




Collegiate American
School

 Curriculum: US

Overall Rating:

Good



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Umm Suqeim 3
Type of school	Private
Opening year of school	2011
Website	www.casdubai.com
Telephone	044271400
Address	PO Box 121306 Dubai UAE
Principal	Tammy Tusek
Language of instruction	English
Inspection dates	20 to 23 March 2017

Teachers / Support staff

Number of teachers	85
Largest nationality group of teachers	USA
Number of teaching assistants	13
Teacher-student ratio	1:8
Number of guidance counselors	3
Teacher turnover	16%

Students

Gender of students	Boys and girls
Age range	3-17
Grades or year groups	KG 1-Grade 11
Number of students on roll	680
Number of children in pre-kindergarten	31
Number of Emirati students	44
Number of students with SEND	111
Largest nationality group of students	US

Curriculum

Educational permit / License	US
Main curriculum	US / NA
External tests and examinations	PSAT, SAT
Accreditation	NEASC; CIS; IBDP
National Agenda benchmark tests	MAP, CAT4



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.

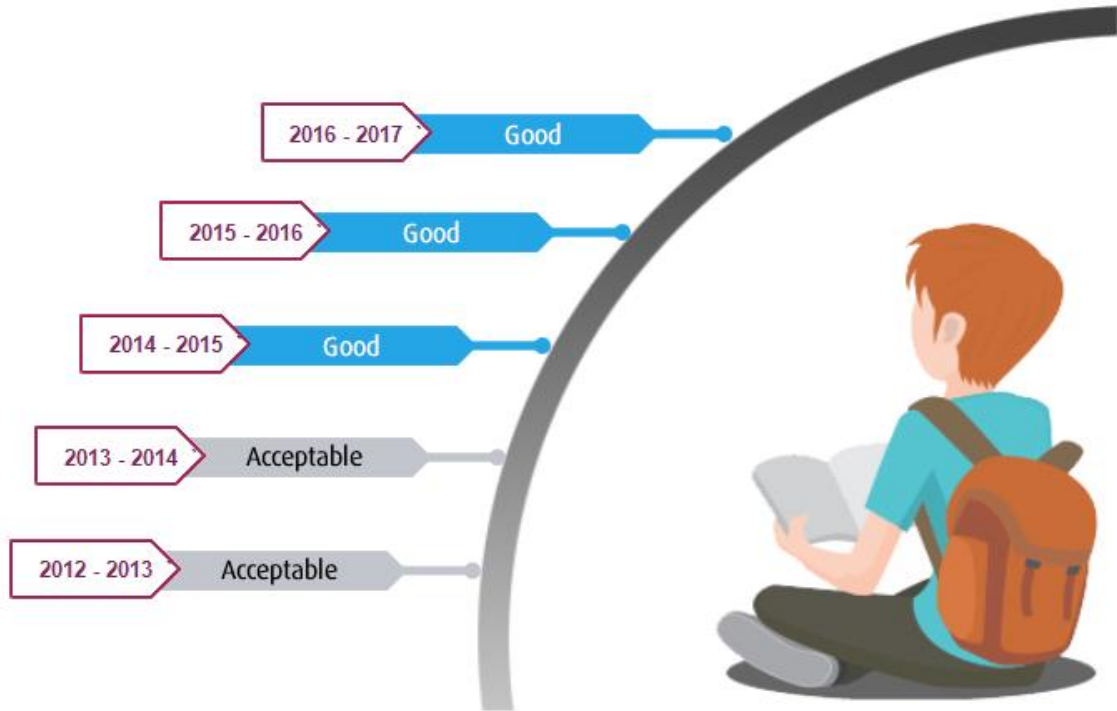
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgments are made on a six-point scale

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

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

Inspection journey for Collegiate American School



- The school opened in 2011. The current principal has been in post for three years. Numbers have increased since the previous year and 198 new students have been admitted this year.
- Strengths of the school as reported in previous inspections are the quality of teaching and learning skills in the Kindergarten (KG) which resulted in positive outcomes for all children and the quality of care and support for children and younger students. Parent engagement in school life has increased and resources were improved to support students' learning.
- Improvement of Arabic and Islamic education outcomes has been a recurring theme in recent inspections. Raising the quality of teaching in the middle and high school phases has been a continual strand of recommendations. Curriculum alignment is an area of recurring concern, as is the need to better focus action planning to ensure measurable steps to achieve successful outcomes within set timeframes.



Summary of inspection findings 2016-2017



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

- The majority of judgments for students' progress are good or better. In the Kindergarten (KG), children's attainment and progress are very good in English and mathematics and good in science. In Arabic as a first language students' attainment is weak in the middle and high school phases.
- Students demonstrate very positive personal development and social skills. They are self-disciplined and readily make age appropriate decisions. Most students manage their behavior without interventions from adults. When conflicts arise, students work together to successfully resolve issues.
- There is very good teaching in the KG. Teachers are attentive to children's social and emotional development. In the other phases, teaching is good. This is because most teachers have secure knowledge of their subject and skillfully in applying their expertise to engage students. Good or better assessment systems are in place across the school.
- There is very good alignment of core curriculum subjects to the US Curriculum, and a broad and interesting curriculum in the KG. Further improvements to the curriculum are required in the high school.
- There is outstanding health and safety across the school and very good support for most students. Regular, high quality training keep safety practices effective. Transport arrangements for students are exceptionally well organized.
- Strong leadership contributes to a very well managed and resourced school. The principal sets a clear strategic direction and promotes a vision of inclusivity. The newly formed senior leadership team is effective in establishing a positive learning culture. Governors systematically monitor and hold the leadership team to account for the quality of school performance and student outcomes.

What the school does best.

- The culture of inclusivity and internationalism that is evident across the school.
- Improvement in student progress in elementary in Islamic education, Arabic as an additional language and mathematics, and in middle and high school in English.
- The quality of teaching, learning skills and leadership in the KG and English.
- Improvements to the curriculum in the elementary and middle phases.
- The outstanding attention to students' safety and outstanding support from governors.

Recommendations

- Raise standards in Arabic by:
 - using assessment data to improve teachers' planning to meet the needs of individuals and groups
 - rigorously monitoring teaching and learning to ensure consistency in outcomes for students
 - providing students with authentic language models.
- Improve the quality of teaching and leadership by:
 - regularized and rigorous monitoring of learning outcomes in classrooms
 - linking professional development and performance management more closely to ensure impact upon student progress and attainment where it is less than good
 - agreeing demonstrable success criteria in plans and clarifying accountability targets for improvement of student outcomes with all school leaders.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment on the National Agenda Parameter is below expectations in Arabic, English, mathematics and science. The school met their targets for TIMSS Grade 4 mathematics and science and Grade 8 mathematics. It did not meet the targets for TIMSS Grade 8 science or PISA.
- The school is analyzing the data provided by both Measure of Academic Progress (MAP) and Cognitive Ability Test (CAT4) in 2016. They also have data from recent International Benchmark Tests (IBT), including Arabic. The analysis and evaluation of this data is used to inform the school's improvement plan but the information is not yet being used consistently to have a significant impact on teaching and learning.
- The school has made changes to the curriculum that are broadly aligned to the requirements of TIMSS and PISA. The next review of the curriculum will be carried out to align it to the requirements of PISA 2018.
- Teaching strategies have been adjusted to include a wider range of activities and tasks to promote students' critical thinking. Questioning no longer relies only on knowledge recall. Teachers are beginning to provide opportunities for independent inquiry where students are more responsible for their own learning. However, the use of these strategies is inconsistent across the school.
- Students remain teacher-directed in their learning. Their research skills are still emerging. They are competent users of Information, Communication Technology (ICT) but students still require support to determine the extent of the data needed and how best to analyze and evaluate their findings. They are more confident in presenting the findings of their research.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The school is identifying more opportunities for innovation in learning by enhancing critical thinking, learning technology opportunities, service learning initiatives and project based learning. Teachers' lesson plans and the execution of them provide opportunities to develop and support students' idea generation. The curriculum is being adapted to feature the Science Technology Engineering Mathematics (STEM) Olympiad and coding activities. At present, the STEM laboratory is not being used to its full potential. School leaders have not yet created an innovation strategic plan. However, a committee that includes senior leaders, teachers, parents and students is established to drive the innovation agenda.

Overall school performance

Good

1 Students' achievement

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

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good ↑	Good ↑

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good ↑	Good ↑
Assessment	Very good ↑	Very good ↑	Good	Good

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Good
Curriculum adaptation	Very good ↑	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Good	Good


6. Leadership and management

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


Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Very good	Very good
Mathematics	Very good	Very good
Science	Good	Good

- A large majority of children exceed the curriculum standards in English. Almost all children listen well and follow directions. They express ideas clearly in lessons and in conversation. Consequently, KG1 children can decode simple words and KG2 children read simple sentences showing strong phonics skills. By the end of KG2, most children have strong literacy skills. Younger children write simple words, labels and names. Older children write simple sentences with inventive spelling and simple punctuation. Children sequence stories identifying characters, plot and setting. Most children make very good progress in relation to their starting points.
- In mathematics, a large majority of children attains above curriculum standards. By the end of KG1, children have strong skills in counting, patterns and number and operations. Children match numbers to objects and recognize and duplicate patterns. By KG2 children perform simple subtraction and addition problems, and take simple measurements. Most children identify two-dimensional and three-dimensional shapes using colors and real objects such as bricks on the pathway. A large majority of children make very good progress in relation to their starting points.
- The majority of children attain levels above curriculum standards in science. Children understand and use key vocabulary such as push and pull and living and non-living. They apply critical thinking skills when comparing the needs of plants to the needs of humans. Children demonstrate the use of simple tools for observing and investigating and make predictions based on the results of their inquiry. Engineering projects such as building a birdhouse and creating a beaver dam enhance children's understanding of science concepts. Overall, the majority of children make good progress.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good ↑
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Acceptable	Good ↑
English	Good	Very good
Mathematics	Good	Very good ↑
Science	Good	Good

- Most students attain levels of Islamic education that are in line with curriculum standards. They can talk about the Pillars of Islam but do not display deep understanding. A few students in Grade 5 are capable of talking deeply about eating etiquette in Islam. However, the majority of students make better than expected progress in lessons when measured against their starting points in learning. They can apply knowledge based on analysis. Students' memorization skills are better but their recitation skills are under developed.
- In Arabic as a first language, students generally attain the expected curriculum standards. However, students' skills in speaking, listening and reading comprehension are stronger, particularly at the lower end of the phase. They can talk about literature in response to direct questions. Students can write simple paragraphs with only occasional grammatical errors. Their writing skills are developing, particularly at the upper end of the phase. Students are making steady progress in lessons and over time.
- In Arabic as an additional language, most students have acceptable listening, speaking, and comprehension skills. They can respond to greetings and speak simple words. Writing is weaker but students can construct sentences with a set of learned words and phrases. Students are making good progress in lessons and overtime when measured against their starting points in learning.
- In the lower elementary classes, in English, most students can articulate their understanding of a variety of topics which results in good levels of attainment. They can use descriptive language to explain a life cycle and explain the effects of seasonal change in plants and animals. Most students' writing shows very good progress in spelling and vocabulary development. In the upper elementary classes, students can answer questions to demonstrate their understanding of a text and refer explicitly to the text as the basis for their answers. They make very good progress writing informative and explanatory texts and they convey their ideas clearly.
- For the majority of students, attainment in mathematics is above the minimum expected levels for the New York State Standards. Students' make rapid progress and develop skills and abilities in a range of mathematical concepts. Their conceptual understanding develops well as students link their learning to real life. Consequently, mathematics is meaningful to students who are able to apply their knowledge and skills to solve problems. Students with SEND also make rapid gains as a result of effective support that meets their needs.
- Attainment and progress, in science, measured against the school's curriculum standards show that the majority of students are above expected levels. This is not reflected in external benchmark tests. Students are developing appropriate inquiry and investigation skills. Their data collection, analysis and evaluation, abilities are not as strong. Students can make predictions about the likely outcomes of investigations they plan and carry out. They are able to express their ideas and understanding, using the correct scientific language.

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

- Most students attain levels of knowledge and understanding of Islamic concepts that are in line with curriculum standards. As a result, students use their understanding to explain key values such as respecting and taking care of parents. Some are capable of applying knowledge gained from true stories. The majority of students makes better than expected progress in lessons by responding to questions in different ways. Although progress in their recent work is variable, it is good overall. Memorization is well developed. However, recitation skills are not as strong.
- In Arabic as a first language, although students are meeting the expected level of skills in listening and reading comprehension they are performing below the expected level in their speaking and writing. Students write brief paragraphs that include repeated grammatical and structural errors. The range of writing is also limited. Boys and girls make acceptable progress in lessons and over time when measured against their starting points in learning.
- In Arabic as an additional language, most students have age related listening and speaking skills. They understand their teachers' questions and generally respond using single words. Students' writing skills are also less developed. Students in the different classes are making variable progress in lessons. Overall their achievement is in line with the curriculum standards. However stronger achievement is prevented by the lack of challenge and tasks that match the abilities of different groups of students.
- In the lower middle school classes, in English, most students can write persuasive essays and use strategies to differentiate between fact and fiction. They show very good progress when writing informative essays, demonstrating comprehension of fiction novels, and using their speaking and listening skills. Writing skills are varied but most students make very good progress. By the end of the middle school phase, they can write a summary of their reading with a good understanding of character development, taking into account different points of view. A large majority of students make better than expected progress in reading.
- Most students achieve levels of attainment in mathematics that are in line with curriculum expectations for the New York State Standards. Students' achievements are also benchmarked against international expectations and results over time are improving. Students make most progress when learning tasks are challenging. They respond well to interesting and engaging tasks that are meaningful and linked to real life. Overall, when measured against their prior learning, students make good progress in all aspects of mathematics.

- Science attainment and progress measured against the school's curriculum standards show that a majority of students are above expected levels. However, this is not reflected in external benchmark tests. Student' ability to develop effective inquiry and investigation skills is restricted by resource limitation. Students are able to express their ideas and understanding usually using the correct scientific terms. They are able to relate learning to real-life situations and to make some connections between subject and topic areas.

High		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Weak	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Very good ↑
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic education, most students attain levels that are in line with curriculum standards. They understand rulings and guidelines from verses. For example, Grade 10 students infer Islamic values from the Holy Qur'an and link them to the concept of tolerance. Grade 11 students discuss the impact of social media on Muslims' lives. The majority of students make better than expected progress in lessons in relation to learning objectives.
- In Arabic as a first language, students are performing below the expected levels in their speaking and writing skills, while their reading comprehension skills are more developed. Students write simple descriptive paragraphs that have frequent grammatical errors. In general, students make acceptable progress in lessons and over time.
- In Arabic as an additional language, students' attainment is meeting the expected curriculum standards. Most students can speak a few sentences about themselves and about their immediate surroundings. They can decode Arabic scripts, but occasionally struggle to understand its meaning. Progress in developing writing skills is slow. In lessons and over time, students make adequate progress.
- In English students achieve well. As a result, most students can write in a variety of styles including persuasive, argumentative, and descriptive narrative. They can cite strong textual evidence to support analysis of what they read. A large majority of students can analyze how an author develops character traits through comparison and contrast. By Grade 11, almost all students are proficient in communicating ideas using supporting evidence. They can identify, describe and analyze the major themes of literature. Overall, attainment levels are good with students making rapid progress when measured against their starting points.
- Most students achieve levels of attainment in mathematics that are in line with the expectations for the New York State Standards. Students have the opportunity to study mathematics as part of the International Baccalaureate Diploma Programme. The school's own tracking information indicates that standards are higher than international benchmarks assessments and those reflected in students' current work. In lessons, students are responding to higher challenge and rigor in their learning, resulting in improved progress.

- In science, teacher assessments indicate students' attainment and progress, when measured against the school's curriculum standards are above expected levels. This is not reflected in external benchmark tests or lesson observations. Students have under-developed practical skills and insufficient prior knowledge. They are able to express their ideas and understanding but, when challenged, only a minority is able to justify their understanding with sound reasoning. Higher levels of achievement are restricted by the lack of challenge in lessons.

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good ↑	Good ↑

- Younger students demonstrate much enthusiasm, are active participants in lessons and fully enjoy their learning. In the middle and high phases, students generally engage well. They occasionally lose focus and concentration when learning tasks lack challenge or are not interesting enough.
- Students are confident and interact extremely well, particularly in KG. They communicate to discuss learning and collaborate effectively. In the elementary and middle phases, many students offer interesting contributions to lessons and share their experiences. Students listen and are respectful to the views and opinions of others.
- Students have some opportunities to apply their learning to meaningful situations related to the real world and their life. Opportunities such as this, are becoming more frequent in lessons and this is enhancing students' learning experiences. Consequently, this is having a positive impact on students' conceptual understanding.
- Students use technology effectively, making good use of their own devices and demonstrating independent learning. In KG, children are able to work on their own and most can find things out for themselves. Engineering and innovative skills are being developed through project based learning experiences especially in their Science Technology Engineering Mathematic (STEM) projects

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

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

- Students have very positive attitudes and are responsible, especially in the younger grades. They are self-monitoring and readily make age-appropriate decisions. Most respond very well to feedback from their teachers.
- Most students are self-disciplined and manage their behavior without interventions from adults. A few older students are disruptive during lessons. Students interact well with others and bullying is very rare. When conflicts arise, students successfully resolve issues together, without the need for adult mediation.

- The majority of students are sensitive to the needs of others and are helpful and supportive, especially toward students with SEND. Relationships among students and with staff are very respectful and considerate.
- The importance of a healthy life style is well understood by a large majority of students. Most participate in a regular routine of exercise, eat a healthy diet and demonstrate good health habits. A minority of students makes poor choices by bringing unhealthy food to school.
- The overall attendance at the school is very good. Students almost always arrive at school and to lessons on time.

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

- Students have a clear but not fully-developed understanding of how Islamic values influence the community in which they live. They understand that life in the UAE is different from life in other countries, but their lack of deeper knowledge of the UAE culture hinders their appreciation of the differences between cultures.
- Students know key facts about buildings, cities, dressing and modern businesses in the UAE. Their knowledge is stronger in the lower phases. However, the middle and high students do not have an in-depth knowledge of the heritage and the culture of the UAE. The influence of history as a concept is still underdeveloped for most students.
- Students are aware of the importance of the relationship between their own culture and that of others. They know it is important to discover the differences between cultures as well as the similarities. However, not all students show sufficient interest and knowledge in their peers' different cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good ↑	Very good ↑	Good	Acceptable

- Students are very aware of their responsibilities towards their school community. They are involved in outreach projects and initiatives that positively impact their social development. Although some students participate in a student council, older students have a limited leadership opportunities.
- Younger students show a very strong work ethic and are innovative and creative in project work. Older students, especially in high school, enjoy work but sometimes lack initiative. Although they show creativity and enterprise when provided with opportunities, this is not a regular feature in all classes.
- Students are aware of environmental priorities such as water conservation and recycling. Children in the KG are proud of the items they create out of their recycled materials. However, older students are less attentive to taking care of their immediate surroundings.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good ↑	Good ↑

- Most teachers have secure knowledge of their subject and skillfully apply their expertise relating to how students learn. In the KG, teachers pay careful attention to young children's social and emotional development as well as the more formal aspects of learning. All teachers adopt an inclusive approach to support students.
- Lesson planning is carefully aligned to the Common Core Standards for New York State in most subjects. In High school, inquiry based learning tasks are planned as part of the International Baccalaureate Diploma Programme. Resources are of high quality and are plentiful especially in the KG and in the elementary phase.
- In English, teachers are especially skillful in asking probing questions, which prompt students' discussions and reflections to enhance their understanding. In the KG, greater emphasis on talk-aloud strategies further enhances young children's learning. Effective interactions in most lessons ensure students are engaged.
- Teachers' planning takes account of the needs of different groups of learners, especially students with SEND. This ensures that most learners can achieve well. There is generally, an appropriate blend of challenge and support provided for different groups of learners matched to their needs.
- Critical thinking and problem solving is well promoted in most subjects and is especially strong in English. Teachers generally ensure there are opportunities for students to work independently and take responsibility for their learning and achievement.

	KG	Elementary	Middle	High
Assessment	Very good ↑	Very good ↑	Good	Good

- The school has a set of procedures and practices for assessment that are aligned to the school's New York State curriculum and International Baccalaureate (IB) assessment requirements. The results of these assessments are used to determine student attainment and provide an indication of progress. This progress measure is not standards based.
- The school uses results from MAP, in Grades 1 to 10, to compare students' performance to international standards. They are now beginning to use CAT4 to provide a student ability and potential profile. Performance in Arabic in Grades 4, 5 and 6 has been measured using IBT.
- The school analyses available data from internal, MAP, IBT and CAT4 assessments and uses this information as a measure of whole grade and individual student performance. This analysis is used to inform leaders of learning and teachers about the strengths and weaknesses of individuals and groups of students. A procedure for tracking an individual student's progress over time is now in place.

- The school uses data from both internal and international benchmark assessments to modify the delivery of the curriculum, particularly where National Agenda requirements or specific weaknesses are identified. Leaders have identified appropriate interventions, especially in the KG and the elementary phase. Teachers' use of these data to modify teaching in the classroom is inconsistent particularly in the middle and high phases.
- The teachers, particularly in the KG and elementary phase, have a good understanding of their students' strengths and weaknesses. In the better lessons, this leads to the provision of focused challenge and support through constructive feedback. Students are increasingly involved in self and peer assessment. However, this is often limited in value for improving student learning, because of the poor quality of the assessment rubrics.

4. Curriculum

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

- The curriculum has a clear rationale aligned to the school's vision. The curriculum is fully aligned to the New York State Standards and the Common Core. This year, the high school has added the International Baccalaureate Diploma Programme (IBDP). The high school curriculum is compliant in meeting the New York State Standards.
- The curriculum is designed to ensure continuity and progression in content, identifying units, essential ideas, and subtopics. In addition, all subjects in Grades 6-12 identify New York State Standards and Common Core standards to ensure continuity and progression of skills. The school is developing plans for the transition from the middle to the high phase.
- Middle school and Grades 9 and 10 curricular electives are offered once per semester. They provide a range of choices and opportunities to stimulate students' interests. This current range of electives does not fully cater for all students' interests and career aspirations.
- Cross-curricular links feature in most lesson plans across most subjects. They are used to foster students' critical thinking in applying connections to their learning in other subjects and making connections to real world applications.
- The school conducts regular reviews of the curriculum involving senior and middle level leadership. The most recent review highlighted that the science curriculum does not prepare students in Grades 9 and 10 for the upper high phase science program and real world application and National Agenda requirements are lacking in mathematics. Plans are in place to address these concerns.
- The UAE social studies curriculum is skillfully integrated within the English social studies curriculum with cross-curricular links across all subjects, including the Arts, PE, French, Spanish and ICT. It is taught in English though there are some features of it in the Arabic lessons. It is balanced to ensure continuity and progression of the overall social studies curriculum. Teachers are highly effective in planning for the UAE links and delivering them in their classes across all phases. Assessment strategies provide for targeted concepts and skills that meet the needs of all learners.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good ↑	Good	Good ↑	Good ↑

- The assessment information on students' profiles is effectively used to support the different groups of learners. These profiles accurately specify students' needs, talents or barriers and consequently provide useful information to teachers in planning targeted activities. The SENCO tracks students' progress and administers 'Wide Range Achievement Tests (WRAT4). The provision of differentiation in KG promotes students' independence.
- The STEM laboratory promotes real life experiences for students. Students with SEND, use I-pads and laptops for research and to access online tasks, all of which supports their progress. Students participate in range of cross curricular activities and electives that are designed to enhance learning programs and promote inquiry into diverse disciplines. Impact on student outcomes is not yet evident.
- Links with UAE culture deepen students' understanding of Emirati traditions. For example, children in the KG enjoy dressing up in traditional Emirati costume to present a short historical drama. Grade 10 students discuss camel racing, as a National UAE Sport. Grade 11 students with SEND prepare a presentation about the impact of world prices on the UAE economy.

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

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

- The welfare, safety and wellbeing of students are at the heart of the school. Child protection arrangements are rigorous and understood by staff, students and parents. Regular, high quality training and policy updates keep safety practices current and effective. Information is shared promptly across the school, which ensures that all understand their own and their shared responsibilities.
- Risks to students' safety and wellbeing are anticipated through early evaluation and prompt intervention. However, identified evacuation routes do not always direct students to the nearest exit. Transport arrangements for students are exceptionally well-organized. Effective use of technology, detailed record keeping and timely communication make these arrangements highly effective.
- There are frequent rigorous checks to ensure that all safety equipment and other key aspects, such as the effective provision of water and electrical services, function effectively. Daily checks of written records and actions are maintained. The school meets the expectations set out by Dubai authorities.
- Generally, the school fully utilizes its resources. The STEM laboratory is not yet consistently effectively used and not all grades access learning technologies sufficiently. Almost all students are able to access general learning resources and the library provision is fast becoming an essential learning hub.

- The school actively promotes safe and healthy living in highlighting exercise as a key priority. It partners with parents to ensure that most students bring healthy food to school for their lunch recess. For students who decide to purchase their lunch at school, there is a choice comprising entirely of healthy foodstuffs in the canteens.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Good	Good

- Warm relationships, positive ethos and a supportive atmosphere predominate, particularly with younger students and children in the KG. Teachers in the KG, are committed to inclusion and support students with SEND very well. The school nurtures self-discipline through high expectations of conduct, especially through the elementary homeroom teachers.
- The school has a clear attendance policy and procedures. Attendance and punctuality statistics are recorded daily through an online system. Parents receive immediate text messaging to inform them of any non-arrival or lateness. School leaders recognize and celebrate high levels of attendance.
- Procedures to identify students with SEND are thorough and rigorous. School leaders use the results of tests such as CAT4, MAP and WRAT4 to produce student profiles. Assessment information supports the development of the IEP for students with SEND. Gifted and Talented Enrichment Scales (GATES) is used to identify students who are gifted and talented and enrichment plans are based on these test results.
- The school implements several programs that are targeted to build skills. English Language Learners (ELL) and English as an Additional Language (EAL) programs support identified students to develop their functional skills. Enrichment clubs support talent development. Shadow teachers and speech therapists support students with SEND through multidisciplinary team support.
- Three counselors work to create an environment of support for students. One guidance counselor supports students in high school to make choices about the next stage by arranging individual meetings and discussing the requirements of the US curriculum. Some students express a desire for more detailed and regular support for transition to further and higher education.

Inclusion

Provision and outcomes for students with SEND

Good

- The SEND department consisting of a SENCO, three counselors and three ELL support staff work collaboratively towards a clear vision. Distributed leadership ensures quality in the delivered services for the different groups of students.
- Identification for students with SEND is very good. The school has thorough systems and procedures for both screening and assessment. The CAT4, MAP and WRAT4 results are thoroughly analyzed to identify the student's profile, which supports the development of Individual Education Plans (IEPs). The Gifted and Talented Evaluation Scales (GATES) are used to identify students who are with gifted and talented and develop their enrichment plans.

- The school is establishing strong partnerships with parents. Parents feel well informed, feel well supported and acknowledge how safe and secure their children are in school. Parents have a clear understanding of their children's barriers to learning, the IEP provision and the importance of evaluating the IEP. A minority of them volunteer to support the department in school activities and in providing support to students when needed.
- Support for students with SEND is targeted to develop students' skills of independence. Students' profiles are used well to identify and develop learning targets. The provision is of a better quality when students with SEND receive specific support from a multidisciplinary team. Inconsistent teaching practices are seen across subjects, which result in less effective learning and progress for students with SEND.
- A large majority of students with SEND make good progress because their teachers use assessment information effectively to plan differentiated learning tasks. Teachers track the progress of students with SEND through assessment rubrics, which help build on prior learning.

6. Leadership and management

The effectiveness of leadership

Good

- Leaders at all levels, particularly the principal, set a clear strategic direction and promote a vision of inclusivity and internationalism. This is evident in school strategic plans, which increasingly use feedback from all stakeholders. Engagement of students as future leaders is under developed. The school vision is aligned to UAE priorities and that of the owners.
- Almost all leaders demonstrate a good knowledge of the curriculum and best practices in teaching and learning. The recent recruitment of two senior leaders further strengthens leadership expertise in the middle and high phases. This newly-formed senior team is effective in establishing a positive learning culture and improving standards in students' personal development. They are aware of the need to focus more strenuously upon student achievement.
- Relationships within the school are warm and supportive. The principal leads by example in demonstrating high levels of emotional intelligence and a 'can do' approach to all issues arising. Leaders are collaborative, willing to share, and committed to their own growth and that of the school. Leadership is delegated but the accountability processes are not consistently applied.
- Leaders are responsive to the challenges of change. Almost all demonstrate clear and accurate understanding of what needs to be done to innovate and improve the school. They have, in large part, been effective in addressing potential barriers to sustaining improvement, such as the retention of their better performing teachers.
- The school has further improved aspects of the school such as higher order learning skills in the middle and high phases. Leaders ensure compliance with statutory and regulatory requirements. Improvement in progress and attainment in some core subjects has not been secured. Leaders have ensured the continued success of their early years' provision.

School self-evaluation and improvement planning

Good

- The school knows its strengths and areas for improvement. There are sound systems, structures, policies, procedures and processes for self-evaluation and school improvement. Most key priorities are identified and analyzed using both internal and external data. Self-evaluation systems are not consistently used or embedded which means that the school is not gaining maximum benefit from them in accelerating school improvement.
- Monitoring of teaching and learning takes place but, is not sufficiently focused on their effect on students' achievement. Occasionally there is slippage and some leaders do not meet monitoring deadlines. Some offer feedback to teachers, which is descriptive of the context rather than analyzing the quality of students' learning and agreeing next steps.
- School improvement plans are comprehensive and based upon self-evaluation. They comprise detailed actions and well-focused goals to address priorities. Success criteria are yet to be phrased in such a way that they can be both demonstrable and measurable. Leaders currently do not keep an accurate track of the progress that the school is making against its intended outcomes.
- The school has made significant progress in addressing almost all of the recommendations in the previous report. School leaders have not found appropriate solutions to the lack of improvement in student progress and attainment in Arabic. This has been a recurring issue over a number of inspections.

Partnerships with parents and the community

Very good

- The school is effective in successfully engaging many parents who make valuable contributions to school life. All parents are considered important partners and are encouraged to engage with the school through the Collegiate American Schools' Parents Association (CASPA). Their involvement provides a very positive contribution to the work of the school, which is readily acknowledged by school leaders.
- Parents are very well informed about their children's academic achievements and also their social and personal development. Open and on-going communication is valued by almost all parents, particularly parents of students with SEND.
- Students' academic achievements and personal and social development are reported to parents at the end of each semester. This includes feedback upon students' acquisition of the Collegiate American School Values of 'Respect, Integrity, Responsibility, Achievement and Collaboration'. Reports inform parents about what their children should do next in order to improve.
- The school has numerous links with external partners and is successful in engaging industry experts, for example, IBM cyber security. There are links with community organizations such as, Dubai Cares. The growing number of partnerships has a positive impact on students' learning and development.

Governance

Outstanding

- The board of directors and executive council, which support all schools within the 'Group', ensure that school governance benefits from high levels of external expertise. The school advisory council has tried to ensure stakeholder participation. Development of student voice and more opportunities for student leadership are amongst priorities for action.
- The governing board systematically monitors the school's actions and holds the principal and her leadership team to account for the quality of school performance and the quality of student outcomes. The CEO is re-instituting the principal's annual appraisal and she, in turn, applies the same processes to her team, which have yet to be embedded.
- The board of directors makes a significant contribution to the school's strategic direction, based on the principles of inclusivity and internationalism. The board underpins its priorities with adequate funding, staffing and resources, and is clear about the key performance indicators required for its investment. The board is determined that the school will further improve its performance and secure consistent support from its parent body.

Management, staffing, facilities and resources




Very good

- The operation of the school runs very smoothly with timetabling ensuring the best use of space. Time is allowed between lessons for students to move from one lesson to another and from one part of the school to another. Information is effectively communicated to students, parents and teachers via the school's portal, website, information boards, and through regular newsletters.
- The school has reduced the attrition rate amongst its teachers, retaining high quality and committed personnel. The development needs of both classroom assistants and 'shadow teachers' are being increasingly met. An extensive professional development program has been implemented, though this is not sufficiently aligned to the outcomes of teacher and leader appraisal or to student progress and achievement.
- The premises and facilities provide a safe, pleasant and stimulating environment conducive to supporting students' curricular and co-curricular activities. A STEM laboratory has been created to facilitate integration of these disciplines and provide for more practical experimentation and investigation. Currently, this facility is not consistently used in ways that will promote STEM curricular aims.
- Resources in the KG are plentiful, allowing children to have numerous opportunities to consolidate their learning by applying it in different contexts. The resources available to support learning in science are insufficient. The school does not have the equipment to adequately deliver the IBDP science courses currently being taught.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgments. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	83
	2015-2016	68
 Teachers	70	
 Students	89	

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

- Almost all parents who responded to the survey, feel they are well-informed, that school leaders are approachable and they value the school reports. They believe that their children are safe at school, on school transport and on the Internet. A few are concerned about bullying, the quality of counseling and feel that their children might be better supported in their learning.
- Parents of students with SEND generally feel the school welcomes and cares for their children.
- Almost all students who responded to the survey, feel they read English well or very well. Only a minority said they read Arabic well or very well. Generally, student responses are exceptionally positive. A small minority has concerns about being consistently treated fairly, the lack of healthy food and drink, subject choice, and a 'voice' in the school.
- Teachers' responses indicate they are highly satisfied. A minority noted concerns about ineffective professional development, the quality of careers and academic guidance, school response to bullying, student poor behavior and their lack of respect to teachers. These concerns are not generally borne out by observation or student and parent feedback.

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