. This is evident through their discussion on the developments in Dubai and their knowledge of the UAE vision. They celebrate and contribute to all the National events.
- Students initiate many activities to reflect their understanding and awareness of their own culture and other cultures. They are aware of the concept of equality among nations. They celebrate other cultures through the International Day and the Culture Week.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Good	Good	Good	Good

- All students are responsible learners, and they contribute actively to school life. They enjoy volunteer activities such as helping animals and cleaning mosques. They have good work ethics as demonstrated by their effective contribution in the IT club.
- Students' environmental awareness is good. They attempt to affect the sustainability of the environment through their participation in the Green Hope Conference and various workshops.
- Students' understanding of innovation is restricted to their curricular work, for example in science lessons. The school has provided some after-school clubs to give students the opportunity to be creative and innovative.

#### For development

- Increase the opportunities for students to develop their innovative skills outside the curriculum and during activities.

### 3. Teaching and assessment

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

- In the good or better lessons, teaching is carefully planned to meet the learning needs of most groups of students. This is more evident in the KG and the elementary phase than in the other phases. A large majority of teachers have secure subject knowledge that is appropriate to the age groups they teach.
- In the better lessons, teachers draw upon relevant aspects of the world beyond school, plan well-structured lessons with clear objectives, and help students make meaningful cross-curricular connections. They also draw clear links between students' prior learning and current lesson.
- The quality of planned differentiation varies across the school. In the good or better lessons, skillful differentiated questioning promotes students' curiosity and challenges them across the ability levels. Teachers asks carefully-chosen open-ended questions to develop students' higher-order thinking, problem solving and discussion skills.

	KG	Elementary	Middle	High
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Throughout the school, there is a common approach to assessment. Internal assessment processes, both formative and summative, are linked to the school's curriculum standards and are used to evaluate students' attainment and monitor progress.
- The school analyzes students' internal and external assessment data to some depth including the data from MAP. However, triangulation among CAT4 data, internal assessment data and benchmark test data is still at an early stage.
- The school does not have a process to ensure information gathered from assessments influence teaching and the curriculum. Teachers are not making sufficient use of assessment information to modify their teaching methods. Consequently, the learning needs of different groups of students, including those with SEND, are not always met.

#### For development

- Ensure all lessons use assessment information effectively to meet the needs of all students, so that learning outcomes are achievable, challenging and enable rapid progress.
- Ensure that the school's analysis of external data from benchmark tests is detailed and that CAT4 data is used in target setting for individual students.

#### 4. Curriculum

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Acceptable ↓	Good	Good	Good

- The school has a curriculum that follows the Common Core State Standards in mathematics and English language arts and the North Carolina State Standards in most of the other subjects. The curriculum is mapped well in most subject areas and is reviewed and modified regularly. In the KG, the school has not fully embraced the guiding principles of the adopted curriculum and has omitted arts, drama, and outdoor play as a result of the most recent curriculum review.
- The school plans cross-curricular links across the subjects and provides high school students with a range of elective courses such as French and sociology.
- The school is working to complete curriculum mapping using Atlas Rubicon by the end of the school year to start a more comprehensive curriculum review and development process.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Good	Acceptable	Acceptable	Acceptable

- The modified curriculum in the KG, includes a play-based approach, and takes account of the way young children learn. Curriculum modifications in the classroom for students with SEND and those who are academically more able are generally not effective. The provided extra-curricular activities help to enrich the curriculum.
- The curriculum provides adequate opportunities for students to learn about the UAE culture and traditions. The development of students' entrepreneurial and innovative skills is not evident in all subjects.
- Assessment information, including the information provided by the SEND department, is not consistently used to modify the curriculum and adapt teaching approaches to meet the needs of students with SEND. School leaders have analyzed the assessment information relating to Emirati students, but the analysis lacks rigor. Consequently, limited strategies exist for improving the provision for this cohort.
- Arabic is taught in KG 1 and KG2 for four sessions per week. It is delivered through a pedagogical practice that is appropriate for this age group.

#### For development

- Provide good quality training for all staff on the use of assessment information to modify the curriculum and to adapt teaching approaches to meet the needs of all students, particularly students with SEND and the Emirati students.



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

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

- The promotion of healthy lifestyles is built into the school curriculum in different subjects including science and physical education. The school doctor and nurses play a positive role in promoting healthy living among students through seminars. The school keeps updated records on maintenance and students' health. Transport to and from the school is well managed and supervised.
- The school canteen provides a variety of healthy and non-healthy food choices. Although the child protection policy is detailed, some members of staff are not fully aware of its content.
- The new wellness committee, which oversees the environment, fundraising and other related committees, is in place to monitor and improve the provision for health and safety across the school.

	KG	Elementary	Middle	High
<b>Care and support</b>	Good	Good	Good	Good

- Senior leaders provide a caring, supportive and welcoming environment in the school. They have established effective systems to promote good behavior, positive attitudes to learning and attendance. As a result, students are polite, courteous, respectful and enjoy coming to school.
- Robust and rigorous procedures for identifying students with SEND and those who are gifted and talented are still developing. Learning support assistants provide good support in the classrooms and on a one-to-one basis, for the small number of students who have individual educational plans (IEPs).
- The SEND team provides students with good information, advice and guidance to allow them to make well-informed choices about their educational future and their career pathways.

### For development

- Provide good quality support for all students with SEND in lessons, especially for those who have been identified with specific needs but do not have IEPs, to help them overcome barriers to learning.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- The school admits a range of students with SEND. School leaders promote an inclusive ethos, demonstrating a commitment to support all students. The school has appointed a governor and champion for inclusive education.
- Information from parents is used effectively to add to the school's own assessments and IEPs. Senior staff are aware of the need to differentiate between students who need additional assistance for a short time and students who need constant support and encouragement across all subjects.
- The SEND team consults with parents and provides good advice and guidance, along with strategies to enable parents to support their children at home. Parents are very pleased with their contact with the school and the willingness of the staff to offer guidance and support. They particularly welcome the use of daily communication books which keep them informed about their children's progress.
- The curriculum in some lessons is modified in a generic way to meet the needs of a minority of students with SEND. The large majority of teachers do not differentiate provision appropriately. The school's systems for monitoring and evaluation are not consistently applied. This has a negative impact on the school's ability to improve provision and students' progress.
- The majority of students with SEND make acceptable progress in classroom settings. They make good progress during one-to-one sessions and in lessons where learning support assistants use IEPs and complete daily detailed records that they send to parents.

### For development

- Develop and implement a coherent action plan for the SEND department.
- Review and establish good quality support for students on Tier 2 in lessons.
- Develop rigorous assessment procedures and a strategic overview of the progress made by students with SEND.

## 6. Leadership and management

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

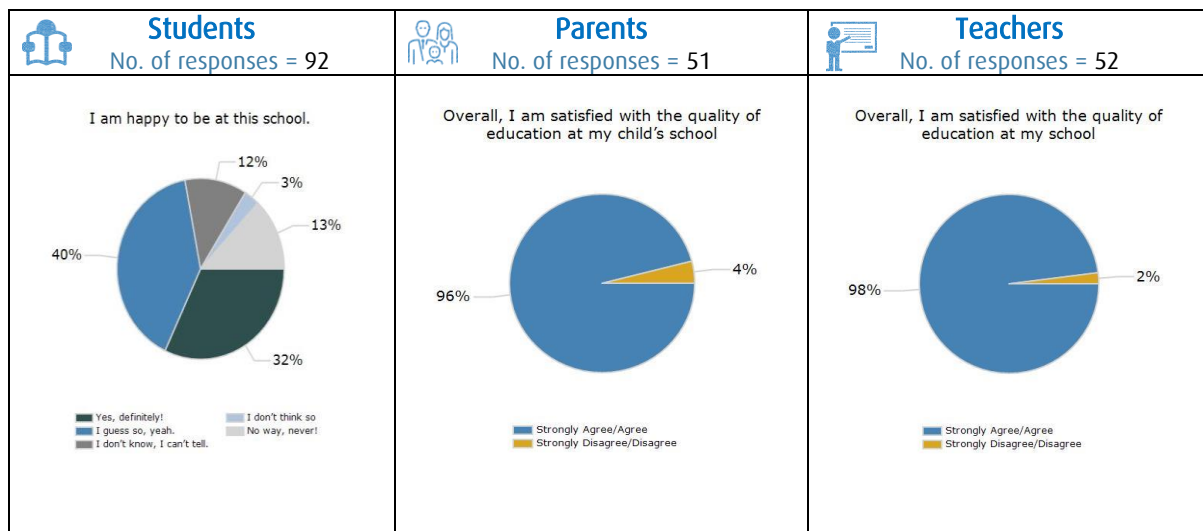
- The senior leadership team share a clear vision and direction for improvement. They demonstrate a strong commitment to raising standards. The understanding of effective provision and educational leadership varies significantly among leaders at different levels. Some middle leaders' lack of capacity to improve their departments and the insufficient collaboration among them has led to limited impact on developing the performance of the school.
- The school has adequate self-evaluation processes. However, school leaders' views of the school's performance are neither realistic nor accurate. The self-evaluation documents are descriptive rather than analytical or evidence-based. School leaders' monitoring of teaching and learning is not effective. Their developmental plans are too broad and have too many areas of focus. Although these plans have clear success criteria, they lack reliable monitoring processes.
- Parents are satisfied with their communication with the school and the information they receive on the progress of their children. A few parents are concerned about the high turn-over rate of teachers in the high school. There is no parents' council in school, but parents' views are sought informally by school leaders through an open forum. Parents have had some positive but unsystematic impact on the quality of education at the school.
- The governing board represents almost all stakeholders. However, the majority of members have been appointed by the principal, which limits the board's ability to hold the school leadership to account. Board members have a clear understanding of the school's priorities and are committed to supporting school leaders in improving the school. Nevertheless, their impact on improving provision and students' outcomes, particularly in Arabic and Islamic education, is limited.
- The school is managed efficiently and the day-to-day operations are well organized through a clear set of routines and procedures. The library is well stocked but lacks the necessary technology resources. Sports facilities are adequate, and science laboratories have appropriate equipment. Although the majority of the school staff are appropriately qualified, many do not have teaching qualifications.




### For development

- Ensure there is better professional communication and collaboration among school leaders at all levels.
- Develop the self-evaluation processes to render accurate judgements of school performance, to inform effective strategic planning and to tailor professional development for all staff.
- Ensure governors hold school leaders effectively to account and support them in recruiting, deploying and training staff.

## 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.



 <b>Students</b>	<p>The majority of students who responded to the survey feel they belong to the school community and are happy to be at the school. Most of them think that they benefit from a wide range of resources that support their learning. The majority believe teachers and leaders support them well in their learning. The inspection evidence supports these findings.</p>
 <b>Parents</b>	<p>Almost all parents who respond to the inspection survey are satisfied with the quality of education provided by the school. They believe that their children are happy at the school and that teachers have helped them develop their independent learning skills. Inspection outcomes support these views.</p>
 <b>Teachers</b>	<p>Almost all teachers who responded to the survey are happy to work at this school. They believe that professional development supports them in becoming better teachers. Fewer teachers appreciate the role of the school in promoting students' love of reading in Arabic. The inspection findings concur with these views.</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](mailto:inspection@khda.gov.ae)