

Inspection Report



International Academic School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

www.khda.gov.ae



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School information



General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2006
Website	www.ias-dubai.ae
Telephone	04-2800993
Address	AL WARQAA, DUBAI
Principal	Marah Qadourah
Language of instruction	English
Inspection dates	17 th - 20 th November 2014



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG 1- Grade 12
Number of students on roll	1068
Number of children in Pre-K	0
Number of Emirati students	459
Number of students with SEN	38
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	89
Largest nationality group of teachers	Syrian
Number of teacher assistants	11
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	8%



Curriculum

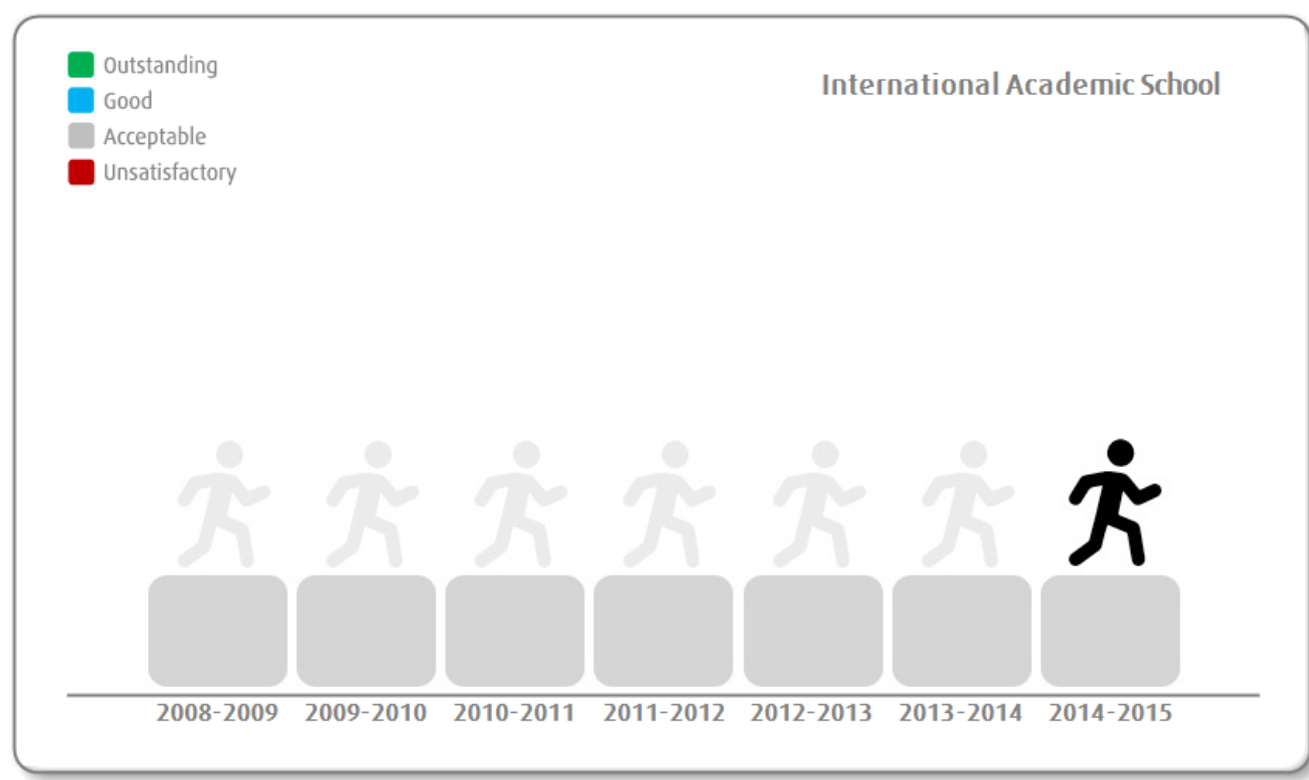
Educational Permit	US
Main Curriculum / Other	US Common Core / Californian State Standards/
Standardised tests / board exams	Iowa Grade 1 - 12, SAT and TOEFL
Accreditation	



Dear Parents,

International Academic School was inspected by DSIB from 17th - 20th November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgments were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Children's secure development of Islamic Education and Arabic as a first language in the Kindergarten.
- Students' attainment and progress were good in mathematics in the High School.
- Students' demonstrated a good understanding of Islamic values and awareness of Emirati and world cultures in all phases of the school.
- Students' demonstrated good behavior and responsible attitudes in all phases of the school.
- Communications between parents and the school were helpful in supporting students' progress.

Areas for improvement

- Ensure that teaching and the curriculum in the Kindergarten responds to the individual developmental needs of children and challenges them academically.
- Increase opportunities for students to develop independent investigation, research and higher-order thinking skills.
- Improve the systems for identification and provision for students with special educational needs.
- Improve the accuracy of students' internal assessment grades by using international test grades as a benchmark.
- The school leaders and governors need to clarify their individual roles and responsibilities in improving student attainment and progress.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at International Academic School



How well does the school perform overall?

Overall, International Academic School provided an **'Acceptable'** quality of education for its students.

- Attainment and progress were mostly acceptable in the key subjects across the school. Children made good progress in English in the Kindergarten. In science, progress was good in the Middle School. In the High School, both attainment and progress in mathematics were good.
- The students in all phases of the school developed a good understanding of Islamic values and awareness of Emirati and world cultures. Students' behavior and attitudes to school were also good. However, students had a limited awareness of environmental issues.
- Most teachers were secure in their subject knowledge but had a limited knowledge of how to use different teaching strategies to meet the needs of all students. Assessment data was collated by the school. However, the analysis of this to inform teacher planning and to check school performance was at an early stage of development.
- The curriculum was broad and allowed for sufficient planning of progression in most subjects. However, opportunities for independent research and critical thinking were inconsistent. There was insufficient modification of the curriculum for students with special educational needs.
- All staff and most students were aware of child protection procedures. However, procedures to protect students from bullying, including cyber safety were not fully developed.
- The school had a clear vision that had been shared with staff, and the leadership team were beginning to set a more aspirational direction for the school. There was good reporting of children's progress to parents. The governing board had started to evaluate the school's performance. However, this was not sufficiently rigorous to hold the school to account for its actions.

How well does the school provide for students with special educational needs?



- The progress of students with special educational needs was unsatisfactory as a result of inaccurate identification of students' needs and inconsistent support by teachers. However, in the Kindergarten, children's progress was checked at an early stage, and actions were taken where necessary.
- In some lessons, the curriculum had not been adapted sufficiently to check that all personal, social and learning needs of the students were met. Teachers' lesson planning did not consistently address the individual learning needs of each student as a result of limited specialist guidance being available.
- The support given to students was inconsistent leading to unsatisfactory progress. However, where students' needs had been identified, parents were involved in checking how successful the support program had been.

1. How good are the students' attainment, progress and learning skills?

		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	Acceptable	Acceptable	Good ↑
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
Language of instruction	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Good ↑	Acceptable
		KG	Elementary	Middle	High
Learning skills		Acceptable ↓	Acceptable	Acceptable	Acceptable


↑ Improved from last inspection

↓ Declined from last inspection





2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory 	Unsatisfactory 	Unsatisfactory 	Unsatisfactory 

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable 
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths

- Children's secure development of Islamic Education and Arabic as a first language in the Kindergarten led to satisfactory learning outcomes in later phases.
- Students' attainment and progress were good in mathematics in the High School.
- Students showed good behavior and personal responsibility in all phases.
- Students demonstrated good understanding of Islamic values and good awareness of Emirati and world cultures in all phases.
- Relationships between school and parents were good as a result of regular written communications on student progress.

Changes since the last inspection

- The Iowa International Benchmark Test was now used to assess all students from the elementary to high school phases in reading, language, mathematics and science.
- The school improved outdoors facilities for students, including additional shade and artificial grassed areas.
- The school increased professional development for teaching staff which focused upon improving students' learning outcomes.

Recommendations

- Improve kindergarten provision by aligning the curriculum with recognized early years' education best practice with a specific focus on the aspects of child development.
- Improve the overall quality of provision for students with a special educational need by:
 - developing procedures for the identification, support and classroom monitoring
 - developing the roles of special educational needs' staff in advising and supporting teachers on effective practice
 - ensuring all individual educational plans (IEPs) meet the needs of individual students.
- Improve the attainment and progress of all students throughout the school by increasing opportunities for students to independently investigate, research and develop higher-order thinking skills.
- Align school assessment data with international benchmark data to ensure more accurate levels of student learning outcomes.
- Clarify the role of leadership, including the school's governing board to ensure greater and more consistent school wide accountability.



Improved from last inspection



Declined from last inspection

1. How good are the students' attainment, progress and learning skills?


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
Language of instruction	Not Applicable	Not Applicable
English	Acceptable ↓	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable ↓	Acceptable ↓

- In English, almost all children listened well to instructions and responded accurately to questions. A minority of children could retell stories and describe personal events in their lives. By the end of the Kindergarten, almost all children had made good progress in developing an understanding of phonics and were able to read and write simple words. A few children could write one or more sentences.
- In mathematics, most children met grade level expectations by counting to 20 and recognizing shapes. They were able to compare quantities using more than, less than, bigger and smaller than. They could quantify objects and compare two groups of objects using estimation. A minority of children could add and subtract single digit numbers.
- In science, most children met expectations by identifying the parts of a plant and explaining what elements plants need to grow. They could differentiate between healthy and unhealthy foods, and a minority could explain the consequences of eating unhealthy foods. Too often children's progress was restricted because of insufficient challenge.

Elementary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable


- In Islamic Education, most students could recite verses accurately and had an adequate knowledge of the pillars of Islam. They made expected progress in learning about the prophets and reciting new verses.
- In Arabic as a first language, most students demonstrated basic writing skills using dictation, copying and independent writing. Students' listening skills and speaking skills were acceptable.

- In Arabic as an additional language, most students had acceptable listening skills and could respond accurately in prepared short conversations. They made expected progress when using new words in simple sentences. Most Grade 1 students could discuss key details in a text with their peers and teacher. Most could interpret illustrations to describe key events, and a few could predict outcomes. By Grade 5, most students had age-appropriate command of standard grammar and usage when writing or speaking. Most could recognise patterns for changing root words and were accurate when spelling age-appropriate words.
- In English, most students were competent in their oral interactions with peers and teachers. They could seek and convey information as well as produce extended responses. Most were making progress in reading fluency. In most classes, only a minority could punctuate or spell correctly. The ability to write in a wide range of genres was not sufficiently developed. Students' limited vocabulary and weak reading comprehension slowed their progress.
- The attainment and progress of students in lower elementary mathematics were above expected levels in internal and external Iowa exams, particularly in the use of number. However, by Grade 3 and above, the Iowa scores dropped to levels that were well below international expectations. Analysis identified weaknesses in geometry.
- In science, students were able to observe mixtures and solutions but could not always differentiate between the two. Learning objectives did not clearly outline the purpose of practical activities in the lesson, and as a result students made only acceptable progress. Weaknesses in life sciences and physics were evident across most grades.


Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Good 

- In Islamic Education, most students had a sound knowledge of Islamic manners and made acceptable progress towards understanding their importance to individuals and society.
- In Arabic as a first language, students' understanding was in line with curriculum expectations. Most knew grammar rules and could produce appropriate written passages with few mistakes. The girls' use of oral expression was of a higher standard than the boys'.
- In Arabic as an additional language, students had developed an acceptable level of reading and listening skills. Most students could speak and write simple sentences using new adjectives.
- In English, most Grade 6 students could understand extracts of text and correctly use new vocabulary words. By Grade 8, most students possessed basic punctuation skills, but there was less development in sentence structure. Most began to apply their knowledge of vocabulary. In all grades in the middle phase, extended writing skills were underdeveloped.
- In mathematics, the development of algebraic skills was a strength. However, students' geometric development was restricted due to deficiencies in language.

- In science, most students demonstrated an acceptable understanding of Mendel's laws of genetics and other biological concepts. The development of their understanding of chemistry was a strength. In lessons which provided challenge, students made a good rate of progress.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic Education, most students had an appropriate knowledge of Islam's early expansion and made acceptable progress in understanding the conditions of repentance and the causes of Qur'anic revelation.
- In Arabic as first language, older students had expected levels of understanding and were confident when expressing their ideas. A few students were beginning to develop creative writing skills. Students made good progress in developing listening, reading and speaking skills.
- In Arabic as an additional language, students had an age-appropriate understanding of grammar and knowledge of vocabulary. They made acceptable progress in forming simple sentences and identifying story characters.
- In English, most students had developed acceptable speaking and listening skills that were in line with expectations. Students participated in classroom discussions in literature studies and demonstrated an acceptable understanding of reading. In most Grade 11 and 12 classes, students had developed a reasonable range of analytical skills which extended their understanding of text. However, students' writing skills were underdeveloped, and that was reflected in the analysis of the Iowa tests.
- In mathematics, students were able to work through complex concepts and use the properties of LOG to simplify expressions. The attainment and progress of the majority of students in this phase were above curriculum expectations.
- In science, students were able to use experiments to accurately determine the physical and chemical characteristics of metals and non-metals. Students' progress was acceptable because tasks were not sufficiently challenging and opportunities to work independently on problem solving were limited. In physics classes, students solved simple problems on kinetic and potential energy but were not challenged with more complex tasks.

	KG	Elementary	Middle	High
Learning skills	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Across the school, most children and students had positive attitudes to learning and were able to work independently for short periods of time. Senior students were mainly passive learners. They were responsive to the teachers' instructions but did not actively take responsibility for their own learning. In the Kindergarten, children communicated their learning enthusiastically to others. When students were given opportunities for group work, they worked collaboratively and supported one another in their learning experiences. Students made a few connections to new and prior learning; however, they did not always connect the concepts they studied to the real world. Students across the school rarely used learning technology to support their research or independent work. Across all phases, critical thinking skills were underdeveloped. 				


2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
<ul style="list-style-type: none"> Across all phases, students exhibited mature and sensible attitudes. The majority made appropriate decisions about learning choices and appreciated critical feedback. Students' behavior was of a good standard with high levels of self-discipline evident, particularly in the elementary phase. In the majority of classes, there were positive relationships between staff and students. The majority of students demonstrated good levels of care and concern for others, including those with a special educational need. The majority of students had a strong commitment to following a healthy lifestyle and made healthy food choices at school. Students' attendance and punctuality were good. 				

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students across all phases demonstrated a good level of understanding Islamic values. They had a secure awareness of the impact those had on life in Dubai. Students were knowledgeable and respectful of different cultures. They had a good knowledge of the heritage and traditions of the UAE and how these influenced contemporary life in Dubai. Most children and students had a secure knowledge and appreciation of cultures found elsewhere in the world. 				

	KG	Elementary	Middle	High
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Across the school, students demonstrated an acceptable level of care for their school and its wider community. However, they had few opportunities to be involved in school decision making or to have their opinions heard. Most students had a positive work ethic and enjoyed work. Students showed responsibility for the school but were less aware of wider environmental issues. There was limited participation in initiatives aimed at improving the school or wider environments. 				

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most teachers were secure in their subject knowledge, but fewer had a good understanding of the teaching strategies to enable all students to achieve positive learning outcomes. Lesson planning was thorough and included activities to meet the learning needs of all groups of students. However, learning objectives were often not fully met in lessons. The majority of teachers asked questions to determine understanding, but few asked questions to challenge students' thinking. Across all phases, there was often an imbalance between the amount of teacher talk and student activity. Too few examples of independent learning were observed. Teachers relied too much on the prescribed textbooks and their supplements. There was limited use of resources to enrich the students' learning experience, except in the Kindergarten. Critical thinking, reflection and independent learning were seldom observed, thus restricting students' opportunities for higher-order learning. In Arabic as a first language, all teachers were qualified and had a secure subject knowledge. Almost all teachers set clear learning objectives, but their expectations were too low, particularly for older students. Resources provided to support student learning were not sufficiently differentiated which slowed progress of some students. The majority of teachers planned opportunities for collaborative learning, but this was of limited effect. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The lack of accurate internal assessment systems and processes across all phases prevented the school leaders from having a secure knowledge of whole school and individual student performance. The school used international benchmark tests to determine the levels of attainment of students in Grades 1 to 12 in key subjects. However, there had been limited intervention made to make necessary improvements to attainment. The school lacked a coherent whole-school strategy to respond to the UAE National Agenda to improve attainment in mathematics and science. 				

- Assessment data was collected; however, it was not robustly analysed to track and confirm student progress. The school had yet to align its internal assessment data with international benchmark test results.
- Teachers' use of assessment data in planning was acceptable but not always effective for all groups of students.
- Teachers had a reasonable knowledge of their students' strengths and weaknesses. However, this was inconsistent across the school. Opportunities for students to self and peer assess their work were rare.

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum was broad and balanced and followed the US Common Core State Standards and Californian State Standards. However, there was a lack of clear definition of standards for non-core subjects.
- There was sufficient planning for progression in most subjects; however, this was not consistent across the curriculum.
- The curriculum was limited as it relied too heavily on textbooks which restricted opportunities to introduce enriching aspects from the local Emirati context. In the Kindergarten, activities were imaginative and supported learning.
- Connections between subjects were occasionally planned. Opportunities for independent learning, research and critical thinking were inconsistent.
- Review of the curriculum was undertaken annually to identify gaps, but this had not led to an improvement in the provision overall. The school had identified a target to improve the literacy and numeracy of boys, but limited action had been taken to address this need.
- In Arabic as a first language, the school followed the Ministry of Education (MoE) requirements in all phases. The school offered Arabic as a first language in the Kindergarten. Weekly guided-reading programs in the library enriched students' learning. In the high school phase, learning was supported through group discussion which made reference to real life situations.

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓

- The school had made some adjustments to the curriculum, but there had been only limited success in meeting the needs of all groups of students. For example, the needs of students with special educational needs were not being consistently met.
- The curriculum provision allowed most students the opportunity to choose from a range of subjects.
- Opportunities for extra-curricular activities and community links were restricted which limited students' academic and personal development.
- The school provided weekly five lessons in Arabic as a first language for children in KG.

5. How well does the school protect and support students?


	KG	Elementary	Middle	High
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school had effective policies and procedures in place to ensure the safety of its students. All staff and most students were aware of child protection arrangements. Staff had been trained to follow agreed procedures. The procedures to protect students from bullying and ensure cyber safety were not fully developed. Transport arrangements were regularly reviewed, and procedures were efficiently managed. The medical center maintained the necessary detailed records. There was systematic sharing of relevant medical information with key staff. Medical supplies were stored securely. Buildings and premises were well maintained. Improvements had been made to premises, including more shaded areas and sporting facilities. The playground areas and the football field were regularly checked for safety Healthy living was promoted across all phases. In the Kindergarten, children learnt the importance of healthy food choices. There was a broad and regular program for physical fitness to promote healthy living. 				

	KG	Elementary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The relationships between staff and students were positive across the school. There were procedures to promote school attendance and punctuality; however, these remained at only an acceptable level. The school was inclusive and had a range of basic procedures to identify students with special educational needs. There was adequate support for students with special educational needs. However, this was not always effective across the school which led to inconsistency in special educational needs' provision. Careers guidance was acceptable and was valued by most students and parents. The support provided for transition between phases and to the next stage of education was acceptable. Students' welfare was managed well by teachers and supervisors. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> The Principal and senior leaders aimed to have an inclusive school. However, the quality of provision was inconsistent and did not always meet every students' learning needs. The school used a limited range of assessments to identify and classify students' needs. However, the school was committed to early intervention and the Kindergarten had procedures in place to assess children's difficulties in learning, including any issues with social integration. Referrals were made to external specialists for diagnosis and advice when parental consent was given. The school used a limited range of evidence to confirm students' individual needs which led to inaccurate and inconsistent provision within the school. The school worked hard to ensure that parents were fully involved in the evaluation of their children's progress and in the development and review of support programs. All parents valued the communication, support and guidance provided by the school. They felt well informed and expressed gratitude for support and help provided. Teachers' lesson planning did not consistently address the specific learning needs of special educational needs' students leading to unsatisfactory progress of these students. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable 
<ul style="list-style-type: none"> The school had a clear vision and mission that had been shared with staff. The senior leadership team were beginning to set a more aspirational direction when promoting the school's vision. Subject leaders had clear roles and appropriate levels of responsibility. Most showed a strong commitment to the school and the improvement of student learning outcomes. A few teachers required additional professional development to improve understanding of effective teaching strategies. Regular well-documented meetings were professionally managed. They were purposeful and generally productive. Staff had an improved understanding of what was required of them; however, not all students shared this awareness. All senior staff knew that improvements were necessary in many aspects of the school's operations, and most had sufficient capacity to positively influence change. Over time, leaders had some success in improving a limited number of identified recommendations. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> Self-evaluation processes were in place which involved a range of teachers, but other stakeholders were yet to be incorporated. Judgments made by the school were not based on a systematic, robust analysis of the school's data which led to generally descriptive statements rather than sharp evaluative analysis. Teacher appraisal was embedded with one model used for all phases of the school. Feedback to teachers to support their continued development was adequate. Teachers were provided with additional professional development, but this did not include external providers which limited introduction of new or diverse strategies. Improvement plans were based on recommendations. The effectiveness of plans was limited as these did not specify outcomes written in measurable terms. Subject-specific strategic plans had been produced, but at the time of inspection, these had had no impact on improving student learning outcomes. The school had responded positively to addressing a number of recommendations from the previous inspection report, but many improvement strategies were in the early stages of implementation. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents were positive about the quality of provision offered by the school. They had received regular reports on progress being made and as a result could support their children's learning. Parents felt that they were welcome in the school and had appropriate access to senior leaders. The school was in the process of establishing a parents' committee to develop formal links. Reporting on children's and students' progress was detailed, and written reports were followed by meetings with teachers to discuss next steps. The school was developing local community initiatives to promote students' links and extend their learning. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> The governing board had limited personnel. It met when required and communicated occasionally to the community through existing school links. It did not actively seek the views of its stakeholders. There was no formal opportunity for parents or students to have their voice heard. The board was beginning to evaluate the school's academic performance. Reports on student performance from the school were too infrequent. As a result governors, did not rigorously hold the school to account for its outcomes or its actions. The board had supported the school through the improved provision of facilities, additional staff training and improved learning technology resources. The board had ensured that the school was now compliant for Arabic as a first language. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The management of the day-to-day operations of the school was effective and efficient. Staff and students knew what was required of them during assemblies and while in class. • Staff were appropriately qualified academically and effectively deployed. All had job descriptions; however, these were not all detailed or complete. Only a minority of kindergarten teachers had appropriate qualifications to teach early years' children. • The premises were suitable and met the educational needs of almost all students. The library was appropriately stocked with an appropriate range of learning resources, including reading for pleasure. • Classroom learning resources, including learning technology to support research and independent learning were limited. 	

What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	154	17%
	Last year	100	16%
 Teachers	72		81%
 Students	74		80%

- A minority of parents, almost all teachers and most students responded to their surveys.
- Most parents in their surveys were happy with the quality of education offered by the school, particularly in English, mathematics and science. They felt that teaching was good, and there was good development of their children’s learning skills.
- A minority of parents felt their children were not making good progress in Arabic as a first Language. A few parents commented that their children were not making good progress in Arabic as an additional language.
- The majority of parents felt that there were an appropriate range of resources, including learning technology and a sufficiently wide range of subjects and extra-curricular activities for their children to choose from.
- A minority of parents and teachers had concerns about student safety.
- Not all students were satisfied with the quality of education available at the school, although most felt they were making good progress in English, mathematics and science.

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

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

How to contact us

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