

INSPECTION REPORT

2022-2023



AMERICAN INTERNATIONAL SCHOOL

MOE/US CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	2003
	Website	www.aisch.ae
	Telephone	97187666
	Principal	Dr Layne Hunt-Acting
	Principal - Date appointed	1/8/2023
	Language of Instruction	English
	Inspection Dates	16 to 20 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2629
	Number of Emirati students	100
	Number of students of determination	189
	Largest nationality group of students	Arab

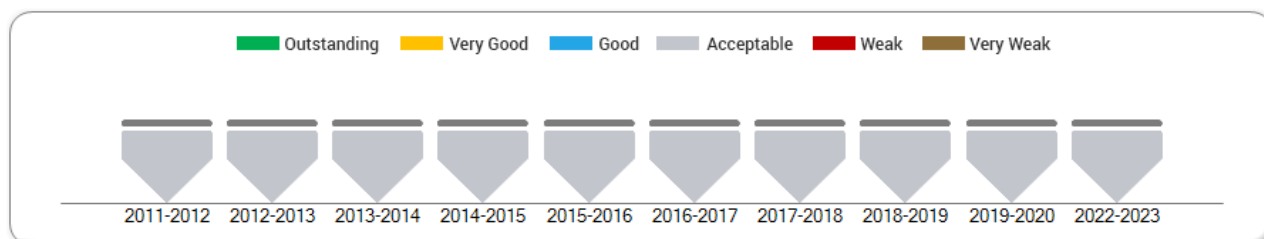
TEACHERS

	Number of teachers	151
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	10
	Teacher-student ratio	1:17
	Number of guidance counsellors	2
	Teacher turnover	17%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	MOE/US
	External Tests and Examinations	Advanced Placement (AP)
	Accreditation	NEASC

School Journey for AMERICAN INTERNATIONAL SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In the Kindergarten (KG), children enjoy learning and perform consistently well in all subjects. Science sees the strongest levels of students' achievement across all phases. Students make good progress in Arabic, including second language learners in the Middle school. Islamic Education in the upper phases is not developing above expectations. Students' outcomes in English and mathematics in the Elementary and High schools are positive.
- Students have positive and responsible attitudes and engage well in their learning. The punctuality of a minority of students to lessons requires further improvement. Most students have a strong appreciation of Islamic values and apply them in practical situations. Students in all phases demonstrate an understanding and appreciation of their own cultures. Older students are engaged in projects and enterprise activities that are having a social impact in the school and their community.

PROVISION FOR LEARNERS

- Most teachers are competent and demonstrate strong subject knowledge. Teaching strategies are now more student-centered, particularly in the upper phases. Teachers receive professional training and are assisted in using data to support their lesson planning. Senior and middle leaders ensure that assessment processes are more rigorous and provide valid and reliable information. Assessment data from international, benchmark and internal assessments are used to create intervention plans for individual students.
- The curriculum is broad and varied and provides a range of choices and Advanced Placement (AP) courses in the High school. Students interested in the arts, literature, government, mathematics or economics do not have enough options to develop their talents. The curriculum provides opportunities for activities and clubs that complement and enhance learning beyond the classroom. The school innovation room highlights the current projects students are working on, for instance, clothing made from recycled materials and robotics.
- The procedures for managing and implementing a secure fire evacuation are unsatisfactory. Current arrangements are insecure and not well understood by all school personnel. Systems to improve attendance and support better punctuality are not secure and do not involve parents. The school has appropriate procedures for the identification of students of determination, and Individual Education Plans (IEPs) reflect their key targets.

LEADERSHIP AND MANAGEMENT

- The school has had several principals in recent years. Leaders who have remained have ensured good outcomes for students. A significant regulatory breach occurred during the inspection, where evacuation procedures failed to operate safely. The responsibility lies at governance level. The school is working towards links with external partners to enhance and improve students' learning. Teachers are deployed appropriately and assisted by a range of qualified support staff. The premises and facilities are adequate. Overcrowded classrooms, especially in the upper phases, inhibit the quality of provision.

The best features of the school:

- High-quality provision and good outcomes for children in the KG.
- The good progress of students in most subjects.
- Students' strong awareness of Islamic values, their social responsibility and innovation skills.
- The good teaching, learning and assessment evident across all phases.
- The rich and varied curriculum that is well developed and fully aligned to California Common Core (CCS) standards.



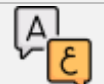

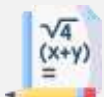

Key Recommendations:

- Corporate governance should urgently act upon and ensure:
- the appointment of a school principal to provide a continuum of leadership and support to the whole school community.
- that key recommendations in all inspection reports are addressed, especially statutory regulatory requirements that impact on the health, safety and wellbeing of all school personnel.
- that the day-to-day management and operation of the school is more orderly, and fully supported and understood by teachers, parents and students.
- that school facilities provide the delivery of a modern education in class spaces where collaborative learning can be enhanced, and the full potential of all students developed.
- that rigorous communication processes are put in place by corporate governance, for parents and other stakeholders to meet with them regularly and provide a greater level of professional engagement which enables all stakeholders to consult on the school's future plans and programs.

Overall School Performance

Acceptable


1. Students' Achievement

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

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

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




3. Teaching and assessment

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



4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school does not fully meet the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	is approaching expectations

- Although the school did not meet or exceed all targets in the Program for International Student Assessment (PISA) 2018, and Trends in International Mathematics and Science Study (TIMSS) 2019, overall students' outcomes in these international assessments improved significantly in almost all of the tests. Students' attainment and progression in PISA mathematics was strongest, whereas students in Grade 4 science in TIMSS did not achieve well.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Overseen by a competent leader, assessment is well managed. All leaders make effective use of the reports issued to them following international assessments and they address the skills and knowledge gaps that are identified. The curriculum is adapted appropriately. However, in some lessons the benchmark data is not so effectively used by teachers to personalize learning. Although Emirati students are targeted specifically for intervention, the impact has yet to be seen in international and benchmark assessments.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- Although not fully meeting the requirements for a reading literacy assessment, teachers use the Measures of Academic Progress (MAP) benchmark assessments effectively. Targeted interventions follow. They are beginning to improve students' reading literacy.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Identify the skills and knowledge gaps of Emirati students in international and benchmark assessments and provide appropriate interventions.
- Ensure that all teachers promote reading literacy in their areas and that in English, mathematics and science, they make the best use of assessment data to personalize learning.

Wellbeing

The quality of wellbeing provision and outcome is at a **moderate level**.

- The delegation of specific leadership roles has resulted in an appropriate vision for wellbeing throughout the school. However, critical safety issues remain. They urgently need resolving, as this is impacting on the wellbeing of all staff and students. In response to the wellbeing data collected, some activities and available resources are offered by the school to promote and support the students' needs. In response to recent staff surveys, a process to determine the next steps using this data has yet to be implemented consistently. Some staff are beginning to implement a number of recently designed programs.
- Classroom teachers and support staff monitor the wellbeing of students in classrooms. Students are encouraged to approach guidance counselors, section supervisors, or inclusion support staff. There have been only a limited number of programs to support members of staff. The school attempts to engage parents as partners through communication apps, social media and notifications.
- The school provides some opportunities for students to develop wellbeing through assemblies and presentations. The school is developing a more cohesive approach to a schoolwide wellbeing curriculum. School leaders acknowledge the need to encourage a healthier lifestyle. Most students demonstrate respect and kindness to others and report feeling valued in school.

UAE social studies and Moral Education

- The curriculum uses the UAE social studies standards and the Moral Social and Cultural (MSC) Framework as an integrated approach. Lessons may be separate using individual standards or taught using integrated models, depending upon the content.
- The school approaches curricular design using an integrated model of standards, although occasionally some of the standards are taught as stand-alone. Teaching uses best practices to engage students, to foster dialogue, and to encourage critical thinking and independent thought through the expression and respect of diverse opinions.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' recent work and data reflect good attainment outcomes. Most students have a clear understanding of Islamic concepts, laws and etiquette. Students in Elementary show slightly better progress than those in other phases. Girls' achievement in all phases is stronger than that of boys.
- Across the school, students have an effective understanding of the laws of worship and Islamic and Sharia concepts. Most students can make strong links between the Islamic concepts which they learn and the appropriate Hadeeth and verses.
- Students' skills in recitation of the Holy Qur'an have improved this year although they are not as securely evident across the higher sections of the school. In the Middle school, students have a wide knowledge of Islamic etiquette and Seerah.

For Development:

- Ensure that the Holy Qur'an and Hadeeth are closely linked to all areas of learning.
- Encourage students to refer to the original texts for greater knowledge and accuracy.

Arabic as a First Language

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

- The overall achievement of students has not changed since the previous inspection report. However, students' reading, and grammatical skills are stronger than their speaking skills, particularly in Middle and High schools.
- Students' vocabulary acquisition is very well developed across all grade levels. When responding to questions, as well as during textual analysis and summary, students use their vocabulary constructively.
- Students' independent writing skills are underdeveloped because of limited and inconsistent practice in lessons. They can, however, explicitly and confidently share their ideas and thoughts about a topic when challenged to do so in lessons.

For Development:

- Enhance students' progress by using assessment data effectively to influence learning and to support their progress in learning Arabic.
- Improve students' creative and independent writing abilities by providing them with regular opportunities to practice these skills.

Arabic as an Additional Language

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

- Students' progress has improved in the middle school compared to the previous inspection report. The consistent practice of using extended reading texts enables students to understand and respond to written communication with greater confidence.
- Students' oral communication skills in standard Arabic and their creative writing skills are lower than other language skills, due to inconsistent and limited practice.
- Students' extensive vocabulary is enabling them to comprehend short texts on familiar topics more confidently in response to skilful prompting in lessons.

For Development:

- Engage students in more speaking activities to improve their oral communication skills in Arabic while focusing on developing their creative writing skills.

English

	KG	Elementary	Middle	High
Attainment	Good ↑	Acceptable	Good ↑	Good
Progress	Good	Good ↑	Good	Good

- The language skills of children and students in KG, Middle and High phases are above curriculum standards. In class and work scrutiny, Elementary students are less secure in their independent writing although their progress is in line with that in the other phases. Older students are now better prepared for external assessments.
- Children in the KG can identify letters, sounds and blends while older students can analyze texts, predict and present persuasive argument in speaking and writing. Reading interventions have improved outcomes, particularly for younger students.
- The introduction of structured lessons with collaborative tasks, learning objectives and graphic organizers has helped focus the key language skills and especially improve skills in speaking and writing. The Elementary library is not used enough to offer a stimulating environment for developing reading for purpose and for pleasure.

For Development:

- Establish a vibrant library which Elementary students can look forward to visiting and where they can develop an enjoyment of reading.
- Provide more opportunities for reading and extended writing across the whole school, but especially in Elementary.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good ↑	Acceptable	Acceptable	Acceptable
Progress	Good	Good ↑	Good	Good

- The use of the Cognitive Abilities Tests (CAT4) and Measures of Academic progress (MAP) data to develop personalized approaches to learning and grouping strategies in lessons is having a positive impact on students' progress across the school. Attainment is not showing the same level of improvement except in the KG.
- Questioning strategies that are open-ended and challenging are inconsistent features of learning in lessons. In the stronger lessons in the High school, teachers are more skilful in using questioning strategies to extend mathematical concepts and to help the transfer of learning to promote critical thinking.
- The focus on academic mathematical vocabulary is assisting students with their problem-solving skills and enhancing their mathematical proficiency. Teachers' knowledge of students' reading levels and the extent to which the development of mathematical literacy is promoted are still underdeveloped.

For Development:

- Ensure that challenging and rigorous mathematical learning activities foster students' critical thinking skills and a deeper understanding of mathematical understanding.

Science

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

- Improvements in the quality of teaching is supporting more rapid progress in students' learning across all science disciplines and phases. This is particularly effective in the Middle school. Girls are generally making better progress than boys in lessons.
- More students are now rapidly improving their ability to think critically and to consider various options and solutions when presented with a complex problem to solve. In addition, although still at an early stage, students are increasingly more adept when asked to research a scientific topic.
- Students can access both classroom and laboratory-based practical activities and online science-focused applications. These are beginning to motivate more students and leading to stronger scientific skills and achievement. However, in some grades across the school, opportunities to improve skills through developing hypotheses to investigate are still limited.
- Emirati students do not generally make as rapid progress in science as other students, nor do they attain as well.

For Development:

- Increase opportunities for all students to develop their scientific investigative skills especially in the laboratory.
- Target Emirati students for more rigorous interventions to ensure that the progress they all make in science matches that of other students.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good ↑	Good	Good

- Across all phases, students are engaging in learning and taking responsibility for completing work independently. Children in the KG ask questions when they are unsure of the task. In the Middle and High schools, critical thinking and strategies for problem-solving are stronger in science than in other subjects.
- Collaborative group work is helping students to research and share their findings. In some classes, more vocal students can dominate discussions. At the end of lessons, most students enjoy summarizing their findings and engaging in peer or self-assessments. Real world connections are a common feature of lessons.
- Communication and interaction skills amongst students are stronger. Student-led classes enable them to plan and to teach to their fellow students. This is leading to a better understanding of learning objectives and personal achievement. Occasionally, learning is adversely affected by poor classroom management.
- Emirati students enjoy group work but do not always take a leading role.

For Development:

- Ensure that all subjects provide opportunities for students to engage in enquiry and innovative learning in the classroom.
- Implement group work to include the participation of the quieter, less confident learners in discussion opportunities.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Good

- Students display positive and responsible attitudes to learning and to their school. Most students can learn with little teacher supervision and appreciate receiving feedback from their teachers and their fellow students. In the KG, children's attitudes, their disposition and behavior are exceptional.
- Across the school, students show a secure understanding of how to keep themselves safe and healthy. They usually make sensible choices about their eating habits and participate willingly in physical education and sporting activities. Students are well informed of the risks associated with the use of the internet.
- Attendance and punctuality are generally acceptable across the school at 92%. Most students arrive at school and to lessons on time. However, a minority is not always punctual in arriving for classes.

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

- Across the school, students have a secure appreciation of Islamic values. They understand and apply them in practical situations in school and within the wider community. Students talk confidently about how Islamic values influence their own and other people's lives.
- Students have a good appreciation and understanding of the UAE culture and heritage. They are knowledgeable and proud of Emirati rituals and traditions. In all phases, students display an awareness of local traditions and of different national UAE events.
- Students demonstrate an excellent understanding and appreciation of their own cultures. They show a strong appreciation of other cultures within the school. However, their awareness of other cultures in the wider community is underdeveloped.

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

- Students regularly contribute to the life of the school by sharing their opinions and ideas. They play key roles in organizing and implementing school events and clubs. They are becoming more involved in the community through charity work and participation in community events.
- Students are eager to learn and take the initiative to complete their work. Older students are especially engaged in projects and enterprise activities that have social impact in the school and their community. Their innovative projects have won several awards in local competitions.
- Students have a developing understanding of the importance of recycling in the school and the community. Their environmental awareness, both locally and globally, is becoming evident through displays throughout the school.

For Development:

- Improve students' punctuality to school and to lessons.
- Provide more opportunities for students to think and act locally and globally about their role in sustaining the environment.

3. Teaching and assessment

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

- Teachers across all phases are competent. They demonstrate strong subject knowledge and have purposeful interactions in class. Teaching in the Middle school is particularly strong. More teaching in the school is led by students, leading to more effective engagement. In mathematics and in lower phase English, the occasional didactic teaching leads to less successful learning.
- Most teachers have good relationships with their students and understand their learning needs. In Arabic and English, teaching strategies include interactive quizzes and assessment games. Most lessons are well planned. Many teachers have strong skills in questioning, leading to vibrant learning conversations. Teachers who are new to the school are still learning these skills.
- Following on from the recommendations of the previous report, more teaching is now student-centered, particularly in the higher phases. Professional training is assisting teachers to use data analyses to meet the learning needs of individual students. This now needs to be implemented consistently.
- Emirati students have individual support plans and are provided with intervention strategies to bridge learning gaps.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good ↑	Good

- Senior and middle leaders work together to ensure that internal and external assessment processes are rigorous and provide valid and reliable information to evaluate students' progress.
- Assessment data from international, benchmark and internal assessments are now used to create targeted intervention plans for individual students and to adapt the curriculum appropriately. Data are also shared widely with teaching staff so that they can use the information to support teaching and learning in meeting the needs of individual students when they plan their lessons.
- While there is some strong practice emerging, not all teachers make the best use of available data when teaching. Genuine assessment-informed personalization of learning is still at a relatively early stage of development in the school.

For Development:

- Ensure that all teachers recognize, plan and apply appropriate differentiation to meet the diverse needs of individual students.
- Make use of all available assessment information to personalize learning activities for all groups of students.

4. Curriculum

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

- The curriculum is systematically and regularly updated following international and benchmark assessments to identify gaps in learning. Personalized learning plans and interventions are developed and implemented and have a positive impact on MAP outcomes and internal assessments.
- The curriculum provides a range of electives and AP courses in the High school particularly in the sciences. Students interested in the arts, literature, government, mathematics, or economics do not have enough options to develop their talents, interests, and goals.
- The curriculum provides opportunities for in-depth cross-curricular connections through projects, clubs and competitions. Projects completed each semester by all students, and monthly co-teaching days, are beginning to establish links between content areas such as art and mathematics.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptations are helping teachers to support and meet the needs of students of determination and second language learners. However, adaptations for students with gifts and talents and to support learning for boys and girls, remain undeveloped.
- The curriculum provides opportunities for activities and clubs that complement learning and development beyond the classroom. The school innovation room highlights the projects in which students participate, for example developing apps, making clothing from recycled materials, and robotics.
- The integration and awareness of Emirati culture and the UAE heritage, values and traditions are embedded into the curriculum and reinforced by the moral education program and the Emirati club. Links with culture and UAE society are evident in most classes.
- Arabic in KG is taught three times per week for a total of 150 minutes each week.

For Development:

- Enhance the processes to prepare, enroll and provide opportunities for all students to participate in rigorous, challenging courses which prepare for college admissions, such as AP.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↓	Acceptable ↓	Acceptable	Weak ↓

- The procedures for managing and implementing a secure fire evacuation are unsatisfactory. Current arrangements are insecure and not well understood by all school personnel when exiting the building in an orderly and timely fashion. High school students are not familiar with speedy evacuation procedures.
- The school is clean and adequately maintained. The supervision of students in classrooms, corridors and outside areas is insecure and requires greater focus in all phases.
- Programs have been developed to promote safe and healthy lifestyles through lessons with the support of the medical staff. The successful implementation of these programs aimed at good hygiene and prevention of diabetes and obesity is gaining momentum.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- As in the previous inspection report, managing the behavior of middle and high school students remains a priority. More secure systems that involves parents are required to improve attendance and support better punctuality.
- The school has appropriate procedures for identifying students of determination, and Individual Education Plans (IEPs) generally reflect reasonable targets for progress. The school has identified a few students with gifts and talents. However, more secure diagnostic tools to identify such students are a priority for the inclusion team.
- Career guidance and personal counseling support students in planning university applications and lifelong career choices. The provision of alternative pathways for students of determination does not feature regularly in high school planning documents.

For Development:

- As a matter of extreme urgency, ensure that the procedures for managing and implementing a secure fire evacuation are fully effective and meet statutory requirements.
- Reduce the occurrences of inappropriate behavior in the Middle and High schools and ensure that all students are punctual to school.
- Plan and provide alternative pathways for students of all abilities and potential, from the Middle school onwards.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The lack of a permanent school principal and a governor for inclusion does not support good quality provision for students of determination. The present head of inclusion is dedicated. She and her team have developed a well-considered strategic plan to improve provision and outcomes for students of determination.
- The current assessment procedures ensure that the identification of the specific needs of students is now according to the KHDA categories. This is now ensuring that in some IEPs action plans and behavior intervention plans include targets to lower barriers to learning. However, some targets are still too aspirational and not measurable.
- The school values parents and is trying to empower them to become fully involved in their children's education program. Parents appreciate the excellent communication and care which their children receive.
- Although IEPs provide some modifications and accommodations for students to make effective progress, their implementation in the classroom is inconsistent and impacts negatively on the progress made by students of determination.
- Overall, the differentiated approaches to teaching used in some classrooms, and the effective work of the inclusion team, ensure that most students of determination are starting to make an acceptable level of progress.

For Development:

- Provide clear senior leadership to assist the work of the inclusion team in supporting students of determination.
- Ensure that all IEPs include specific measurable targets and next steps in learning.
- Ensure that all teachers are skilled in applying modifications and accommodations in lessons to reduce barriers to learning for students of determination.

6. Leadership and management

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

- The school has undergone several changes of principal in recent years. Consequently, processes to ensure a clear vision and model of accountability for the school lack cohesion and certainty. Senior leaders who have remained throughout this period of uncertainty have continued to discharge their duties professionally and competently. They have had some success in improving students' outcomes and support for students. However, they have not ensured that the school is compliant with all statutory and regulatory requirements.
- There has been minimal progress in addressing a key recommendation from the previous inspection report on ensuring the safe and secure evacuation procedures. Although this was a priority in the school's action plan, it had not been shared with the current middle and senior leaders, nor the member of the corporate board, in his capacity as acting principal. Despite this significant issue, the school has shown some improvements in students' outcomes and provision in a number of key areas.
- The school shares weekly and monthly newsletters with key updates to parents. The school's website, portal and social media accounts are further used to communicate important information. However, parents report that communication procedures with corporate governance often result in delayed responses to their queries. A reporting system on students' outcomes includes progress reports and end of semester reports. The school is working towards mutual links with external partners to enhance and improve the learning experiences for students.
- The corporate governing board exercises overall responsibility for the management of all school business. It is one of their primary functions to ensure that students and teachers have a safe and healthy environment, and their wellbeing is secure. A significant regulatory breach occurred during the inspection, where the implementation of evacuation procedures, most notably in the upper phases, failed to function safely or timely. In previous inspection reports, this matter had been raised, and the board advised to take action.

Teachers are deployed appropriately and assisted by a range of qualified support staff. The premises and facilities are adequate. Recreation areas are in an acceptable condition. Overcrowded classrooms, especially in the upper phases, are inhibiting the provision of a rich learning experience where collaborative and practical work are essential for students' learning. Ensuring that students move in a well-supervised manner and arrive at lessons on time remains a challenge in the upper schools.

For Development:

- Urgently appoint a school principal to provide leadership to the whole school community.
- As a matter of extreme urgency, ensuring that key inspection recommendations are addressed, especially the statutory regulatory requirements, in particular the fire evacuation procedures.
- Ensure that rigorous communication processes are put in place by corporate governance to enable parents and stakeholders to meet with them on a regular basis.
- Improve the day-to-day management and operation of the school including the facilities to support students' 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 QA.Schools@khda.gov.ae