

Inspection Report



Dubai Arabian American Private School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

www.khda.gov.ae



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	10
Overall school judgment.....	11
Key strengths	11
Changes since the last inspection.....	11
Recommendations	11
How good are the students' attainment, progress and learning skills?.....	12
How good is the students' personal and social development?	15
How good are teaching and assessment?.....	16
How well does the curriculum meet the educational needs of all students?.....	17
How well does the school protect and support students?	18
How well does the school provide for students with special educational needs?	19
How good are the leadership and management of the school?	20
What are the views of the Principal, parents, teachers and students?	22
What happens next?	23
How to contact us	23

School information



General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.daaschool.com
Telephone	04-2882222
Address	Al Muhaisnah 1
Principal	Wasfieh Yousef
Language of instruction	English
Inspection dates	2 nd -5 th March 2015



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1262
Number of children in Pre-K	None
Number of Emirati students	896
Number of students with SEN	23
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	103
Largest nationality group of teachers	Syria - Jordan
Number of teacher assistants	8
Teacher-student ratio	1:12
Number of guidance counsellors	3
Teacher turnover	25%



Curriculum

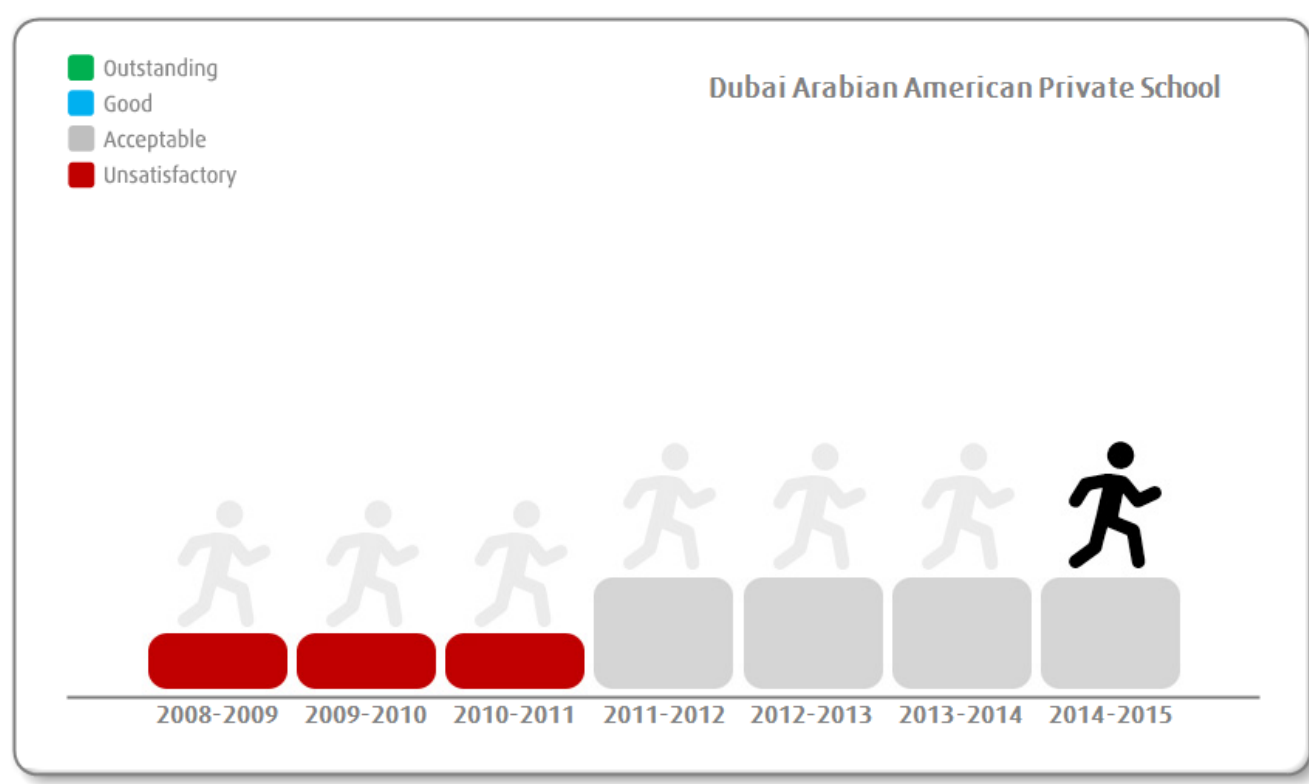
Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	IBT, SAT, TOEFL, IELTS
Accreditation	



Dear Parents,

Dubai Arab American Private School was inspected by DSIB from 2nd - 5th March 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgments were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Teaching, curriculum, and assessment were good in the Kindergarten. These strengths had positive effects on children's academic and personal learning outcomes.
- The provision for health and safety across all phases was good.

Areas for improvement

- Improve teaching and students' progress through:
 - training teachers on best teaching practices
 - supervising teachers' performance and guiding them to improve
 - identifying students' individual needs and modifying lessons to better meet them
 - raising the levels of challenge for students
 - ensuring that teachers model correct English usage for students at all times.
- Employ school leaders with expertise and experience in the US curriculum.
- Improve the identification, curriculum modification, individual support and assessment for students with special educational needs to enable them to make at least good progress in their learning and development.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Dubai Arabian American Private School



How well does the school perform overall?

Overall, the Dubai Arab American Private School provided an **'Acceptable'** quality of education to its students.

- Students' attainment and progress were good in English, mathematics and science in the Kindergarten. In the other phases in all key subjects, they were generally acceptable. Across the school, most students interacted and engaged appropriately in lessons. They collaborated with each other, especially in Islamic Education and Arabic as a first language lessons. Students did not often practice critical thinking skills or use technology to enhance their learning.
- Most students had mature attitudes relevant to their age and grade. Older students were polite and courteous to each other and to visitors. Students had good and positive relationships and demonstrated tolerant attitudes. Students showed appropriate understanding of healthy eating. The majority of children in the Kindergarten and students in the Elementary School had a good understanding of Islamic values, but that was less well-developed in the upper phases. Students generally appreciated the heritage and culture of the UAE. Their understanding of other cultures around the world was not well developed, and so were their community and environmental responsibility, except in the Kindergarten.
- Teaching methods developed students' learning well in the Kindergarten and acceptably in the other grades. Teaching methods did not reliably meet the needs of all groups of students. The school conducted regular assessment of students' progress in all subjects. Teachers analysed the results and had a good knowledge and understanding of individual students' strengths and weaknesses. However, assessment practices were not properly aligned with the US curriculum standards.
- The school continued to develop the use of the US curriculum in key subjects. Enrichment, as part of the curriculum, helped students build a strong identity as well as see themselves as part of a bigger community. The school continued to support curriculum development and design to meet the needs of the students. Enrichment and extra-curricular options were being developed based on the interests and talents of all students.
- The school was safe and secure. There was appropriate security at all external gates. Accessibility for those with additional physical needs was only possible for the ground floor; there were no ramps or lifts to the upper floors. The school had strong provision for healthy lifestyles including a cross-curricular program of food and nutrition. The school provided its students with an acceptable quality of support and guidance on both the personal and the academic level.
- The quality of leadership and management was generally acceptable. The school had become more realistic about its key priorities as leaders had engaged in a process of gathering more accurate data regarding student progress and staff performance. However, they had yet to use this to form a realistic view, both with regard to student performance and the quality of teaching. The school generally had productive links with parents. Governance included minimal representation from stakeholders. The premises were generally of good quality.

How well does the school provide for students with special educational needs?



- Most students with special educational needs made unsatisfactory academic progress. Students' progress in lessons in most subjects did not meet expectations.
- A significant proportion of students were too dependent on their teachers to make steady progress.
- The curriculum was not sufficiently modified to cater for the specific needs of students with special educational needs. The support the students received in most lessons was not specific to their needs and did not sufficiently promote their academic progress. The individual educational plans (IEP) for students with a special educational needs did not provide teachers with sufficient advice to ensure appropriate students' support.


1. How good are the students' attainment, progress and learning skills?

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

↑ Improved from last inspection

↓ Declined from last inspection


2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good 	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Acceptable	Acceptable
Community and environmental responsibility	Good	Acceptable	Acceptable	Acceptable





3. How good are teaching and assessment?

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



4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Good	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Good 	Good 	Good 	Good 
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

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



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- The teaching, curriculum, and assessment were good in the Kindergarten. These strengths had positive effects on children's academic and personal learning outcomes.
- The provision for health and safety across all phases was good.


Changes since the last inspection

- The school had added additional leadership positions and modified the structure.
- The school had improved safety conditions, resulting in a safe school environment for students and staff.
- The quality of teaching and students' attainment and progress were little changed from the previous year.



Recommendations

- Improve teaching and student progress by:
 - implementing a comprehensive professional development program focusing on best teaching practices
 - conducting rigorous supervision of teachers and giving frequent guidance for improvement of teaching practices
 - identifying students' individual needs and delivering lessons designed to result in high levels of progress
 - raising curriculum expectations to stretch the levels of students' knowledge and skills
 - ensuring that teachers model correct spoken and written English language at all times.
- Improve recruitment procedures in order to appoint highly-qualified leaders with experience and expertise in the school's curricula.
- Improve the quality of provision for students with special educational needs by ensuring:
 - the recruitment, deployment and development of suitably trained staff
 - the accurate identification of students with special educational needs
 - that curriculum modification and personal and academic support is appropriately aligned to the needs of students
 - the appropriate monitoring and assessment of progress for students with special educational needs in subjects and against individual targets.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills ?

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	Good	Good
Mathematics	Good	Good
Science	Good 	Good 

- In English lessons, most children demonstrated good levels of knowledge and understanding in language development and emergent literacy. They were proficient in literacy skills that were above the kindergarten Common Core State Standards (CCSS). The younger children had good speaking and listening skills; they had some understanding of the English alphabet letters and sounds. They could write some letters and their names. The older children were able to write words phonetically and put them into sentences. They were able to sequence and retell stories.
- In mathematics, the majority of children demonstrated good understanding of concepts and skills that were above the standards. The children made good progress in relation to their assessed starting points. Their numeracy skills, which included counting, sorting, and measuring were progressing well. Children's knowledge and understanding of mathematical operations were above the expected level.
- In science, the majority of children made good progress in their understanding of the world. They improved their understanding of the weather and healthy living. They understood that plants and animals were living things. They enjoyed opportunities to make predictions and were using simple investigative skills with appropriate prompts from their teachers.

Elementary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable


- In Islamic Education, most students knew and understood the characteristics of a Muslim. They knew how to perform the five prayers. They understood the meaning of Surat-Al-Qader and Surat-Al-Qiyamah. Most students were acceptably progressing in learning the meanings of words from the Holy Qur'an.
- In Arabic as a first language, most students had strong listening skills. They responded clearly to teachers' questioning and could express their ideas orally with reasonable clarity. Their independent writing skills were developing. Students in the lower grades made better progress than those in the upper ones in all language aspects.

- In Arabic as an additional language, students' listening skills across all grade levels were acceptable, and that was mainly due to students' limited exposure to spoken Arabic. Students were able to answer questions based on simple listening activities. They could hold short and basic conversations with their peers. However, their speaking was limited to one-word responses or short phrases. When given the opportunity to work with their peers, students' tended to speak English rather than Arabic. Most students were able to identify familiar words in sentences and could read them correctly; however, they were struggling with unknown words in unfamiliar sentences. Their comprehension skills were developing.
- In English, the majority of students made good progress as they moved through the phase. Most students developed their skills in grammar, reading and writing. Grade 1 students could write simple sentences, read and listen to simple stories and speak with growing confidence. By Grade 4, students made presentations in front of their classmates after working collaboratively in small groups. By Grade 5, most students were able to read age-appropriate books, and write paragraphs using reasonably correct structure and punctuation.
- In mathematics, students' attainment and progress were acceptable. Most students could use addition and subtraction to solve problems. However, their mental arithmetic skills were not well developed.
- Students showed acceptable attainment and progress levels in science. They followed instructions when conducting experiments and could draw conclusions. They increased their knowledge of electrical circuits and solutions and mixtures. Too often, activities provided insufficient challenge, and there was excessive teacher intervention in tasks. This hampered good progress.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, students could distinguish between obligatory and non-obligatory prayers and how Muslims applied these to their daily life. They understood why a Muslim should believe in the Judgment Day. Most students made acceptable progress in applying Tajweed rules when they recited the Holy Qur'an.
- In Arabic as a first language, most students had acceptable listening skills. They responded appropriately to their teachers' questions. Students made acceptable progress in their guided writing. However, their creative and extended writings often included basic mistakes.
- In Arabic as an additional language, older students' listening skills were better than their speaking and writing skills. Most of what students spoke was limited to short phrases and simple conversations. Students' reading skills were less developed, as students were practicing familiar pre-learned words and simple phrases. Extended and creative writing skills of students were the least developed.

- In English, most students were able to read, comprehend and interpret various age-appropriate texts in literature. They were able to discuss and understand the plot, characters and settings from simplified novels. They developed acceptable skills in expanding their English vocabulary. They were able to express their opinions with reasonable accuracy and showed developing confidence while addressing others orally. Boys' skills were not as well developed as the girls'.
- In mathematics, most students understood and applied the Pythagorean Theorem. However, their mental arithmetic skills were lacking and their ability to reason abstractly and to construct viable arguments quantitatively was underdeveloped.
- Students' attainment and progress in science were acceptable. Students completed experiments successfully but were not always able to use their hands-on experience to support their understanding of theory. Their progress was limited as they were often poorly challenged.


High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students had an expected level of understanding of key Islamic concepts, and could make appropriate reference to the Prophet's (PUBH) life. They had adequate understanding of the verses of the Holy Qur'an and made acceptable progress linking concepts to real life.
- The majority of students in Arabic as a first language, specifically in the girl's section, showed good comprehension of a wide range of literary texts such as poetry, short stories and novels. A significant minority of them were confident in expressing themselves and in delivering oral presentations; however, others demonstrated acceptable speaking skills. Students in the upper grades of this phase made faster progress, especially in the girls' section.
- Students in Arabic as an additional language used an acceptable range of vocabulary to produce short phrases and simple sentences, orally and in writing. Students' listening skills and their ability to decode and read scripts were better than their speaking and writing skills, which were still developing. Their writing was not developed enough to enable them to construct paragraphs or complex sentences.
- In English, girls displayed a higher skill level than boys. For example, Grade 11 boys were able to determine subjects and verbs from worksheet assignments, but were unable to write an essay using standard English. However, girls were able to conduct investigative research and developed power-point presentations on topics such as social anxiety and DNA profiling. They were able to present their research clearly using advanced vocabulary.
- In mathematics, students constructed and compared linear and quadratic models and solved simple related problems. They interpreted expressions for functions in terms of the situation they modelled at a very basic level. Their ability to make sense of challenging problems and to persevere in solving them was not secure. Their mental arithmetic skills were underdeveloped.

- Students' attainment and progress in science were acceptable. Students actively learned new concepts through hands-on activities. For example, they acquired the appropriate understanding of gene transcription through modelling. Their progress was restricted as they were not challenged enough or provided with sufficient opportunities for independent research.

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Children in the Kindergarten were engaged and motivated. They enthusiastically took part in their lessons. Consequently, their learning skills were good. In the other phases, students were less actively engaged. Better students' engagement instances were observed in Islamic Education, Arabic as a first language and mathematics. Most students could appropriately interact and collaborate. They could discuss and explain their thinking and learning to others. They worked with sufficient productivity in groups in most subjects across the school. Children in the Kindergarten were clearly able to relate their learning to real life situations. Students in the other phases and in most subjects made limited connections between areas of learning and could rarely apply their learning to real life. Children in the Kindergarten were provided with planned opportunities to explore and investigate for themselves. There were few opportunities for them to use technology to support their learning. Students in the other phases of the school and across most subjects had limited opportunities to finding things for themselves or to use technology. They rarely demonstrated independent thinking skills. 				

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good 	Acceptable	Good
<ul style="list-style-type: none"> Most students had mature age-appropriate attitudes. Across the school, students were respectful, polite and courteous. Almost all students demonstrated high levels of support for each other. Students' behavior was consistently good in class and around school. However, in the middle phase disruptive behavior was observed in a few classes. Students took responsibility across the school, and that was particularly evident in the student council led initiatives. They ran the school's radio station and helped to support students with special educational needs. Positive relationships were evident. Students gained a good understanding of healthy eating and the importance of an active lifestyle through physical education, extra-curricular activities and health education programs promoted by the school. Attendance was good and most students were punctual to school and to lessons. 				

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> The majority of children in the Kindergarten and students in the Elementary School had a good understanding of Islamic values, but that was less well-developed in the upper phases. As a result, students' understanding of the relevance and impact of these values on everyday life in Dubai varied age-appropriately between acceptable and good. Most students understood well the local culture of the UAE as a result of their effective participation in events organised by the school such as Islamic and National Day celebrations. Students appreciated their own culture. However, their understanding of other cultures was not well developed particularly in the upper phases of the school. 				

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students enjoyed school work but did not demonstrate high levels of initiative. Students' work ethic was strongest in the Kindergarten; students in other phases could be creative and enjoyed taking part in projects but rarely took the lead. Most students had an acceptable awareness of environmental issues but did not regularly engage in significant activities to promote conservation and sustainability. In the Kindergarten, children were careful about keeping classes and the school environment clean. 				

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most teachers were confident in their subject knowledge, but not all knew well how to teach this knowledge effectively. Teaching was strongest in the Kindergarten where most teachers had a clear understanding of how young children learn. Lessons were generally appropriately planned, providing for a range of tasks, which generally engaged the students. Teachers used an acceptable range of resources to support learning. Students were encouraged to be active participants in their own learning. Most teachers shared lesson objectives with students but did not have lesson closures. Only in some better lessons, teachers applied good questioning techniques. These assisted students in gaining a deeper understanding of their subjects. Teachers, particularly in the boys' section of the High School, offered too few opportunities for student participation. Lessons were too teacher-dominated. Teachers provided worksheets of different levels to meet the learning needs of students of different abilities. However, teachers seldom adapted their teaching methods and resources effectively which resulted in not meeting the individual needs of all students. 				

- Teaching to promote critical thinking, reflection and independent learning was underdeveloped.
- Almost all teachers of Arabic as a first language had secure subject knowledge. Teaching in Arabic as a first language was broadly acceptable in the elementary and middle phases and good in the High School where lessons were more engaging.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable


- The school had appropriate testing systems and processes in place. Assessment practices were loosely linked to Common Core State Standards and to outdated California standards in science. They provided measures of students' academic development.
- Aside from the mandatory international assessments, the school did not benchmark students' attainment from Grades 1 to 10. SAT, TOEFL and CEPA tests were taken by the High School students voluntarily. The school did not track their scores. Testing in Arabic as an additional language and Islamic Education, especially for non-Arab Muslims, lacked rigour. These assessments were not based on any curriculum standards.
- The school did not track the progress of students over a period of time. Assessment data was analysed by mathematics and English teachers to identify students' weaknesses. They re-taught some content areas and provided support for under-achieving students based on this analysis. However, these practices were inconsistent across the key subjects and phases.
- Using assessment data to differentiate activities was evident in mathematics and English but less so in the other subjects.
- In the Kindergarten, assessment processes were regular and directly linked to child development; they produced reliable data. This led some teachers to modify and enhance lesson plans and differentiate instruction.

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Good	Acceptable	Acceptable	Acceptable





- The curriculum had a clear rationale. It had better breadth and balance in the Kindergarten than in the other phases of the school, particularly the High School. The curriculum followed appropriately the Common Core States Standards in English and mathematics, but it was not completely aligned with a recognized State standards set for the provision of subjects such as art, physical education and computer.
- The school's curriculum provided appropriate continuity and progression. It was reviewed annually, building on previous curriculum content. It appropriately prepared students for the next steps in their education.
- The curriculum was enriched acceptably using some projects, speakers and field trips as a means of enhancing learning. For example, students visited the Dubai Judicial Institute and the Kindergarten hosted orphans.
- Cross-curricular links were beginning to develop. The teaching staff were able to connect the skills between content areas in informal ways to allow for knowledge reinforcement. The integrated kindergarten curriculum was successful in meeting the needs of most children. Children's English skills were promoted through discussion of learning during their mathematics and science lessons.

- Review of the curriculum was conducted annually to ensure rigor and challenge for all students.
- In Arabic as first language, the curriculum met most of the students' needs in terms of their learning outcomes. The curriculum was enriched by extra resources that supported learning, especially in the High School.

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Acceptable

- The integrated kindergarten curriculum was successful in meeting the needs of the majority of the children. Following careful analysis of internal assessments, the teachers had modified the curriculum to provide wider learning opportunities for the children in English, mathematics and science. In the other phases, the school made some adjustments to the curriculum to meet the different needs of different groups of students. These were not always effective.
- Students were able to participate in art and physical education classes. There were science and business options in the High School.
- A limited number of students participated in an acceptable range of extra-curricular activities. These were supplemented by some enrichment activities that included field trips, competitions, and celebration days.
- The school provided five Arabic sessions of 45 minutes duration per week for the 266 Arab students in the Kindergarten.

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Good 	Good 	Good 	Good 

- Staff and students were aware of the child protection policy and arrangements. Protective measures were in place, and procedures for safety on the internet were secure.
- The school was safe and secure. There were effective policy and procedures. Guards were on duty at all entrances. However, the assembly area in the school yard that is assigned for evacuation was used for car parking.
- Health and accident records were in place. Risk assessments were updated as necessary. The busing program promoted safety. The school provided good supervision in the parents' drop-off and pick-up area. Levels of supervision were good throughout the school.
- Accessibility for those with additional physical needs was only possible on the ground floor. Ramps and lifts were not available elsewhere.
- The school had strong provision for healthy lifestyles including a cross-curricular program on nutritious and healthy food. Nurses were proactive in educating students about healthy lifestyles, and they influenced curriculum development. The school worked in partnership with parents to support their children's physical and emotional development through different activities like the World Food Day.


	KG	Elementary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Teachers and staff had courteous relationships with all students. They managed their behavior in and outside classrooms adequately. The school had effective procedures to manage attendance and punctuality; attendance was good. There was minimal lateness to class. The school admitted students with special educational needs, but the identification procedures were too broad and did not follow the DSIB categories. The school support for students with special educational needs did not meet their specific needs. As a result, those students made very slow progress. Students received appropriate advice and guidance on their personal well-being and future careers. The guidance counsellor as well as most staff supported this. 				


How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> Senior leaders and governors had not demonstrated a commitment to meet the learning needs of students with special educational needs. Investment in resourcing, and in particular the recruitment, deployment and development of appropriately qualified members of staff were insufficient. Consequently, policies and plans were underdeveloped and the quality of provision was a poor. The procedures to identify special educational needs were unsatisfactory. They did not make adequate use of assessment information. The lack of staff expertise resulted in inaccurate identification. Consequently, planning and interventions were rarely matched to the learning needs of students with special educational needs. Curriculum modification and support for students with special educational needs were not appropriate or effective. They did not match the personal, social, emotional or learning needs of most students and therefore did not reduce barriers to learning. Parental partnerships with the special needs department were weak. Parents were not involved in developing their child's action plan. They had limited impact on how the school modified provision to meet the needs of their children. Most students with special educational needs made unsatisfactory progress. The school's evidence of student progress was inadequate; it did not show progression. Students were too dependent on their teachers. Teachers could not provide appropriate support. In most lessons students failed to make the expected levels of progress. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> Senior leaders were committed to school improvement and had set a clear direction. They had designed and implemented a number of improvements; a few were beginning to result in improvements. Senior and middle leaders demonstrated understanding of their roles and responsibilities. Most of the staff showed a strong commitment to the ethos of the school, its values, and to increasing its success. Some leaders had a heavy load of responsibilities. The school did not have a leader with expertise and experience with the school's US curriculum. Relationships and communication between all leaders were professional, but they had not resulted in substantial improvement over the past year. Leaders were not complacent. They were aware of the need to improve teaching practices and students' progress. Most leaders had sufficient capacity to do so. Leaders had achieved moderate success in improving aspects of the work of the school. However, they had not provided urgently needed improvements in the provision for students with special educational needs. 	

	Overall
Self-evaluation and improvement planning	Acceptable 
<ul style="list-style-type: none"> The school had become more realistic about its key priorities. Leaders had engaged in a process to gather more accurate data regarding student progress and staff performance. However, they had yet to gain a realistic view, both with regard to student performance and the quality of teaching. Performance management systems were in place for teacher supervision. Leaders observed teaching and gave feedback and guidance. They provided professional development on effective teaching practices. However, this system was not rigorous. The guidance and supervision to improve specific teaching practices was inconsistent. Performance management systems were effective in the Kindergarten resulting in better quality of teaching; they were less effective in other phases. The school's improvement plans addressed areas that required change. Planned actions and success criteria were insufficiently detailed to be effective. The school had made limited progress in addressing recommendations from the previous report. 	

	Overall
Parents and the community	Good 
<ul style="list-style-type: none"> The school generally had productive links with parents. For example, an active parent council was closely involved in supporting the school's work. The school had been responsive to recommendations from the parent council. Links with parents who had special educational needs children at school were less strong. The school promoted parental engagement through regular two-way communication with paper and online bulletins, emails, and through the open-door policy of school leaders. Parents felt that they could easily communicate with staff through text messages and by telephone, and parents supported the Principal's open-door policy. 	




- Written reports to parents were regular and at times included next steps in learning. Parents appreciated learning about their students' progress through face-to-face meetings with teachers.
- Relevant links with the wider community supported the educational experiences of the students. The links included competitions and service projects as well as participation in community events.

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> • Governance included minimal representation from stakeholders. The governing board, which included the school owner, gathered the views of parents and staff primarily through reports from the Principal. • The board monitored the school's actions and performance periodically but not rigorously. Consequently, it had not gained a good understanding of most aspects of the school's operations, including the quality of teaching and learning in the school. It had not provided substantial direction to school leaders regarding needed school improvements. • The board ensured that statutory requirements were met. It had been responsive to leadership requests for resources such as additional staffing to address some of the school's weaknesses. However, the board had not been proactive in determining what additional resources were needed or evaluating the impact of resources on the school's performance. The governors had not demonstrated a commitment to meet the learning needs of students with special educational needs. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The day-to-day operations of the school were efficient. Staff and students knew their responsibilities and acted accordingly. • A minority of teachers did not have sufficient proficiency in English. Teachers had good academic qualifications in their subjects. However, very few had a teaching qualification. The school provided staff training, but this lacked sufficient focus or follow through. No leaders had direct expertise and experience in a US curriculum school. • The premises were generally of good quality. In the absence of a lift, upper levels were not accessible for any students with limited mobility. • Varied and relevant resources supported the learning of kindergarten children. Elsewhere, resources, including computer and science laboratories, textbooks, practical materials and equipment were sufficient to support learning. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgments. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	47	6%
	Last year	42	6%
 Teachers	62		60%
 Students	160		70%

- A few parents and the majority of teachers and students completed this year’s DSIB surveys.
- Parents, students and teachers agreed that the school was well-led, and that the quality of education it provided was good.
- Parents agreed that their children were making good progress in Islamic Education, Arabic, English, mathematics and science.
- Parents and students agreed that students were safe at school, and that the school dealt well with bullying.
- Parents and teachers agreed that the school listened well to them and acted on their views. Fewer than sixty percent of students agreed that the school listened well to them and acted on their views.
- Half of the parents agreed that the school offered a wide range of subjects and extra-curricular activities.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae