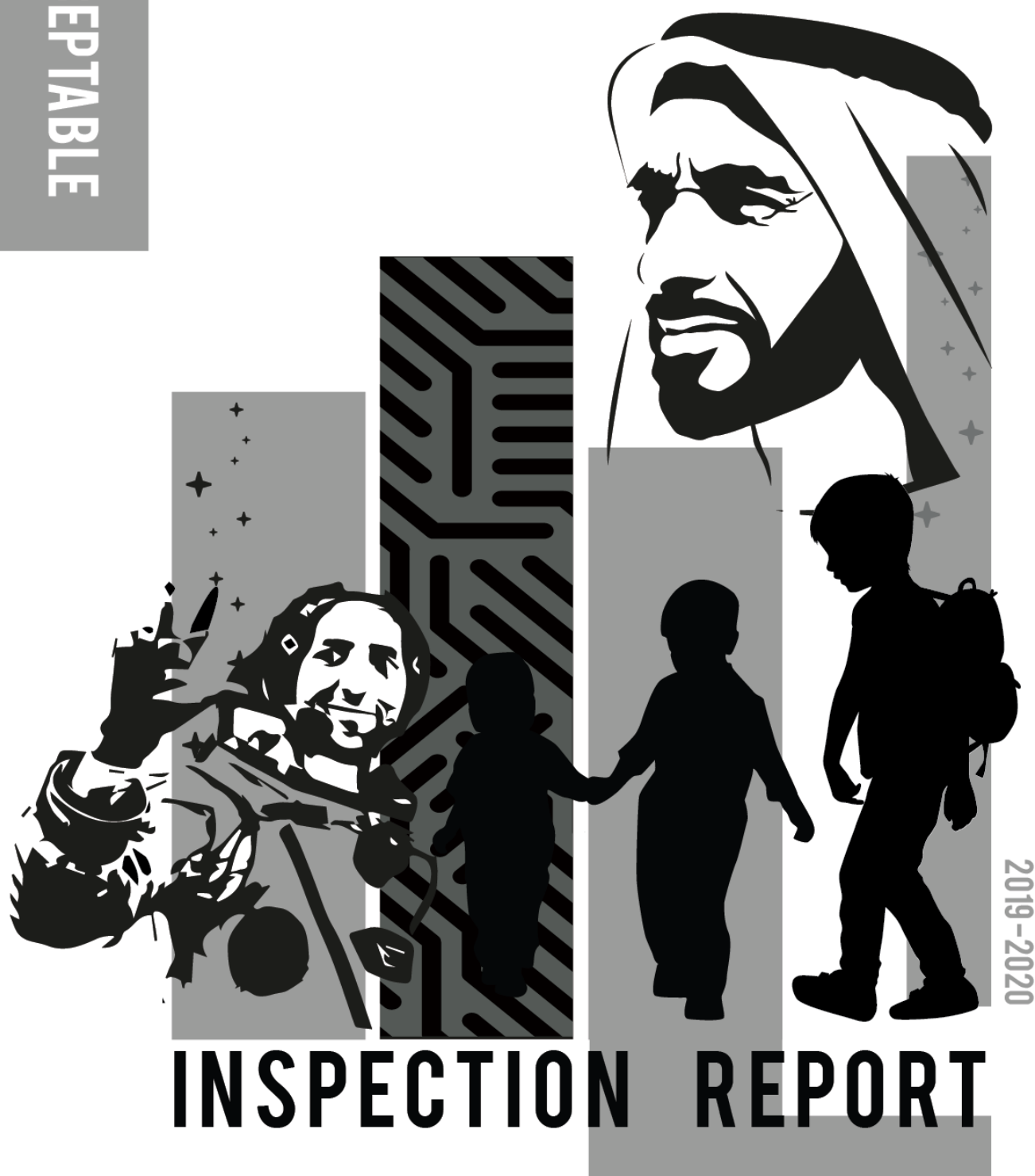


ACCEPTABLE



2019-2020

# INSPECTION REPORT



























US CURRICULUM

## Contents

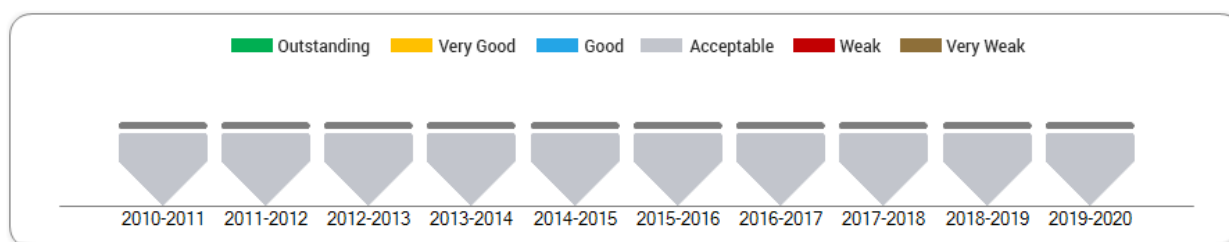
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## School Information

General Information	 Location	Al Qusais
	 Opening year of School	2003
	 Website	www.aisch.ae
	 Telephone	97188666_----
	 Principal	Tiffany Brooks
	 Principal - Date appointed	1/9/2018
	 Language of Instruction	English
	 Inspection Dates	24 to 27 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2689
	 Number of Emirati students	149
	 Number of students of determination	111
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	172
	 Largest nationality group of teachers	Jordan
	 Number of teaching assistants	21
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	2
	 Teacher turnover	31
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	SAT
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP, CAT4

## School Journey for AMERICAN INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2019-2020

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

### Students' Outcomes

- Learning centers in Kindergarten (KG) help children to investigate, leading to some improvement in science. Children also have a good foundation for Arabic, as do students in the Elementary School. Those studying Arabic as an additional language make slower progress in the Middle School. Weaknesses in language among those for whom English is an additional language has a limiting effect on outcomes in all subjects.
- Apart from those in High School, most students display positive and responsible attitudes. The majority are sensitive to the needs and differences of others. They have an appreciation of Islamic values and their importance in maintaining the harmonious multicultural society in their school and in Dubai. However, their knowledge of other cultures is limited. They understand current environmental issues.

### Provision for learners

- The impact of a coaching program for teachers is variable, due to the high turnover of teachers and an influx of new students. Teaching is less secure in English and mathematics. Some teachers promote the independent use of technology and problem-solving, but others give students too much direction. In the most effective lessons, teachers analyze information from assessments to plan tasks that maximize learning outcomes.
- The curriculum is appropriately balanced. Transition between KG and the Elementary School is well organized. The improving skills of teachers ensure that the curriculum is modified to meet most students' needs. Modification is especially successful in KG. The range of electives has increased in the High School. Students' appreciation of Emirati culture is well developed.
- There are adequate procedures for care, support and welfare, which are supported by the medical staff. Appropriate procedures reduce the incidence of bullying, but some incidents are not sufficiently well managed. Teachers and students have generally positive relationships. New procedures for managing behavior are not embedded, especially in the Middle and High Schools. The needs of all students of determination are not met.

### Leadership and management

- The priorities of the more cohesive leadership team are to improve teaching and learning. Leaders have established an integrated performance management system. Most, but not all, parents are supportive. The owners, governors and leaders work well together to address educational priorities. However, day-to-day management is not always efficient. The ageing building does not lend itself readily to the requirements of modern education.

### The best features of the school:

- The commitment to school improvement of the owners, governors and senior leaders
- Improved teaching in the Elementary School
- The provision for children's learning and personal development in KG
- High expectations in Islamic education and Arabic as a first language.








### Key recommendations:

- Review emergency evacuation procedures, the management of school transport for older students and the behavior of students, particularly of some in the High School.
- Improve attainment and progress in all subjects taught in English.
- Review the procedures to identify and support students of determination and those with gifts and talents, ensuring that all students have equal opportunities to reach their potential.
- Establish and maintain efficient and effective day-to-day management of the school.





## Overall School Performance

### Acceptable





#### 1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	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	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good ↑
 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	↑ Good	Good ↑	Good	Good
 UAE Social Studies	Attainment	Good			
Learning skills		Good	Acceptable	Good	Good




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

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




## 3. Teaching and assessment

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


## 4. Curriculum

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

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

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

#### School's progression in international assessments

**meets expectations.**

- Between 2015 and 2018, the school's scores in the Programme for International Student Assessment (PISA) improved in reading, mathematics and science, but exceeded targets only in mathematics. Between 2011 and 2015, the scores in Grade 4 and Grade 8 mathematics and science improved and exceeded the school's targets. The last two cycles of the Measures of Academic Progress (MAP) testing show that attainment scores have not improved in mathematics, science, language usage or reading. However, comparison of students' scores in the Cognitive Abilities Test (CAT4) with their MAP scores indicates that they achieve above expectations in English, mathematics and science.

#### Impact of leadership

**meets expectations.**

- The school's National Agenda action plan responds to the recommendations from the previous inspection report. The plan contains appropriate timescales and responsibilities. However, the success criteria focus more on provision than on students' learning outcomes. Leaders analyze information from assessments and work with teachers to help them to use the analyses in planning lessons, thus leading to improvement in some learning outcomes.

#### Impact of learning

**is approaching expectations.**

- During the better lessons, teachers use effective questioning techniques to promote students' critical thinking. Students receive many opportunities to carry out investigations. However, most are too controlled or guided by teachers. Throughout the school, students use information technology (IT) to carry out basic research during lessons.

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

#### For development:

- Ensure that students attain more highly in the MAP test.
- Ensure that the NAP action plan makes greater use of students' attainment as a measure of success.
- Enable students to carry out independent inquiry and investigations with less direction from teachers.



## Moral Education

- Teachers engage students well in active learning. They teach important terms that students need to know in order to demonstrate basic understanding. However, they do not challenge students enough to achieve deeper understanding of more complex texts and ideas.
- On-going assessment is well used to support students' learning. Teachers' written feedback, and students' assessments of one another's work, consistently highlight next steps in learning. Assessment does not focus sufficiently on literacy skills, which are needed to support learning.
- The curriculum progressively covers key topics of personal and social responsibility, well linked to the UAE context. In the Elementary and Middle Schools, students' reading skills do not permit detailed study of more complex moral issues.

The school's implementation of moral education is **meeting expectations**.

### For development:

- Ensure that students' reading skills are improved to enable them to access more complex information.

## Reading across the curriculum

- Reading skills in Arabic as a first language are stronger than in English. Girls outperform boys in almost all grades.
- Information derived from online reading schemes indicates improvement in English reading skills for all groups, albeit from generally low starting points.
- Teaching generally supports students to acquire and use new subject-specific vocabulary accurately. It does not yet promote close reading of more complex research texts.
- The Drop Everything and Read (DEAR) initiative, online reading schemes and library activities support readers well in the Elementary School. More confident readers apply appropriate strategies for detailed understanding.
- Leaders ensure some improvement in students' reading skills in Arabic and English. Policy statements do not ensure that literacy skills are taught consistently across the curriculum.

The school's provision, leading to raised outcomes in reading across the curriculum, is **emerging**.

### For development:

- Ensure that policy guidance sets out clearly the roles and responsibilities of all teachers as teachers of literacy, in both Arabic and English.

## Innovation

- Students' innovative skills are developing. They can use IT for basic research and to support their learning. They work independently when given the opportunity.
- Students work on projects that have a positive impact on the school. The environmental science club, led by students, adds social benefit to the community.
- Teachers promote problem-solving and higher-order thinking skills throughout the school. In KG and the lower Elementary School, learning stations engage students in topics that interest them.
- Opportunities to develop and apply innovation skills and to use IT are embedded in many areas of the curriculum.
- Leaders and governors are committed to innovation. They are investing in IT resources for online research in lessons and have introduced some innovative elements of performance management and professional development.

**The school's promotion of a culture of innovation is developing.**

### For development:

- Ensure that teachers give students time to reflect, to be innovative, and to apply their learning skills.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Information from internal sources shows that almost all students achieve outstanding outcomes. However, lesson observations show that students' attainment in the Elementary, Middle and High Schools is good. Students in the lower Elementary School attain slightly better as they arrive well prepared from KG.
- Students in the Elementary School know the five pillars of Islam. They confidently name items on which Muslims must give Zakat. In the Middle School, students have good knowledge of Seerah. In the High School, they understand Fiqh better. Familiarity with Tajweed is underdeveloped.
- Since the previous inspection, teachers have tried to address weaknesses in memorization of the Holy Qur'an and Tajweed. They have not managed to improve attainment or progress.

#### For development:

- Enliven studies of the Holy Qur'an and Tajweed and increase students' capacity to recall and understand the laws of Islam.

#### Arabic as a First Language

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

- Students' listening is stronger than their speaking, reading or writing. However, during lessons it is apparent that writing and speaking are beginning to improve. Attainment is strongest in Grades 11 and 12, as almost all students have consolidated all four skills.
- Students can read from appropriate texts and explain the meaning of most words. They have many opportunities to read aloud. They rarely apply their skills by reading for pleasure in Arabic. When speaking, all students use informal Arabic.
- Copying of writing is well developed. All students can draw the letters correctly. They can copy sentences and paragraphs without spelling errors. Students in the Elementary and Middle Schools have some opportunities to practice creative writing. This is better developed in the High School.

#### For development:

- Find more engaging ways to encourage students to extend their skills in speaking and writing.

## Arabic as an Additional Language

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

- Students' listening and comprehension skills are well developed throughout. In the Elementary School, students have good listening, speaking and reading skills. In the Middle and High Schools, speaking and writing skills are noticeably less developed.
- Students can explain the meaning of most words in the texts that they read but they rarely read extended texts in Arabic. When speaking, students struggle to use classical Arabic.
- Guided and controlled writing skills such as copying, and dictation are well developed in all phases. Free writing skills are more developed in the high school because students are given more opportunities to practice these skills.

### For development:

- Extend the speaking and writing skills of students in the Middle School.

## English

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

- External assessments of attainment and progress indicate weak attainment and progress. Nevertheless, achievements observed during lessons and in recent written work are more positive. The progress of students in the Elementary School is more variable.
- Children in KG demonstrate strong skills in listening, speaking, reading and writing. Older students do not listen with attention to one another, but they do listen to teachers and to recordings. Girls in the Middle and High Schools use new vocabulary more accurately than do boys.
- Students' reading skills are developing too slowly. In the Elementary and Middle Schools, only a majority can successfully apply the full range of reading strategies for research. Writing remains underdeveloped in terms of accuracy, length, and use for a range of purposes.

### For development:

- Improve students' skills in reading increasingly complex texts.
- Ensure accurate use of newly acquired vocabulary in class dialogues, and in writing accurately and at length.

## Mathematics

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

- Attainment in external tests remains weak in each phase. However, recent initiatives are having a positive impact on test scores. In KG, children's positive engagement in learning centers and their effective use of resources contribute to steady progress.
- Students in the Elementary School are developing number skills, but lack depth of understanding. Low expectations, and activities that do not promote the development of a wider range of mathematical skills, slow progress
- Students' problem-solving and reasoning skills are developing adequately. There is insufficient focus on using correct mathematical language. In the High School, students are developing their knowledge of calculus. A few are insecure in applying skills to unfamiliar contexts. Middle school students make good progress in geometry.

### For development:

- Ensure that students develop a wider range of mathematical skills by providing more challenging activities for all.
- Increase the use of accurate mathematical language and accurate written notation.

## Science

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

- Students in all phases develop scientific skills through regular practical activities. Their external assessment results show lower levels of attainment than those evident in their recent written work. In the High School, the most recent Advanced Placement (AP) scores illustrate enhanced attainment.
- Students have a good understanding of basic concepts and facts. Their application of knowledge to new situations is less secure. During lessons, the majority of students make good progress towards the learning objectives, particularly in KG and the lower Elementary School.
- Although the department promotes learning through investigations, teachers control students too much. Children in KG use the engineering design process well during lessons.

### For development:

- Ensure that scientific investigations promote more independent learning.

## UAE Social Studies

### All phases

#### Attainment

Good

- Grade 3 students can describe the landforms of the UAE. Those in Grade 4 interpret the metaphor of a tree representing renewable resources and relate it to real issues facing the UAE.
- By the end of Middle School, boys have a very clear understanding of the three themes of Expo 2020. They present their individual research with confidence and can discuss the anticipated focus of a number of different nations' pavilions.
- Girls in the High School reflect more philosophically about the significance of a constitution to any organization or nation. All students are developing thinking skills and reflection when developing their views.

#### For development:

- Increase the depth of students' reading by referring them to more challenging texts and articles.

## Learning Skills

### KG

### Elementary

### Middle

### High

#### Learning skills

Good

Acceptable

Good

Good

- Learning skills are well developed in KG. Students in the lower Elementary School do not benefit fully from learning centers, because they do not work independently. Literacy and numeracy skills of students in the Elementary School are insecure.
- In the other phases, most students are engaged during lessons. They work independently and with others. They communicate their learning with varying levels of competence. Students in all phases make meaningful connections between different areas of learning.
- Students are developing critical thinking and problem-solving skills well. They have frequent opportunities to use IT for enquiry and to assess their learning using online applications.

#### For development:

- Improve students' literacy and numeracy skills, particularly in the Elementary School.
- Ensure greater collaboration and independence, and encourage students to take more responsibility for their own learning.

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

	KG	Elementary	Middle	High
Personal development	Very good ↑	Good	Good	Good ↓

- Most students display positive and responsible attitudes. They demonstrate self-reliance and appreciate critical feedback. However, in the High School, some students are disaffected, both inside and outside the classroom.
- In the other phases, almost all students are self-disciplined during lessons, in corridors and during breaks. A few students in the Middle School cannot always keep their adolescent attitudes adequately in check.
- The majority of students are sensitive to the needs and differences of others, and often help their fellow students. Most have a good understanding of safe and healthy living. Attendance is good but punctuality, particularly to the first lesson of the day, is unsatisfactory.

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

- Students in all phases have an excellent understanding and appreciation of Islamic values. They recognize the importance of these values to maintaining the multicultural and balanced society, regardless of nationalities, religions or backgrounds, in school and in Dubai.
- Students exhibit an excellent knowledge of UAE culture and heritage through activities such as National Day and Flag Day. However, their knowledge and understanding of other nations rely on information from the internet.
- While students have very clear understanding of their own culture, their knowledge about other world cultures is not sufficiently embedded in the curriculum or in activities at any phase.

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

- Children in KG support their peers academically and socially. Other students participate in activities that have a direct impact on the school and the community. They make social contributions by initiating activities such as designing a sensor that enables families to reduce their water consumption.
- In the Elementary and Middle Schools, most students demonstrate a positive work ethic. They have some opportunities to develop their entrepreneurial skills, mainly through school-based competitions.
- Students care about their school's environment. The environmental science club promotes environmental awareness and healthy hygiene. Students understand the environmental issues facing the world. They work to protect their immediate environment by encouraging the recycling of bottles and by planting shrubs.

### For development:

- Improve students' behavior and help them to develop self-discipline in the Middle School.
- Strengthen students' work ethic in the High School, and ensure that all arrive punctually in the mornings.
- Enable students to take part in more community-based projects.

### 3. Teaching and assessment

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

- The newly developed coaching program is improving teaching, but its impact is variable. Although the quality of teaching is generally good across the school, it is less secure in English and mathematics in the Elementary School. Some teachers use and model inaccurate English during lessons.
- Lesson plans are well-linked to curriculum standards, and provide varying levels of challenge. However, implementation of these plans is variable. Teachers promote independent learning skills, but a minority over-direct what are intended to be open-ended activities.
- Teachers promote problem-solving and higher-order thinking skills effectively. They provide frequent opportunities for students to use IT to support learning and research.

	KG	Elementary	Middle	High
Assessment	Good ↑	Good ↑	Acceptable	Good ↑

- Senior leaders analyze a range of assessment information and share the analyses with teachers and staff. During the more effective lessons, teachers use the information to plan tasks that enable students to make maximum progress. This is especially so in the KG and both the Elementary and High School phases.
- The school has improved the alignment of its internal assessments with the curriculum standards. Leaders now monitor the rigor and validity of internal assessments more accurately. This has reduced the gap between information from internal assessment and external test results.
- The assessment policy promotes the use of continuous assessments to improve students' outcomes. Leaders have involved teachers in discussions about the use of assessment for learning.

#### For development:

- Improve teachers' use of information from assessments to plan lessons that meet students' needs more closely, especially in the Middle School.
- Ensure greater consistency in teaching to accelerate students' progress during lessons.



#### 4. Curriculum

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

- The curriculum is balanced and compliant with Common Core and California State standards. Next Generation Science Standards (NGSS) provide a strong basis for scientific inquiry, construction and design skills from KG onwards. Transition arrangements between KG and the Elementary School are well developed.
- Leaders review the curriculum regularly in order to secure continuity from phase to phase. Curriculum leaders have regular communication with teaching and learning coaches to ensure that the state standards are appropriately implemented.
- The school has increased the range of electives in the High School, reflecting students' interests. Students' command of English remains a limiting factor in all phases. The implementation of the policy for reading across the curriculum does not ensure that all students access the curriculum fully.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good ↑	Good ↑	Good

- The curriculum is modified to meet the needs of almost all groups of students. Modification is especially successful in KG through the provision of stimulating and exciting learning activities.
- The curriculum is improving. It offers opportunities for enterprise, innovation, creativity and social contribution for students in all phases. All students can choose from a range of activities, projects and student-led clubs and organizations. Senior students choose from a range of electives and AP courses.
- Positive learning experiences develop students' understanding and appreciation of Emirati culture and heritage, and UAE society.
- Specialist teachers teach Arabic in KG1 and KG2 for 300 minutes each week.

#### For development:

- Ensure that the curriculum prioritizes the development of literacy skills.
- Enable students to use their innovation skills in more lessons.

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

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

- The school has adequate procedures for the care, support and welfare of students, including child protection. All staff have received thorough training. Senior leaders and teachers are making every effort to reduce bullying incidents.
- The management of school transport shows some inadequacies, most notably for Middle and High School students. While many staff are present when students arrive and leave, their roles are not clearly defined. Some students move between vehicles. Medical staff look after the physical and emotional well-being of the students very well.
- There is not a sufficiently rapid response to evacuation alarms. Some issues of maintenance have not been addressed. A significant number of senior students enter school late, despite having been dropped off by parents on time.

	KG	Elementary	Middle	High
Care and support	Good ↑	Acceptable	Acceptable	Acceptable

- Teachers and students have positive relationships. Some teachers need support in managing the behavior of some students, especially that of boys in the Middle School. The school's positive approach to promoting good attendance is more successful with younger students than with older ones.
- Procedures to identify the needs and abilities of students of determination are not always effectively used or fully accurate. The impact of planned interventions is thereby limited. Identification and support for students with gifts and talents are underdeveloped.
- Students' well-being and personal development are priorities for the school. Students are closely monitored and supported effectively by teachers and counsellors. Senior students receive appropriate academic and career guidance.

### For development:

- Review evacuation procedures and the organization of school transport, and ensure that all students are safely transferred between vehicles and buildings.
- Address behavior issues, particularly of some senior students during lessons, and ensure that they all enter the school promptly.

## Inclusion of students of determination

### Provision and outcomes for students of determination


Acceptable

- The school promotes inclusion through policy and practice and enrolls students regardless of their needs or abilities. The inclusion plan guides the improvement of provision. Physical and human resources for inclusion are not sufficient to provide all the necessary support.
- The school uses a range of indicators to identify students' needs and abilities. The current process does not always lead to an accurate understanding of barriers to learning or of behavior difficulties. This affects the quality of the intervention and students' outcomes.
- Parents receive formal reports of academic progress. They attend meetings to discuss individual education programs (IEPs) and receive informal reports on how well the IEP goals are being met. Parents feel that they lack sufficient guidance or training to support their children at home.
- Curriculum modifications are usually effective in meeting the needs of students of determination. Teachers do not apply the modifications during every lesson. Personal support has a positive impact on students' attitudes to learning. Students generally remain engaged in classroom activities, but do not always work independently.
- The school places an emphasis on improving behavior and in developing students' personal and social skills, in addition to their academic achievement. Information from assessments shows that the progress of most students is in line with expectations, and in some cases above.

### For development:

- Ensure the accuracy of the identification of students of determination through a better understanding of the KHDA revised categories.

## 6. Leadership and management

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

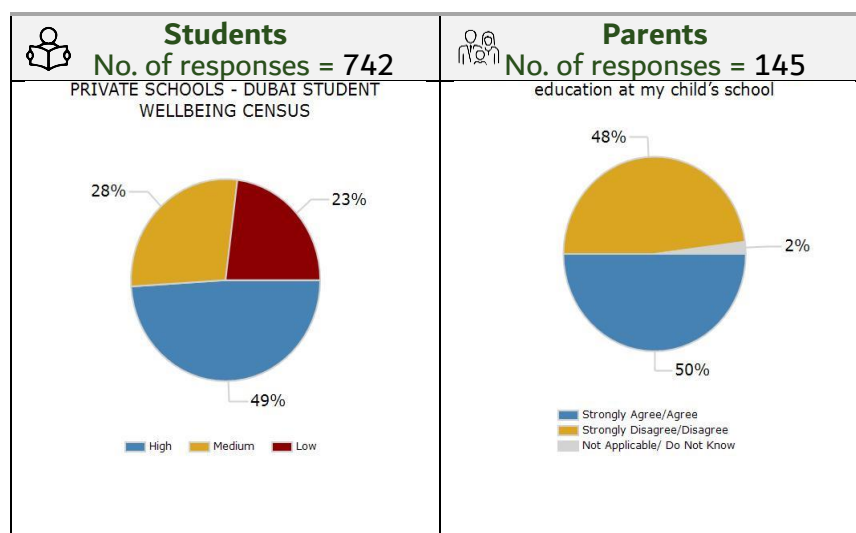
- The principal expounds a vision of four schools within a school, with the recent appointment of vice-principals for each phase. The improvement of teaching and learning are priorities. Leaders' impact is most notable in the Elementary School, but leaders are aware that further improvement is needed. With so many initiatives aimed at rapid improvement, oversight of all developments is challenging.
- Leaders have established good processes to analyze information from internal and external sources, as part of a wider performance management system. They have identified priorities to develop the curriculum around literacy for learners of English as a second language. Other priorities are to support inclusion, to improve teaching and learning, to develop IT access, and to target students' behavior. Leaders have been a cohesive team for a short time only.
- Many parents recognize that addressing so many initiatives simultaneously is a challenge. They acknowledge that the school is in transition. Another group of parents is concerned about the rapid rate of change. Redesigned report cards provide a clear measure of the whole child's academic and personal development. However, the new system through which parents might access information is proving complex.
- Corporate governance ensures that the opinions of parents, students and staff are heard. Governors target educational priorities for development. They hold leaders appropriately accountable and have influence on the school's performance. They have provided considerable investment since the previous inspection, and their priorities are shared and understood. However, governors' and leaders' focus on positive change has resulted in some shortcomings in self-evaluation procedures and in the efficiency of the day-to-day management of the school.
- Rapid changes in teaching staff, coupled with a substantial influx of students, especially in the High School, have had a negative impact on students' outcomes during the first semester of the year. An ageing building does not lend itself to the requirements of modern teaching and learning. Some laboratories, the High School library, and the IT resources for students' use within classrooms are inadequate.



### For development:

- Ensure that all parents understand the need for change and share the vision for the future development of the school.
- Ensure that school management is efficient and that the school runs smoothly on a day-to-day basis.
- Improve the science laboratories, the High School library and the IT resources available for use in classrooms.

## Views of parents and students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection. They helped to form inspection judgements.



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Students interviewed during the inspection period gave a much more positive response than was illustrated by the last survey. Current students feel valued and supported. They feel that school leaders listen to them, and that they have an influence on educational priorities.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Only about 10% of the parents completed the survey. Some of these added negative comments about the school. However, almost all parents interviewed during the inspection were aware that the school is in a transitional phase, and that patience is required. They value the changes that have taken place already.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)