

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

American
International
School

Celebrating
10 years of
inspections

AMERICAN INTERNATIONAL SCHOOL

AMERICAN CURRICULUM

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School information

General information

Location	Al Qusais
Type of school	Private
Opening year of school	2003
Website	www.aisch.ae
Telephone	04 2988666
Address	Al Qusais, Dubai
Principal	OTHMAN ABDALBARI
Principal - Date appointed	3/22/2003
Language of instruction	English
Inspection dates	19 to 22 March 2018

Teachers / Support staff

Number of teachers	172
Largest nationality group of teachers	Jordan
Number of teaching assistants	21
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	31%

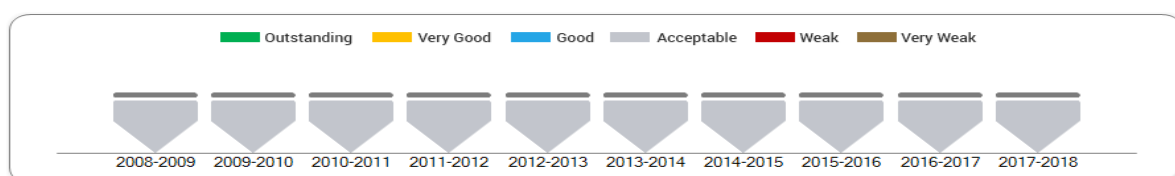
Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2451
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	121
Number of students with SEND	55
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	US
Main curriculum	US / MoE
External tests and examinations	PSAT, SAT
Accreditation	
National Agenda benchmark tests	IBT, MAP

School Journey for American International School



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

Summary of inspection findings 2017-2018

American International School was inspected by DSIB from 19 to 22 March 2018. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school's leaders are working to translate their vision into effective provision for most groups of students. Middle leaders are improving their effectiveness in leading their teams. However, self-evaluation processes, and the school's action planning have not had the expected impact. Partnerships with parents are strong. The new governors have not held the school to account effectively, as recommended in the previous inspection report.

Students' achievement

Students' achievement is at least acceptable and often good. It is particularly strong in Islamic education and Arabic as a first language, and in the high school. Progress is good in English and mathematics in the Kindergarten, in Arabic as an additional language in the elementary phase, and in English, mathematics and science in the middle school. Students' learning skills are strongest in the high school and in the Kindergarten.

Students' personal and social development, and their innovation skills

Students' personal development is a strength, particularly in the high school. Students have a strong understanding of Islamic values and the impact of these on society. Innovation skills, including the creative use of technology, are in the early stages of development in the Kindergarten, but are outstanding in the high school phase.

Teaching and assessment

In the Kindergarten and high school phases, the majority of children and students' experience consistently good teaching. This is not the case in elementary and middle phases where the quality of teaching is more variable. Although the school has significant assessment data, it is not used to good effect.

Curriculum

The curriculum design is good in the middle and high school phases where it is aligned more closely to the Common Core Standards. It is acceptable elsewhere. The school is just beginning to adapt its curriculum to meet the needs of some students.

The protection, care, guidance and support of students

The school's health and safety systems, including arrangements for child protection, are secure. However, safety in science laboratories and evacuation procedures require review. The quality of care and support for students is acceptable, although there are insufficient specialist staffing to support students who have special educational needs and disabilities (SEND).

What the school does best

- Students' consistently good achievement in Arabic as a first language, and their good attainment in Islamic education
- The improved provision in the Kindergarten resulting in children's good progress in English and mathematics, and well developed learning skills
- The good quality of teaching, curriculum design and curriculum adaptation in the high school, resulting in students' good levels of achievement in almost all key subjects
- Students' personal and social development across all phases.




Key recommendations

- The governing board should improve the overall performance of the school by:
 - systematically monitoring the school's internal and external assessment results
 - holding senior leaders to account more rigorously for the quality of the school's performance
 - setting a clear direction and working closely with leaders to implement the school's vision
 - providing more resources, including senior leaders and other specialist staff, to address all areas for development
- The senior leaders should:
 - identify priorities for improvement by analysing assessment data more accurately
 - ensure teachers improve the use of assessment data to meet the needs of all students, including those with special educational needs and disabilities (SEND)
 - ensure that teachers in the elementary and middle phases develop effective questioning skills and provide opportunities for independent learning
 - accurately measure students' progress when monitoring the quality of teaching
 - ensure that all safety procedures, including emergency evacuations, are regularly practised, evaluated, and incorporated within the school's operations

Overall School Performance

Acceptable

1. Students' Achievement

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Good	Good
Curriculum adaptation	Good ↑	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	Weak ↓
Management, staffing, facilities and resources	Acceptable

National Priorities

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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Students' attainment in the N.A. P tests is below expectations in English, mathematics and science.
- The school's National Agenda action plan is brief and lacks measurable targets. However, middle leaders understand the value of the N.A.P. data and its potential impact on school improvement.
- The analysis of cognitive ability test (CAT4) data is superficial. Insufficient use is made of all assessment data to identify strengths and weaknesses.
- The N.A.P test results are being used to inform a range of curriculum modifications which will enable students to develop the knowledge and skills required for assessments in PISA and TIMSS.
- The school is increasingly aware of the need to develop students' skills in critical thinking, discussion, problem solving, inquiry and open-ended investigations, in lessons.
- A majority of students are familiar with their N.A.P scores. However, their progress is variable because they are not provided with individual targets, and their learning is not sufficiently monitored.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritize provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors and school leaders have an emerging awareness of the gaps in Emirati students' achievements in the key subject areas. Across all phases, there is insufficient attention given to target setting, tracking and monitoring of progress. Parents receive minimal information about their children's CAT4 performance levels.
- Emirati students' learning skills and resilience are developed adequately. However, their verbal reasoning skills are underdeveloped.
- Staff do not have a clear understanding of how to use assessment information to guide their planning and to provide appropriate challenge and activities for all Emirati students. A school wide strategy to enhance students' literacy skills is in its very early stages of development.

The school's provision for raising the achievement of Emirati students, needs improvement.

Moral Education

- Moral education is integrated into the curriculum and taught in English as a stand-alone subject.
- Teachers generally plan engaging lessons and use textbooks, and supplementary resources adequately to promote the development of students' learning skills.
- Active participation in lessons is an increasing feature. Students are eager to share their understanding of topics through lively discussions and project work.
- Assessments, including quizzes and classroom work, are used to determine students' progress. However, these do not always influence planning or next steps in learning.

The school's implementation of the UAE moral education program is developing.

Social Studies

- UAE social studies lessons are taught in English as a discrete subject from Grades one to nine, and supplemented through assemblies and special events. The focus is mostly knowledge based.
- Better lessons engage and interest students by incorporating various strategies and activities, and providing appropriate support and challenge. The development of critical thinking skills is in the early stages of implementation.
- Students work productively in groups and enjoy sharing their presentations with the class. When prompted, they make clear connections to their personal experiences in the UAE and to prior learning experiences.
- Students' knowledge and understanding are assessed regularly. Teachers' use of assessment results to make some modifications to their teaching and curriculum planning is just emerging.

The school's implementation of the UAE social studies program is developing.


Innovation in Education

- Students' development of the skills of innovation and creative thinking are variable across the school. Inconsistencies in the use of learning technologies, problem solving and critical thinking restrict creativity.
- Students in high school are involved in projects for Expo 2020 and play a key role in enterprise and entrepreneurial initiatives while marketing their ideas.
- A few teachers provide opportunities for project work and investigations. Practical science in the laboratory is a strong motivating force in the development of students' innovative thinking.
- Clubs and after school activities provide a wide range of choices for students who wish to be innovative in sports, theater, music and science.
- School leaders are beginning to provide school-wide opportunities for innovation and creativity. Some professional development is provided for teachers to support a culture of innovation.

The school's promotion of a culture of innovation is emerging.

Main inspection report


1. Students' achievements

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

- Internal assessment results indicate that the majority of students achieve standards that are above curriculum expectations across the school. Students in the high school have strong subject knowledge, with strengths in debating, where their reasoning skills are evident. The progress of students in the middle school is more variable.
- Elementary phase students demonstrate strong knowledge and understanding of the Pillars of Islam and Faith. Students in the high school are more able to discuss and justify real life issues. Key Islamic concepts and principles of worship are developed well.
- Students' understanding of Islamic values and their application of knowledge in real life situations is strong. Skill development is enhanced through projects about Islamic values that engage and involve most students.

For development


- Accelerate progress for middle school students by consistently providing a greater level of challenge.

Arabic as a first language 		KG	Elementary	Middle	High
	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- The school's internal assessment data, lesson observations and evaluations of recent work samples, show that students' attainment is above curriculum expectations and that they are making better than expected progress.
- A majority of students demonstrate strong levels of knowledge, understanding and subject skills; there is a wide range of active learning tasks that interest and engage them. Most students have continued to improve their literacy skills.
- The quality of students' independent writing and speaking skills are strengths, which are particularly evident when topics are linked to real life situations. Students in the high school demonstrate competent conversational skills.

For development


- Provide more frequent opportunities for students to practice writing skills using age-appropriate and meaningful topics.

Arabic as an additional language 		KG	Elementary	Middle	High
	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable

- Most students demonstrate levels in knowledge, understanding and subject skills that are in line with curriculum expectations. Students make better than expected progress in the elementary phase when conversational opportunities are provided that are connected with familiar topics. This progress is not evident in the upper phases.
- The overall quality of language skills has improved slightly due to teachers' varied use of approaches. There is some development in the speaking skills of high school students, who are able to respond appropriately to familiar questions. However, their writing skills are less secure.
- Students listening skills are well developed across the phases and students, particularly in the elementary phase, are gaining confidence in their understanding of standard Arabic vocabulary. They demonstrate an understanding of the difference between present, past and future events.

For development


- Plan more opportunities to promote the students' conversational and writing skills in meaningful contexts across the school.

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

- Students generally make better than expected progress when measured from their starting points, except in the elementary phase. Attainment is in line with curriculum standards in the lower phases, but is better in the high school.
- The quality of students' writing skills is variable in all phases. It is stronger in the upper high school where students use increasingly complex vocabulary and grammatical skills, and are improving their proficiency when drafting and editing. Most students can write for purpose, but some are less secure with sentence structures.
- Students reading and comprehension skills are developing. In the high school, students are developing higher-level reading skills of inference and comprehension. Older children in the Kindergarten read fluently and understand regular words and simple sentences.

For development


- Strengthen students' writing and reading skills, particularly in the elementary phase.

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

- Students generally make better than expected progress when measured from their starting points. Progress is slower in the elementary phase which is reflected in students' low reading and comprehension ability. Achievements reflected in internal tests are stronger than in external assessments.
- Children in the Kindergarten are developing most mathematical skills well. By the upper elementary phase, students have secure measurement and calculation skills. In the middle phase, students demonstrate stronger skills in algebra and number than in geometry. High school students apply algebraic skills in a range of contexts.
- Teachers are focusing on developing students' reasoning skills, and their interpretation and solving of word problems, to strengthen verbal reasoning and improve results in external benchmark assessments. Better progress is evident when mathematics is linked to real life problems.

For development

- Increase the level of challenge for all groups of students particularly in the elementary phase.

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

- Students' achievements are strongest in the high school and progress is improving in the middle school. The increased opportunities for practical science are resulting in improved investigative skills but this is not consistent. When critical questioning is linked to these experiences, students deepen their understanding of key concepts.
- In the high school, the majority of students are attaining above curriculum standards. Children in the Kindergarten have only limited understanding of scientific principles and little experience in measuring, predicting, and analyzing outcomes.
- Students in the elementary investigate sound by studying vibration patterns. In the middle phase students studying physical science can model the phases of the moon. Older students explore biodiversity and the effect of natural disasters upon previously balanced ecosystems.

For development

- Improve the opportunities for independent investigation and problem solving in the Kindergarten and elementary phases.

	KG	Elementary	Middle	High
Learning Skills	Good ↑	Acceptable	Acceptable	Good

- Students are keen and self-confident learners who show interest in lesson activities. The skills of collaboration are more evident in the Kindergarten and high school, where students work effectively in pairs and in groups. Collaboration is less effective in the elementary and middle phases where tasks are more structured.
- In the Kindergarten, children have a choice of learning activities. Across the elementary and middle phases, students are more reliant on teacher directions, which restricts independent learning. Technology is rarely used effectively to support learning or to enable students to develop research skills.
- Students' critical thinking skills are most evident in the high school, and in Islamic education and Arabic as a first language. However, the development of deeper thinking is inconsistent across the phases due to variability in the quality of teachers' questioning.

For development

- Provide frequent opportunities for independent learning and reflection, and for the development of deeper thinking in all subjects.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Very good

- Most students across the school are positive and respectful. They follow classroom rules and listen to feedback. However, there are variances in students' self-reliance, respect and courtesy, particularly in boys' classes in the elementary and middle phases.
- The broad range of nationalities integrate well, contributing to a friendly atmosphere within the school. Most students are consistently self-disciplined. They respond well to others and act as appropriate role models. They help each other and support students with SEND.
- Most students have a good understanding of how to be safe and their understanding of healthy living is secure. Their attendance is at an acceptable level.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good	Very good	Very good
<ul style="list-style-type: none"> Students demonstrate respect and appreciation for Islamic values in their daily activities. They celebrate a range of Islamic events and enjoy participating in the Noor Al Qur'an program to develop Holy Qur'an recitation skills. Students heighten their appreciation of the culture of the UAE, through debate about historical developments of Dubai, and discussion of their knowledge of the UAE vision. They celebrate and contribute to UAE national events and special assemblies that strengthen their links to the UAE society. Students initiate many activities, such as international day celebrations. They demonstrate a very strong understanding and awareness of their own, and other world cultures. 				

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Very good	Very good	Outstanding
<ul style="list-style-type: none"> Students take on increasing social responsibility as they move through the phases. In the high school students actively contribute to school life through a range of clubs and voluntary work, for example in support of Dubai Cares. They tutor their peers in preparation for leadership succession. Innovation skill development is strongest in the high school where students volunteer as the youngest contributors in organizing Expo 2020, and in projects completed through the 'Innovation Open House'. However, across the other phases students' skills of innovation and creativity are underdeveloped. Across the school, students' environmental awareness is developing. In most phases, students demonstrate responsible attitudes toward their school environment. Waste paper is recycled, and students enhance the school by growing and planting vegetables and flowers. 				

For development

- Encourage students in the lower grades to take leadership roles to improve skills of innovation, creativity and develop their awareness of the environment.

3. Teaching and assessment

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

- In the Kindergarten, all teachers implement learning centres enabling choice and promoting challenge based on children's interests. Across most subjects, especially in the elementary and middle phases, there are inconsistent levels of rigor and challenge to support the more able students and those with SEND.
- Most teachers are secure in their subject knowledge, but some teachers do not understand how students learn best. In Islamic education and Arabic as a first language, lesson plans are well written and implemented. However, this is more variable in other subjects.
- In the elementary and middle phases, teachers often limit time for collaborative learning and thinking. They do not use assessment information effectively to inform and personalize learning. Only a few teachers ask questions to promote deeper critical thinking.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Assessment processes and procedures are developing in all phases. Internal and external assessment data are aligned more closely to curriculum standards in the middle and high schools. However, internal data does not provide an accurate picture of students' abilities and is not aligned to international benchmark data.
- Assessment data is analysed, but insufficient account is taken of information provided by cognitive ability tests. Consequently, teachers do not always plan effective and appropriate work to meet the needs of all groups of students. Consequently their needs are not always adequately met.
- Peer- and self-assessment, as well as informative written feedback from teachers, are not systematic. Basic self-assessment occurs in the Kindergarten. The current school assessment policy is not comprehensive or robust enough to ensure processes are consistent across the school.

For development

- Improve teachers' ability to use all assessment information to plan to meet the needs of all groups of students in all subjects.
- Revise the assessment policy to include clear expectations regarding teachers' marking and written feedback, assessment moderation and the linking of all assessments to appropriate curriculum standards.

4. Curriculum

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

- Curriculum design and implementation are strongest in the upper two phases where the alignment of the curriculum with the Common Core Standards is improving. Although, there is increasing alignment to the National Agenda Parameter and the required MAP benchmark assessments the impact on students' learning is not evident.
- Transition between the Kindergarten and elementary phases is improving. Transitions between other phases are less secure. The use of an online database, is supporting horizontal alignment, cross-curricular links, and continuity and progression.
- The curriculum is reviewed regularly. The opportunity for subject choice, additional time in lessons, and the availability of co-curricular and extra-curricular activities are helping to personalize the curriculum experience for most students.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Good

- Curriculum adaptation is most effective in the Kindergarten and high school. In the Kindergarten, children can choose the activities they wish to explore. In the high school, students experience a wide range of subject choices. However, the degree of rigor of each is variable.
- The N.A.P test results are being used to support curriculum modifications that aim to improve results in PISA and TIMSS. However, a school-wide literacy program that has been developed is not being implemented. A few teachers are successful in planning regular and robust interventions for those requiring additional support.
- The curriculum in all phases of the school is adapted to reflect the culture of the U.A.E. in daily lessons. Students' knowledge of the heritage of the U.A.E. and other world cultures is increasingly evident.
- Arabic instruction is provided for all Kindergarten children in multiple lessons each week.

For development

- Strengthen the use of curriculum mapping tools to reduce gaps at phase transition points.

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

- There is a growing awareness by staff, parents, and students of the effective policies and procedures for the care, welfare and safeguarding of students, including child protection and cyber safety.
- Students' arrival and departure on school transportation or by other means is well organized and managed. The school premises are generally well-maintained. However, some science laboratory practices and facilities do not fully meet safety guidelines. Evacuation procedures are adequate but require review to ensure more effective implementation.
- In all phases, the staff promote healthy lifestyle choices well. Medical records are secure.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff have courteous relationships with students, but systems and procedures for the management of student behavior are variable. Attendance and punctuality are monitored appropriately.
- The school supports students with a range of special needs and disabilities, but numbers receiving individualized support, are low. Support provided by specialist staff is strong, whereas support from class teachers is of variable quality. Gifted and talented students are identified for enrichment although the quality of support is inconsistent.
- The school provides counseling to students, with additional support from teachers and heads of sections. Students in the middle and high schools benefit from appropriate support to guide them through the college application process and help them set their career goals.

For development

- Introduce systematic, regular safety reviews of the school premises, including evacuation procedures.
- Strengthen the support provided by classroom teachers for students with SEND.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- School leaders are not demonstrating a clear commitment to meeting the needs of students with SEND. There are too few staff to support the program. The roles and responsibilities for the governor for inclusion are not clear.
- The identification of children with SEND on entry to the Kindergarten, and when older students are enrolled in the school, is generally appropriate. However, insufficient use is made of additional diagnostic assessment tools to ensure all students with additional needs are identified.
- Parents are appreciative of the close contact they maintain with the specialist staff, and of the regular updates they receive. However, information which would enable parents to support their child's learning at home is limited as is their contribution to the development of individual education plans.
- The quality of specific support strategies and interventions for students with SEND in the classroom is variable. There are few professional development opportunities for teachers to improve their effectiveness in meeting the learning needs of all students. Specialist staff and learning support assistants provide more effective support.
- Students benefit from the academic, personal and social support of the SEND staff. Overall the progress made by students with SEND is acceptable.

For development

Improve the school's inclusion program by :

- systematically and accurately identifying students with SEND
- appointing a governor for inclusive education with clearly defined roles and responsibilities
- reviewing the levels of specialist staff and making any necessary adjustments

6. Leadership and management

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

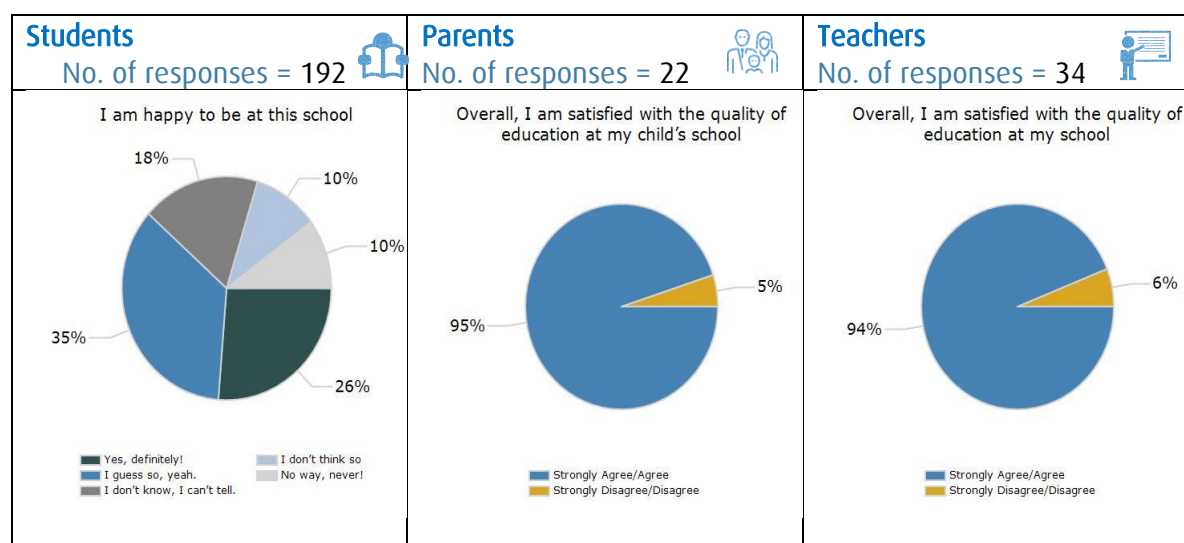
- Senior leaders' are generally translating their vision into effective provision. Some improved student progress, particularly in the Kindergarten, is evident. Only a small number of senior leaders have experience of the US curriculum schools to guide and improve all aspects of provision.
- Senior leaders have improved some aspects of the school's self-evaluation processes. However, despite analysis of data, too many judgements of the school's performance are inaccurate. Although long and short-term improvement planning links well to the school's and UAE's priorities, targets lack measureable success criteria. Only a minority of the recommendations from the previous inspection report have been addressed.
- Partnerships with parents and the community are good, but parents are not involved in school improvement. Communication with parents, including those of students with SEND, is strong and productive. Although reporting on students' achievements is regular and includes descriptive comments, they provide inflated student attainment levels in some subjects and phases. Community links with local charitable organizations enhance social responsibility amongst the student body.
- The newly formed governing board comprises a range of business, educational, parental and student representatives. They have some knowledge of the school's provision and its operational efficiency through surveys and discussions. The board is aspirational in its aims, but its impact on the overall performance of the school is minimal. It does not exert sufficient influence on the school's leadership.
- The school operates adequately on a daily basis. Staff are suitably qualified and take advantage of professional development. However, the number of senior leaders and support staff is insufficient. The size of classrooms restricts group work and teacher-student interactions. Resources for science and mathematics, and in the Kindergarten, enhance learning. Learning technology resources, including internet connectivity, do not consistently support research or active learning.




For development

- The governing board should ensure that all areas for development and the recommendations are promptly acted upon.

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.



 Students	<p>Students respond positively to many aspects of the school's provision, including the teaching in some subjects. However, almost two thirds of students surveyed report that teachers do not treat them fairly, while about a third do not have a sense of belonging to the school or that it is a friendly place.</p>
 Parents	<p>Parents overall are positive about the school and the quality of the education provided. A small percentage of parents report that their children are not happy at school.</p>
 Teachers	<p>Teachers are generally positive about the school and its provision. However, about a third state that students are not well behaved or respectful, and a fifth of respondents are not positive about the way students interact with each other.</p>

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