DUBAI Knowledge المعرفة

INSPECTION REPORT

2022-2023

THE SCHOOL OF RESEARCH SCIENCE-US

US CURRICULUM

ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Warqaa 4
	Opening year of School	2020
	Website	www.srsdubai.ae
	Telephone	971046011011
	Principal	Heath Bailey
	Principal - Date appointed	8/1/2022
	Language of Instruction	English, Arabic
	Inspection Dates	20 to 24 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	13 to 18
	Grades or year groups	Grade 9 to Grade 12
	Number of students on roll	717
	Number of Emirati students	654
	Number of students of determination	60
	Largest nationality group of students	Emirati

TEACHERS

	Number of teachers	56
	Largest nationality group of teachers	American
	Number of teaching assistants	0
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	27%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	AP
	Accreditation	NA

School Journey for THE SCHOOL OF RESEARCH SCIENCE-US

■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2022-2023

Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	
	• Students achieve well in Islamic Education and Arabic as a result of strong provision and enriched programs of study. In English, mathematics, and science, students achieve acceptable standards of knowledge. Skills in understanding, application of knowledge and analysis are developing. They are stronger in the girls' section of the school.
	• Most students, and particularly girls, demonstrate responsible attitudes and self-reliance. Boys participate more in team sports. Students proudly speak about the school's identity in promoting Islamic values and celebrating national activities. Students participate in a limited range of activities that support sustainability and conservation within school and the local community.

PROVISION FOR LEARNERS	
	• Most teachers have secure subject knowledge and understand how students learn best. Teachers do not always use questioning strategies skillfully to encourage the development of critical thinking and independent learning. Assessment data inform lesson planning but is not used effectively in the delivery of lessons to meet the learning needs of all students. The quality of marking and feedback to students is variable across the subjects.
	• The curriculum is aligned to the Massachusetts State Standards (MSS), Next Generation Science Standards (NGSS) and the Ministry of Education (MoE) curricula. The balance of the curriculum is in. The curriculum is reviewed more frequently in Islamic Education than in other subjects. Teachers make few adaptations to the curriculum to improve the relevance and suitability of programs. There are examples of projects for enterprise and innovation which are supporting learning.
	• Child protection and safeguarding procedures are thorough and supported by rigorous policies and protocols. All staff receive appropriate training. Protection from any form of abuse is given high priority. Policies designed to promote behavior, attendance, and punctuality are not consistently implemented. The identification's procedures for gifted and talented students and students of determination are not fully developed. The career program explores students' future career pathways.

LEADERSHIP AND MANAGEMENT	
	• There has been significant change in the senior leadership team. Leaders share a commitment to the vision of an inclusive and nurturing school, but these are yet to be embedded in practice. A self-evaluation process is in place that uses analyses of internal and external assessment data. However, checks on the accuracy of internal assessments are not secure. The governing board has not ensured full compliance with the KHDA approved academic plan when considering areas for improvement.

The best features of the school:

- The good achievement of Islamic Education and Arabic

- Students' excellent awareness of Islamic values and Emirati culture

- The arrangements for ensuring students' health and safety

Key Recommendations:

- Governors must:

  - adhere to the KHDA approved academic plan in all respects;

  - fill all vacancies in the senior leadership team and ensure retention of staff to create greater stability; and

  - establish clear lines of accountability of the roles, responsibilities of all leaders for improved students' outcomes.

- Ensure that every student who receives the High School Diploma has fully met the requirements for a US high-school diploma

- Implement a systematic and rigorous self-evaluation process.

- Improve senior and middle leaderships' capacity to improve students' outcomes.

- Improve the quality of teaching and learning.

- Improve students' attendance and punctuality at the start of the day and to lessons.

Overall School Performance

Acceptable

1. Students' Achievement		

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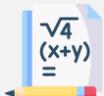
	High
Learning skills	Acceptable

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

	High
Personal development	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good
Social responsibility and innovation skills	Acceptable

3. Teaching and assessment

	High
Teaching for effective learning	Acceptable
Assessment	Acceptable

4. Curriculum

	High
Curriculum design and implementation	Weak
Curriculum adaptation	Acceptable

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

	High
Health and safety, including arrangements for child protection/ safeguarding	Very good
Care and support	Acceptable

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Focus Areas

National Agenda Parameter

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

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessments	is approaching expectations	is approaching expectations

- There has only been one round of PISA assessments, the results of which have not been received.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- Leaders recognize the need for students to improve in the essential skills and content that is tested in the National Agenda Parameter assessments. Senior leaders analyze assessment data to identify gaps in learning, However, the use of this information to adapt the curriculum is variable.

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

- Students' reading literacy skills are insufficiently developed and sometimes present a barrier to their learning. Critical thinking and reasoning skills are included well in some lessons in English, mathematics, and science.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Provide targeted interventions to lift all students' reading to age-related standards.

- Address the identified gaps in content and skills in English, mathematics, and science.

- Build students' critical thinking and reasoning skills through a range of activities that require higher-order thinking.

Wellbeing

The quality of wellbeing provision and outcome is at a **moderate level.**

- Wellbeing is a priority for the school and governors. The development plan states that wellbeing, self-regulation, and socialization are critical to students in the school. To support students' wellbeing the school has introduced a wellbeing committee. Although relatively new, this committee and its members have implemented several strategies to enhance the wellbeing of the school community. However, parents are not well represented in the design and implementation of these strategies.

- The welfare department is proactive in the approach to the identification of wellbeing concerns and are a consistent point of contact, throughout the educational journey of each student. This is supported by the addition of student surveys, although these are infrequent and lack depth. Teachers have also completed training to support their own wellbeing and those of their students. This aids teachers in mentoring students and students in supporting one another.

- Wellbeing values are embedded into the curriculum as cross-curricular links. These values supplement the moral education program in addition to a well-developed range of activities, events, and awareness campaigns. Students take ownership of these events and support the education of other students. The wellbeing curriculum is in its infancy and there are not enough opportunities for explicit teaching of emotional skills Full advantage is not taken of the available wellbeing information.

UAE social studies and Moral Education

- Social studies and moral education are taught as two stand-alone subjects.

- Each subject has its own individual curriculum standards that follow the originally MoE. Social studies are taught only in Grade 9, for four lessons a week, whereas moral education is taught in Grades 9 and 10, for two lessons a week for each class.

Main Inspection Report

1. Students' Achievement

Islamic Education

	High
Attainment	Good
Progress	Good

- The majority of students has a secure knowledge of Islamic principles which are above the curriculum standards. Gaps in knowledge are addressed effectively, enabling students to show confidence in making proper citations with supporting evidence from The Holy Qur'an, Hadeeth, and Seerah.

- Students make significant gains in memorizing and reciting especially when The Holy Qur'anic tracker is used. The application of Tajweed rules is improving quickly. Students purposefully apply real-life application skills when they learn about the concepts of Fiqh.

- Students demonstrate better achievements in justifying the rationale behind Fiqh rules when lesson plans provide extended opportunities with tasks that require research, debating, and presentations. Boys quickly improve their debating and Holy Qur'anic memorizing skills, while girls demonstrate depth when researching.

For Development:

- Ensure consistency in providing students with opportunities in lessons to work on challenging research tasks about Islamic concepts.

- Make full and better use of the Holy Qur'anic tracker in lessons and in students' work.

Arabic as a First Language

	High
Attainment	Good
Progress	Good

- Internal data does not reflect students' achievement accurately, as the school has excessively positive views of students' achievement. The school does not used an external benchmarking assessment. Students read prose and poetry fluently. They analyze texts and infer literal and implicit meanings.

- Students use dictionaries successfully and to a lesser degree, contextual clues to find the meaning of key words. Students' workbooks show that they can write for different purposes coherently. However, their literary responses do not always reflect their understanding and referencing skills are underdeveloped.

- The school regularly reviews and modifies the curriculum to match students' needs and interests. Teachers implement and monitor an online reading program to improve outcomes, with some success.

For Development:

- Improve students' skills in forming their own literary responses and use of references in support of their writing.

- Ensure consistency in students' use of grammar and rhetoric.

English

High	
Attainment	Acceptable .
Progress	Acceptable .

- Students are generally engaged in their learning and progress well in lessons. Students' speaking skills vary between the different grade levels but improves as they move to the higher grades. Girls' reading, writing, and comprehension skills are stronger than boys.

- Students' reading comprehension is improving and becoming stronger over time especially in the girls' section. As students move through the grade levels, most progress well in developing their reading, writing, and listening skills. Progress in speaking is not as consistent.

- Most teachers use questioning strategies effectively during lessons, although time for students to reflect on their learning is not always available. Teachers do not provide sufficient opportunities for students to develop their higher-order thinking skills or to provide more extended verbal and written answers.

For Development:

- Provide students with the time they need to develop their answers to questions verbally.

- Improve students' independent writing skills so that they are at least in line with curriculum expectations.

Mathematics

High	
Attainment	Acceptable .
Progress	Acceptable .

- Weak reading skills are having an adverse effect on students' ability to handle data, and their problem-solving, and reasoning skills. Students understanding of algebra and geometry is stronger than in other areas of the curriculum.

- Enhanced use of educational technologies enables students' access to online resources and fosters the development of their independent learning skills. During lessons, an increased focus on how to organize information and identify strategies to solve problems impacts positively on students' attainment and progress.

- Insufficient opportunities are provided for the development of inquiry, critical thinking, and research skills. The lack of opportunities to apply number skills in unfamiliar contexts, limits students' ability to learn to think mathematically and to find solutions to everyday problems.

For Development:

- Provide more opportunities for students to develop their inquiry and skills, and to solve problems in everyday contexts.

Science

	High
Attainment	Acceptable .
Progress	Acceptable .

- Students' development of knowledge of scientific concepts is stronger than their development of scientific skills. There are inconsistencies in students' practical skills. Many students often find it difficult to complete the tasks independently, especially boys in Grades 9 and 10.

- Students have stronger knowledge of key concepts in science but their application, understanding, investigation, and prediction skills are insecure. Students' research and presentation skills are also underdeveloped.

- Problem-solving and science reasoning skills are developing most quickly where teaching is stimulating, and classes are managed well. Students in these classes can work for sustained periods of concentration, individually, and with others. This approach is not embedded across the grade levels.

For Development:

- implement a scheme of work that ensures the development of students' higher-order scientific skills.

- Ensure that enquiry, investigation, and practical work are a regular feature of all science lessons.

Learning Skills

	High
Learning skills	Acceptable .

- Classroom learning routines are embedded in a majority of lessons, with some exceptions in the boys' section. In Islamic Education and Arabic students generally demonstrate responsible attitudes and take responsibility for their own learning.

- Most students collaborate and work well together in planned cooperative and collaborative learning activities. However, independent learning, critical thinking, and self-assessment are not well developed. Students are confident when using digital devices for research and in accessing learning platforms.

- In many lessons and especially in Islamic Education and mathematics, students relate their learning to everyday life situations. Students are generally confident when expressing their views, and they respond positively to appropriate praise and feedback from teachers.

For Development:

- Provide more opportunities for students to develop their critical thinking, problem-solving, and independent learning skills.

- Ensure that time is allocated in lessons for students to assess and reflect on their own learning.

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

	High
Personal development	Acceptable

- Most students demonstrate responsible attitudes and are developing self-reliance. They appreciate critical feedback from their teachers during lessons and try to take steps to improve their work further.
- Students' behavior is generally respectful. Positive behavior prevails in the girls' section. However, in the boys' section the behavior of a minority of boys in a few lessons disrupts learning. Bullying is rare in the school.
- Students understand the reasons for making healthy eating choices and taking exercise. Boys are more active and engage in team sports more than girls. Attendance overall is weak, and some students do not arrive to class on time in the morning, after breaks, or after moving between classes.

	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good

- Students proudly speak about the school identity that promotes Islamic values and celebrates national achievements. The Holy Qur'an competition, the group prayers, the art gallery, and the three-dimensional projects illustrating Islamic stories, show their deep appreciation of Islamic concepts and values.
- Students stand respectfully for the national anthem and celebrate all national events. They acknowledge and speak about the rich heritage of the UAE. They appreciate the wisdom of leaders in the UAE that started with the success story of the union and is now celebrating innovative futures.
- Students belong and show loyalty to the UAE's vision. They understand the importance of diversity and tolerance. As a result, they are keen to learn more about other cultures worldwide. However, opportunities to extend their experience of other cultures are limited.

	High
Social responsibility and innovation skills	Acceptable

- Students understand their responsibilities as members of a school community. Girls play more active roles than boys in the life of the school. Students have very limited volunteering experiences in the local community.
- Students show a positive work ethic when in lessons although this is sometimes hindered by absentees or students arriving late. Students sometimes take initiatives and plan activities around the school such as, bake sales and science fairs. As part of their science, technology, engineering, and mathematics (STEM) courses, they engage in building robots.
- Students take care of their school and are aware of important environmental issues. They participate in a limited range of activities that support sustainability and conservation in their school or the local community.

For Development:
- Improve students' rates of attendance and their punctuality to school and lessons.
- Provide students, especially boys, with more meaningful, relevant and motivating opportunities to contribute to the life of the school.
- Provide students with more opportunities to learn about world cultures.

3. Teaching and assessment

	High
Teaching for effective learning	Acceptable

- Most teachers have secure subject knowledge and understand how their students learn best. Positive interactions between teachers and students are a feature of many lessons. Learning outcomes are routinely shared with students in lessons, although there is not always time to reflect on these elements at the end of a lesson.

- Some teachers use a range of questioning strategies which encourage the development of critical thinking and independent learning skills. However, the application of these strategies is inconsistent across subjects and grades.

- Assessment data and other information guide lesson planning but are not always used effectively in the delivery of lessons. Interactive digital technologiesare used primarily as a presentation tool in many lessons. The use of technologies to support teaching for effective learning is underdeveloped.

	High
Assessment	Acceptable

- Internal assessment processes are linked well to the curriculum standards for both the MSC and MoE subjects, although formal assessments are not challenging enough to provide a realistic view of students' achievement. External assessments in English, mathematics, and science are more reliable.

- School leaders increasingly analyze assessment data to identify gaps in learning, or to highlight strengths and weaknesses within individual subjects. A majority of teachers uses student profiles which include some form of assessment data.

- The link of measures of academic progress (MAP) assessments has had a beneficial effect this year, as students are directed to specific areas where they need to build up their knowledge or skills. No external assessments are in place for Arabic.

For Development:

- Provide questioning which develops students' critical thinking skills and challenge in lessons.

- Analyse all forms of assessment information to identify and address gaps, in students' learning.

4. Curriculum

	High
Curriculum design and implementation	Weak

- The school is not vigilant in ensuring that every student meets all the graduation requirements before an official High School Diploma is awarded to that student. However, options are not in place for making up insufficient credits for graduation, failed courses, or missed time in school, to enable students to meet these expectations.

- The design of the curriculum uses the rigorous MSC and NGSS alongside the MoE required subjects. Provision of course options in core subjects and interesting elective courses potentially, but not consistently, give students a US high-school experience.

- Some subjects, such as Islamic Education and Arabic, have clear progression in learning across grades. In other subjects, particularly science, some students lack the skills and knowledge needed as they move up to more complex courses in the higher grades.

	High
Curriculum adaptation	Acceptable

- Across subjects there is inconsistency in modifications to the curriculum to meet the needs of all students. Modifications are more most effective in Islamic Education and Arabic In-class differentiation is sometimes, but not always, effective for students of determination.

- Enhancement of the curriculum is most successful in projects which motivate and interest students, and in lesson activities where drama or art is brought into learning. Enterprise is a developing area that is sometimes seen in mathematics. Innovation is stimulated by enjoyable STEM activities.

- Links with the Emirati culture and UAE society are naturally interwoven within classes. This is a particular strength of the school. Although these links are particularly evident in the MoE subjects, examples are also seen in English, mathematics, and science.

For Development:

- Ensure that every student who receives a High School Diploma has fully met all of the requirements for a valid and recognized US high-school diploma. This includes set core and elective credits, with sufficient hours of instruction and passing grades.

- Address through curriculum design the gaps in skills and content, needed for advanced courses, and which ensure that all students can be successful as they move through successive years of challenging courses.

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

	High
Health and safety, including arrangements for child protection / safeguarding	Very good

- Child protection and safeguarding procedures are thorough and supported by rigorous policies and protocols. All staff receive appropriate training. Protection from any form of abuse is given high priority.

- Effective practices are in place to ensure that the school is clean, well maintained, safe, and secure. Comprehensive protocols for access to the school are in place and closely monitored by security. Students' transportation is safe, and all buses are meticulously examined. Robust arrival and departure routines and procedures are evident.

- The school clinic is well organized by the medical staff. Wellness, including the promotion of healthy eating and fitness, is a high priority. Students participate in a range of after-school activities including sports, the arts, and cooking.

	High
Care and support	Acceptable

- Staff and students display positive relationships which are the basis of behavior management within the classroom and around the site. However, policies designed to promote behavior, attendance, and punctuality are not consistently implemented.

- The identification procedures for gifted and talented and students of determination are not fully developed. This results in limited differentiation within the classroom. By contrast, the school's approach to student wellbeing and welfare is embedded through the work of a dedicated and enthusiastic team.

- The career program offers students a range of opportunities to explore existing and future career pathways. These opportunities are enhanced through guest speakers, educational visits and partnerships with parents and former students. A well-developed internship program also supports career exploration.

For Development:

- Improve the identification and individualized support for identified students of determination within the classroom.

- Review the policies and procedures around behavior management, attendance, and punctuality to ensure a more systematic approach, which can be implemented by all staff.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The school a admits students of determination and has created a diverse student population. A dedicated head of department supports this work but does not have the resources to meet the needs of all students.

- All available data is used to support the identification of students of determination. The inclusion department does not currently supplement this with appropriate diagnostic testing and cannot use targeted interventions as part of process of planning and review.

- Parents receive regular updates on their children's progress through both formal and informal methods. They are involved in writing the individual education plans (IEP) and can access support to extend the approaches used in school. They do not have access to regular training to support them.

- Students' IEPs provide teachers with methods to modify their lessons and enhance student's progress. However, these plans are not implemented by subject teachers consistently. Additional support from the specialist teacher is highly effective although there is limited availability of this provision.

- Students' targets are monitored through methods which involve feedback from teachers and learning support assistants. These targets do not always have a baseline resulting in outcomes being difficult to quantify and track, at an individual or school level.

For Development:

- Expand the resources of the inclusion department with diagnostic assessment tools, interventions, and staffing.

- Enhance the systems of monitoring systems and develop a tracking procedure which supports teacher accountability.

6. Leadership and management

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

- There has been significant change in the senior leadership, including the appointment of a new principal. Leaders share a commitment to the vision of an inclusive and nurturing school, but this vision has yet to be fully realized. Leaders do not have sufficient capacity to improve and innovate. This is because of vacant leadership positions and a clear understanding of issues which are limiting students' progress. Leaders have, however, improved provision in Islamic Education and Arabic.

- The self-evaluation process makes use of internal and external assessment data. However, the review and analysis of outcomes from internal assessments are not entirely reliable. Systems to monitor the quality of teaching are consistent and regular, but insufficient account is taken of the impact of teaching on students' progress. As a result, leaders have an over-generous view of the school's effectiveness. The improvement plan does not target the impact of actions on students' achievement.

- Parents are satisfied with the school and are invited to participate in school activities, which a few attends. Parental views are considered. The school uses a variety of methods to communicate with parents. Parents are provided with regular reports on their children's academic progress, but information on their personal and social development is limited. The school has increasing links with local, national, and international communities to enhance students' learning experiences.

- The governing board is not fully representative of all stakeholders. Governors are not fully aware of methods of gaining firsthand evidence to validate the accuracy of information provided by senior leaders. The board has yet to ensure the full compliance with the KHDA's approval of its academic plan for establishing the school. The board has appointed a new principal and senior leaders but has not empowered them to initiate change and secure improvements in student outcomes.

- The school's day-to-day management is effective. There are well established procedures and routines. The school is adequately staffed, overall, although vacancies exist within the leadership team. The majority of staff are mostly qualified teachers and benefit from regular but general professional training. The premises and specialist facilities are of high quality, and a few are shared with the adjacent UK school. Resources are sufficient to support teaching and learning.

For Development:

- Fulfil the requirements set in the KHDA approved academic plan and provide greater clarity of roles and responsibilities of all staff.

- Improve the capacity of all leaders to innovate and improve students' outcomes.

- Ensure that the self-evaluation is rigorous, accurate and based on accurate assessment data and, the rigorous monitoring of teaching and learning.

- Fill the staff vacancies and recruit and retain experienced US teachers and leaders.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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