

# INSPECTION REPORT

2022-2023



**SHARJAH AMERICAN INTERNATIONAL PRIVATE SCHOOL**

**US CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of School	2005
	Website	www.saisdubai.com
	Telephone	+97142801111
	Principal	Mohammed Sultan Ibrahim
	Principal - Date appointed	3/1/2017
	Language of Instruction	English
	Inspection Dates	07 to 10 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1903
	Number of Emirati students	715
	Number of students of determination	52
	Largest nationality group of students	Arab

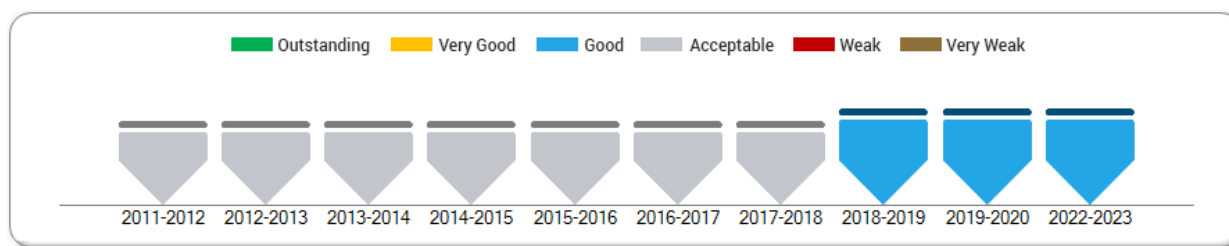
### TEACHERS

	Number of teachers	150
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	25
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	19%

### CURRICULUM

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

## School Journey for SHARJAH AMERICAN INTERNATIONAL PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS' OUTCOMES

- Almost all students' attainment and progress are good or better across the subjects. Specific strengths in achievement include Kindergarten (KG) children's attainment and progress in English. Students enjoy learning and get opportunities to work in groups during lessons. They often use technology to enhance their learning.
- Across the phases, students demonstrate very strong understanding of Islamic values and Emirati and world cultures. They behave well and treat each other with respect inside and outside the classrooms. They show very positive attitudes towards learning. Their rate of attendance is good. They show a positive work ethic and participate in projects that develop their social contributions.

### PROVISION FOR LEARNERS

- Teachers across the school plan lessons that engage students in learning. They often provide students with opportunities to collaborate. The school has effective systems in place to collect and analyze assessment data. Teachers are developing their use of the available assessment data to plan lessons that meet students' varying learning needs.
- The curriculum follows the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The school has systems in place to review the curriculum on a regular basis. Modifying the curriculum to result in differentiated instruction is done better in the high school than in the other phases. The school provides adequate opportunities for enterprise and innovation.
- The school has effective procedures in place to secure students' health and safety. The school keeps documents of incidents and takes subsequent actions. The organization of student pick up and drop off by parents remain a significant challenge for the school community. The canteen provides few healthy food items. The school is effective at identifying students of determination and providing them with the support they need to make at least good progress.

### LEADERSHIP AND MANAGEMENT

- School leaders demonstrate good capacity to improve the school. They use the self-evaluation process to identify priorities for improvement planning. The school's partnerships with the parents and community are strong. The governing board has representatives of all stakeholder groups and supports the school's senior leadership team in making improvements. The school has very good resources and staffing to support good teaching and learning.

### **The best features of the school:**

- Students' personal development, social responsibility and understanding of Islamic values and the UAE's and world cultures
- The strong partnerships the school has established with the parents and the local community
- The well-resourced facilities and the smooth daily management of the school.







### **Key Recommendations:**

- Ensure that leaders at all levels are more effective at addressing the barriers to school improvement.
- Improve teaching across the school by ensuring that:
  - o the school retains highly qualified and effective teachers
  - o teachers have personalized and effective professional development opportunities
  - o the evaluations of teachers are more rigorous and focused on students' learning outcomes
  - o all teachers use assessment data consistently to meet students' varying learning needs.
- Ensure that governors have a more rigorous approach for holding the senior leadership team to account for the performance of the school.

## Overall School Performance

**Good**



### 1. Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good




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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



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

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

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

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations</b>	<b>is above expectations</b>

- In the PISA tests, students have exceeded their targets in mathematics. Although their scores improved in science and reading, they could not reach these targets. In the TIMSS tests, students in Grades 4 and 8 significantly exceeded their targets in all four areas. In the PIRLS test, students made significant improvement. In the MAP tests of mathematics, science and language usage, students improved their performances. Emirati students' scores are not substantially different from those of their peers.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>

- The school's assessment data analyses are systematic and thorough. Leaders provide professional development sessions on understanding and using data effectively to inform curriculum adaptations and instruction. Almost all teachers understand assessment data analysis, and a large majority of them use data effectively to adapt the curriculum and inform their teaching strategies. The school has successfully reduced the gap between internal and external assessment results.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations</b>	<b>meets expectations</b>

- Internal and external reading assessments indicate that students' reading levels have improved over time. There is room for further improvement, especially by the Emirati students. Students' research, critical thinking and problem-solving skills are slowly developing across the school.

**Overall, the school's progress toward achieving the UAE National Agenda targets is above expectations.**

#### For Development:

- Develop students' reading literacy, critical thinking and problem-solving skills across the school.



## Wellbeing

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

- The school governors support the wellbeing vision and action plan and keep wellbeing on meeting agendas. The school promotes its vision through the integration of a social and emotional learning program. Wellbeing is evident in policies and procedures, but there is no written wellbeing policy. A range of internal and external assessment information and data is collected and informs improvement planning. Wellbeing issues are often raised at governors' meetings by the parent and student board representatives.
- Many school activities are focused on students' wellbeing needs. Access to counselors and the staff provides opportunities to discuss personal issues. Weekly trackers collect information on wellbeing and strategies used by teachers. An open-door policy encourages parents and students to provide feedback. The student voice can be heard through the many student-led organizations. The school does not yet gather information about staff wellbeing but strives to ensure that staff are happy and content with their work and the school environment.
- Social and emotional learning and moral, social and cultural education programs ensure wellbeing is integrated into the curriculum. These are complimented by leadership programs which raise awareness of healthy habits, mentally and physically. Students are engaged and confident learners with positive qualities and attitudes. They have positive relationships with peers and adults. Independent projects regularly feature wellbeing. Students feel safe at school. Students display well-embedded learning behaviors and quickly engage in lessons. 'Growth mindset' and technology promote students' engagement with their learning.

## UAE social studies and Moral Education

- The UAE's social studies and moral education programs are integrated. Lessons are taught once per week for 60 minutes. The California social studies standards and the MSC 2020 Framework are the foundations for the curriculum. Moral education is taught in Grades 1 to 12 in English. Social studies courses use the California and Ministry of Education (MoE) standards. Social studies are taught in English to students in Grades 1 to 10, with elective courses in Grades 9 and 10. The UAE social studies courses use the MoE standards and are taught in Arabic in Grades 1 to 9 along with the moral education program. The curriculum follows the UAE social studies standards and integrates Arabic and Islamic education into thematic units of study.
- The school has a well-developed curriculum with clearly articulated standards, learning objectives, activities and assessments. Lessons are well planned and encourage dialogue and reflection. Activities are designed to facilitate collaboration and the use of technology for research when appropriate. Lessons establish relevance, as students share their own experiences. Their learning builds a strong foundation in social studies, with interactive approaches and connections to the UAE's values and beliefs.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Across all phases, a majority of students demonstrate knowledge of Islamic principles above the curriculum standards. The girls' understanding is slightly stronger than that of the boys in the high school. The assessment data do not reflect students' current attainment levels as evident in their written work.
- Elementary students have strong knowledge of the Pillars of Islam and Faith and are developing their skills in Holy Qur'an recitation and application of Tajweed. Students in the middle school show strong knowledge of Seerah. Students in the high school demonstrate better understanding of worship and Islamic Law.
- The school is working to improve students' Holy Qur'an recitation and memorization skills this year. However, the results are not securely evident across the phases, particularly in the middle and high schools.

#### For Development:

- Improve students' Holy Qur'an memorization and recitation skills by providing more opportunities for practice.
- Improve the rigor of internal assessments to reflect more accurate levels of students' achievements.

#### Arabic as a First Language

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

- Students' progress has improved in the high school since the last inspection. However, girls' achievement is better than that of the boys, particularly in the middle school.
- Students' reading and vocabulary use have improved at all grade levels. Students in the high school can analyze familiar and unfamiliar texts and clearly relate their analyses to their lives. However, because of the limited and inconsistent writing activities during lessons, their writing skills are underdeveloped.
- Students are always encouraged to express themselves using standard Arabic in their classrooms. Most students, however, use colloquial Arabic or code switching, especially when working in pairs or groups.

#### For Development:

- Provide students with more opportunities to develop their extended and independent writing skills.
- Require students to speak correct standard Arabic in discussions and dialogues.

## Arabic as an Additional Language

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

- Students' attainment in the middle school and high schools have improved since the last inspection. Students' speaking and comprehension skills are better than their writing skills across all grade levels.
- Throughout the phases, students' acquisition of vocabulary develops well. Students can use their newly acquired vocabularies to construct compound words and short to long sentences. They can also engage in short, useful dialogue.
- Students' engagement in differentiated activities across the phases has had positive effects on their learning.

### For Development:

- Integrate both receptive and productive language skills, with a focus on writing, to influence learning and provide students with more stimulating experiences.
- Offer more projects that require students to incorporate all of their language skills.

## English

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

- The majority of students read fluently and can analyze and extract information from a text at appropriate levels. In the elementary school, the teaching of phonics is not consistently accurate. Consequently, students struggle to segment and blend unfamiliar words.
- Speaking and listening skills, including the regular introduction of new vocabulary, are strengths across the school. Students in the majority of lessons communicate their learning effectively, both to their teachers and their classmates.
- The school recognizes that writing is weaker than other elements of English. Initiatives recently introduced are not yet showing results. Students, particularly in the elementary and middle schools, have not mastered the basic skills of writing, including handwriting. They have too few opportunities to write at length.

### For Development:

- Ensure that the teaching of phonics is accurate and that students learn to segment and blend in order to decode unfamiliar words.
- Ensure that students learn the basic skills of sentence structure, punctuation and handwriting and that there are more regular opportunities to write extended pieces.

## Mathematics

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

- The real-life contexts in lessons enable students to understand the relevance of mathematics to everyday living. This explains their very good progress in the high school and their good attainment across all phases.
- In the KG children can apply number skills to everyday life. By Grade 4, students add and subtract decimals. In Grade 7, geometry students use Pythagorean theorem to solve problems. By Grade 11, students successfully use the factor theorem to identify factors of polynomials.
- An emphasis on critical thinking, problem-solving and inquiry is found in most lessons. The teachers' focus on how to organize information and identify strategies for problem-solving has positively affected students' attainment and progress.

### For Development:

- Increase the use of rubrics to enable students to better understand success criteria and reflect on their learning.

## Science

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

- Students in all grades demonstrate well-developed investigative skills and use of the scientific method. High school students are challenged with increased levels of complexity, while foundational skills are the focus in the elementary and middle schools.
- In lessons across the school, students improve their language proficiency and application of scientific terms. In the better lessons, reading, writing and communication strengthen students' comprehension. They can connect foundational knowledge to conceptual scientific thinking.
- Teachers' questioning enhances their students' critical thinking in the high school. Reflective and independent thinking are developing in the elementary and middle schools.

### For Development:

- Raise expectations to engage all students in academically challenging learning.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- A majority of students are enthusiastic learners and engage well in collaborative, active learning that interests them. Students are sometimes given an opportunity to take responsibility for learning, more so in the high school than in the elementary or middle schools.
- Students interact well with their teachers and peers to communicate their thinking. In the high school particularly, the quality of dialogue and discussion is high. A majority of students know how well they are learning, but some may not know how to improve their work.
- There are increasing opportunities for students to develop independent inquiry, research and innovation skills across all phases. These recent initiatives, which are beginning to take effect, are currently most evident in the high school.

### For Development:

- Ensure that students are consistently given clear guidance on how to improve their work.
- Ensure that students regularly get opportunities to take responsibility for learning and to apply higher-order thinking skills across all phases.

## 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 show excellent attitudes toward learning and life in the school. They are keen on learning and always seek their teachers' guidance to improve further. They demonstrate high levels of personal responsibility and behave well throughout the school day.
- Students have strong relationships with their peers and provide each other with social and academic support, which are built on mutual trust and respect. The older students are excellent role models for the younger ones. Students also have warm relationships with their teachers and other staff members. Bullying is rare.
- Students have excellent understanding of the importance of healthy living. They actively engage in sporting events and activities. Their rate of attendance is good. Few students arrive late to school in the morning and to lessons.

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

- Students demonstrate strong understanding and appreciation of the values of Islam. They are aware of how these values influence the multicultural society of Dubai. Students across all phases show appreciation and respect for Muslim practices. They contribute to Islamic celebrations within the school.
- Students are highly respectful and appreciative of the UAE's culture and heritage. They are very knowledgeable about the different aspects of Emirati history and the roles of leaders in the unification of the UAE. Students explain local games and traditional Emirati dress.
- Students are very proud of their own cultures, and they demonstrate deep awareness and appreciation of other cultures. They appreciate the multicultural environment of Dubai and have well-developed knowledge of, and respect for the many nationalities in the city.

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

- Students actively take on roles of responsibility in the school and the wider community. In the KG, children enthusiastically participate in school fund raising activities and enjoy helping their peers. Older students organize innovative projects and school events. They are especially successful in leading student government initiatives, such as, the Student Congress, which included all SAIS branches and hosted 170 students.
- The KG children are eager to learn and take initiative to complete their work. In the elementary and middle schools, students work hard, and most take interest in developing their own classroom projects. Older students initiate and lead learning in lessons and entrepreneurial endeavors.
- Students are enthusiastic participants in both adult and student directed programs to promote sustainability, recycling and conservation. Their initiatives, including Water Day and a Sustainability Club, are well received by the school community.

### For Development:

- Improve students' punctuality to school in the morning.
- Provide increased opportunities for students in the elementary and middle schools for volunteering, community involvement and entrepreneurship.



### 3. Teaching and assessment

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

- Teachers' subject knowledge is strong, particularly in the high school. There is some inaccuracy in the delivery of phonics lessons in the elementary school. A majority of teachers know how students learn best, but there is a tendency for a minority of them to be overly didactic.
- A majority of teachers provide activities that meet the needs of the majority of learners. At times, activities are not sufficiently well planned to meet the needs of the low attaining students, nor challenging enough for the high attaining or gifted students.
- Teachers question students effectively, developing their critical thinking skills. The school is working to provide more teaching of independent research and inquiry skills. This work is most evident in the high school.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Across the school, coherent and consistent internal assessments are linked well to the California CCSS. Assessments produce valid and reliable data which are used effectively in the majority of lesson planning and delivery.
- The school benchmarks and analyzes assessment data against international standards. Subject leaders and teachers use the detailed information on individual students and cohorts to identify students' needs and address them.
- In most lessons, effective questioning enables teachers to check students' understanding. However, the marking of students' work may not provide clear guidance on how they can improve their work.

#### For Development:

- Ensure that students are consistently provided with written feedback which includes their next steps in learning.

## 4. Curriculum

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

- The curriculum has a clear rationale and progression with strong alignment of standards, learning objectives and outcomes. California CCSS, NGSS, MoE standards and Advanced Placement (AP) standards ensure consistency and balance academic learning with skill development.
- Elective choices, AP course offerings and extra-curricular activities provide many opportunities to develop students' talents, skills and interests in the high school. The AP support sessions prepare students for success as they practice answering 'AP type' questions.
- Cross-curricular links in lessons are established through thematic units and projects. These links enhance students' transferable skills, such as problem-solving and research. They provide meaningful experiences and increase students' engagement and independence.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Very good

- The school has ensured that the curriculum provides sufficient challenge to meet the needs of most groups of students, including those with educational challenges. This provision enables students to develop both personally and academically.
- Students are productively involved in social contributions and innovative projects that provide solutions to global issues such as the shortage of drinking water. Academic simulations, including the Student Congress and Model United Nations, are helping build students' collaborative and leadership skills.
- Special events and field trips develop students' understanding and appreciation of the UAE's society and Emirati culture. The Emirati Union is a student-lead organization that promotes Emirati values, traditions and ethos.
- Arabic lessons are provided to children in the KG for 180 minutes per week.

### For Development:

- Implement curriculum modifications that fully support middle school students' learning, specifically the boys, to ensure their academic and personal success.

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

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

- The school has effective procedures in place to ensure that students and the staff remain safe. The comprehensive school policies are reviewed and updated regularly. They are well understood by the staff, parents and students. Child safeguarding is a high priority.
- The premises, equipment and resources are all maintained at a high standard. The school meets legal and regulatory requirements and carries out regular emergency evacuation drills. Parents' drop offs and pick-ups of students are less than orderly.
- Throughout the school, staff members promote healthy lifestyle choices. Medical personnel conduct important health education campaigns to raise students' awareness of the importance of healthy eating and exercise. Building improvements now provide multiple covered outdoor areas for exercise and socializing.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Positive staff-student relationships are evident across the school. The school's code of conduct links good behavior with school success and promotes a positive approach to behavior management. The problem of lateness to school has not been fully resolved.
- There is an effective procedure for identifying students who have special needs or require academic support. Students receive individualized support inside and outside of lessons. Procedures for identifying and supporting students with gifts and talents are not in place.
- The wellbeing and personal development of all students are closely monitored and supported through a robust system of pastoral care. High school students receive advice on life choices and careers and are guided successfully through the university application process.

### For Development:

- Create and implement policies and procedures to identify and support students with gifts and talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Governors and leaders have strong commitments to inclusive education. The inclusion team, led by the principal, implements effective policies and procedures which ensure that the provision for students of determination supports their progress.
- The school uses an effective procedure to identify students with additional learning needs but may not make the best use of the revised categories. Formal assessments, reports and observations inform the planning of interventions that enable students' academic and personal progress.
- Parents are positive about the provision and know that their children are well supported. They attend planning meetings and contribute to their children's Individual Education Plans (IEPs). Home to school communication is highly effective. Parents would like to get more opportunities to attend training and social events.
- Skilled teachers provide effective personalized support. They design appropriate curriculum modifications to ensure that students are engaged in meaningful learning activities. However, some subject teachers do not provide the support and accommodations that their students need in lessons.
- Assessments, progress tracking and monitoring show how well students are achieving and how they might improve. School data show that most students acquire a range of knowledge, skills and understanding that allows them to make better than expected academic progress.

### For Development:

- Ensure subject teachers meet students' individual needs in lessons by following their IEPs.
- Use the revised categories of special educational needs more effectively.

## 6. Leadership and management

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

- School leaders share a common vision with the school community and show commitment to inclusive education. They demonstrate solid knowledge of the curriculum and best practices in teaching and learning. They distribute leadership duties well, but the effectiveness of leaders in addressing barriers to improvement varies. Staff morale is generally positive. Senior leaders have set clear priorities to improve the school and to ensure that it is compliant with all regulations.
- The school's self-evaluation process involves teachers and leaders at all levels. This has enabled them to identify the main strengths and areas for improvement. There are systems to monitor teaching and learning, but these are not sufficiently rigorous or focused on students' outcomes. The improvement plans are detailed and adequately based on the self-evaluation process, and they contain appropriate targets. School leaders have improved some aspects of provision.
- Parents are very satisfied with the quality of education their children receive in all four phases. Their opinions are taken into consideration in decisions that affect their children's learning. They believe the school communicates clearly with them on their children's academic progress. They speak highly of the partnerships the school has established with other entities in the local and wider communities. They believe that these enrich students' learning experiences and promote their social contributions.
- The governing board shows secure understanding of the work of the school and its priorities. It contains representatives of all stakeholders. It has supported the senior leadership team to improve the facilities, the learning technologies and the recruitment of staff. Governors hold the principal and the senior leadership team to account for the performance of the school through regular meetings. They have shown they have a positive impact on the school.
- The daily management of the school is highly effective. Teachers and the staff are suitably qualified and benefit from adequate professional development that is in line with the school's priorities. Teachers are well deployed to optimize students' outcomes. The premises and facilities are of high quality. There are recently renovated outdoor areas and new learning technologies. The school environment matches the curriculum requirements and promotes effective teaching and learning.

### For Development:

- Ensure that the evaluations of teaching take students' learning outcomes into full consideration.
- Ensure that leaders at all levels are more effective.
- Clarify the methods used by the governing board to hold the senior leadership team to account for its work.

## 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](mailto:QA.Schools@khda.gov.ae)