




American International
School

 Curriculum: US

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



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	20
5. The protection, care, guidance and support of students.....	21
Inclusion	22
6. Leadership and management	23
The views of parents, teachers and senior students.....	26



School information



General information	
Location	Al Qusais
Type of school	Private
Opening year of school	2003
Website	www.aisch.ae
Telephone	00971 4 2988666
Address	Al Qusais, Dubai
Principal	عثمان حلمي عبدالباري, OTHMAN ABDALBARI
Language of instruction	English
Inspection dates	20 th to 23 rd March 2017

Teachers / Support staff	
Number of teachers	174
Largest nationality group of teachers	Jordan
Number of teaching assistants	20
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2605
Number of children in pre-kindergarten	0
Number of Emirati students	149
Number of students with SEND	65

Largest nationality group of students	Arab
---------------------------------------	------

Curriculum	
Educational permit / Licence	US
Main curriculum	US / MoE
External tests and examinations	MAP, IBT, SAT 1 and 2, TOEFL, CAT4
Accreditation	AdvancEd
National Agenda benchmark tests	PISA, TIMSS, MAP



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

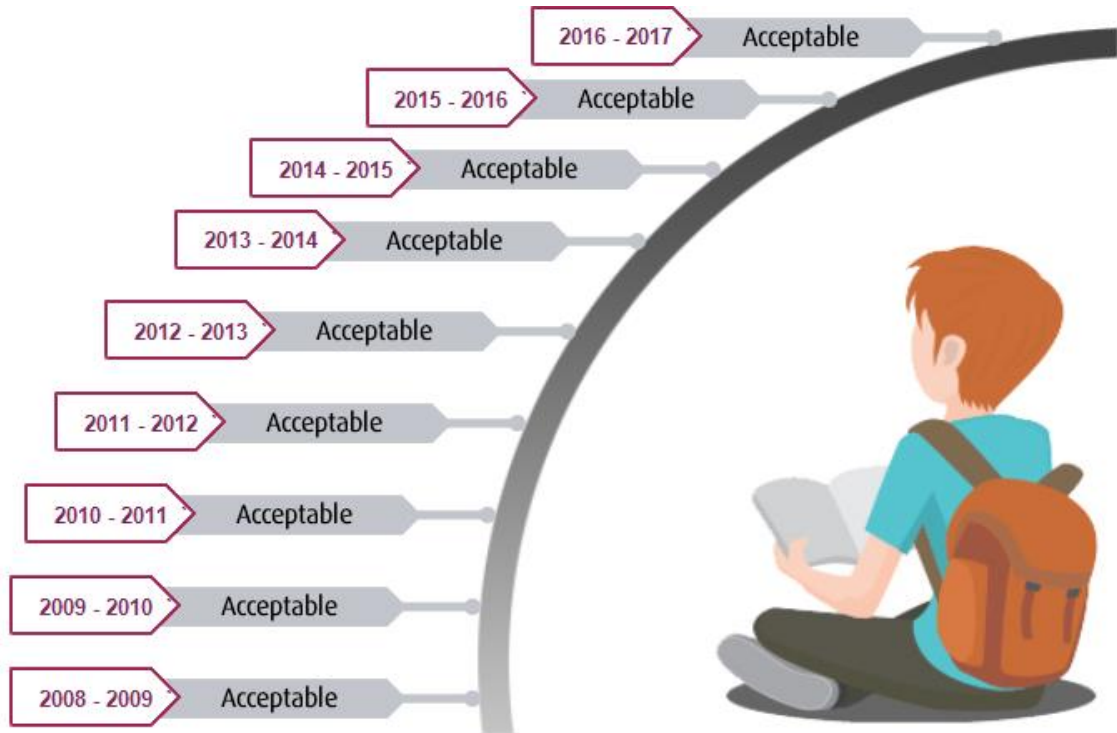
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for American International School



- The American International School, which opened in 2003, is located in Al Qusais. The schools current roll is 2605 students from KG to Grade 12. The school follows a US curriculum based upon Common Core State Standards aligned to California State for English and mathematics, and the Next Generation Science Standards (NGSS). Islamic education and the Arabic languages follow the UAE Ministry of Education (MoE) guidelines.
- The school has been inspected annually since 2008 and has been consistently judged to be an acceptable school. Strengths recurring over recent inspections include; good attainment and progress in Arabic as a first language, and good teaching in the high school phase. Further strengths included strong personal and social development and the provision of a safe, secure, and supportive school environment.
- Recommendations over recent inspections included the need to accelerate progress and raise attainment in all subjects particularly in the elementary and KG phases and to ensure that teachers analyze assessment data rigorously and effectively. Additional recommendations include the need to enhance the curriculum by providing more opportunities for students to think critically.

Summary of inspection findings 2016-2017



American International School was inspected by DSIB from 20th to 23rd March 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students in the middle and high school grades achieve better outcomes than those in earlier years. In the Kindergarten (KG), elementary phases, students' attainment and progress in English, mathematics and science are in line with expectations. However, student achievement in Islamic education and Arabic as a first language is above expectations. Students learning skills in the three lower phases is restricted due to a lack of challenge and choice within lessons.
- In all phases of the school, the personal development of students is good. Their understanding of the role Islam plays in their lives is well developed, particularly in the higher phases. They have good knowledge of Emirati culture and respect for U.A.E. history and traditions. The students embrace responsibility for protecting the earth's resources through a very well developed recycling program.
- Teaching in both the KG and elementary levels does not support the development of students' learning skills effectively. Experimentation, critical thinking, and advanced problem solving are not well developed. Assessment processes are not rigorous and this produces an inaccurate and inflated picture of students' mastery.
- The curriculum is broad and balanced, with strengths in middle and high school phases. In lower phases it provides adequate opportunities for students to build upon previous knowledge. The newly initiated digital curriculum platform provides opportunity for teachers to plan effectively. The curriculum is modified to meet the needs of different groups of students, but these are not yet effectively embedded into lessons.
- All details regarding the safety of students including child protection and safeguarding are well implemented. The caring for the welfare of all the students is evident throughout the school. SEND provision is still developing, with strong levels of support to students evident.
- School leaders, including the principal, communicate the school's vision appropriately. The schools self-evaluation processes are inhibited by ineffective use of assessment data. Relationships with parents are strong. The Governing Board supports the school in its development, but has not held leaders to account for its outcomes. The school generally runs smoothly, with adequate resources available to support student learning.

What the school does best

- Students in elementary, middle and high phases display a very good understanding of Islamic values, and Emirati culture and a sound, age-appropriate acceptance of community and environmental responsibility.
- Students in the high school achieve good or better progress in all key subject areas.
- Students in Arabic as a first language demonstrate good attainment and progress in all phases.
- The addition of an academic guidance counsellor has had immediate impact with older students when making career choices or exploring university placement.
- The personal and social development of students is good or better in all phases.

Recommendations

- Ensure that the school's governors and school leaders analyze data accurately to:
 - identify precise starting points for all school improvement planning and correctly use analyzed data to make informed judgments and evaluate school performance accurately.
 - design improvement plans with measurable goals and identified timelines which are reviewed regularly to chart improvement.
- Accelerate progress and raise attainment for all groups of students in English, mathematics, science and Arabic as an additional language by:
 - providing teachers with opportunities to see and understand what effective teaching looks like and be held accountable for its implementation.
 - accurately assessing the quality of teaching and learning through the analysis of student outcomes and holding staff to account for improved attainment and progress.
- Provide targeted professional development for KG and elementary teachers to help them identify how younger children learn best, as well as to help children to develop independence and choice within lessons.

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:

- Attainment based on the National Agenda Parameter benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- MAP data is analysed. These results are used to improve internal assessments. Key subjects' teachers know the results of PISA and TIMSS testing. They have identified gaps in content and cognitive skills and are beginning to include these in lessons.
- The curriculum is being modified to include the requirements of PISA and TIMSS. For example, in science there is an increased focus on earth science, in mathematics number use and problem solving and in English comprehension skills. The level of challenge in many summative tests and in some lessons, is also improving. There is an increasing use of PISA/TIMSS type questions in internal assessments.
- Improvements to skill development to support student engagement in lessons are being implemented. However, this is not consistent across the phases. Students are more active learners in a variety of ways. Collaborative group work is developing well. Links to real life examples where students discuss actual examples from real life are not as strong but evident in a number of lessons.
- Student's understanding of their results on the National Agenda Parameter is an area for development. Research skills are better in science, but these are mainly as a result of work undertaken at home. The use of ICT as a research tool is not evident in many lessons. It is more frequently used in home-based research. In lessons, challenge is evident through questions that provoke critical thinking and discussion, and where students share their perspectives and knowledge of topics.

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

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:

- The school is focussed on improving the process of developing innovative lessons and increasing the opportunities for students to investigate and research independently. Staff are providing opportunities for students to explore, create, perform, lead, build and compete such as in 'think science' and the Innovation Club. However, too many students remain passive learners and simply follow the direction of their teachers. Students who are provided with opportunities to learn independently, with little guidance from their teachers are accepting more responsibility for their own learning. Learning technologies are not used consistently to support the development of student's, leaders, and teacher's innovative capacity.

Overall school performance

Acceptable

1 Students' achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good ↑	Acceptable	Good
	Progress	Not applicable	Good ↑	Acceptable	Good
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	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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


6. Leadership and management

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

Main inspection report



1. Students' achievement

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

- In English, most children achieve in line with the California State standards, with only a few working beyond this level. A significant majority of children learn English as an additional language. Most listen attentively and talk with confidence about their work to teachers and to each other. By KG2, most children can read and write familiar words. They are beginning to use their knowledge of phonics in reading. They can copy phrases but do not have opportunities to practice and develop their writing. Most children make the expected progress from their starting points.
- In mathematics, most children achieve in line with expected curriculum standards as assessed by the school. By KG2, most have a sound grasp of numbers up to 10. They can add and subtract single digit numbers. Children recognise 2-D shapes such as a square, a circle and a triangle. They are less skilled in measurement and capacity but can use the language of more and less than, big and small. From their starting points in school, most children make acceptable progress.
- Most children, in science, achieve in line with expectations when measured against the California State standards of knowledge of the world. They are less competent in their development of scientific skills of investigation and recording and checking their findings. Younger children know some differences between night and day, and enjoy illustrating what they understand. In KG2, most children name and label parts of plants, and are developing close observation skills using magnifying lenses. They make appropriate progress developing their content knowledge of topics as well as their skill development, but make less progress in being creative scientific thinkers.

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

- In Islamic education, the majority of students attain at levels that is above the curriculum standards. This is shown by students in Grade 1 who can memorize a short Surat and in Grade 2 where students can identify and understand the pillars of Islam. However, students' skills of recitation requires further development. The majority of students make better than expected progress within lessons and over time when measured against their starting points and curriculum standards.
- In Arabic as a first language, the attainment of the majority of students is above the MoE curriculum standards. External assessment results for upper elementary students supports this. Students' listening and speaking skills are strong. They use standard Arabic language to respond during a variety of learning situations. Students' accuracy of their oral reading and their understanding of what they read are well developed. Students independent writing is less secure. In lessons and in their work, the majority of students make better than expected progress in vocabulary acquisition and reading comprehension.
- In Arabic as an additional language, most students attain levels that are in line with the school's curriculum standards. Students' listening and reading skills are developing. Students understand spoken Arabic. However, their responses are less secure. They can read appropriate text and respond with single words and short sentences. Their writing skills are in line with curriculum standards. In lessons, most students are making steady progress in acquiring new vocabulary which they can use in simple sentences. They make adequate progress in reading comprehension and in speaking. However, their progress in independent writing is not as strong.
- In English, most students' attainment levels are in line with curriculum standards. In external tests such as the Measures of Academic Progress (MAP), data shows a weaker picture of attainment than is observed in lessons and in students' books. Students' internal and external assessment information indicates that most students make the expected progress in relation to their starting points and the curriculum standards.
- In mathematics, attainment is better in internal assessments than is shown in external benchmark test results. Where there is a lack of extended challenge in lessons, students make less progress. For most students, their progress and attainment is in-line with curriculum standards and expectations. In better lessons, there are applications to real life situations which lead to better than expected outcomes for students. For example, in lower elementary mathematics, students used addition in calculating the cost of shopping for healthy food items.

- In science, the students' attainment and progress as measured in the school's internal assessments, indicate that most students attain at levels above curriculum standards. However, in the MAP external assessments, students' results are not as strong. In lessons, most students demonstrate levels of knowledge and understanding in line with the curriculum. For example, students compare and contrast the differences between mixtures and solutions. They express their ideas clearly, often using correct scientific terms. Scientific skills are less well-developed.

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

- In Islamic education most students can attain at levels in line with MoE curriculum standards. Most could list the types of good work required for entry into paradise. The students' skills of recitation require development. Most students make the expected progress in relation to their starting points and the MoE curriculum standards. In Grade 7, students can make the link between work and Ibadah, while Grade eight students make progress in understanding the impact of acts of charity. The scrutiny of student work and analysis of assessment data shows acceptable levels of progress over time.
- In Arabic as a first language, the attainment of students is above the MoE age appropriate curriculum expectations. In lessons, students' listening and speaking skills are well-developed; they can spontaneously speak on a variety of topics using standard Arabic. Their reading comprehension is well-established. Students can compare different texts and provide evidence to support their views. In lessons and in their recent work, students make better than expected progress in their language acquisition, their analysis of poetry and their accurate use of new vocabulary. They are making steady progress in developing their writing skills.
- In Arabic as an additional language, most students attain levels that meet the expectations for learning additional languages. In lessons, students' listening skills are developing well. They can respond in full sentences with a few expected errors. They can read a range of texts and respond appropriately using phrases and sentences orally and in writing. In lessons and in their recent work, students slowly acquire new vocabulary. Most students are making steady progress in developing their writing skills.
- In English, the majority of students demonstrate reading, writing, and speaking skills at or above age-related and curriculum standards. At the upper middle school level, there is evidence of a shift towards text analysis and discovery and in these circumstances students are taking more responsibility for their learning. Progress of the majority of students, in relation to their starting points and the common core standards, is better than expected.

- In mathematics, the results of internal and external examinations show similar attainment levels. The majority of students' make better than expected progress especially where there is a focus on knowledge and the use of associated skills. Progress among the different groups of students is not at the same level. Support and challenge for lower and higher achievers is occasionally missing. Many students have well-developed skills for converting and solving written problems.
- In science, most students' attainment, measured by internal assessments suggests that students perform in line with curriculum standards. However, in external assessments students in Grades six and eight scored below expectations. Most students make expected levels of progress in relation to lesson learning objectives. For example, students developed a secure understanding of the principle of refraction. Students' development of their scientific skills, their application of the scientific method, and their ability to predict outcomes, is slowly evolving.

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

- In Islamic education, the majority of students attain at levels that are above curriculum expectations. In all classes in this phase students have a deep knowledge of Alseerah Al Nabawieh (PBUH). Their recitation skills regarding the Holy Qur'an are well-developed. The majority of students make better than expected progress in lessons in relation to the MoE curriculum standards. In Grade 10, students understand the pillars of Iman and can give examples about their belief in angels. By Grade 11, students effectively demonstrate their understanding of the good features of a Muslim family.
- In Arabic as a first language, the majority of students' attain above the MoE curriculum standards. Students' demonstrate a high level of speaking and listening skills. They express their views using sophisticated Arabic language. They have developed good reading skills. Their writing skills are developing. In lessons and in their recent work, students show good rates of progress in understanding and applying grammar. They make considerable gains in listening, speaking and when analyzing poetry. Their independent writing is slowly developing.
- In Arabic as an additional language, most student's attainment is in line with curriculum expectation. In lessons, students demonstrate appropriate listening and reading skills. Their speaking skills are slowly developing. However, their writing skills are less secure, with most students producing a few sentences and very short paragraphs. In lessons and in their recent work, most students make steady progress in their listening skills, language acquisition and reading compression. Students' make slower progress in speaking and writing particularly when students are new to Arabic. Girls make better progress over time than boys.

- In English, the focus on student centred learning, advanced thinking skills, and creativity in the senior grades is resulting in better and more sustained attainment and progress for the majority of students. Students are learning all aspects of the subject well, including writing for a range of audiences. They are attaining at levels above age-related standards. Students are particularly engaged when discussing and writing about the UAE culture in an international context.
- In mathematics, most students attain at levels in line with international standards in their external examinations. However, progress for a majority of students is better than expected in relation to their individual starting points and the common core standards. Mathematical skills development, their acquisition of knowledge and their application when solving challenging questions are all secure. This ensures better than expected progress for the majority of students. There are a wide variety of real life applications used across many math topics, including those of probability, algebra and geometry.
- In science, when measured against internal assessment information, the majority of students perform at levels above curriculum standards. Within lessons, students develop effective investigative skills and make informed predictions. For example, students can create a working pendulum to explain simple harmonic motion by using a pendulum of variable length, angle and mass. They express their ideas and understanding clearly and with sound reasoning. Over time, a majority of students make better than expected progress in science.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- In classes where student centred learning is the norm, as in upper middle school and high school, students take responsibility for their learning and make good progress. It is weaker in the lower phases, where students are more dependent on teachers for guidance and direction.
- Students work together cooperatively and collaboratively and express themselves using coherent and articulate statements. In classes and co-curricular activities, they perform experiments, complete research for presentations and debate, in small groups. However, collaboration skills are just developing at the elementary phase.
- Some students make connections between their learning and real life applications. For example, in a lesson on the seasons, elementary students connect sun burn to the importance of wearing sunscreen. However, in many subjects all phases, the connections between areas of learning are emerging features, and need further development.
- Students, particularly those in the upper middle and high school phases, are able to research independently. They use digital tablets confidently. Activities such as the Think Science and the Innovation Club encourage innovation, inquiry and research. The use of higher order thinking skills is emerging in the elementary and middle phases but is more fully developed in the high school phase.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Very good

- Across the school, most students have positive attitudes to their work. When given the opportunity, they are able to make independent decisions. Older students respond positively to challenges such as organizing charity events and international celebrations. They respond constructively to feedback about their work.
- Students behave well across the school and show responsibility in their tasks and duties. They take part as representatives in phase specific student councils. Senior students are important role models to others. They take their leadership activities seriously, for example, by helping during assemblies, or by supporting younger students with reading. Incidents of bullying, are very rare.
- The positive relationships between teachers and students develop students' confidence and cooperation. When encouraged to do so, students are collaborative and produce work together of good quality. This is particularly noticeable in the high school phase when students are researching in English or conducting scientific experiments and taking opportunities to present their findings.
- Most students make healthy eating choices and understand the importance of exercise and keeping fit. In KG, children learn about healthy foods in their topic work. Older students are encouraged to select healthy options in the canteen. Most students take regular exercise through the range of physical education, sports and clubs in the school.
- Attendance and punctuality are generally good across the school with an average 95% attendance. Most students arrive at school and to lessons on time. However, a minority of students are not always punctual to lessons.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. For example, students listen to and respect the Holy Qur'an while in their classes. They apply the principles of Islam of cooperation, respect and the protection of the environment, during lessons and breaks.
- Students are very knowledgeable and appreciative of the heritage and culture that underpin and influences contemporary life in the UAE. They participate in a range of cultural activities, such as respecting the UAE Flag and national anthem on a daily basis. Students are very aware of the cultural aspects of UAE such as traditional sports and UAE clothes.

- Students demonstrate a clear understanding, awareness and appreciation of their own cultures. Their knowledge of other world cultures is well developed, particularly in the elementary, middle and high school phases. Students show a good understanding of both eastern and western cultures.

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

- The school has very active student councils. Members coordinate the operation of the many clubs and organizations which enrich the curriculum. They organize the teaching and learning fair as well as international day celebrations. The students are provided with opportunities to expand their social development, and can choose from the Innovation Club, UNESCO, and debating.
- Students demonstrate an excellent work ethic. They are resourceful and creative. They readily take the initiative, manage their own projects and make reasoned decisions. For example they organized the UNESCO Fair, which celebrated young people from a variety of countries. Some students undertake entrepreneurial actions that have significant social benefits. A school team participated in the "Think Science" competition and achieved first place.
- Students care for their school and are successful in improving their environment. Some initiate, and many others take part in schemes that contribute effectively to sustainability and conservation in the local and wider world environment. For example students participate in beach cleaning and organize the recycling of waste collected within the school. Students have partnered with students from Abu Dhabi to work on a project designed to reduce the use of electricity and water.

3. Teaching and assessment

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

- Most teachers know their subjects well and have an understanding of how their students learn best. This is developing appropriately in KG phase. A minority of teachers across the school direct students too much during lessons, thus restricting opportunities for their development as independent learners. In a few classes, for example in science in elementary and middle phases, some teachers do not pace their lessons well to ensure effective progress.
- Teachers use consistent planning formats and organize appropriate resources and tasks, which engage students' interests. All teachers share lesson objectives with students, but are less clear about the learning outcomes of set activities, especially in the KG phase. Teachers do not evaluate lessons effectively enough to adjust their teaching and build on next steps in students' learning.
- Teachers build positive and supportive relationships with students that encourage purposeful discussions. A minority of teachers are less effective as their questioning is narrow, and they do not allow enough time for students to think more deeply. In the best lessons, students respond purposefully to their teachers, initiate conversations and challenge each other with open questions.

- The majority of teachers use a range of strategies to engage students and challenge them. This is particularly strong in the high school phase. However, in some classes in other phases, teachers are less skilled in employing varied techniques to meet the different learning styles and needs, of different groups of students especially those with special educational needs or disabilities (SEND) or the gifted or talented.
- High school phase teachers demonstrate effective ways to ensure students develop as critical thinkers ready to ask and solve problems. These skills are more varied in elementary and middle phases where teachers are not consistent in supporting students to be innovative and creative learners. In the KG phase, teachers have started to develop children's deeper thinking skills but rarely through investigation and exploration.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school has established internal assessment processes for comprehensive data collection. This data is used in planning the curriculum for improvements in content and cognitive skills of key subjects. The processes also provide data to monitor progress and attainment over time for students on an individual, grade and phase basis.
- The school is in the early stages of developing a comprehensive approach of linking external benchmark tests to internal results for use by teachers and students. They use external data, including Measures of Academic Progress (MAP) and the cognitive ability test (CAT4) in the middle phase. In the elementary and high school phases, where external data is less comprehensive, students internal results do not always provide a balanced and accurate reflection of their progress and attainment.
- Assessment data is analysed, but lacks the accuracy to support planning for improvement, as it does not help the identification of strengths and areas for development of individual and groups of students. Student do not have specific targets for improvement.
- The use of assessment information to influence the curriculum, teaching and therefore to improve student progress is emerging. Teachers marking currently includes written guiding comments which better enables students to know their strengths and areas for development.
- Most teachers know their students well. Support for students' learning is variable across grades in all phases and subjects. Support is often not well targeted. Challenge, for the most able, is lacking in many lessons. Best practice is evident in the high school phase where self-assessment is firmly embedded. Lack of moderation of assessment results by teachers is preventing them from gaining a clear and accurate picture of each students' levels of achievement.

4. Curriculum

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

- The curriculum is reasonably broad, balanced, and relevant across all subject areas. It provides an elective program and extracurricular activities. The Arabic languages and Islamic education programs follow the UAE Ministry of Education (MoE) standards. The school follows the requirements for California State Core Curriculum and Next Generation Science Standards (NGSS).
- The curriculum is planned for continuity and adequate progression across all subjects. Its design is purposeful and builds upon student's knowledge and achievements, particularly in middle and high. An electronic program tracks scope and sequence, and stores curriculum maps, and unit plans. The curriculum is mapped horizontally and shows clear progression of concepts, but transitions from phase to phase need further alignment and development.
- Students have some opportunities to make choices from a range of curricular elective options, but this is more developed in the high school phase. Curriculum related activities are provided across all phases, for example, the spelling bee competition and the social studies trip to Abu Dhabi. Students participate in enrichment activities, for example, National Day Celebration, Commemoration Day, and the Innovation Fair.
- Cross-curricular links are found in planning, but are not always found in the lesson delivery. Across the school, transfer of learning between different subjects needs more development.
- Curriculum is reviewed through an electronic program as needed and in subject areas at the end of each semester. To review the curriculum, teachers use lesson plans, unit plans, internal and external assessments, for example, the MAP test. This process provides students with an opportunity to contribute to their academic and personal development.
- The school integrates UAE social studies content effectively into both the regular curriculum across all phases, and as part of the regularly scheduled classes. Student show interest, and knowledge of UAE culture, history and geography. Senior students are encouraged to use higher order thinking skills to consider the UAE in relation to the rest of the world. The school is 'decorated' with well-prepared displays in all phases, that illustrate student awareness and understanding of UAE culture and how it compares to the wider world in which students live.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good ↑

- A full implementation of the Common Core standards (CSS) results in a strong emphasis on student-centred learning, higher order thinking skills, and creativity. This offers learning opportunities to develop a wide range of student interests and abilities. Individualization, differentiation and group collaboration is particularly strong at the high school phase.
- Students are offered a wide range of curricular choices and learning opportunities to meet the needs and interests of the majority of students. Discovery learning at the elementary phase to encourage personal research and creativity within standard lessons is not consistent. However at senior phases, a focus on group work facilitates collaboration and cross-cultural learning within the diverse student population.
- Elements of Emirati culture are infused into most lessons at all levels of the school. It is a mandatory component of lesson planning. Students enthusiastically embrace with interest and enthusiasm opportunities to compare the UAE with aspects found in the CCS. Younger students embrace the study of Emirati culture and heritage and showcase their work with impressive displays throughout the school.

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

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

- The school places great emphasis on care, welfare and safeguarding of its students. Effective policies and procedures are in place and they are understood by all. The school has taken the necessary steps to raise awareness to protect students against bullying and cyber bullying.
- The school buildings and equipment are well maintained. The school has streamlined its maintenance reporting system. Safety checks are conducted more regularly and enhanced by secure, accurate recording. Fire drills are carried out periodically. The school clinic is maintained at very high standard.
- School premises, equipment and resources are of a consistently good standard. The building is equipped with necessary access for those who have mobility issues. However, not all doors in the hall and in KG areas meet expected safety requirements.
- Student safety and healthy living is a school priority. A comprehensive system is in place to support students faced with weight issues, to ensure appropriate advice is given. The school regularly monitors its canteen food provision to ensure meals are balanced and healthy. Additionally, the school includes an additional period for PE into its curriculum to further support its healthy school initiatives.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between all members of the school community are positive with mutual respect evident between students and teachers. Teachers are aware of the needs of students in their care and provide support when appropriate. Behaviour expectations of all students are clearly understood by staff, students and parents. Procedures for managing students' behaviour are systematically and effectively applied.
- The school is successful in promoting good levels of attendance and punctuality. Newly improved systems help the school to track attendance and maintain accurate records. Unauthorized absences and repeated lateness are promptly followed up and parents are notified if there are concerns about individual students. Parents support the school and understand the importance of maintaining high levels of attendance and punctuality.
- The school is inclusive and provides a welcoming learning environment for students with SEND. Procedures for identifying students with special needs and those who are gifted and/or talented are at an early stage of development. School produced assessments are not yet sophisticated enough to accurately identify the specific needs all students requiring support.
- The school provides adequate support for those with SEND and the very few identified as gifted and talented. Some modifications have been made to the curriculum, but the ability of teachers to deliver the adjusted curriculum in lessons is variable. Effective ways to reduce barriers to learning are not always identified and individual targets occasionally lack challenge. There is a lack of frequency and rigor in the schools monitoring of this group of students.
- Students can readily access known and trusted members of staff, who provide them with advice and guidance when required. However, the school does not provide a dedicated and qualified guidance counsellor. The school has recently recruited an additional academic counsellor, to provide careers advice and support. Students in the high school phase are advised about subject options. They are also adequately supported in their post school college selection and application processes.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- School leaders promote an inclusive ethos and provide a welcoming atmosphere for students with SEND. Since the previous inspection, a member of the SEND team has been promoted to lead the department. Systems to review and monitor students' progress and the quality of their support are not rigorous or effective enough.
- Only a small percentage of the school population is identified as having a need. Procedures for accurately identifying needs take too long and are not specific enough. As a result, not all students have appropriate support which, restricts their progress. Identification of students who are gifted and or talented is at an early stage of development.

- The school invites parents to work with the special educational needs department.. Most parents appreciate the support they receive from the SEND department. However, the information that parents receive about their child's progress is not precise or regular enough. Additionally, there is limited guidance and training for parents to help them support their children.
- Teachers recognize the need to adjust their lessons to meet the needs of all students. However, in lessons, learning activities are not always matched to the needs of SEND students or those identified as being gifted or talented. The quality of support is dependent on the quality of teaching, which is variable. Consequently, in lessons, the progress of a majority of students is restricted.
- The individual learning targets do not always focus sufficiently on reducing the greatest barriers to learning and do not always match students' specific needs. Too often targets are not challenging. Consequently tracking and monitoring of students' progress is not rigorous or frequent enough. This results in most SEND students making no better than expected progress in relation to their individual starting points.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The schools senior staff led by the principal, demonstrate a commitment to improvement, and have a good understanding of contemporary educational practice. Leaders have a shared vision of the school and are conveying that knowledge to teachers, parents, and students. Communication within the extended leadership team is improving with senior leaders communicating their aims clearly.
- The principal and senior staff are implementing school improvement strategies, and are achieving some success. They are well aware of the requirements of the curriculum. An identified member of the leadership team has accountability for the impact of provision on SEND students. However, to date, there are few improved educational outcomes for students.
- There is effective distribution of responsibilities. Senior leaders hold all staff accountable for their performance and outcomes. The communication between principal his senior staff and the schools coordinators and Heads of Departments, is improving. However, there are inconsistencies in management practices at the middle management level.
- The school acted rapidly upon the recommendations for the previous inspection report but did not accurately measure the impact of their actions. Consequently there have only been slight improvements. Only a small number of staff and students could share their ideas of innovation, independent research, and critical thinking.
- The principal and senior staff have not been successful in measuring the impact of changes. This has resulted in a slow rate of improvement. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- The use of external and internal assessment data to measure the school's progress is not effective. While the development of the schools self- evaluation process involves subject specialists, heads of department (HOD's), phase coordinators and teachers, the outcomes are not accurate. They produce inflated judgements of the levels of students' achievements.
- There is regular monitoring of the effectiveness of teaching and learning. However the monitoring of teaching pedagogy results in overly generous and exaggerated views of teachers' effectiveness.
- The creation of the schools self-improvement plan (SIP) is a shared responsibility with most school leaders making a contribution to the final document. Data is drawn from a variety of sources, including internal and external assessment information. With no accurate starting point, due to inaccurate evaluation, improvement planning is less effective.
- The school is in the early stages of eliminating pockets of ineffective practice. The scale of improvement is not as significant and does not impact on the achievement as suggested in the schools SEF. Consequently the school is making only slow progress in improving student learning outputs.

Partnerships with parents and the community

Good

- Regular opportunities are provided for parents to be involved in their children's life at school. Concerts, competitions, and meet the teacher sessions, welcome parents to experience the ethos of the school. They report that school personnel treat them with respect and value their input. Parents participate in school development through personal conversations with school leaders and through surveys.
- The school employs a wide range of strategies to communicate with parents. Through letters home, inclusions in student's journals, and other pathways, parents are kept informed of upcoming events and their children's achievements. The school's website provides important information that helps families interact with the school
- Parents report that they are updated regularly about their children's progress and are contacted immediately if there are concerns. Reporting to parents about the academic and social development of their children is sufficiently detailed but provides an overly generous view of their children's achievement levels. Parents report that the school provides many opportunities for their children to showcase their particular talents or interests.
- Parent play a role in helping the school maintain links with the outside community through guest discussions and presentations, as well as with business links that enrich the curriculum.

Governance

Acceptable

- The Governing Board is populated with a variety of stakeholders. The more experienced, longer serving members are much better informed about the school, than those who recently joined the board. These Board Members are very well aware of the history of the school and its school improvement journey.
- The Board of Governors do not effectively hold the school's leaders to account for the school's actions and outcomes regarding school improvement. They do not hold school challenge leaders when variations from expected student learning outcomes occur. Their oversight of and influence in, the formation of the school's SEF, is minimal. Consequently, they had an inaccurate view of the schools performance.
- The Governing Board members are committed to improve the infrastructure and academic outcomes for the school's students. Significant capital is being invested into infrastructure and staffing allocations. The impact of these actions to improve outcomes for students is at an early stage.

Management, staffing, facilities and resources




Acceptable

- The day to day operations of the school run smoothly. Timetabling is designed to protect instructional time but there is some loss through an unmonitored early dismissal. The school's website informs parents and the community of upcoming events.
- The majority of the teaching and support staff are academically qualified. Some teachers of Islamic education and the Arabic languages are not approved by KHDA. Teachers are well deployed by the senior staff to ensure that they have the most positive impact upon the students' achievement. Additional personnel, including a newly appointed academic guidance counsellor have enriched the educational process.
- The school facilities are purposefully designed and there is adequate provision for the access of disabled persons. Play areas are appropriately equipped for physical exercise and care is taken to ensure safety in these areas. The new KG Centre provides additional opportunities for children to learn and play with a sense of independence and choice.
- The school is adequately resourced. Some academic departments have insufficient resources to provide students with greater opportunities to learn independently through experimentation and research. The use of instructional technology is available but is not yet used by all students in all 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	211
	2015-2016	242
 Teachers	151	
 Students	125	

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

- Almost all teachers believe that there is a good standard of education offered and that students learn well because of good teaching.
- A significant minority of parents do not believe that their child is adequately developing skills necessary for them to learn independently.
- A significant minority of parents do not believe that there is adequate counselling available at the school.
- A large majority of parents are satisfied with the quality of education at the school.
- Almost all students report that they feel safe at school.
- Almost all students report that they have a good understanding of Islamic values in Dubai.

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