

Inspection Report



Al Nibras International Private School

2014-2015



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School information



General information

Location	Dubai Investment Park
Type of school	Private
Opening year of school	2005
Website	www.nisdubai.ae
Telephone	04-8853330
Address	Dubai Investment Park, P.O. Box 54084
Principal	Karen Robinson
Language of instruction	English
Inspection dates	9 th – 12 th February 2015



Students

Gender of students	Boys and Girls
Age range	4 - 17
Grades or year groups	KG 1 - Grade 12
Number of students on roll	878
Number of children in Pre-K	0
Number of Emirati students	24
Number of students with SEN	88
Largest nationality group of students	Egypt



Teachers / Support staff

Number of teachers	60
Largest nationality group of teachers	British
Number of teacher assistants	20
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	34%



Curriculum

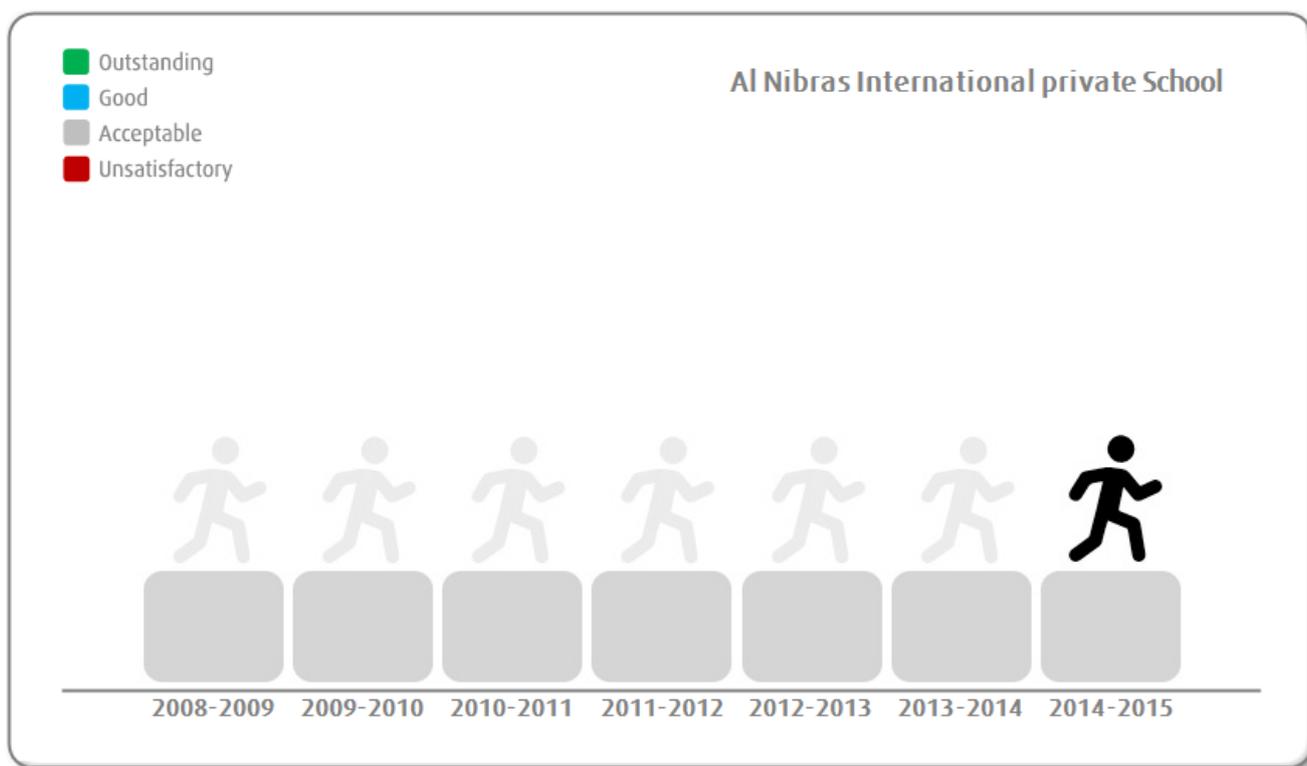
Educational Permit	US
Main Curriculum / Other	US
Standardised tests / Board exams	ISA, SAT
Accreditation	NEASC Candidate



Dear Parents,

Al Nibras International Private School was inspected by DSIB from 9th - 12th February 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 judgements 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

- Children's attainment and progress in English, mathematics and science were good in the Kindergarten.
- Students' progress in science was also good in the Elementary and Middle Schools.
- Students' understanding of Islamic values and other world cultures was good throughout the school.
- The school's arrangements for the health and safety of students was good across the school.
- School leaders' development of links with parents and the community was good.

Areas for improvement

- Improve students' progress in Arabic Language and Islamic Education by improving teaching strategies to meet students' individual needs, including the provision of appropriate challenge.
- Improve the quality of teaching by implementing a focused programme of professional development and a rigorous system to monitor teaching.
- Ensure all supply teachers employed at the school are appropriately qualified.
- Improve the recruitment process to ensure the appointment of well-qualified teachers and experienced leaders in the school's chosen curriculum.
- Improve the effectiveness and impact of the Senior Leadership Team by:
 - reviewing its size and structure
 - confirming roles, responsibilities and lines of accountability of individuals
 - providing high-quality, targeted training that is based on best leadership practice.
- Governors must ensure any overcrowding in classrooms is minimized to ensure students are not restricted 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 Al Nibras International Private School



How well does the school perform overall?

Al Nibras International Private School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress were good in the Kindergarten and mostly acceptable in the other levels. Attainment and progress in Arabic was unsatisfactory in the Middle and High Schools. Students' progress in science in the Middle School improved from acceptable to good.
- Students demonstrated positive attitudes, especially in the Kindergarten and Elementary School. Students' behaviour in most grades was good in classrooms and in the hallways. Most relationships among students and staff were cordial and respectful.
- Teachers used a range of strategies to help students learn, however, there was not a strong enough emphasis on developing students' skills of enquiry and critical thinking.
- The school had a limited range of extra-curricular activities but had expanded its offerings in inter-scholastic sports.
- The school had a comprehensive child-protection policy in place which was understood and followed by staff.
- School leaders, under the direction of the Acting Principal, developed action plans for school improvement which resulted in a few improvements. Leaders were aware that further improvements were needed and were committed to this development.



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

- The school made a good contribution in supporting students with special educational needs. The dedicated special education needs coordinator was effective in implementing the school's inclusive strategy, however there were not enough additional trained and experienced staff to provide advice to teachers.
- The majority of teachers were aware of the needs of the students with special educational needs, however more work was needed to modify learning activities to ensure students made better progress during lessons
- The majority of parents were pleased with the schools' approach to supporting their children. The caring ethos of the school supported the personal and social development of students with special educational needs. Their academic progress was acceptable across all subjects.

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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable ↓	Acceptable	Acceptable ↓
 Arabic as a First Language	Attainment	Not Applicable	Good	Unsatisfactory ↓	Unsatisfactory ↓
	Progress	Not Applicable	Good	Unsatisfactory ↓	Unsatisfactory ↓
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓
	Progress	Not Applicable	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓
 English	Attainment	Good	Acceptable ↓	Acceptable	Acceptable
	Progress	Good	Acceptable ↓	Acceptable	Acceptable
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Science	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good ↑	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	Good	Acceptable ↓
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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	Good	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	Good	Good	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 ↓

Overall school judgement

Acceptable

Key strengths

- Children's attainment and progress in English, mathematics and science were good in the Kindergarten.
- Students' progress in science was good in the Kindergarten, Elementary and Middle Schools.
- Students' understanding of Islamic values and other world cultures was good throughout the school.
- Arrangements for the health and safety of students was good across the school.
- School leaders' development of links with parents and the community was good.

Changes since the last inspection

- Students' attainment and progress in English declined to acceptable in the Elementary School.
- Students' progress in science improved to good in the Middle School. However, it declined to acceptable in the High School.
- Students' attainment and progress in Arabic declined to unsatisfactory in the Middle and High Schools.
- The effectiveness of leadership, governance and management of resources all declined to acceptable.

Recommendations

- Improve students' progress in Arabic language and Islamic Education by:
 - developing teaching strategies to meet the needs of all students and improve their motivation for learning the subjects
 - identifying students' individual needs and delivering lessons that are designed to provide a rapid rate of progress
- Increase the level of challenge within the lesson for all students.
- Improve the quality of teaching and learning by:
 - implementing a comprehensive professional development program focused on validated best teaching practices
 - rigorously monitoring teaching, giving teachers regular feedback and setting targets for the improvement of their teaching practice.
- Ensure high-quality teaching provision for students at all times including their supervision during private study time.
- Improve teacher recruitment procedures to appoint well-qualified teachers and leaders with experience in the US curriculum, including temporary teachers who cover teacher absence.
- Improve the effectiveness and impact of the senior leadership team by:
 - reviewing its size and structure
 - confirming roles, responsibilities and lines of accountability of individuals
 - providing high quality, targeted training based that is based on best leadership practice.

 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

- The majority of children attained levels of reading, writing and communicating which were above expectations for their age group. In Kindergarten 1, the children read three letter words correctly and blended vowel and consonant sounds orally to make new words.
- In mathematics most children confidently applied inquiry and problem solving skills to real life situations. Their knowledge of number was good and children could describe and compare different shapes.
- The majority of children made good progress in developing their enquiry skills and in developing their understanding of the world. They were able to describe phenomena such as floating and sinking and explain why such things occur.

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

- The majority of students understood Islamic concepts such as the pillars of Islam, the pillars of the Faith, the day of judgment and the benefits of charity and zakat. Their understanding was above curriculum standards. Most students made expected progress in Islamic concepts.
- In Arabic as a first language, the majority of students had good listening, speaking and reading skills. In lessons and in recent work, the majority of students demonstrated levels of knowledge, skills and understanding that were above curriculum standards. The majority of students made good progress in listening, speaking and reading skills. Writing skills were well developed.
- Most students in Arabic as an additional language were able to attain levels in line with curriculum expectations. Their listening for understanding, speaking and reading skills were well developed. They could formulate short sentences to express the meaning in pictures. However, most students were progressing more slowly in the development of their writing skills.

- Students' rate of progress in English language skills was better in the lower grades, however slowed as students progressed through the Elementary School. By Grade 5, most students were performing in line with grade level expectations. For example; most could answer comprehension questions and identify the characters, plot and settings in a story.
- In mathematics, most students developed knowledge and skills appropriate to their grade level. Students were able to add, subtract, multiply, and divide. By Grade 5, they were able to apply these processes to fractions and decimals. Students' development of inquiry and critical thinking skills was not consistent as activities were too teacher directed.
- In science, the majority of students attained levels above curriculum expectations. They were beginning to hypothesise and predict outcomes in their experiments. They were becoming accomplished in their interpretation of data and they were making good progress in their understanding of technical scientific language

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

- Most students could demonstrate knowledge of key Islamic concepts; for example, lawful or acceptable practices and the duties of Muslims. Their understanding was in line with curriculum standards. Students' recitation skills and application of Tajweed and recitation rules were less developed in the Middle School. Most students made expected progress in developing knowledge of Islamic etiquette.
- Most students in Arabic as a first language had limited listening and speaking skills. The majority of students relied upon English in their communications with each other. Their independent reading skills were limited to the pre-learned words, phrases and sentences. The majority of students did not make expected progress in language skills.
- In Arabic as additional language, most students' speaking and reading skills were well below curriculum expectations. Students understood and responded to short questions with support from teachers translating instructions into English. Students' progress in writing skills was limited.
- In English, most students progressed more rapidly in their speaking, listening and reading skills than in their writing skills. By Grade 8, students were extracting information from complicated texts and could express their opinions clearly and succinctly. Most could produce writing suitable for a variety of purposes and audiences.
- In mathematics, most students were able to work with linear functions and represent them graphically. They were able to distinguish between linear and non-linear functions. They were able to apply the concepts of congruence and similarity with geometric shapes.
- In science, most students were meeting the expected grade level standards. They understood concepts such as the energy pyramid and diffusion. Most students made good progress because they were interested in their lessons and had begun to apply critical thinking to predictions and outcomes.

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

- In Islamic Education, most students made expected progress in their knowledge of Islamic rules and laws. They had acquired appropriate knowledge of economic transactions in Islam. For example, they understood the types of contracts and knew from a moral perspective what was right or wrong. They could explain the duties of Muslims.
- The majority of students in Arabic as a first Language had limited listening and speaking skills. They relied on using English when speaking to each other. Their independent reading skills were limited to pre-learned words, phrases and sentences. The majority of students did not make expected progress. Consequently, attainment was unsatisfactory.
- In Arabic as an Additional Language, the majority of students attained levels that were below curriculum expectations in the four language skills. Listening, speaking and reading skills were better developed but were below curriculum expectations. Most students' writing was unclear and was limited to short sentences.
- In English, most students were skilled at understanding text and could select quotations to justify their opinion. Most students were extending their spoken vocabulary to an expected level and were increasingly using a variety of language techniques to give more precise meaning to their writing.
- In mathematics, most students had developed their algebraic and geometric skills which they could apply to the more advanced topics in trigonometry and calculus. They were able to apply their skills to complex number systems, and find alternate ways of solving algebraic and trigonometric problems. However, the application of statistical methods to make informed decisions and the use of probability models were not fully secure.
- In science, most students had an acceptable understanding of experimental processes. Most students made an expected level of progress in the study of biology and chemistry.

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable

- In most lessons, children in the Kindergarten were fully engaged in learning and they enjoyed the tasks set out for them. However, middle and high school students lacked enthusiasm in Arabic and Islamic classes.
- Students could discuss and explain their learning to others and they worked productively in groups and in most subjects across the school.
- Children in the Kindergarten were making clear applications to real life issues. Students in other levels and in most subjects made a few connections between areas of learning and to real life.
- Children in the Kindergarten could find out things for themselves and were starting to develop their critical thinking skills. Students in most subjects, in other phases of the school, could apply their research skills when given the opportunity in lessons. However, they lacked the use of technology to support their independent learning. Critical thinking skills were underdeveloped.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Acceptable 
<ul style="list-style-type: none"> Students demonstrated positive attitudes, especially in the Kindergarten, Elementary and Middle Schools. Students' behaviour in most grades was good in classrooms and in the hallways. A few older students exhibited negative behaviours leading to outbursts. Relationships with other students and staff were cordial and respectful. Students had positive attitudes towards healthy living, including healthy eating choices. Attendance and punctuality were good. 				

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Most students had a clear understanding of Islamic values and the local culture. They showed respect for the National Anthem daily in their classrooms and participated enthusiastically in National Day celebrations. Students across all phases appreciated the heritage and culture of the United Arab Emirates. They visited local museums and places of heritage to develop this understanding and learn how values and traditions influence life in Dubai. Students had a good awareness and appreciation of their own culture and other cultures from around the world. They participated effectively in international day celebrations. 				

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The Kindergarten had developed effective links within the community. However, there were limited links evident in the rest of the school. The Students' Council was starting to consider opportunities for community involvement but these initiatives were in the early stages of development. Most students had a positive work ethic. However, there was a lack of initiative demonstrated by students across the school with an over reliance on their teachers for guidance. Students respected their surroundings and understood the importance of the environment. Recycling was promoted throughout the school but not all students, particularly older students, had responsible attitudes to recycling. 				

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"> Teachers' subject knowledge was secure. However, teachers' understanding of how students learn was inconsistent, except in the Kindergarten where effective teaching strategies were used with the children. Teachers' planning was detailed in the Kindergarten and in English, mathematics and science. Plans contained clear learning objectives, which could be used to assess learning in the lesson. A range of teaching activities were used across most subject areas. Teachers encouraged student interaction through a mixture of questioning and group work. Teachers in the Kindergarten planned activities to meet the wide range of needs of different groups of children. This was less effective in the other phases, where expectations in some subjects were too low. Most teachers were using technology to provide visual support and stimulus for learners. Opportunities for students to research, enquire and work independently were provided in the Kindergarten but were limited elsewhere in the curriculum. In Arabic lessons, teachers provided limited opportunities for students to interact and share learning such as group work, particularly in the Middle and High schools. 				

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school's assessments were aligned to the Colorado State Standards in English, mathematics and science, and to the Ministry of Education Curriculum in Arabic and Islamic Education. However, there was variation in the degree of rigour with which the standards were being applied to the assessments. The school started gathering data using tests that were internationally benchmarked. However, there were inconsistencies between these test results and those from the school's internal assessment process. Data from PISA, TIMSS and PIRLS was used to some extent to modify areas of the curriculum. The school tracked individual student progress and accurate records were kept. This data was used to identify and review provision for different groups of students. The effective use of this data by teachers was inconsistent across core subjects and phases. When best practice was observed, it served to inform planning. For example in the Kindergarten, teachers had a good understanding of the strengths and weaknesses of their children and set tasks which were appropriate to their individual needs. In the Kindergarten, there were good examples of formative assessment being used to modify lesson delivery. In all phases, the marking of student work was accurate and timely, however, there was limited feedback given on how to improve progress. Students' assessed their own work and that of their peers, however, this was not consistent across all phases and subjects. 				

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Acceptable ↓	Acceptable
<ul style="list-style-type: none"> The school's curriculum was based on of the State of Colorado Curriculum. At the Elementary Level it was broad and balanced. However, in the Middle and High Schools it did not always meet the requirements of the school's stated curriculum, for example, in the areas of art and music. There was sufficient planning for progression in English, mathematics and science, but there was a lack of overall departmental co-ordination. Older students were adequately prepared for the next phase of education. Within disciplines there was evidence of enrichment activities, such as independent study projects on a per semester basis; however they were not an integral part of the curriculum. The students' use of learning technology in the classroom was underdeveloped. Cross-curricular activities were in place to a limited degree, particularly in mathematics and science. However, there were limited opportunities for co-ordination of the various curriculum elements. The curriculum was reviewed annually by each academic department. In English, mathematics and science, results from internal assessments were used to guide the review and development of the various topics. However, this was inconsistent across other subjects and phases. The curriculum for Arabic as a first Language was based on the Ministry of Education requirements. In Arabic as a first Language, students were not given appropriate levels of challenge to support their language skills. Opportunities for independent learning, research and critical thinking were limited, as was the use of information and communication technology. There were few opportunities for students to apply Arabic language skills in practical, real life situations or to plan extra-curricular activities. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The Kindergarten curriculum was well-planned to meet the needs of almost all children, particularly additional language learners and those with special educational needs. Curricular choices in the Kindergarten provided opportunities for a holistic learning experience that fulfilled the interests and learning styles of children. In English, mathematics and science, the school modified its curriculum to meet the different needs of groups of students based on internal and international assessments. This practice was not consistent across the rest of the curriculum. There were a few opportunities for additional choices of study in the high School. However, some courses did not have sufficient class time to fulfill the requirements of the Colorado curriculum. The availability of extra-curricular activities was expanding in the area of inter-school sports. However, this choice was limited to activities that could be offered by teachers. The school offered two 45-minute sessions per week for all of the 210 children in the Kindergarten. Classes for Arab and non-Arab children were combined and the school differentiated levels of instruction for Arab and non-Arab children. 				

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> • The School had a comprehensive child-protection policy in place which was understood by all staff. • The School was a safe and secure place for all children. Arrangements for the transportation of students on school buses were both safe and effective. The school had provided designated parking spaces for parents to safely drop off and collect their children. • An effective system of risk and maintenance assessment ensured that the high standards within the school were constantly maintained. The school thoroughly implemented procedures to minimise the potential effects of fire and complied with all regulations. • The premises and facilities provided a suitable environment for learning. • The promotion of healthy living was reinforced in the curriculum as well as in display work throughout the school. The canteen offered a variety of hot and cold healthy food. 				

	KG	Elementary	Middle	High
Quality of support	Good	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> • Relationships between the students and the staff were positive, particularly in the Kindergarten. Behaviour was managed well by teachers, however, there were some isolated instances of disrespectful behaviour displayed by older students. • Systems to monitor attendance were efficient and all absences were investigated by the school. • Students with special educational needs were admitted into the school, and there were appropriate systems to identify their needs. • Personal support for students with special educational needs was adequate and enabled students to make acceptable progress. • Teachers of younger students monitored the well-being and personal development of students. The school counsellor supported older students with their applications to universities. The level of guidance and careers advice offered was acceptable. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> The special educational needs coordinator was effective in implementing the school's inclusive strategy for special educational needs. The lack of any additional trained and experienced staff placed significant limitations on the scope and development of the policy and provision. Systems to provide advice to teachers were limited and required significant development. Identification processes were applied upon entry in the early years and in response to class referrals. In addition to its own subject based tests and checklists of social behavior, the school accepted assessments from outside agencies. This information was used to prioritise support according to individual students' needs within a three-tier system. The school developed an individual educational plan format and a tracker system was also in place. The majority of teachers were aware of the needs of students. Modifications of the curriculum were often limited which inhibited progress of some students. The quality of individual support provided by the school was appropriate, however, this was limited due to the shortage of personnel. The majority of parents were pleased with the Schools' approach to supporting their children. Parents were included at all stages of identification, including the planning and reviewing of individual educational plans. Communication with parents was regular and supported the progress of students. The caring, inclusive ethos of the school supported the personal and social development of students with special educational needs. Their academic progress was acceptable across all subjects. 	

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 developed action plans aimed at raising standards. Leadership was shared with the middle management, including subject leaders, who were engaged in improvement activities. Relationships and communication between all leaders were professional and collegial. However, there was inconsistency within the team with regards to the impact made on improving teaching and learning. Leaders at all levels were aware that further school improvements were needed. They had the capacity to make required improvements, although targeted professional development was necessary to increase their effectiveness in specific areas. Leaders had made some progress in the areas identified for improvement in the previous report, however the impact was inconsistent. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> The school gathered and analysed evidence from a range of sources and used this in their self-evaluation and planning. This evidence included information from lesson observations, international assessment data, progress tracking and work samples. Performance management systems were in place but were underdeveloped. Follow-up observations to monitor and guide teacher performance were infrequent. The school did not prioritise which teachers required the most support to improve in the school. However, the school developed a programme of peer support amongst teachers. Improvement plans were positive and based on both internal and external assessment. They contained clear action plans with achievable goals. Only moderate progress was made in addressing the recommendations from the previous report. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> The school established a number of links with parents, such as parent-teacher conferences and weekly school bulletins to support student progress. Parents felt that they were well informed of important events. They felt that they could raise concerns with teachers and school leaders, and that these would usually be addressed. However, the Parent Advisory Board did not meet during the current school year. The school gave parents a report on their children's progress at the end of each term. Parents felt that the reports provided them with useful information. Parents were satisfied with information communicated by teachers during regular parent-teacher conferences. Reports for younger students had some comments about their next steps in learning. There were a few productive links with the community. For example, students visited a home for the elderly during the school year. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> Stakeholder representation on the governing body was limited to the school owners and the Principal. The Board did not meet with the Parent Advisory Board during the current school year. As a result, the Governors' knowledge of the school from some of the stakeholders' perspective was limited. The Governing Board met on a weekly basis with the acting Principal to be informed of the School's development. However, the Governors did not hold senior leaders to account for the School's performance; including the quality of teaching and academic outcomes. The Governors ensured statutory requirements were met and provided resources to keep the school functioning at its current level. However, Governors did not ensure the provision of sufficient resources to address weaknesses in key areas of the school's work. Key staff positions which had previously targeted improvement in teaching and learning were removed. This reduction in staffing also included reduced support for students with special educational needs. Furthermore, the school did not appoint a curriculum director with experience in the US curriculum. 	

	Overall
Management, staffing, facilities and resources	Acceptable 
<ul style="list-style-type: none"> • The day-to-day operation of the school ran smoothly. Staff and students knew their roles and were appropriately engaged in their responsibilities. Events took place as scheduled. • There were not sufficiently qualified teachers who had formal teacher training within the U.S. curriculum. There were insufficient numbers of specialist teachers to support students with additional learning needs. Training had limited impact as it was not focused on key pedagogical skills. • The premises and facilities provided a safe environment for learning, teaching, and extra-curricular activities. However, a few of the teaching areas were too small for the number of students accommodated. • The school was equipped with sufficient textbooks, equipment and a range of learning technology. Kindergarten classes were especially well-equipped with practical materials and equipment. Interactive white boards were used by teachers in all classes. The school had one science laboratory which did not fulfil the requirements of the U.S. high school curriculum. The school library had relatively very few books in English and Arabic. 	

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 judgements. 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	30	5%
	Last year	77	14%
 Teachers	33		51%
 Students	83		61%

- A few parents and the majority of teachers and senior students responded to the surveys.
- The parents who responded to the survey thought that the school was well led and that the quality of education was good.
- Parents and students judged that students were making good progress in English, mathematics, and science. Just over half of parents and students thought that students were making good progress in Islamic Education, and fewer than half thought that progress in Arabic as a first or second language was good.
- The majority of parents thought that the school offered a wide range of subjects and extra-curricular activities. Parents thought that their children were safe at school, although only half thought that the school was dealing well with bullying. Students and teachers thought that students were safe in school. Most teachers felt that the school dealt well with bullying, but only a third of students held that view.
- The majority of students and teachers felt that the quality of education at the school was good. They agreed that there was a good range of subjects and activities. However, only fewer than half of the teachers and about a quarter of students felt that the school listened well to them and acted on their views.
- A few teachers felt that they had enough time during the day for lesson preparation and marking students' work. About a third of teachers did not feel that they got regular feedback from their line manager on the quality of their work.
- Less than half reported that the leaders had discussed with them the results of international assessments, for example TIMSS and PISA. Most teachers felt included in the school's process of self-evaluation.

*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