




Dubai Modern
Education School

 Curriculum: US / MOE

Overall Rating:

Acceptable



"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 Mizhar
Type of school	Private
Opening year of school	1996
Website	www.dmes.ae
Telephone	042885115
Address	Al Mizhar P.O. BOX 61720
Principal	Mr. Michael Cipriano
Language of instruction	English, Arabic
Inspection dates	20 to 23 February 2017

Teachers / Support staff

Number of teachers	219
Largest nationality group of teachers	Egyptian
Number of teaching assistants	28
Teacher-student ratio	1:11
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	2508
Number of children in pre-kindergarten	0
Number of Emirati students	1579
Number of students with SEND	85
Largest nationality group of students	Emirati

Curriculum

Educational permit / Licence	US/ MoE
Main curriculum	US/MoE
External tests and examinations	MAP/UAE NAP
Accreditation	None
National Agenda benchmark tests	CAT4/MAP/UAE NAP



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.

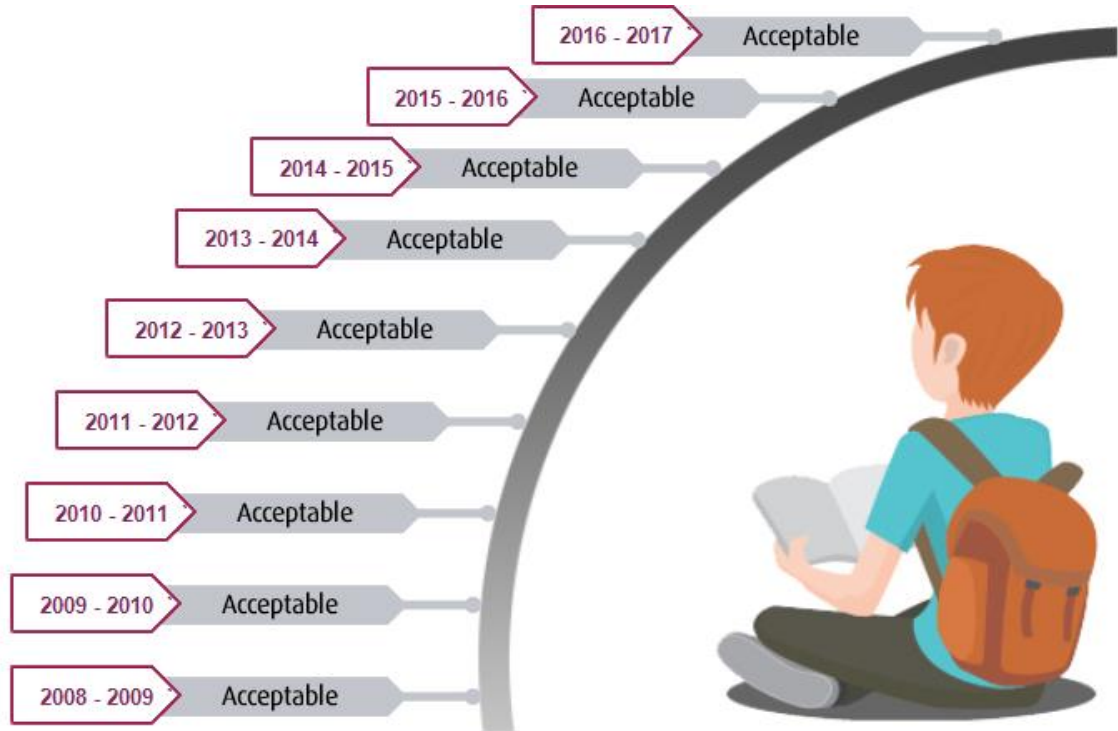
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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 Dubai Modern Education School



- Dubai Modern Education School was founded in 1996. Significant changes to staffing this year include the appointment of the Executive Principal and eight of his senior leadership team, in addition to new heads of subjects from within the existing staff in the US curriculum section. Student numbers declined from 2749 last year to 2503 this year.
- Recent inspections identified the need for the appointment of appropriately-qualified senior leaders and for clarifying and improving the roles of the school leaders and the governing body. Last year's report identified several significant weaknesses including weak attainment and progress in half of the areas inspected in English, mathematics and science in the US curriculum section.
- Recommendations from the last inspection included the need to improve leadership and management, to enhance improvement planning, to establish rigorous systems to check the quality of teaching, to accelerate students' progress and to raise their attainment. The governing body was also asked to develop its ability to hold the school accountable for the impact of its work on students' outcomes.

Summary of inspection findings 2016-2017



Dubai Modern Education School was inspected by DSIB from 20 to 23 February 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.

- Aspects of student attainment and progress have improved in the Kindergarten (KG) and in the upper phases of both sections of the school. There remain weaknesses in several areas of students' attainment in English, mathematics and science in the US section of the school.
- Most areas of students' personal and social development remain good, although the opportunities for students to take responsibility and develop their innovation skills are limited. Students' understanding of Islamic values and Emirati culture is particularly strong in Cycle 3 of the Ministry of Education (MoE) section.
- Teaching has improved to good in the KG and to acceptable in the High School US section. It has become good in the Cycle 3 MoE section. It remains weak in the elementary and middle phases of the US section. Assessment has improved to acceptable across all phases in both sections of the school.
- The curriculum remains acceptable in the MoE and KG sections. The introduction of a completely new curriculum in the US section has improved both curriculum design and adaptation to acceptable across the elementary, middle and high school phases.
- Arrangements for health and safety remain good across all phases of the school. Care and support remains acceptable, except in the KG where it has improved to good.
- Leadership has improved to acceptable in the US section and remains acceptable in the MoE section. Self-evaluation has become acceptable and school governance has improved, reflecting the support provided by governors. Partnership with parents remains good while the management of staffing and facilities remains acceptable.

What the school does best

- The improved provision and students' outcomes in the KG and upper phases of the school
- The strength in elements of students' personal development and in their understanding of Islamic values and Emirati culture
- The good partnership with parents.

Recommendations

- Improve teaching, particularly in the US elementary school and in the middle phases of both the MoE and US sections, to meet students' learning needs effectively and support their varying learning styles.
- Make a better use of assessment information and external benchmark tests to identify students' strengths and weaknesses accurately, inform teaching and learning and set targets to improve students' progress.
- Evaluate the delivery of the MoE and US curricula to ensure students benefit from the opportunities to make connections in their learning and develop their problem-solving, critical thinking and research skills.
- Develop self-evaluation and improvement planning to define roles and responsibilities clearly and to set measurable targets and criteria against which improvements in students' achievements can be measured.
- Ensure that the new leadership team is complete so that the Executive Principal and his leadership team can drive improvements forward in both the US and the MoE sections of the school.

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:

US:

- Students' attainment, as judged against the National Agenda Parameter, is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The school is in the early stages of understanding the National Agenda Parameter. Some data has been analysed but the depth of this analysis does not have a significant impact within the classroom. The school has not produced an action plan based on this analysis, although the senior management team has given teachers training on data analysis.
- The school has a new curriculum in place. It has begun to address areas relating to skill development and the need to align content and skills closely to the demands of TIMSS and PISA.
- The school is aware of the need to adjust teaching strategies to place a greater emphasis on critical thinking and research skills. The plan is to move teaching away from being textbook driven so that a wider range of resources opens more opportunities for enquiry and research.
- Individual discussions with students form the basis of their understanding of their performance on the National Agenda Parameter. The school has started to use alternative resources, such as technology in the classroom, to develop students' research skills.

MoE:

- Students' attainment as measured by the National Agenda Parameter benchmark tests meets expectations in mathematics but not in English and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The UAE NAP is developed and embedded into the assessment framework. The school uses UAE NAP data to validate its internal assessments. However, the school is at the very early stages of understanding what CAT4 tests measure, how these tests are administered and how they can be used to set targets and monitor students' progress.

- Curriculum modifications have been introduced in response to the UAE NAP analysis. In the key subjects, the school introduced enrichment sessions to address gaps in skills. Some examples include the introduction of a practical component in science, free reading in English and enrichment programs for gifted and talented students in mathematics. The school has introduced TIMSS-type questions in lessons. However, the curriculum does not include internationally benchmarked standards, and lesson observations do not support the school's judgements in science for Cycles 1 and 2.
- Most lesson plans lack differentiated tasks based on assessment data. Some of the teachers, particularly in Cycle 2, have started to use open-ended questions to promote students' critical thinking. In English, there is a focus on improving reading. In science, there is increased emphasis on practical work, particularly in Cycle 3, but not on developing investigative skills. In mathematics, problem-solving is developing slowly.
- Students' learning skills have improved in Cycle 3. Most students have appropriate understanding of the UAE Vision 2021. However, students are not aware of their strengths and areas for development or their attainment levels compared to that of their international peers.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:

- A minority of students are given the opportunity to participate in internal projects and external competitions resulting in a range of creative and design-based activities. Grade 10 students, for example, eagerly participate in using hydroponic technology to grow plants. However, students have very few opportunities to demonstrate critical thinking, research or problem-solving skills in their coursework. Teachers do not provide sufficient opportunities for students to undertake independent research activities. A recently-introduced programme of study linked to the US curriculum is helping teachers focus on skills-based learning outcomes. A recently-formed innovation committee in the MoE section of the school focuses on developing students' reading skills in English. In addition, teachers in the MoE section encourage selected students to participate in a wide range of competitions involving science, design and technology. However, the school does not have a programme that systematically integrates higher-order thinking skills across both the MoE and US sections.

Overall school performance

Acceptable

1 Students' achievement

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable	Good	Acceptable	Good ↑
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable	Good	Acceptable	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Good	Acceptable	Acceptable	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Weak	Weak	Acceptable ↑	Acceptable	Acceptable	Good ↑
	Progress	Good ↑	Acceptable ↑	Weak	Acceptable ↑	Acceptable	Acceptable	Good ↑
Science 	Attainment	Acceptable ↑	Weak	Weak	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Weak	Weak	Acceptable ↑	Acceptable	Acceptable	Acceptable

		US curriculum				MoE curriculum		
		KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Learning skills		Good ↑	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good ↑

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good	Good	Good	Very good ↑
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good ↑

3. Teaching and assessment

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Weak	Weak	Acceptable ↑	Acceptable	Acceptable	Good ↑
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑






4. Curriculum

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable	Acceptable

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good	Good	Good	Good
Care and support	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable


6. Leadership and management

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

- Most children demonstrate literacy skills that are in line with the school's curriculum standards. Evidence in lessons indicates that the integrated curriculum provides opportunities for children to use their speaking, listening, reading and writing skills across all subjects to make better than expected progress. Most children can communicate their learning clearly, read short sentences and write for meaning and purpose. Assessment results show that over time children make notable gains in applying their English skills in everyday contexts.
- The knowledge and skills of most children are in line with expected curriculum standards in mathematics. Assessment information and children's work indicates that most children have age-appropriate knowledge of numbers and operations and demonstrate acceptable understanding of geometry, measurement and addition and subtraction. Purposeful hands-on activities provide opportunities for children to enhance their ability to apply their knowledge and skills in real world situations. This enables them to make good progress from their starting points and as measured against the learning objectives of the curriculum.
- In science, most children show appropriate understanding of the world around them as they use their curiosity and sense of wonder to investigate scientific concepts. Through daily activities and focused lessons, they develop an understanding of the weather, living and non-living things and healthy life styles. The children use their enquiry and observation skills to discuss and write about their world. Assessments show that they make expected progress over time against the Next Generation Science Standards (NGSS).

Elementary \ Cycle 1				
	US curriculum		MoE curriculum	
Subjects	Attainment	Progress	Attainment	Progress
Islamic education	Good	Good	Good	Good
Arabic as a first language	Acceptable	Good	Acceptable	Good
Arabic as an additional language	Acceptable	Good	Not applicable	Not applicable
English	Weak	Weak	Acceptable	Acceptable
Mathematics	Weak	Acceptable ↑	Acceptable	Acceptable
Science	Weak	Weak	Acceptable	Acceptable

US:

- In Islamic education, the majority of students attain levels that are above the MoE curriculum expectations. The majority memorize prescribed verses from the Qur'an using correct pronunciation. They demonstrate a well-developed knowledge of the 'Seerah' and the life of the Prophet. In lessons and in their work, students show good progress in analysing and understanding the Qur'an and Hadith. They apply their skills to their personal lives and make strong connections to real life. Students in the upper elementary school make good progress in understanding Islamic values.
- In Arabic as first language, students make good progress in their four language skills. Most students, especially in the lower elementary, can use standard Arabic with increasing confidence and enjoyment. Students attain levels that are generally in line with expected learning outcomes. They can analyse word syllables and enrich their vocabulary through analysing synonyms, antonyms, and singular and plural words. They can read and analyse short texts. Their speaking and writing skills are developing and need further improvement especially in the upper end of the phase.
- In Arabic as an additional language, students make good progress compared to their starting points. They use the Arabic language with increasing confidence despite making language errors. Most students attain levels that are in line with age-appropriate expectations. Students are developing a wide range of vocabulary. They have secure listening skills and can comprehend classroom discussions. At the top end of the phase, most students can respond to questions in Arabic using basic phrases.
- Students' attainment and progress are weak in English. Internal data, work scrutiny and lesson observations show that the attainment of most students is below curriculum standards. External Measures of Academic Progress (MAP) results show very weak attainment and progress. Students' oral communication skills are developing well particularly at the early stages of the phase in part due to an English language immersion program. However, across the phase students are making insufficient progress in their abilities to read with fluency and expression. Overall, writing is weaker than students' other skills.

- In mathematics, only a minority of students attain levels that are defined by the Common Core Standards. Most students, however, make the expected progress in relation to their starting points. On external benchmark tests, only a few students attain levels that are in line with international expectations. In lessons, students' attainment is weak, although students are beginning to acquire basic mathematical skills. Some of the language that teachers use in lessons does not match students' ability levels. Consequently, a few students face difficulty in understanding the teacher.
- Students' attainment and progress are weak in science. External MAP and progress data point to very weak attainment and weak progress, respectively. Their work samples show levels of attainment that are below age-appropriate expectations. Students' progress is hindered because of teachers' insecure subject knowledge and limited pedagogical understanding. Students develop knowledge of facts at the expense of developing scientific skills due to lack of appropriate opportunities to carry out practical work.

MoE:

- School data for Islamic education show that students' attainment is very good. However, in lessons and work samples, only a majority of students demonstrate understanding that is above the MoE curriculum standards. Overall, students show a good understanding of the five pillars of Islam. They can recall facts about the Prophet's life and learn from them. They memorise prescribed Surahs of the Holy Qur'an and Hadiths and understand their meaning. Students have a strong understanding of Islamic values such as respect and cleanliness. Students' progress as evident in lessons and in work samples is good.
- In Arabic as a first language, most students have secure listening skills but their comprehension of audio materials is developing. A minority of students speak standard Arabic fluently and confidently, particularly in the upper grades. Most can speak formally about the limited topics being studied. Their oral reading and comprehension are more developed as they can read accurately and deduce main ideas and details. Their writing is, however, less developed. Students can write short sentences or paragraphs on familiar topics. A majority demonstrate good progress in most skills, except writing.
- In English, students' attainment as measured against UAE NAP benchmarks shows levels that are in line with curriculum expectations. Lesson observations and work scrutiny also show acceptable attainment. Trends in attainment over time reveal that students consistently demonstrate acceptable performance. Students' oral and listening skills are stronger than their ability to read with expression and clarity. Students' writing is insufficiently developed as most students are only able to write short responses with inconsistent use of grammar and punctuation.
- In mathematics, attainment and progress as measured against the school's curriculum standards are strong in national benchmarking tests. In lessons and their written work, however, students show significantly lower levels of attainment and progress. In lower primary, students have a good grasp of basic numeracy. Students' problem-solving skills and their abilities to apply their mathematical knowledge to real life situations are developing. Most students make acceptable progress in lessons from their starting points. The school has maintained consistent levels of attainment over the past three years.
- In science, most students make acceptable progress, attaining levels that are in line with curriculum standards. The majority of students are insufficiently skilled in predicting the outcome of practical investigations. Grade 1 students can measure mass in a variety of ways and record their findings using correct units. Students in Grade 3 can make simple predictions about the effect of different masses on stretching elastic bands, record their results and make simple conclusions. Students' expertise in undertaking basic scientific investigations is underdeveloped.

Middle / Cycle 2				
	US curriculum		MoE curriculum	
Subjects	Attainment	Progress	Attainment	Progress
Islamic education	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable	Not applicable	Not applicable
English	Weak	Weak	Acceptable	Acceptable
Mathematics	Weak	Weak	Acceptable	Acceptable
Science	Weak	Weak	Acceptable	Acceptable

US:

- In Islamic education, most students attain levels that are in line with age-appropriate expectations. Generally, their knowledge and understanding of the 'Fiqh', Islamic etiquettes and Islamic morals are in line with the expected levels. Students' recitation skills and the use of Qur'anic verses and Hadith are underdeveloped. In lessons and in their most recent work, most students make expected progress in their knowledge and understanding of 'Seerah'. However, they have underdeveloped skills in linking their knowledge to real life situations. In general, girls make better progress than boys.
- In Arabic as a first language, students attain levels that are in line with curriculum expectations. Most students respond to reading literature texts by briefly explaining main and secondary ideas. Their listening, writing and speaking skills are in their early stages of development. Their writing often lacks consistency and coherence, and includes repetitive grammatical mistakes. In their lessons and over time, students make acceptable progress.
- In Arabic as an additional language, students make expected progress in lessons and over time. Their levels of attainment are within expectations considering the number of years they have been learning Arabic. Students respond effectively to standard Arabic spoken at an average pace with repetition. They respond orally to basic sentences, often with errors in usage or grammar. They can read unfamiliar texts that include a few learned vocabulary words.
- Students' attainment in English is below curriculum standards. The school's internal assessment data and students' work indicate weak progress. Students' external MAP data show their very weak attainment and progress. Students' listening and speaking skills are variable in quality but are stronger than their reading and writing skills. Students are often hesitant in their reading and show limited abilities to write at length and to use grammar and punctuation accurately in extending sentences.
- Both attainment and progress in mathematics are weak. The data from external benchmark tests confirm that very few students meet international expectations. In lessons, students' progress is weak because they are not fully engaged and most do not take any responsibility for their own learning. Students' written work is of low quality. Over time, students struggle to acquire the mathematical skills necessary for the next stage in their education.

- Students demonstrate weak attainment and make weak progress in science. Their external MAP status and growth data point to weak attainment and progress. Students often fail to make the expected progress in lessons due to teachers' insecure subject knowledge and lesson planning that do not allow them to learn actively. Students can solve problems using equations without understanding the scientific concepts and without an ability to evaluate their answers. Their progress is often hindered by insufficiently challenging tasks or worksheets that do not allow them to extend their learning.

MoE:

- In Islamic education, students attain levels of understanding that are in line with curriculum standards. Students have age-appropriate understanding of the Holy Qur'an, 'Hadith' and 'Seerah'. They can derive guidance and moral lessons such as the value of seeking knowledge in Islam. Students' Qur'an recitation skills are adequate. Students show appropriate understanding of principles of worship. For example, they can explain the difference between 'Zakah' and 'Sadaqa'. They make acceptable progress as evident in lessons and their work samples. Students' attainment levels have been consistently acceptable over the past few years.
- Most students exhibit adequate speaking skills in Arabic. They can communicate their ideas and views clearly but do not use standard language. Most students read prescribed texts with reasonable accuracy. Their comprehension skills are underdeveloped as most of them can only understand easy ideas. Although a minority of high-achieving students can write extensively about several topics, most lack the skills to create their own writings using appropriate content and structure. Their progress in grammar and reading is better than that in other aspects of language.
- Students' attainment in English in internal assessments and in the UAE NAP benchmark tests show consistent weaknesses. Students show better performance in lessons and in their workbooks. Most speak with confidence and listen with understanding. Their reading skills are more variable and they show limited abilities to write at length. A minority of students cannot write accurately using appropriate spelling, grammar, and punctuation. Girls consistently perform better than boys.
- Students' attainment in mathematics as measured by UAE NAP in Grades 7 and 9 is very good. Internal assessments reflect similar performance and trends over the past three years show a consistently improving picture. However, in lessons and students' work, attainment is only acceptable with most students attaining in line with curriculum standards. Students exhibit better understanding of mathematical concepts than of how these should be applied. Their ability to reason and solve real-life problems is developing. Students' progress across the cycle is acceptable considering their starting points.
- In science, most students attain in line with curriculum standards and make acceptable progress. Their practical and investigative skills are improving but at a slow pace. Students in Grade 7 are familiar with plant leaf structure, photosynthesis and its importance and relevance to the environment. Grade 9 students understand simple atomic structure and the concept of isotopes. There is insufficient use of technology by students to help their understanding of abstract scientific concepts. Students' abilities to investigate topics and relate science to the outside world are limited.

High / Cycle 3				
	US curriculum		MoE curriculum	
Subjects	Attainment	Progress	Attainment	Progress
Islamic education	Acceptable	Acceptable	Acceptable	Good ↑
Arabic as a first language	Acceptable	Acceptable	Acceptable	Good
Arabic as an additional language	Acceptable	Acceptable	Not applicable	Not applicable
English	Weak	Weak	Acceptable	Acceptable
Mathematics	Acceptable ↑	Acceptable ↑	Good ↑	Good ↑
Science	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable

US:

- In Islamic education, most students attain levels that are in line with the MoE curriculum expectations. Most students have a basic knowledge of Islamic concepts. They can identify and talk about conditions of marriage and divorce in Islam. They know the main aspects of the Prophet's life, 'Seerah'. In lessons and in their most recent work, most students make the expected progress in reciting what they have learned of the Holy Qur'an. However, their ability to apply what they learnt to their real life is limited. Generally, the girls make better progress than the boys.
- In Arabic as a first language, students meet curriculum expectations. Their reading skills are secure and their spoken language is developing. Most students use context clues to infer meanings and metaphors in poetry and prose, to explain underlying messages. They write explanatory and descriptive paragraphs but the quality of their writing is only acceptable.
- In Arabic as an additional language, students meet their curriculum expectations. They have developed an adequate range of vocabulary that they put in use in simple meaningful phrases. They have good listening skills and respond to classroom instructions. Their spoken language, however, is limited. They use connecting words and some adjectives in their writing. They read with average pace and confidence. In lessons and over time they make adequate progress.
- Students' attainment is below curriculum standards in English. Internal data, evidence from lessons, and students' work and projects indicate that their progress is weak overall. Students' MAP assessment data show weak attainment and progress. Their use of language to discuss and debate is a developing feature of their learning. Teachers' weak pedagogical skills and insecure subject knowledge limit students' knowledge and understanding of literature. Students' writing is weak because they have limited opportunities to develop extending writing skills in a variety of genre. They are not challenged to do and achieve more.
- In mathematics, particularly in the higher grades, most students meet the expected standards of the Common Core. Their progress is also acceptable. Students' attainment in Grades 9 and 10 in the benchmark tests is below international expectations. In lessons, most students build on prior knowledge to develop the necessary skills to cope with the demands of the subject, and they make acceptable progress against the stated learning objectives.

- Most students demonstrate the expected knowledge and understating of scientific concepts and make acceptable progress in lessons and over time. They develop basic understanding of concepts such as transcription and translation in biology and reflection of light in physics. They benefit from teachers' secure subject knowledge to develop their own. However, they do not sufficiently develop their scientific skills such as forming hypotheses and testing them at an equal rate due to lack of opportunities to do so.

MoE:

- In Islamic education, most students attain levels that are in line with curriculum standards. They show an adequate understanding of the Holy Qur'an, 'Hadith' and 'Seerah'. They can refer to them for evidence of appropriate rulings or examples of concepts such as creative thinking in Islam. They have a developed understanding of Islamic values such as chastity for men and women. Their Qur'an recitation skills are secure. Students make good progress as evident in lessons and in their work samples.
- In Arabic as a first language, a minority of students have good levels of comprehension, as reflected in their ability to make inferences from high-quality literary texts. However, most cannot elaborate on their understanding using a good standard of spoken and written Arabic. Students demonstrate skills that are not better than acceptable in speaking formal Arabic because they over-rely on colloquial language. High-achieving students, particularly girls, write creatively and extensively in a variety of genres and for different purposes. The quality of writing of other students is just adequate and characterized by lack of sophistication in content, organization and style. Students' progress in lessons and overtime is good.
- In English, students' attainment in external Grade 12 examinations show that most of them are performing in line with age-appropriate expectations. Similar attainment levels are evident in students' work in lessons and in internal assessment results. While most students show well-developed listening skills, their ability to hold extensive discussions and to develop vocabulary vary. Girls show more developed skills in writing for a range of purposes than boys.
- In mathematics, the majority of students show attainment levels that are above age-related standards in both general and advanced classes. In the advanced classes, both boys and girls display an elevated level of confidence and ability in mathematics. A majority of students make better than expected progress across the phase, particularly in algebra. They communicate their learning confidently using accurate terminology. They are starting to develop problem-solving skills and to make links to life contexts.
- Students' attainment in science is in line with curriculum standards. Students make acceptable progress in their coursework. They show limited skills in carrying out independent research and problem-solving, reflecting the insufficient opportunities provided for them. Most are developing their skills in relating their science lessons to the world around them. Grade 12 students, for example, can explain their understanding of DNA structure and engage in discussions on potential advantages and disadvantages of developments in biotechnology. Their independent research and investigative skills are improving but remain underdeveloped.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Learning skills	Good ↑	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good ↑

US

- Throughout the school, students are keen, participatory and responsible learners. Generally, they take pride in their work and want to do well. In lessons that engage them, students remain focused on the tasks and learn independently. In KG, children work diligently for appropriate periods of time. In most lessons, students are passive learners who are not sufficiently challenged.
- Students are respectful to their teachers and to each other. Group work is a common feature in most lessons. In mathematics, students collaborate and share ideas. In science, collaborations are regular and planned. When given the opportunity, most students are good communicators and often use accurate vocabulary.
- Cross-curricular links are evident only in some lessons. When given the chance, students show that they can make connections between what they know and the new areas of learning. Some can relate their knowledge and understanding of concepts to their lives outside school.
- Critical thinking, enterprise, enquiry, innovation and problem-solving are developing features of students' learning skills. These skills are evident in the better lessons where teachers' lesson planning enables the targeting of these skills.

MoE

- Most students have positive attitudes towards learning. These are particularly strong in Cycle 3 girls section. Students occasionally take responsibility for their own learning and work independently when given the opportunity. This is more evident in Arabic, Islamic education and English where students often work well on their own with limited teacher intervention.
- Students enjoy working with their peers and support them in most lessons. They understand the benefits of collaboration and group work and the importance of listening to their peers, although they do not always initiate collaboration. When given the opportunity, they respond well to questions and show an ability to communicate their learning.
- Many students show an adequate ability to apply what they learn to outside world situations. This is particularly the case in Islamic education where students often apply Islamic concepts and laws to solve life problems. Cycle 3 students apply their learning well to the world beyond school. However, connections with other areas of learning are limited.
- Critical thinking, innovation, research and enquiry skills are underdeveloped features of learning in most subjects, especially for the most able students. Higher-order thinking skills are developing. These are more evident in Cycle 3 Arabic and in the better lessons in Cycle 1.

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Personal development	Good	Good	Good	Good	Good	Good	Good

US

- Most students demonstrate positive and responsible attitudes. They are also considerate and caring towards each other. They often appreciate the purpose of teachers' comments about their work.
- Students are generally courteous and follow school rules. They behave well both when they are around the school and during lessons even when they are insufficiently engaged. During break time and during arrival and departure, they behave sensibly and respectfully.
- Relationships among students and teachers are mostly positive. Students show respect towards students with special educational needs and disabilities (SEND) and support them in their learning. They are sensitive to the needs and differences of others and are ready to support one another.
- Most students demonstrate a sound understanding of healthy living. The school has an extensive health education program that is incorporated into the curriculum. Students understand how to stay safe and healthy. They follow the school's advice on making healthy food choices.
- Most students arrive at school on time but attendance is weak across the school. A minority arrive late to their lessons.

MoE

- Most students engage eagerly in class discussions and participate readily in assigned activities. They have positive and responsible attitudes. They are self-reliant and respond well to critical feedback.
- Students demonstrate positive behavior especially in the classroom setting. They are respectful to each other and to their teachers. They show respect for their own and each other's property and values.
- Most students have constructive relationships with each other and with their teachers. This comes from the students' understanding of both the needs and differences of others. As a result, they readily help each other and applaud when their peers succeed in learning.
- Students have a sound understanding of what constitutes a safe and healthy lifestyle. As a result, they make appropriate choices about their own health and safety and take responsibility for their healthy lifestyle.
- Attendance is acceptable, and the large majority of students arrive at school and to their classrooms on time.


	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good	Good	Good	Very good ↑

US

- Students show good awareness of Islamic values. They understand the significance of respecting others in the society. KG children know the UAE dress code and that Muslim women wear Hijab. They take part in initiatives that promote and enhance Islamic values.
- Students are respectful and appreciative of the culture and heritage of the UAE. They are aware of the major events and developments in Dubai and in the other emirates. They compare present and past developments, as evident in their drama club, Yola art performances, 'young merchant' project, and the exhibitions that take place at school.
- Students are aware of their own and other world cultures as evident in their school displays and participation in various school activities. KG children know that their classmates come from Syria, Oman, Egypt and Palestine. They know about some forms of agriculture, art, heritage and history of other countries.

MoE

- Students across the school have strong awareness of the values of Islam. They understand how these influence many aspects of life in the UAE. They talk about several prominent values in the UAE such as humility and tolerance. Cycle 3 students refer to the Holy Qur'an and the Prophet's sayings for evidence of these values.
- Students in all cycles are knowledgeable and respectful of the Emirati heritage and culture. This is evident in their active participation in cultural activities and celebrations such as the National Day and Flag Day. Students can also talk in detail about famous places in the country such as Miracle Gardens, Global Village and the Sheikh Zayed Grand Mosque.
- Students demonstrate a clear understanding and appreciation of their own and world cultures. They can talk knowledgeably about their own cultures and give details about the food, art and history of other cultures. Students, particularly in Cycle 3, can speak confidently about the Eiffel Tower and Big Ben, for example.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good 




US

- Students across the phases demonstrate an appropriate awareness of their responsibilities at school. They also understand the importance of partnerships with the surrounding community and appreciate the benefit of volunteering. However, students do not get sufficient opportunities for voluntary work outside the school. Children in the KG show a strong awareness of their growing roles in the school community.
- Although students have a strong work ethic, their involvement in the local community is restricted to a few visits outside the school. There is very little evidence of innovation, enterprise and entrepreneurship projects initiated by students. When given the opportunity, students appreciate new ideas and take part in projects.
- Students across the school are generally aware of the need to take care of the environment. The older students have a developing understanding of some of the global environmental issues and challenges. Students take appropriate responsibilities for cleaning the school and its surroundings. They are also involved in recycling and planting in the school.

MoE

- Students in all phases are aware of their responsibility in the school and the wider community. Their contribution is evident in their active involvement in several activities and voluntary work, mostly planned by the school, such as the wellness program, charity projects and the Young Entrepreneur Program.
- Students enjoy their work at school. They sometimes show the initiative by contributing to school activities. They can be creative and enjoy taking part in projects when given the opportunity. The senior students contribute well to projects and activities inside and outside of the school, such as participating in a Pink Ribbon Campaign. However, students get limited opportunities to lead such activities.
- Students are aware of the importance of environmental sustainability. They take part in a limited number of activities to improve their school environment and the wider community such as recycling and reducing electricity consumption.

3. Teaching and assessment

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Teaching for effective learning	Good 	Weak	Weak	Acceptable 	Acceptable	Acceptable	Good 

US

- Most teachers demonstrate secure subject knowledge especially in the high school. Their understanding of how students learn is not strong and is variable across the subjects. In Islamic education, teachers consistently engage students in their learning. This is more variable in English and mathematics. In science, teaching focuses insufficiently on understanding scientific concepts.
- Lesson planning is of variable quality and follows a generic format. The lesson plans are often linked to the appropriate curriculum standards. Some plans do not contain measurable success criteria especially in English, while others are not implemented well, as evident in several mathematics lessons. Teachers' use of time is variable. Some lessons are appropriately paced while others are too slow or take too long to start. In the KG, the lessons and activities are engaging and interesting for children and, in the better lessons, build around their interests.
- The relationships between teachers and students are generally positive, but dialogue is often teacher-dominated. Teachers ask closed questions that are not challenging enough and provide students with rare opportunities to reflect on their answers. Many of the worksheets teachers use in class focus on the shallow understanding of concepts, lack challenge, or do not allow students to extend their learning. This is more evident in elementary and middle school than in the high school. In the KG, the warm interactions between children and teachers, as well as the lively pace of most lessons, provide dialogue that extends children's vocabulary and speaking skills.
- Teaching strategies to meet the learning needs of the different groups of students are variable across the school. In some lessons, especially in the high school, teachers differentiate the tasks or the worksheets appropriately according to ability levels. In elementary and middle school, teachers tend to teach to the whole class without differentiation. Across the school, teachers often do not sufficiently challenge the more able students. Although differentiation is written into the lesson plans, it is not often seen in the actual classroom teaching, especially in mathematics.
- Some teachers encourage students to use learning technologies in the classroom to carry out basic research. However, teaching to develop students' research and critical thinking skills is not a prominent feature of lessons. Teachers provide too much guidance during activities, hindering students' opportunities to become independent learners.

MoE

- Overall, teachers are appropriately qualified and demonstrate good subject knowledge. In many Arabic, English, science and mathematics lessons in Cycle 3, teachers make effective use of their knowledge to ensure that work is broadly matched to students' needs. However, this is less evident across subjects in the other cycles. Teaching in Arabic and Islamic education is better than in other subjects in Cycle 1.

- Lessons across all subjects are planned to a generic format with identified learning objectives, which are directly linked to the curriculum standards. In the more successful lessons, work is sufficiently challenging for all groups of students. However, teachers do not always plan effectively to meet these learning needs and students' use of information technology to develop their learning is limited.
- In most lessons, there are good relationships between students and teachers. Teachers' questioning techniques are developing, although this is inconsistent across the cycles. In Cycle 3, English, Islamic education, Arabic and some science lessons, probing questioning is used effectively to challenge students' thinking. In the best lessons, teaching promotes students' engagement in thoughtful discussions and constructive feedback.
- Differentiation of teaching is included in lesson plans but teachers do not make appropriate use of all available information to meet the needs of all groups of students. Some good practice in this area is evident in Cycles 2 and 3 English lessons, where teachers adapt some lessons to meet students' needs.
- Some teachers are beginning to provide students with opportunities to develop their critical thinking, independent learning and problem-solving skills in English, mathematics and science in Cycle 3. This is not equally evident in Cycles 1 and 2 where problem-solving and independent learning opportunities are not found consistently across the subjects.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

US

- The internal assessment procedures are aligned to the school's curriculum standards. Teachers, in their lesson planning, refer to the Common Core Standards that are being taught. They monitor students' progress against the standards on a weekly basis using the Standard Proficiency Table.
- The school is increasingly using international benchmark tests and other external tests to measure students' outcomes against national and international expectations, but it does not make full use of these tests. As a result, the school does not have a clear understanding of how the attainment of its students compares with that of students in other schools in Dubai and elsewhere.
- The school is using assessment data, with improved effect, to monitor students' progress. This is based on students' proficiency to reach appropriate standards. The senior leadership team is monitoring these systems to ensure consistency across all grade levels.
- The school is making progress in its use of assessment data to make adaptations to the curriculum and to teaching. This is at a developmental stage and is not making a sufficient impact on the quality of education.
- Teachers have a reasonable knowledge of the strengths and weaknesses of their students. This can be seen in some lessons where work is differentiated to meet students' learning needs. Students are increasingly involved in the assessment of their own learning through the 'I can' statements.

MoE

- The school applies internal assessment procedures consistently across all subjects. Assessment processes are linked to the MoE curriculum standards. The school compares students' attainment and monitors their progress against skills in the different subjects using DSIB criteria.

- The school uses UAE NAP benchmark tests to measure students' outcomes against national expectations. The use of CAT4 is a relatively new process to the school. The school has not fully adjusted its internal assessments to reflect attainment against national standards. The school is developing its use of information from the UAE NAP test to adjust its practices.
- The school uses assessment data, to some effect, to monitor students' progress. However, the quality and reliability of the school's internal assessment information are not accurate enough to support target setting or individual learning plans. Consequently, the needs of all students are not fully met.
- The use of assessment data to influence teaching and make effective adaptations to the curriculum is at an early stage of development. Based on the analysis of data, the school has introduced enrichment sessions in all core subjects to improve students' progress. The use of data analysis by teachers to modify lesson plans to meet the needs of all groups of students is not effective.
- Teachers' knowledge of their students' strengths and weaknesses is limited. Teachers are not using assessment information effectively. Their marking and feedback in students' workbooks are not constructive. Most teachers do not provide students with information on how to improve their work. Opportunities for students to assess their own work or that of their peers are limited.

4. Curriculum

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Curriculum design and implementation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable	Acceptable

US

- The curriculum is adequately broad and balanced with a clear rationale that includes the development of both knowledge and skills. It has been aligned this year with the California State Curriculum Standards, which incorporate the Common Core State Standards in English language arts, and mathematics as well as the Next Generation Science Standards. Arabic as a first and as an additional language and Islamic education are based on the MoE curriculum standards.
- The curriculum is planned and sequenced to build adequately on students' learning. Vertical and horizontal curriculum mapping is being designed to meet the needs of the majority of students and increasingly prepares them for the next phase in their education.
- Older students have some opportunities to access choices in the curriculum including creative writing, art and French. However, there are limited options for extra-curricular activities. A thematic approach to the curriculum for the younger children allows them to make choices and supports their independent learning across a range of stimulating and highly relevant activities.
- Cross-curricular links are evident in subject lesson plans covering all aspects of the curriculum. This provides planned opportunities for students to make connections to their personal and daily experiences, but teachers do not consistently implement these plans. There is some evidence of cross-curricular links that build on students' learning skills across the different subjects.

- The school has introduced systems to review and revise the curriculum. The school identifies gaps in the implemented curriculum and makes appropriate changes using feedback from the school leaders and the teaching staff. The revisions include providing more support, challenge and necessary resources to meet most students' academic and personal development needs.
- The US curriculum section of the school teaches the MoE social studies curriculum in English and Arabic as separate subjects in both the elementary and middle phases. The curriculum is supplemented with educational field trips that provide opportunities for students to make relevant links to the Dubai community and to the culture of the country. Students are actively engaged in the lessons through interesting dialogue with their peers and teachers. Skilful questioning by the teachers also allows students to use their critical thinking skills when analysing the development and future of the UAE. Regular assessments ensure that students are making adequate progress.

MoE

- The curriculum is fully compliant with the new MoE requirements in terms of prescribed programs of study, content and delivery-time allocation. Although the curriculum has appropriate breadth and balance across the three cycles in several subjects, the excessive focus on knowledge restricts the development of higher-order and critical thinking skills.
- The school has produced curriculum plans at various levels. Leaders of all subjects have planned their programs to ensure that the gradual building of knowledge and the development of skills are directly linked to MoE curriculum standards.
- The school has recently introduced new subjects across the cycles as prescribed by the MoE. This is giving Cycle 3 students the option of pursuing scientific-based learning at the Advanced Level. Students are offered a literary-oriented program at the General Level. Despite this improvement, there is insufficient choice to meet students' future aspirations and interests.
- Cross-curricular links and integration of learning skills are being developed in school curriculum plans. These links are demonstrated effectively in Arabic and Islamic education. Some curricular and extra-curricular activities reveal the school's intentions to develop learning in a cohesive way. However, many of these activities are developing and lack depth and relevance.
- Led by the curriculum coordinator, a newly established committee has administered multiple surveys seeking the views of parents, teachers and students on the quality of the curriculum. The findings, along with the National Agenda articles, are incorporated into the school's review of its curriculum and the modifications implemented this year. At the time of the inspection, these initiatives had not made an impact on modifying the curriculum.
- The UAE social studies curriculum in the MoE section is carefully planned to provide students with the learning experiences they need in the subject. It is broad, balanced, and covers a wide range of themes and topics such as national identity, history, geography and economics. The curriculum is well planned to ensure that students' learning builds well on their prior knowledge. The new concepts are sufficiently broad to meet the age requirements of all students. Some cross-curricular links are made with the different subjects such as science and Islamic education. Teachers of social studies use a range of activities and resources to provide students with independent learning opportunities. Assessment of social studies is done formally and informally and is generally linked to the curriculum outcomes.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable	Acceptable

US

- The new head of curriculum is realigning the curricula in all subjects. Teachers understand they are responsible for modifications in the classroom to meet the needs of all students. They know their students well and there is some consideration for their learning needs and abilities. However, this is not a consistent practice. The implemented curriculum does not provide sufficient challenge to promote students' progress.
- Opportunities in the curriculum for innovation and enterprise are limited, and these are not fully effective in enhancing students' learning skills. In science, students participate in Science Technology Engineering Mathematics (STEM) and robotics classes.
- The curriculum focuses on the appreciation of the richness and diversity of the UAE culture and society. UAE life and heritage are celebrated in assemblies and events, including UAE National Day and Flag Day. In lessons, activities are planned to develop and enhance students' appreciation of the UAE culture. Students' knowledge and understanding of the UAE is also developed through UAE Social Studies program.

MoE

- The school does well in diagnosing students with SEND and creating Individual Educational Plans (IEPs) to meet their needs. The actual delivery of these plans in the classrooms is developing. The needs of gifted and talented students are only partly addressed. Support for these students is mainly through their participation in project-based activities, while the needs of the low achievers are sometimes met through teachers' support.
- Students in Cycle 3 have some program choices in their advanced or general classes. Enterprise and Innovation are most often embedded in short-term projects and competitions where interested students and teacher-selected students participate.
- A focus on the Emirati culture and the UAE society is part of teachers' daily lesson plans. This is often linked to writing and speaking in English and Arabic and to school celebrations and assemblies. The school has not systematically evaluated the quality of these approaches or their use in forming a fully coherent program of study.

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

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good	Good	Good	Good

- The school has a range of effective policies and procedures to protect children and keep them safe. Staff, students and parents are fully aware of evacuation procedures, cyber-safety and the child protection policy. However, evacuation maps and signage are not sufficiently visible in the school.
- The school undertakes a careful risk assessment to ensure that steps are taken to prevent child abuse and keep students safe. Arrangements for child protection are reviewed regularly including checks on the school facilities to address any potential dangers. Arrival and departure of buses are properly supervised, and students are provided with safe passage to and from the school. Dangers are noted swiftly but not always addressed immediately.
- The school has systems and procedures for recording individual incidents and actions taken. The two clinics are well staffed and deal effectively with any minor incidents and emergencies. Medical records are kept updated, and medicines are stored securely.
- The premises and facilities provide a safe and inclusive physical environment that is accessible to all students and meets their educational needs. For students with SEND, improvements are made with regards to emergencies such as creating personalized evacuation plans and providing emergency chairs and access ramps around the school.
- The school's promotion of safe and healthy living is comprehensive and builds into most aspects of school life. The school canteen provides healthy food options that are approved by the MoE. The medical staff actively advocates a health education program that is integrated into the curriculum.

	US curriculum				MoE curriculum		
	KG	Elementary	Middle	High	Cycle1	Cycle2	Cycle3
Care and support	Good	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- Staff-student relationships are generally positive across the school. Some concerns around student behaviour exist, but the school has put new policies in place to deal more effectively with misbehaviour and to promote positive behaviour. The social worker and the counsellors provide support for students who exhibit challenging behaviours. In the KG, warm and caring relationships and classroom management strategies result in learning environments in which children are well behaved and actively engaged.

- The school has established policies to monitor attendance and tardiness and to follow up persistent offenders. The importance of good attendance and punctuality, and their impact on success at school and in life is being increasingly emphasised to students and parents. Recently-introduced school initiatives aim to foster students' self-regulation and to reward students for good attendance and timekeeping.
- The school's identification system is robust and ensures that students with SEND are accurately identified. The SEND team and KG teachers work collaboratively with parents to recognise and support students at an early stage.
- The school offers a range of support that is useful to students with SEND, including specific provision in lessons and exams, individual one-on-one support in class, and learning support classes. Although most teachers attempt to support students with variable abilities and needs, there is no formal structure for supporting those who are gifted or talented.
- Teachers are aware of their responsibilities for students' welfare. A social worker and two counsellors provide individualised counselling for students in need and work collaboratively with their parents. The team provides lessons on a wide range of topics including behaviour, bullying, healthy eating, hygiene and cyber-safety. Older students receive advice on career choices and university applications.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The school management has made a strong commitment to inclusion by enrolling and providing appropriate support for students with a range of diverse special needs. The SEND supervisor has an action plan to guide the continued development of the provision. The recently-revised specialist support team is making a positive start to improve provision.
- The school has an adequate process to identify students with SEND. Parents are consulted and professional reports are reviewed. Teachers monitor students and refer them to the SEND department when appropriate. Structured classroom observations and checklists provide additional information. However, the processes the school has to identify students with specific learning disabilities are not sufficiently rigorous which has resulted in a relatively very small number of identified students.
- Parents are involved in the provision for their children and are regularly consulted. They take a dynamic role in the development and review of their children's IEPs. They feel welcome in the school and have access to valuable advice. Paper and online reports feature information on students' behaviour, personal and social development, and the progress they make towards their IEP targets.
- Teachers get training and advice on SEND, and most of them provide individualised support for their students. However, this good practice does not occur in every classroom. Modification is slightly more effective in the MoE section of the school than in the U.S. section. IEPs guide instruction in the learning support classes, but IEP targets are rarely featured in the lesson plans or in the teaching approaches.
- Performance on academic testing, supplemented by teacher assessment and observations, is used to monitor students' progress. Many of the IEP targets are not specific and do not include success criteria. Thus, students' assessments do not produce reliable data to evaluate progress accurately. The majority of students with SEND make appropriate progress against agreed targets as observed in lessons.

6. Leadership and management

The effectiveness of leadership

Acceptable 

- The Executive Principal and the senior leadership team are committed to school improvement. They work well with other school leaders to develop the school's vision through introducing new policies and procedures. They are at a very early stage of meeting their targets in ensuring consistently high-quality teaching and in improving students' attainment and progress in all subjects.
- The Executive Principal has been in office since August 2016 and is supported by a restructured and enhanced senior leadership team. New middle leaders in the US section have been appointed, and a more collaborative leadership has been established in the MoE section. All have clearly defined roles and remits. As result, morale in the school has improved since the last inspection.
- Despite significant staff changes, relationships and communication within the senior leadership team (SLT) are very positive. Their focus has been on improving the US section. The Executive Principal has established a very positive working relationship with the principal of the MoE section, although he does not have a direct leadership role in that section of the school.
- Senior leaders are aware that further improvements are required in the school. They show a strong capacity to achieve this and have made a positive start to identifying and addressing barriers to improvement. Middle leaders are also committed to improving the school and are increasingly developing their skills and capacity to impact positively on the school.
- Leadership is supported by a clearly-defined management structure, although some positions have not been filled. The revised school leadership team has had a positive impact on the school within a short period of time. The SLT members are forming an increasingly accurate view of the issues that need to be addressed. They understand that the school is in a stage of transition, and that further work is required to identify and measure school performance accurately.

School self-evaluation and improvement planning

Acceptable 

- The school has improved its systems for collecting and analysing both internal and external test data. School leaders know the school's main strengths and weaknesses. Although leaders are increasingly gathering more accurate information about students' achievements, this is not providing sufficient data to help target improvements. As a result, the school's improvement planning is inconsistent.
- The school has revised and improved its systems for the monitoring of teaching and learning. Lesson observations are linked directly to the professional review and development of staff. This is helping the school leaders to have a more accurate view of the quality of teaching and learning but is only beginning to have an impact on raising students' attainment.

- The school's improvement plans have objectives that are insufficiently defined. They lack focus on specific targets for improvement, the details of resources and timescales, and the staff responsible for achieving them. The plans do not provide the proper reasoning for the identification of school priorities. As a result, the school self-evaluation is not sufficiently accurate.
- The school has established a three-year priority plan that is helping it focus its work. More rigorous systems are in place to evaluate teaching. Progress has been made in analysing assessment information although this requires further improvement. Some aspects of students' attainment and progress have improved.

Partnerships with parents and the community

Good

- Parents are well involved in the education of their own children through effective two-way communication with the teachers. Their involvement in activities that have an impact on the education of all students is limited. The school has plans to involve parents more effectively in the life of the school but these have not been implemented.
- Parents express satisfaction with the communication channels provided by the school, especially emails from teachers and SMS from school management. They consider the frequent parent-teacher conferences an effective way of staying updated about their children's progress. The school leadership team has provided several presentations to parents to inform them about major changes in the school such as curriculum updates and the attendance management system.
- Parents are aware of their children's academic progress and personal development through regular reporting. However, they have expressed their interest in receiving more descriptive reports about their children's strengths and weaknesses and next steps in learning. The school has not done enough to keep parents updated on their children's achievement scores on external assessments and on the school's performance according to external reviews.
- Parents help the school in organizing educational trips to various places such as museums in Dubai and the Emirates Aviation College. The school has not built effective partnerships at the national or international levels. However, the MoE section has endeavored to establish links with Al Wasel Sports Club and with the Dubai Chess Club. Other school attempts to reach out for the community include initiatives such as the Dubai Police "I Can" program.

Governance

Acceptable 

- The governing body has recently accepted new members which has had a positive impact on the quality of the school's strategic planning. The new members have improved the governing body's ability to support and challenge the school leadership team. Governors regularly consult with parents but not through formal methods. Parents are not represented on the governing body.
- Governors take a systematic and rigorous approach to holding the school accountable for its actions. They are increasingly using the school's analysis of its performance to monitor the impact on students' attainment and progress. However, they do not have access to accurate school data to assist them in getting a clear view of students' performance.

- The governing body has enhanced the school leadership and management structure by adding senior leaders who have appropriate experience and expertise to move the school forward. They have appointed some new teachers and provided them with enhanced professional development resulting in improvements in teaching, particularly in the KG phase. The governing body has also provided the school with additional resources that support learning.




Management, staffing, facilities and resources	Acceptable
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- Most aspects of the day-to-day management of the school are adequately organized, with an educational consultant assisting in the development of the school's organization, vision and mission. The school's timetable makes satisfactory use of the available space and makes proper use of time. The school has established a new system to monitor attendance.
- The school has hired new native teachers of English in the US section, two new counsellors, and new senior leaders. However, some positions are still vacant. Most teachers, especially in the KG and elementary phases of the US section, demonstrate appropriate levels of fluency in the use of English. The school has a professional development plan, but it is not comprehensive enough to closely match teachers' needs.
- Specialist facilities are available in the school. Most classrooms are equipped with interactive boards, but they are not used consistently to promote students' learning. The design of the premises provides access to all school areas for students who have limited mobility. Some classrooms in the US section are too small for the number of students present, and this restricts collaborative group work.
- There are adequate learning resources in most areas of the school to match the needs of most students. However, there is a limited range of resources in the libraries, especially those resources that cater to the high school students' needs. In some specialist rooms, there are insufficient resources available to promote students' engagement in learning. The school supports "bring your own device" policy, but this is not implemented consistently across the phases.

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	194
	2015-2016	36
 Teachers	121	
 Students	337	

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

- Of the parents who responded to the survey, almost all believe that the school is inclusive in its approach to admitting students.
- Most parents see that the school is well led, that their children enjoy school, and that the school deals well with incidents of bullying.
- They think that their children develop good awareness of the UAE and other cultures and that they gain good understanding of the importance of Islamic values in Dubai.
- Around one third of them do not believe that teachers know their children's strengths and weaknesses, and around 40% of them do not consider that the school provides their children with sufficient career guidance advice.
- Almost all teachers are happy with almost most aspects of the school. Few teachers do not think that students are well behaved.
- A large minority of the students who responded to the survey say they are unhappy with their lives at school. Around one third of them do not think that their teachers are helpful or support them well in their learning.

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