

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

GOOD



INSPECTION REPORT

2017-2018

Al Mawakeb
School - Br

Celebrating
10 years of
inspections

AL MAWAKEB SCHOOL - BR

AMERICAN CURRICULUM

المعرفة
Knowledge

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School information

General information

Location	Al Barsha
Type of school	Private
Opening year of school	1998
Website	www.almawakeb.sch.ae
Telephone	00971-4-3478288
Address	Al Barsha - Dubai U.A.E P.O.Box 35001 micheline.eid@almawakeb.sch.ae
Principal	Moussa Chahbaz
Principal - Date appointed	8/1/2017
Language of instruction	English
Inspection dates	11 to 15 February 2018

Teachers / Support staff

Number of teachers	170
Largest nationality group of teachers	Lebanese
Number of teaching assistants	10
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	22%

Students

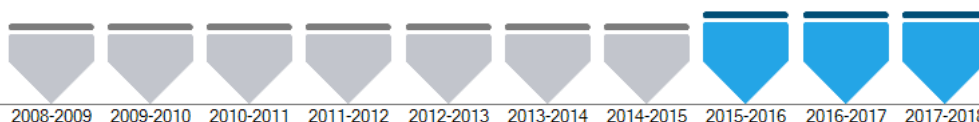
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2794
Number of children in pre-kindergarten	0
Number of Emirati students	674
Number of students with SEND	58
Largest nationality group of students	Emirati

Curriculum

Educational permit / License	US
Main curriculum	California / MOE
External tests and examinations	SAT/AP
Accreditation	NEASC
National Agenda benchmark tests	MAP

School Journey for Al Mawakeb School - Br

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



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Al Mawakeb School - Br was inspected by DSIB from 11 to 15 February 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school is well led by the principal and leadership team. The distribution of leadership roles ensures that, across the school, there is a clear focus on students' personal and academic development. Leaders have effectively sustained and reinforced good progress and attainment across the school. While relationships with parents are generally positive, parents are not represented on the governing board.

Students' achievement

Students' progress has improved to very good in English and science in the high phase and in Islamic education in the elementary phase. Overall, students have good achievement, with good or better attainment and progress in almost every subject. Learning skills have improved in the high school. Children in the Kindergarten make good progress in the development of language and other skills.

Students' personal and social development, and their innovation skills

Students' personal and social development is a strength of the school. They share their learning and ideas in a supportive environment. Positive relationships and the development of well-rounded character are features of the school. Islamic values are clearly evident in students' interactions. They are aware of Emirati culture and enjoy sharing this knowledge. They have a reasonable understanding of world cultures.

Teaching and assessment

Although inconsistent, there are many examples of good teaching across the school. Many lessons in mathematics and science include practical applications that enable students to link concepts to skill development. Full use is not being made of assessment information to guide lesson planning, particularly in the lower grades. The assessment procedures are not fully aligned with the expected curriculum standards.

Curriculum

The curriculum is fully aligned with the California state standards. Enhancements have added breadth to the curriculum, while also successfully weaving in the UAE national priorities. More choice is given to students in the high school, with the introduction of the US credit based system.

The protection, care, guidance and support of students

Teachers and support staff show caring attitudes, and help students feel secure in a protective environment. Relationships are positive. Systems to identify students with special educational needs (SEND) and the gifted and talented are not fully effective. Career guidance is provided for older students. They receive guidance on the most appropriate credit based courses to support their interests and future needs.

What the school does best

- Students in the high school demonstrate a wide range of learning skills, which contribute to their very good progress in English and science
- The maturity of students evident in their relationships, in their interest and their involvement in the world around them
- The commitment shown by leaders and teachers to the well-being of students and the positive relationships that contribute to a harmonious school community
- Enrichment activities, that are often led or initiated by students, are varied and interesting, and promote the values and culture of the UAE







Key recommendations

- Improve teaching and learning and raise students' attainment by consistently:
 - raising teachers' expectations for students' performance
 - differentiating tasks and activities in lessons to ensure all students are provided with an appropriate level of challenge
 - enabling students to develop their inquiry and critical thinking skills in all phases and, as appropriate, making full use of technological resources.
- Implement a professional development improvement plan for teachers to ensure:
 - a better match of teaching strategies to the standards of the US curriculum
 - more effective use of the available assessment information to modify teaching and to evaluate the impact of changes.
- Address as a matter of urgency the under-achievement of some groups of students in reading and language development, and ensure most students read at or above grade level.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



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

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

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

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment in English, mathematics and science in the N.A.P tests is below expectations.
- School leaders are committed to the goals of the national agenda. A well-constructed action plan, supported by appropriate staff training, identifies the steps needed to raise students' performance.
- The school is modifying the curriculum to address gaps in students' knowledge, understanding and skills identified by the results of TIMSS, PISA, CAT4 and N.A.P tests.
- In many lessons, teachers plan work that offers students an appropriate level of challenge. However, in a few lessons, planned activities are not implemented.
- Access to N.A.P test results is enabling students to recognize their strengths and weaknesses. They make good use of a range of resources to support their learning.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students

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



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

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

Three strands are reported on (each with three elements): i) Governance and Leadership.

ii) Learning and Intervention. iii) Personalisation.

- School leaders are aware of the gaps between the attainment of Emirati students, as a whole, and that of other students. Although they are committed to raising Emirati students' performance, not enough use is made of assessment information to guide planning to close these gaps. Parents are appreciative of the close contact maintained by the school and the regular updates on their children's progress.
- Most Emirati students are able to take responsibility for their own learning. They work especially well in collaborative and small group activities. In many lessons, students are developing their critical thinking skills. However, teachers are not sufficiently aware of the attainment gaps and do not target interventions focused on raising Emirati students' performance.
- There is considerable variation in the level of teachers' understanding of the implications of the results of cognitive ability tests. As a consequence, adaptations to the curriculum to meet the individual needs of Emirati students are limited. For example, not enough is being done to improve the verbal reasoning skills of these students.

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

Moral Education

- The curriculum is planned to follow the MoE requirements for moral education and ensure appropriate coverage of the key concepts.
- Moral education is taught in both English and Arabic in Grades 1 to 9. Most teachers provide engaging lessons that encourage active participation.
- Students are eager and attentive learners. They enjoy bringing their own perspectives to lessons and they are keen to engage in debates and discussions.
- Assessment is made through journals, class projects and quizzes. When assessment indicates that a concept has not been successfully learned, it is re-taught to ensure mastery.

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

Social Studies

- The UAE social studies curriculum successfully engages students' interest and promotes discussion and creative thinking. Additional materials are used to enhance the curriculum and extend the subject matter.
- Teachers plan lessons that are carefully structured to present learning activities in a logical sequence. Good use is made of audio-visual resources to challenge students' thinking.
- Students are fully engaged and eager participants in most lessons. In discussions, many offer pertinent insights and responses drawn from their own knowledge and experiences.
- At the end of each lesson, students assess both the effectiveness of the teaching and their own learning. These assessments provide useful measures of students' progress in social studies.

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

Innovation in Education

- When given the opportunity, students work independently and collaboratively on enquiry and research-based activities. Kindergarten children use a variety of resources imaginatively to support and enhance their learning.
- Students successfully initiate, plan and develop a range of innovative ideas, for example, for the Science, Technology, Engineering and Mathematics (STEM) fair.
- In the most effective lessons, the learning activities enhance students' problem solving skills well. In most subjects, teachers make good use of technology to support innovative learning.
- The school focus on innovation is evident across the curriculum. A variety of cross-curricular projects and extra-curricular activities promote the development of innovative thinking.
- School leaders show a clear commitment to innovation and opportunities are being provided for its development. Students are encouraged to present their projects in local competitions.

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	Very good ↑	Good	Good
	Progress	Not applicable	Good	Good	Good

- Work in lessons and in books, indicates the majority of students' level of knowledge and understanding are above MoE curriculum expectations. Internal school assessments, that indicate higher levels of attainment, are not accurate. Students make stronger progress in the elementary phase.
- Students' understanding and application of Islamic values in real life situations is strong. Their knowledge and understanding of the life of Prophet Mohammed (PBUH), Hadith, principles of faith, and principles of worship are above expectations.
- Students' memorization and recitation skills of the Holy Qur'an are improving. However, this is not consistent across the school. Students' ability to refer to the Holy Qur'an and Hadith for evidence of values or rulings is below expectations.

For development

- Link students' understanding of both the Holy Qur'an and Hadith to all areas of learning.
- Provide more opportunities for students to refer to the Holy Qur'an for evidence of guidance, rulings or values.

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

- Progress in the development of language skills overtime is consistently good. This has led to a rise in attainment in the higher grades. The good achievement in these grades results from the firm foundations laid in the earlier phases.
- Students across all grades demonstrate skills in reading that are above curriculum expectations. Their reading fluency, accuracy and comprehension skills are strong. Students show steady improvement in creative writing, particularly in Grades 11 and 12.
- In all grades, students show improvement in speaking and reading skills as they make use of their new learning. The online reading scheme has impacted positively on raising students' reading fluency. Independent writing in lessons is developing at a moderate rate.

For development


- Challenge students' across all phases to consistently produce high quality independent writing.

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

- Students' attainment and progress in reading, writing, speaking and listening are not improving significantly. The age-related attainment of students in the elementary phase is above that of older students.
- Elementary students are able to use a wide range of vocabulary as they talk about familiar topics. Although students in the middle and high phases make good progress, the most recently learned elements of language are not practiced sufficiently.
- Not enough use is made of assessment information to ensure that curriculum planning and teaching strategies meet the needs of most students. This is restricting the rate of improvement in students' attainment and progress.

For development


- Make full use of assessment information to ensure that curriculum planning and teaching strategies are better matched to the needs of students.

		KG	Elementary	Middle	High
English 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑

- Speaking and listening are the most well developed language skills in all grades. In the elementary and middle phases, reading and writing are the least well developed language skills. Students' ability to write at length in all grades is limited due to lack of opportunities.
- In Grade 12, students' demonstrate a good grasp of literary devices and their skills of critical analysis skills are strong. They speak clearly and provide their peers with insightful and helpful feedback during lessons. In the middle phase, redrafted writing contains grammatical errors that are not corrected by teachers.
- From Grade 5 onwards, students are increasingly able to articulate personal views and opinions, and engage in detailed discussions of literature. By Grade 12, students participate enthusiastically in a variety of classroom discussions that are often lively and sophisticated.

For development


- Make full use of external assessment information to identify weaknesses in students' skill development and adapt the curriculum to address these weaknesses.

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

- In lessons and independent work, students generally make good progress and meet the learning objectives. However, in external benchmark tests, linked to the curriculum, students attain below their expected grade levels. There is a difference in the rate of progress of boys and girls.
- In the elementary phase, mental mathematics is more secure than students' understanding of measurement and geometry. The ability of students in the middle phase to apply mathematical procedures is stronger than their reasoning skills. Students in the high phase are able to apply a variety of complex mathematical concepts.
- Across all phases, students are frequently made aware of the links between their learning and the relevance to real-life. This enables them to demonstrate and consolidate their understanding in the context of everyday situations.

For development

- Develop students' skills in solving problems that require extended reasoning and address the gender differences seen in external test results.

		KG	Elementary	Middle	High
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑

- Attainment in lessons and students' work is above that indicated by external test results. These results identify gaps in student understanding of scientific concepts. Learning skills are developed effectively and as a result, impact positively on progress in the high school. Practical scientific activities support children's progress in the Kindergarten.
- In lessons, progress is the development of key scientific skills is at times hindered by the lack of appropriate technology to support research and investigations. In more effective lessons, students learn to hypothesize and make observations in real life contexts.
- The development of scientific concepts and use of the scientific method to support investigative work is inconsistent. This slows progress. Verbal reasoning skills are being improved by opportunities to review, analyze and synthesize information from scientific texts.

For development

- Ensure the systematic development of students' understanding of the scientific method and provide regular opportunities to apply this in practical work.

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

- Positive interactions between students and adults underpin the development of students' good learning skills. A good foundation for collaborative learning is established in the Kindergarten. Older students, particularly girls, show increasing maturity in their approach to learning.
- Through collaborative group work students' teamwork, leadership and communication skills are developing well. Across all phases, most students are willing to tackle challenging work and are able to make connections between different areas of learning.
- In the most effective lessons, students are engaged throughout. Older students, in particular, demonstrate perseverance and determination to succeed. This is a common feature in the middle and high phases but more variable in the earlier phases.

For development

- Enable younger students to apply their learning skills more consistently in lessons.

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

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

- Students' personal development is strength of the school. Their positive attitudes to learning make significant contributions to their progress. Students' relationships with adults and peers are very good throughout the school.
- Students' respectful and considerate behavior contribute well to the school's positive learning atmosphere. Bullying is rare. In the middle school, a minority of students go off-task in lessons when the work is not engaging enough.
- Students are very supportive of one another. Older students support younger learners and the student welcoming committee helps new students to settle in the school. Students are in regular attendance and most are punctual at the start of the day.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
<ul style="list-style-type: none"> Students in all phases demonstrate a secure age-appropriate level of understanding of Islamic values. This is evident both in their discussions and in their day-to-day behaviour. Most students have a very good understanding of the way that Islamic values underpin life in Dubai. Students show awareness and respect for the heritage and culture of the UAE. Emirati culture is recognized throughout the school and is a particular source of pride for older boys. Celebrations to mark notable events are organized effectively. Students throughout the school have a secure understanding of their own culture and show respect for the other cultures represented in the school. This understanding is enhanced by opportunities created by the school for students to share information with their peers about their home cultures. 				

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding ↑
<ul style="list-style-type: none"> Students have a well-developed sense of social responsibility. Older students make significant contributions to the life of the school. They readily take responsibility and effectively manage a variety of charitable and community based activities. Across all grades, students are encouraged to be creative. They demonstrate their innovative ideas in STEM fair projects, for example. This is a particular strength in the middle and high phases. Students show a well-developed understanding of environmental issues. For example, older students have initiated environmentally sustainable projects in the community. These activities are also impacting positively on the development of students' entrepreneurial skills. 				

For development

- Provide more opportunities for the development of students' innovative and entrepreneurial skills in the elementary phase.

3. Teaching and assessment

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

- Teaching is generally effective across the school. Almost all teachers use their strong subject knowledge in planning well-structured lessons. However, the planned lessons are not always implemented effectively, resulting in learning that is not always coherent or systematic.
- The most effective lessons take place in supportive but challenging learning environments. In these lessons, teachers use skillful questioning to encourage students to think more deeply. In the less effective lessons, students have few opportunities to work independently.
- Opportunities for students to conduct research and use technology to support their learning are increasing. Teaching strategies that encourage students to think before responding are helping the development of critical thinking skills.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Good	Good

- Assessment information is more accurate in the upper grades where internal assessments are more closely aligned to the expected curriculum standards. In elementary and lower middle phases, the school's internal assessments are inaccurate and do not align with the expected grade level standards.
- Assessment information is carefully analysed to identify strengths and weaknesses in students' performance. However, not enough use is made of this information in lesson planning to ensure that work is matched to students' learning needs. Not all teachers fully understand the implications of external test information.
- The school does not have a comprehensive and systematic assessment policy that ensures consistency in procedures. Consequently, there is inconsistency in teachers' marking of students' work and in the written feedback they provide.

For development

- Develop and implement a whole school assessment policy.
- Ensure all teachers make full use of assessment information to provide students with appropriate challenge and support in all lessons.

4. Curriculum

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

- The curriculum is well planned and effectively implemented. In line with the requirements of a US curriculum school; students are provided with elements of choice in all phases. The high school credit system has been introduced and is in the process of being refined.
- The curriculum is aligned with the California State curriculum standards. Enhancements add breadth to the curriculum, and UAE national priorities are embedded in most subjects. The curriculum provides continuity and progression in the development of students' knowledge and skills as they move through the phases.
- Curriculum reviews take place regularly. A systematic approach by school leaders has led to improvements in the alignment of the curriculum with external requirements. The school is focused on providing coverage to fill some gaps that have been identified in a few subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Teachers are provided with the information needed to adapt their teaching to meet the learning needs of different groups of students. However, the use of these adaptive strategies is inconsistent across phases.
- The variety of enriching, cross-curricular projects has increased across all grade levels. These provide for a wider range of students' interests and include innovative projects that promote the development of critical thinking skills.
- Improvements to the alignment of the curriculum include an increase of opportunities for innovative thinking for older students. These have contributed to improvements in students' learning skills and in progress in English and science.
- Arabic is taught in KG2.

For development

- Ensure curriculum modifications are consistently implemented to meet the needs of all groups of students.

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

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

- The school has an appropriate range of child protection and safeguarding policies in place to ensure the well-being of students. The policies are clear and training is provided to ensure that all staff understand them. Safety checks and bus supervision are very effective.
- The school buildings and premises are well maintained and provide a suitable environment for learning. Healthy living is promoted through the curriculum and students understand the benefits of physical activity. However, not all make healthy eating choices.
- The school achieves a suitable balance of adult supervision and students taking personal responsibility. This ensures that behavior is well managed in the public areas of the school. Detailed records are maintained of all checks of equipment and resources.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The school provides a friendly and welcoming environment. Behavior is managed in a positive and nurturing manner by all teaching and administrative staff. The school child protection officer works collaboratively with the heads of sections and teachers to support students as necessary.
- The school maintains excellent levels of attendance and places a strong emphasis on the need for students to be punctual at the start of the day and to lessons. The identification, of students with SEND and of those who have particular gifts or talents, is improving because of better assessment procedures.
- Teachers are provided with training to meet the learning needs of different groups of students. However, while students with SEND benefit from specialist teaching when withdrawn from lessons, support in lessons is more variable. Older students are provided with effective guidance on higher education and career options.

For development

- Ensure classroom teachers provide appropriate support for students with SEND.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- School leaders and governors are fully committed to inclusion. The inclusion champion and governor for inclusion provide good leadership. The inclusive education improvement plan is well constructed. Teachers are provided with training and support to improve lesson delivery adapted to students with SEND.
- Procedures for identifying students who need additional support begin on entry to the school. However, the very low number of students identified as in need of additional support suggests that these procedures are not rigorous enough to identify all students with SEND.
- Parents are very appreciative of the ongoing support and communication they receive regarding the progress of their children with SEND. They are provided with useful guidance on how they can support their children's learning at home.
- Specialist SEND staff provide teachers with support and guidance on strategies to meet the needs of students with SEND. However, the effectiveness of classroom teaching for these students is inconsistent. Individual and small group teaching by specialist staff is very effective.
- Because of the specialist support, students with SEND make better than expected progress from their starting points. They benefit from being taught in supportive learning environments. Nevertheless, progress in many lessons is slowed because there is insufficient focus on their individual learning needs

For development

- Ensure early assessment procedures are sufficiently rigorous to identify all students in need of additional support.
- Make sure the specific learning needs of students with SEND are met in every lesson.

6. Leadership and management

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

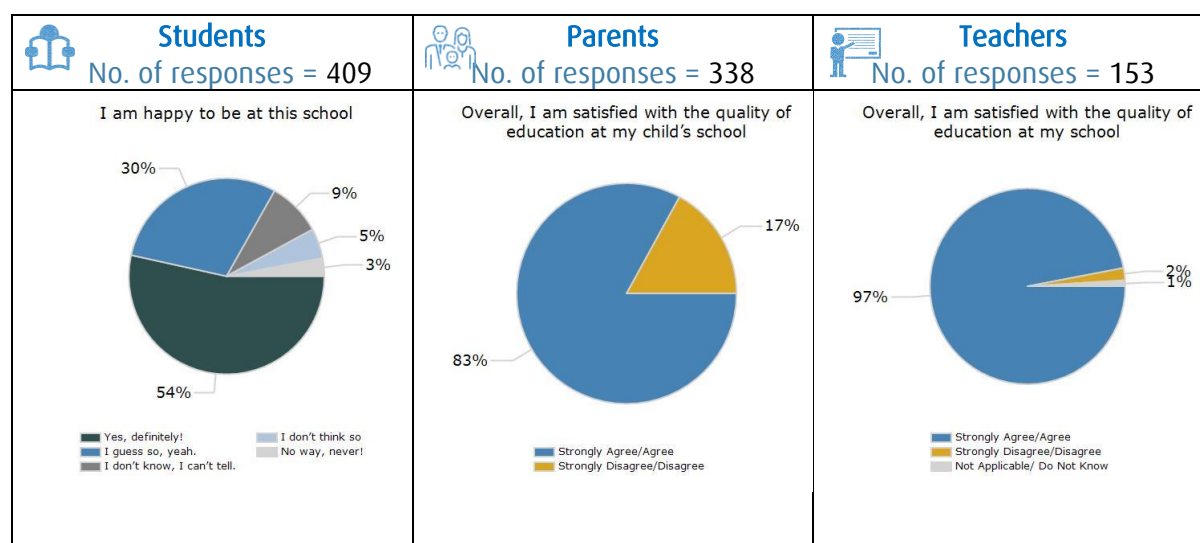
- The school lacks both a deputy principal and a curriculum coordinator with experience of US education. The principal and leadership team are strongly committed to the UAE national goals and to the provision of a high quality US curriculum, which develops students' academic, personal and social skills in a happy environment.
- The school's self-evaluation is more accurate as a result of a year-long, in-depth study and review of the organization performance. This has involved all staff. The more rigorous analysis of assessment information guides the setting of priorities in the school improvement plan and action to address recommendations from the previous inspection report. However, the school improvement plan lacks short and long-term goals, with clearly measurable success criteria.
- Parents are supportive and appreciate the welcoming and caring learning environment the school provides. Communication between home and school is effective and families are kept well informed of their children's social and academic progress, and special school events. Parents, many of whom are former students, assist the school in developing community, national and international partnerships.
- Governors hold the school accountable for advancements in student performance and are well informed of daily operations. The governing board does not include representation from parents and the school community. Learning resources are readily supplied and provision is available for the hiring of specialists or other personnel to enhance provision.
- Clear and well-organized routines guide all aspects of the day-to-day life of the school. Teaching and support staff are generally well-deployed to promote students' progress. Almost all learning areas are of good quality and are used effectively to promote students' achievement. There is a wide range of learning resources, which match curriculum requirements and students' needs.




For development

- Appoint suitably qualified personnel to fully meet requirements for US curriculum schools.
- Include representation from parents and the school community on the governing board.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<p>A minority of students feel that they do not contribute in deciding things at school or make a difference. Students would like to participate in activities to develop their leadership skills, become environmentally responsible and have a wider choice of extra-curricular activities. Other areas of concern include the effectiveness of career and academic guidance, and the use of ICT to develop their research skills. Inspection findings support some but not all of these concerns.</p>
 Parents	<p>Responses from parents are mixed. The satisfaction rate with teaching is not high. Over a quarter of respondents feel teachers do not know their children's strengths and weaknesses; the feedback their children receive does not help them improve and there is some ineffective teaching. One-third are unhappy with the school's career and academic guidance. Around half of the respondents feel that special education needs are not accurately identified, and although school leadership listens to what parents have to say they do not act on it. This reflects some of the inspection findings.</p>
 Teachers	<p>Teachers' opinions of the school's provision and outcomes are overwhelmingly positive. Very few comments were made.</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