



Al Khaleej National
School
🇺🇸 Curriculum: US
Overall Rating:



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1992
Website	www.gemsakns.net
Telephone	00971-4-2173900
Address	P.O Box 26780 Dubai
Principal	Ghadeer Abu-Shamat
Language of instruction	English
Inspection dates	18 to 23 March 2017
Teachers / Support staff	
Number of teachers	134
Largest nationality group of teachers	Egypt
Number of teaching assistants	38
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG1 - Grade 12
Number of students on roll	2150
Number of children in pre-kindergarten	0
Number of Emirati students	1262
Number of students with SEND	47
Largest nationality group of students	Emirati
Curriculum	
Educational permit / Licence	US
Main curriculum	US / MOE
External tests and examinations	MAP, SAT, PSAT, ISA
Accreditation	NEASC Candidate
National Agenda benchmark tests	MAP



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.

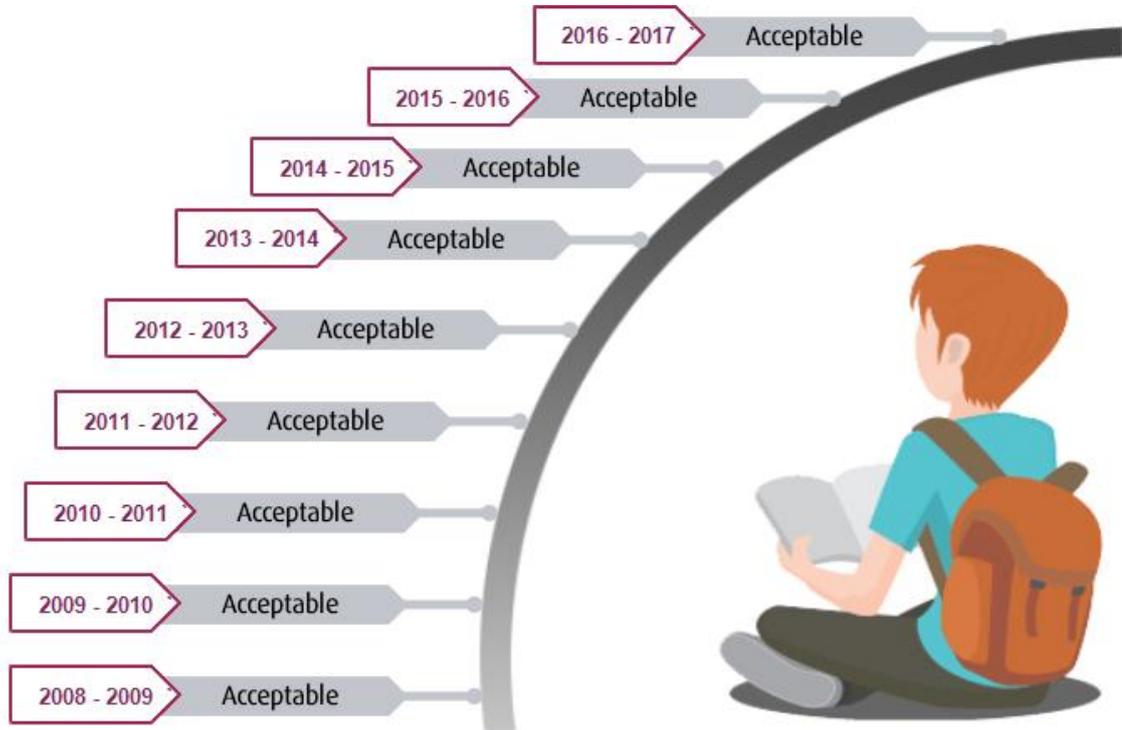
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Al Khaleej National School



- Al Khaleej National School (AKNS) opened in 1992, serving Emirati and international families. It has received an acceptable rating each year since its first school inspection in 2008. The total number of students remains fairly constant at just above 2000 over recent years. The current principal (Superintendent) has been in place for eighteen months.
- AKNS students continue to show outstanding understanding of Islamic values. Last year's improvements in Science have expanded, and now include all phases for both student attainment and progress. Provision for the health and safety of students continues to be good, and the provision in the Kindergarten (KG) phase continues to show steady improvement.
- In recent inspections, the recommendations focus on the need for improvements to the quality of teaching. These improvements reflect the need for higher expectations of students, and the use of strategies that motivate and challenge them, and a higher level of success when compared to students in similar schools internationally.

Summary of inspection findings 2016-2017



Al Khaleej National School was inspected by DSIB from 18 to 23 March 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Student achievement in Arabic and Islamic education is acceptable, except in Arabic as a first language in the elementary school, where progress is good. Students have good achievement in science in each phase. In English and mathematics, KG children have good achievement, but in other phases, achievement is mainly acceptable. KG children are enthusiastic, curious learners. Students' learning skills in elementary and middle phases are less strong, and are affected by below age-level reading skills.
- The attitudes and behaviour of most students contributes to a positive learning environment. While some students do very well, there are exceptions where behaviour needs improvement. On the whole, students understand the needs and differences of others and relate well to students from different cultures. Understanding of Islamic values is outstanding across the school. Groups of students promote environmental understanding amongst their peers.
- Steps to improve the quality of teaching has had some success. Teachers work to adjust their teaching styles to the skills and practices required by the US curriculum. Efforts are being made in the development of assessment processes, and in better informing teachers, students and parents as to the progress, and next steps required, for each student.
- The KG curriculum includes integration of subjects in an active learning environment. In the other phases, there is improvement in the implementation of the curriculum. Some cross curricular links take place, there are some aspects of the curriculum that allow student choice, and teachers are improving their adaptation of the curriculum for different learners.
- Provision for health and safety throughout the school is good. Teachers and students are aware of protection policies and procedures. The facilities are regularly maintained and kept safe. There are no elevators for students with disabilities, and temporary alternative arrangements are made. Attendance and punctuality is not consistently at the expected level. Students with special educational needs and disabilities have improved support this year.
- The leadership of the school is strong, with clear direction and measured steps towards realistic goals set by the principal (Superintendent). The professional development and teacher evaluation systems match the school needs. Improvements towards having a well-qualified teaching faculty, proficient in English, are in process. Changes to SEND and KG staffing are benefiting student achievement.

What the school does best

- The teaching of science is effective across all phases
- The KG learning environment supports good outcomes in children's achievements and personal development
- There are sound assessment systems in place and data is used to adjust curriculum and teaching
- Leadership is clear and purposeful
- Governors are involved, informed and supportive.

Recommendations

- Strengthen; students' self-reliance, independence, self-discipline and relationship skills, to improve personal and social responsibility across all phases.
- Improve the quality of the teaching faculty to specifically address the needs of all students through:
 - training for and implementing teaching strategies appropriate for second language learners in all key subject areas
 - targeted teacher recruitment, monitoring and retention, with a focus on experience or skills in the US curriculum, and high English language proficiency
 - the sharing of best practice and the use of assessment information, to plan engaging lessons that challenge students and set high expectations
 - providing opportunities for skills development to support improved use of learning technologies and teaching resources to impact learning.
- Reduce the significant gap between expected and actual reading ages and integrate opportunities for reading into the curriculum in each grade level.
- Increase attendance rates to allow all students to benefit from the learning opportunities in school.
- Improve the provision for students with SEND, by:
 - increasing the number of instructional staff to support students with SEND
 - improving the progress in lessons for students with SEND
 - providing adequate access to all buildings and facilities for all students.

National Agenda Parameter



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

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

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

- The school meets the registration requirements for the N.A.P.
- Attainment of students is below expectations in mathematics, science and English across all grades and subjects in the National Agenda Parameter (N.A.P.) testing.
- The N.A.P. data is analysed in detail and compared with internal assessment data, with the differences explained. The school leadership has a National Agenda action plan which addresses the essential elements for growth. School management has implemented N.A.P. training and has passed on the key points to all class and subject teachers to ensure they can interpret and use the data
- The school curriculum is adequately aligned with TIMSS and PISA in the targeted grade levels in both content and skills. The National Agenda required skills and knowledge are included in the curriculum. However, delivery of these skills is not always consistent in lessons. Curriculum adaptation is underpinned by the N.A.P. data analysis.
- Outcomes of the N.A.P. testing have a direct impact on the teaching strategies employed to improve student learning. Successful lessons include the development of problem solving, discussion, debate, investigations, text analysis, open-ended inquiry and student learning to real life applications, making the learning more practical and interesting for students.
- Students are familiar with their own N.A.P. reports and indicate that they find them helpful in identifying their own strengths and weaknesses, allowing them to set learning targets. This greater understanding of their own attainment and progress has a direct impact on their learning. Students use technology to develop their research skills as aligned to the National Agenda objectives.

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

Overall school performance

Acceptable

1 Students' achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

Main inspection report



1. Students' achievement

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

- From their starting points, the majority of children make good progress in the development of their speaking and listening skills in English, as well as their ability to read short words and sentences and write for meaning and purpose. They have strong phonological awareness and are developing their skills of decoding words for reading at above the age-related standards. Overall, the majority of children are attaining above curriculum expectations in most aspects of literacy.
- The majority of children exhibit proficient standards of mathematical knowledge and skills. Assessments show that from their starting point children make good progress in their counting skills, number sense, measurement and comparison of objects, while using appropriate mathematical language. In their lessons children make good progress due to the interesting, hands-on materials and activities that allow them to develop and apply their mathematical knowledge to real life problems. Overall the majority of children are attaining above curriculum expectations in most aspects of numeracy.
- In science, the majority of children demonstrate good understanding of their world and basic scientific concepts in line with Next Generation Science Standards (NGSS). In lessons they demonstrate their knowledge of concepts such as push and pull through hands-on activities, which is building their investigative skills. Assessment data and work in lessons show good progress as children develop deeper understandings of topics by designing and engineering their own innovative projects.

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

- In Islamic education, most students have an age-appropriate knowledge and understanding of the Five Pillars of Islam and the Islamic principles. They have an adequate understanding of Hadeeth and Seerah. However, students' recitation skills are not strong. Their recent work confirms that they have made acceptable progress in understanding the Islamic principles, morals and values. Their progress in developing the recitation skills and linking what they learn to real life situations is adequate but inconsistent.
- In Arabic as a first language, most students' attainment is in line with the MOE curriculum expectations. Students' reading of short passages and their writing skills are secure. Most students use correct grammar while speaking and discussing in groups. In lessons and in their recent work, students make better than expected progress. In the better lessons, students make more rapid progress because they are encouraged to use a variety of learning styles.
- In Arabic as an additional language, most students' attainment is in line with MoE curriculum standards. They show adequate skills in reading and listening, and better skill in speaking, using high frequency words. Students' writing skills are less secure, but most are able to accomplish guided writing tasks. Most students make expected levels of progress compared to their starting points. Progress is greater when students are more actively involved in lessons
- In English, data from external MAP assessments show that students' attainment is below age-related curriculum standards. However, students' internal assessment data is stronger, with most students attaining at levels that are in line with curriculum standards. Most students make the expected levels of progress in relation to lesson learning objectives. They engage with texts, discuss related questions, and participate in tasks that increase their literacy in line with lesson objectives. Overall, attainment and progress for most students is acceptable.
- Student attainment in mathematics is in line with curriculum standards and progress for most students is in line with expectations. They make steady gains while exploring fractions, decimals, measurement and geometry. However, students are not always confident when reading and understanding problem solving questions. Evidence from students' work and in lessons shows that most make acceptable progress. Attainment is better for girls than boys.
- Students enjoy science and the opportunities provided for inquiry and investigative practical work to support their progress. Attainment for the majority of students is above age-related curriculum standards. External benchmarking results are not as strong but the majority of students make better than expected progress. In lessons and recent work students demonstrate levels of knowledge, understanding and skills above expected standards when aligned with realistic learning objectives. Students are confident in explaining their scientific understanding using accurate vocabulary.

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

- In Islamic education, most students attain at levels that are in line with curriculum expectations. They have an adequate knowledge and understanding of the Pillars of Faith. Students' recent work reflects the sound progress in the development of their knowledge and understanding of Islamic values. They make steady progress in developing their knowledge of Hadeeth, Seerah and Islamic principles. Their recitation skills and their ability to quote verses of the Holy Qur'an are developing.
- Most students' attainment in Arabic as a first language is in line with curriculum expectations. Students show secure competencies in most skills although their ability to express their ideas fluently is less effective. Most students make adequate progress in lessons, Students' achievement is stronger when work is matched to the needs and abilities of the different groups of students. There is insufficient challenge for more-able students.
- Most students' attainment is at levels that are in line with curriculum standards in Arabic as an additional language. They show secure competencies in the skills of listening, speaking and reading. However, their writing skills are below expected standards. Students' abilities to form correct sentences is sometimes limited. In general, progress is at expected levels compared with individual starting points. This is better when students are relating what they learn to their own lives.
- In English, most students attain at levels that are broadly in line with age-related curriculum standards. In external tests, most students achieve below age-related standards, with slow growth across the phase. The school's internal assessment data shows that the levels of knowledge, skill and understanding are in line with curriculum standards. Students often participate actively in groups and use their listening and speaking skills to inform their thinking and writing. In their lessons, most students make expected progress in relation to learning objectives and over time.
- Inspection evidence from lessons and students' work in mathematics, indicates that both attainment and progress reach acceptable levels throughout this phase. Students' mathematical knowledge develops progressively and they perform mathematical operations with complex numbers including area calculations in geometry, with growing confidence. Students' ability to discuss and share alternative calculation methods is under developed. Trends in progress over time are not consistent.
- Internal assessments show that science attainment for a majority of students is above age-related curriculum standards. External assessment results are not as strong. Better than expected progress in students' understanding, knowledge and skills is evident in lessons and in their written work. Where real life contexts are introduced, science is more relevant to students and results in stronger progress. Students communicate scientific concepts confidently, using appropriate vocabulary. Skill development is enhanced by regular engagement in practical investigations, underpinned by a strong understanding of the scientific method. Students build upon their skills in problem solving and scientific discussion in most

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

- In Islamic education, most students have adequate knowledge and understanding of Islamic principles and Seerah. They have appropriate knowledge of Hadeeth, Islamic law and its rules of marriage. Their knowledge of Fiqh, morals and values is strong. Their work shows that they make expected progress understanding the Qur’anic verses. Students make slower progress in developing their recitation skills.
- In Arabic as a first language, most students' attainment levels are in line with the expectations of the MOE curriculum. Speaking and writing fluency is improving and writing is at a level that meets age appropriate standards. Progress is adequate in lessons and in written work, especially when the topics are interesting to students. According to the data provided for the recent terms, students are making acceptable progress.
- In Arabic as an additional language, most students' attainment is in line with expectations. They show confidence when using the skills of reading, speaking and listening. In general, their writing is less secure, but some students show appropriate skills when structuring complex sentences. Progress is better when the students are more actively involved and opportunities are provided for extended conversations.
- Most students demonstrate knowledge, skills and understanding in English that are generally in line with curriculum standards. Grade 9 and Grade 10 students show significant progress in external MAP assessments results. Some students’ low reading skills limits their ability to master curriculum standards. However, through work in lessons students are able to build vocabulary and background knowledge to more effectively demonstrate their knowledge and skills. Students’ work in lessons and in assessments indicates that most make expected progress in relation to individual starting points and the curriculum standards.
- The attainment of the most students in mathematics is in line with curriculum standards although a few are above these levels. In external assessments attainment is weak against international standards. However, internal assessment data is more positive. Attainment in lessons and in students’ work is in line with curriculum and age appropriate standards. Students expand their mathematical skills to include solving complex equations and understanding inverse functions securely. Progress seen in students’ work is mostly good.
- Better than expected progress is made in science as students develop knowledge, skills and understanding through challenging opportunities provided for inquiry and investigative practical work. Progress is accelerated when students collaborate, to discuss science, solve problems and to research topics. Students present their scientific ideas confidently within a learning context where science is taught through interesting real life situations. Attainment over recent years has been above age related curriculum standards. Girls continue to perform more strongly than boys. However, more able students are not consistently challenged, which prevents them from making better progress.

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Good

- The children in KG are eager to participate in both whole and small group activities. They know what they are expected to do and take great pride in completing their work. In elementary and middle phases, the students have positive attitudes towards their learning and try to take responsibility for their own learning when opportunities present themselves. Students' skills are stronger in the high school phase.
- At the end of lessons, the children in KG regularly share what they have learned. They communicate clearly what they know and can do. In the elementary and middle phases, the opportunities for students to develop their communication skills and work together are not provided for systematically. When given sufficient guidance students are able to plan and assess their learning well. This is much better in science and across the high school phase.
- With prompting from their teachers, the KG children easily connect their understanding and new knowledge to their own experiences. For example, children make links with how camels adapt to the local desert ecosystem. Making links to personal and local contexts is also a strong feature in science in the high school phase.
- Students demonstrate appropriate research skills and use of technology to support their learning. However, these practices are mostly under the teachers' direction. Critical thinking and problem solving skills are features in science and mathematics, but are still developing elsewhere. Whenever opportunities are offered, students, particularly in high school, quickly engage, and use them effectively.

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

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

- Most students show positive attitudes to learning. However, where they have little chance to work on interesting tasks in class or where expectations are not challenging enough, they lose focus and their behavior sometimes deteriorates. At the end of lessons, students are encouraged to reflect on their work and almost all do this appropriately.
- Children in KG behave well, learn to share, and play happily together. In other phases, a few students demonstrate a lack of discipline and self-reliance, which sometimes interrupts the learning of others. Most students can work productively in pairs and small groups and this contributes to both their learning and personal development.
- Students mostly respond positively to the adults who teach and supervise them. There are opportunities within the school for older students to support younger students, which adds to the quality of relationships. While most students exhibit acceptable levels of behaviour, a few students do not behave sensibly or show awareness to the needs of others.

- Students have a sound understanding of what is involved in following a healthy lifestyle. They appreciate that regular exercise is important and boys especially participate in a range of sporting activities. Students generally make healthy choices when selecting food in school. However, this is not always the case because of the limited range of food available to them.
- Attendance is acceptable through each phase of the school, but weaker in the high school and KG phases. Students understand the need to arrive punctually at school. A few students arrive late each day after assembly and the start of lessons and their late arrival interrupts their classes.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the phases have an outstanding understanding of Islamic values, including tolerance, forgiveness and kindness. They have a very strong appreciation of the impact of Islamic values on their own life. In addition, they can explain clearly the effectiveness of these values in shaping the multi-cultural society of Dubai and the UAE.
- Students have a strong knowledge of UAE culture, heritage and traditions. They make comparisons between some UAE social events and celebrations very well. They demonstrate an appropriate appreciation of Emirati culture and history. They can share, in detail, their understanding of Dubai's historical developments including changes to the architectural landscape and infrastructure.
- Students speak proudly about their own cultures and traditions. They express their respect and appreciation of the other cultures that are present within the school. They confidently contrast the differences and similarities between other cultures within the region. However, their understanding of the wider world cultures is less strong.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good ↓	Good ↓	Good ↓	Good ↓

- Most students understand their responsibilities to the life of the school. Many students are able to articulate examples of how they contribute to their school and the city through volunteering and community projects. Many students, especially student council representatives, offer constructive ideas to teachers, school leaders, and parents to contribute to achieving the school's mission and vision.
- Students generally have a positive attitude to their work and are eager to share it. Though not fully evident, most students are increasing their self-reliance and resilience. They are generally active participants when opportunities are available, and sometimes lead by example. A selected group of students show innovative project work and have been recognized in international competitions.
- Students have an increasing awareness of environmental issues, including sustainability. Many students take part in the Ecology Club and are responsible for collecting recyclable materials and maintaining the organic garden. Student leaders take responsibility for implementing environmentally sound practices. However, they acknowledge that further support is needed to ensure that schoolwide practices are implemented.

3. Teaching and assessment

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

- Most teachers have good subject knowledge and plan lessons that are aligned with the school's curriculum. In KG and in science, teachers are better able to plan engaging lessons that challenge students. However, only one third of teachers have teaching qualifications and the expected English language proficiency, which inhibits their ability to plan and deliver more meaningful and relevant lessons that positively impact on the learning for all students.
- Teachers plan lessons that clearly show learning objectives and include relevant activities and a range of resources. Time is usually allocated to review learning and the lesson pace is sufficiently managed. In the better lessons, particularly in KG, teachers use their knowledge of students' strengths and weaknesses to differentiate and modify lessons. They give students relevant feedback and help them improve.
- Relationships between teachers and students are positive. Dialogue is meaningful and sometimes leads to in-depth discussions of topics, but this is inconsistent across subjects and phases. When good questions are posed, students contribute in constructive ways. This leads to better understanding and learning. Consequently, when teachers have high expectations and students are challenged, there is better student progress.
- Strategies used to engage students include adequate planning, use of resources and differentiation of activities and tasks. In the better lessons, teachers use their knowledge of students' strengths and weaknesses to modify lessons and give relevant feedback to help them improve. Teachers are developing their classroom management strategies to better provide a productive learning environment that creates challenging lessons. However, implementation is not consistent.
- Teachers' lesson plans include questions to foster higher order thinking skills for their students. However, implementation of these skills is still variable and not yet consistent in all subjects. Sometimes there are opportunities for students to solve problems and be innovative, especially in science lessons. Students in many subjects are still highly reliant on teachers for guidance, which hinders the development of their independent learning skills.

	KG	Elementary	Middle	High
Assessment	Good ↑	Good ↑	Good ↑	Good ↑

- Internal assessment is coherent and is mostly linked to age related curriculum standards. Assessment procedures in Arabic and Islamic education are not yet delivering valid data. Internal assessment includes a range of tasks, such as assignments, practical work, projects, homework, and presentations, in addition to summative testing. Moderation and better examination papers now support more realistic summative information.
- External curriculum-based Measures of Academic Progress (MAP) assessments shows students' initial progress projections. The results do not fully align with internal assessment data. Assessment results are analysed to identify students' performance levels in skills and knowledge. Student preparation for the online MAP tests is assisted by the student use of an on-line support tool. MAP results are now part of student reports.

- A detailed analysis of all data is carried out to identify patterns of attainment and individual progress, as well as areas of concern. Comparisons between groups of students are made. Teachers are trained and provided with all data allowing them to plan accordingly and to refocus their teaching if necessary.
- Teachers use the results of both MAP and the cognitive ability tests (CAT 4) to plan lessons that support the academic needs of most students. The data underpins lesson planning, differentiation and curriculum modification. However, this planning is not delivered consistently in all lessons. Target setting with students is becoming a routine activity and more students are becoming aware of their strengths and weaknesses.
- Teachers know the ability levels of their students and they provide helpful and encouraging oral feedback in class. Written feedback is less consistent. In better lessons written feedback provides students with next steps to improvement and teachers check that advice has been followed. Peer and self-evaluation using standard rubrics are evidenced in all good lessons.

4. Curriculum

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

- The curriculum is reasonably broad and balanced and aligned to California standards, which include Common Core Standards for English and mathematics, and Next Generation Science Standards. The curriculum addresses the breadth of the standards and is building to the levels of rigor required of CCSS. The course offerings mainly follow the US curriculum. The KG curriculum is balanced and is well linked to the whole school curriculum.
- The curriculum is planned and sequenced to adequately build on students' learning. Vertical and horizontal curriculum maps align to curriculum standards. Due to literacy gaps, students are inadequately prepared for their grade level work, particularly in middle and high school. The KG curriculum shows good continuity and progression.
- Students have some curricular options to develop their interests. Science and mathematics course options in the high school align to students' goals of studying medicine. There are also options in the high school in the arts, ICT, and the social sciences. Advanced Placement (AP) classes are not offered. KG lessons are designed to allow for student choice within learning activities.
- Curricular documents include some plans for cross-curricular learning. There is evidence of cross-curricular planning in some subjects, such as argumentative essays on scientific topics. However, due to inconsistent facilitation, students did not regularly transfer their learning between subjects. KG lessons integrate skills from across the various subjects to aid their learning.
- All phases and most departments have regular practices for review and revision. However, some areas of the curriculum are not adjusted to address issues arising from the review, such as the academic and personal development needs of students. In KG, periodic reviews of the curriculum allow for identification of gaps in learning to meet the needs of most children.
- Arabic social studies lessons are based on Ministry of Education materials. Non-Arabic speakers take separate classes that combine the MOE materials in English with social studies material from California. Some lessons make adequate provision for students and students learn through discussion and short written responses. However, some teachers require additional support to implement the curriculum to meet the needs of all students.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- Some teachers plan modified activities for groups of students requiring differentiated support. However, instruction is generally directed toward the middle third of students with less attention given to the instructional needs of the highest or the lowest level learners in the classroom.
- Extra-curricular activities held once a week, provide opportunities to support an array of interests. Many activities involve service to the community or help raise money for charities, and several are led by high school students. Innovation is a focus for a few students who have won local and international awards for their complex and inventive projects developed with school support.
- Emirati culture and the UAE society is promoted through celebrations of holidays and cultural events and through curricular activities integrated into Arabic, world history, and all other classes throughout the campus. Guest speakers are invited to share their professional roles within the community and to expose students to a variety of careers they might want to pursue.

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 clear policies and procedures in place for the safeguarding of students, including cyberbullying. Staff are aware of appropriate responses should a concern about students' welfare be raised. The school displays the name and contact details of relevant support staff in key locations in the school.
- The school has taken effective action to rectify the health and safety concerns identified in the previous inspection reports. Students are fully supervised during their time at school and on school transportation. Evacuation processes are practiced twice a term, but are still not sufficiently efficient.
- Buildings and equipment are well maintained, regularly checked and kept in good order, especially the science laboratories. There are clear records of maintenance and repairs, and the school has risk assessment procedures in place to support the safety of students. There are appropriate records of incidents and corresponding action taken.
- When needed, the school rearranges the classes to make them accessible for those students with SEND. There are washroom facilities for students with disabilities but there are no ramps to access the mosques or lifts to access higher floors.
- Students' health and well-being are regularly monitored. The school clinic and its full-time team monitor the health of students and take action as necessary, including providing advice and monitoring of appropriate body mass indicator (BMI) levels. Clinic staff also proactively contribute to the curriculum by educating students about staying healthy.

	KG	Elementary	Middle	High
Care and support	Good ↑	Acceptable	Acceptable	Acceptable

- The school promotes a calm environment for learning, with many supportive relationships between students and staff, particularly in KG. However, a few students' behavior is disruptive when not supervised during transition times or when walking in the hallways. The school has a behavior policy that is used to identify rewards and sanctions.
- While the overall school attendance is weak, attendance is better in the elementary and middle phases, and weaker in KG and high school. Incentives for punctuality are being introduced but are not embedded.
- Students with SEND are identified, on admission or through classroom observation. Enrolled students are observed and supported in Wave levels 1 and 2, and are moved to a Wave 3 IEP after careful monitoring and diagnostic assessment of skills and abilities. High and low performing students, and gifted or talented students are identified through observation.
- Students with SEND receive in-class support from classroom teachers and pull-out support from SEND staff. Many teachers identify students with SEND in lesson plans, but few provide modifications that address the specific instructional issues and strengths of the individual learner. Program development to provide ongoing and enhanced instructional activities would enrich the education of high and low performing students.
- Students are provided with guidance and counselling support throughout all grade levels by experienced counselling staff. A careers fair provided students and parents with opportunities to learn about universities in and outside the UAE. Through weekly classes, and individual sessions with the counsellor, students are guided in their applications to university and in their focus on life choices.

Inclusion

Provision and outcomes for students with SEND

Good

- School leaders ensure there is an effective program of instruction and support for students with SEND. The highly qualified SEND coordinators are committed to ongoing improvement of the school's capacity to meet the instructional and emotional needs of students with SEND.
- Students are identified in KG or at admittance to the school. Enrolled students who are found to be struggling are provided with increased support through an incremental process culminating in the setting of targets and a plan for support identified in an IEP.
- Parents are especially appreciative of the SEND staff, who are proactive in their support. Staff make frequent contact with updates and reports of children's progress, which are provided in a sensitive and caring manner.

- Instructional support provided by the SEND team is individualized and targeted. Teaching provided by classroom teachers is less consistent, with lesson modifications that keep the student occupied, but often are not at their specific instructional level to optimize learning.
- The SEND leadership maintains ongoing assessment data that tracks levels of progress for students with SEND. Students often attain and go beyond the targets identified in the IEP, as a result of in class and pull-out support.

6. Leadership and management

The effectiveness of leadership

Good ↑

- The school is led by a clear thinking, dedicated and strong professional principal, who is supported by increasingly competent senior leaders at all levels. The vision and mission for the school, including short and long term strategic targets and the UAE priorities, are kept at the centre of decision making.
- Key members of the senior leadership team have a secure understanding of the US Curriculum, and the teaching strategies and assessments required to implement it successfully. The school's learning environment is being improved and learning spaces are utilized well, which contributes to a positive culture and greater opportunities for learning.
- The senior leadership team maintain effective relationships, as they work to optimise staffs' strengths, extending capacity wherever possible. Through a number of measures, opportunities are given to build mid-level leadership, and to increase teachers' pedagogical skills.
- Under the direction of the principal, senior leadership team members are driving change. Most leaders are aware of the school's strengths and where students are underachieving. Leaders take opportunities to encourage individual students to shine, to show their talents and innovative ideas.
- Leaders take well-considered steps to improve student performance. These include increased professional development for teachers, stronger assessment procedures and online tutoring tools. The establishment of systematic procedures and the setting of clear priorities, is having a positive impact on learning outcomes.

School self-evaluation and improvement planning

Acceptable

- Analysis of assessment data is developing, with results increasingly used at all levels to build a comprehensive and realistic view of the student body, its strengths and needs. Data analysis contributes towards setting key priorities.
- Through the accreditation self-study, the school looked deeply at its strengths and needs. Recent changes have resulted in more effective evaluation of the quality of teaching. Feedback from students is valued. Weekly meetings take place to evaluate progress towards the goals for improvement. However, some evaluations of growth were inaccurate.

- The areas for improvement identified in the school self-study and in the previous inspection report were used to create an improvement plan that has been a focal point for discussion and action. It is detailed, with a realistic timeline for success. Suggestions from parents are matched to the school's improvement plan, ensuring that the priority targets are regularly being addressed.
- There has been progress made towards each of the recommendations from the last inspection report, and two recommendations were fully met. Improvement has been shown towards the remaining recommendations, and the work is ongoing.

Partnerships with parents and the community

Acceptable

- Parent involvement in the life of the school is a mixed picture. Some parents are fully involved, while others do not participate. There are different perceptions about how well parents' voices are heard. Some would like to feel more included in the planning and direction of the school.
- There are multiple forms of communication, including newsletters, and different forms of digital media, which most parents appreciate. There is also the 'My Learning' portal, which keeps parents informed of their child's academic progress.
- School reports have been revised to provide a holistic view of each student. They include; reporting on the MAP results, a summary of work in class linked to the curriculum standards, and the student's overall conduct.
- There are some links to the community but they are not well developed or frequent. Community service, awareness of good causes and the development of citizenship skills are in the early stages of development.

Governance

Good ↑

- The governing body is now supported by the Local Advisory Board (LAB), which includes appointed parents. The student and parent councils have appropriate lines of communication to access governance, to further ensure their voices are heard.
- The governing body has a very clear understanding of the progress of students in the school, and their achievement levels in external assessments, including the National Agenda Parameter. They are aware of key issues, and hold the leadership to account for making the required changes, both short and long term, to bring about effective and improved outcomes.
- The governing body is providing additional resources to support changes necessary to improve the overall performance of students. It is holding leadership to account for sustained improvements, which is providing clear direction and is impacting positively on the quality of provision.

Management, staffing, facilities and resources

Acceptable

- The school has satisfactory routines and procedures to support students' overall daily educational experiences. The schedule allows the school to make efficient use of time, space and resources needed for adequate student learning. There is improved communication between staff and leadership resulting in better commitment and morale throughout the school.
- Most staff are academically qualified with relevant knowledge appropriate to their subject, although only a portion hold teaching qualifications. Professional development is ongoing for all staff including training that is based on areas of need. Due to the substantial number of new teachers, there is inconsistency in the quality of teaching across the school. Teachers' low levels of English proficiency sometimes impede students' progress in certain subject areas.
- The school premises are of satisfactory quality. Learning areas are sufficient to meet the academic and social needs of all students. However, classrooms in the upper grades are crowded and limit the opportunities for group work. Instructional technology is available in all classrooms, but its use to promote student learning is limited.
- The school is equipped with sufficient resources to meet the learning needs of the students. In the KG, there is a range of hands-on and discovery materials that support children's sense of curiosity and unique way of learning. In the other phases, textbooks, practical materials and learning technologies satisfactorily aid the delivery of the curriculum.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2016-2017	192
	2015-2016	112
Teachers 	102	
Students 	157	

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

- Parents, teachers and students who responded to the survey note a range of strengths. They are positive about the good understanding of Islamic values in Dubai that their children are gaining. Most also agreed that students are safe while in school and on school transport.
- A large minority of parents expressed concerns about aspects of teaching, feeling that teachers do not know their children's strengths and weaknesses well enough, and do not fully support them to enable them to make good progress.
- The majority of parents who responded expressed concern that they are not kept well informed by the school and are not fully involved in their child's education.
- Teachers who responded are mostly positive about their school and, in contrast to parents' views, they feel they do know their students well, and that they listen to parents' opinions. A minority expressed some concerns about students' behaviour and how well students get on together.
- Students who responded agree that the school helps them do well in many aspects of their work and their relationships. A minority feel that they do not have adequate opportunities to contribute to decisions or to make a difference in their school.

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