



Al Nibras International
private School

 Curriculum: US

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Green Community
Type of school	Private
Opening year of school	2005
Website	www.nisdubai.ae
Telephone	0097148853330
Address	Dubai Investment Park, P O Box 54084
Principal	Katherine Bradley
Language of instruction	English
Inspection dates	6 to 9 March 2017

Teachers / Support staff

Number of teachers	63
Largest nationality group of teachers	Irish
Number of teaching assistants	24
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	48%

Students

Gender of students	Boys and girls
Age range	4-20
Grades or year groups	KG 1-Grade 12
Number of students on roll	756
Number of children in pre-kindergarten	0
Number of Emirati students	25
Number of students with SEND	46
Largest nationality group of students	Arab

Curriculum

Educational permit / License	US
Main curriculum	US / MoE
External tests and examinations	MAP, CAT4, PSAT, SAT
Accreditation	Applied Ed
National Agenda benchmark tests	MAP



The DSIB inspection process



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

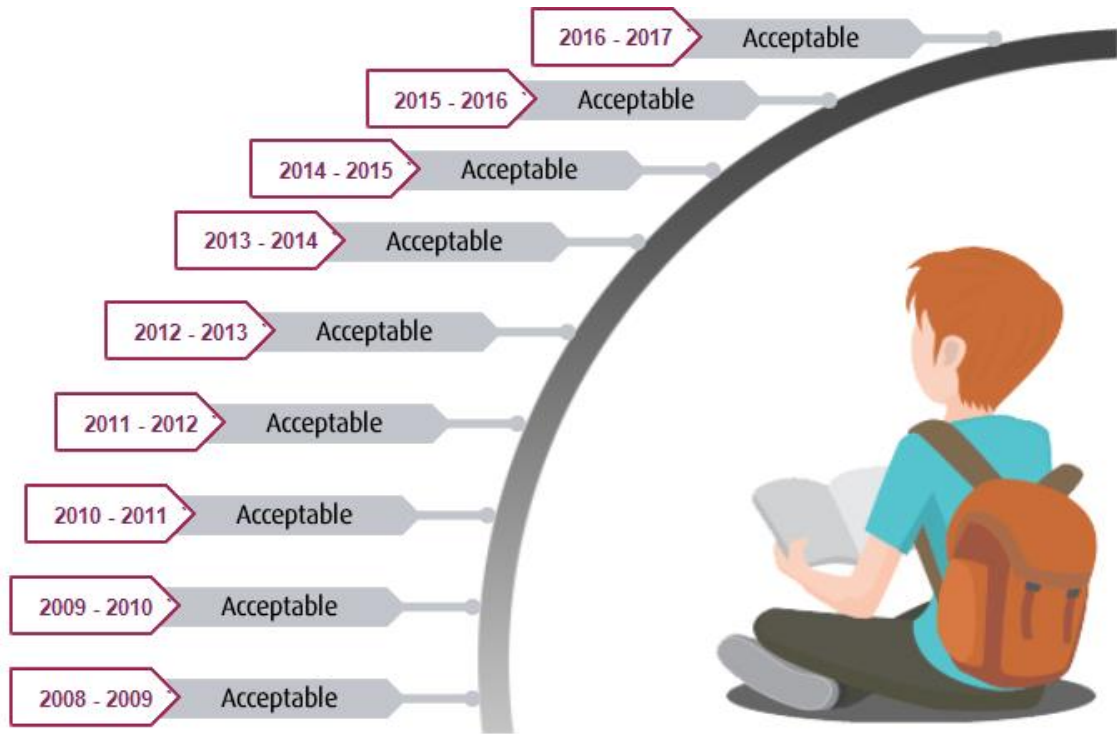
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Al Nibras International private School



- The school opened in 2005. This year, it has 756 students, age four to 18 years old. The principal has been at the school for two years. Teacher turnover was 48% since last year.
- The school has been evaluated as consistently acceptable since 2010. Strengths in recent years include the achievement of KG children, students' personal development and the inclusive partnership with parents and the quality of care, guidance and support for students.
- Recommendations for improvement in recent years have focused on: the attainment and progress in Islamic education and Arabic, the quality and effectiveness of teaching, the validity of assessment data and its effective use by teachers, effective reviewing of the curriculum and the need to use external data to support the school's self-evaluation processes, as well as improving the strategic direction of the school through its leadership and governance structures.

Summary of inspection findings 2016-2017



Al Nibras International Private School was inspected by DSIB from [Click here to enter text.](#) 6 to 9 March 2017. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

- In KG attainment and progress are acceptable in English, math, and science. Attainment and progress elsewhere in the school are also generally acceptable, except in Arabic where these are weak in the middle and high school phases. Progress is good in math in elementary and high school. In all phases students demonstrate an acceptable level of learning skills.
- Students' personal and social development has improved in the middle phase since the previous inspection. Students are courteous and respectful, and behavior is good in all phases of the school. Students' understanding and appreciation of Emirati and other world cultures are good. In age-appropriate manner, students accept responsibility for the welfare of their community and environment.
- Although teaching is acceptable across the school, in Arabic it is weak. Didactic teaching in these lessons prevents students from demonstrating fully their communication skills. Teaching in the KG varies in effectiveness from classroom to classroom. In a few lessons, low levels of challenge limit the ability of talented students to demonstrate the full range of their learning skills.
- The curriculum is appropriately aligned to the US state of Colorado and MoE curriculum. It is broad and balanced with instruction in Islamic education and Arabic beginning in KG. A variety of elective subjects supports students as they move through the high school. Students with special educational needs and disabilities (SEND) and those with gifts and talents are not well served due to the school's inability to modify curriculum provision to meet their needs.
- The provision for the health, safety, care and support for students is acceptable. Teaching staff having not received full training in child protection procedures. During the inspection, the leaders responded quickly to the need to use more robust safety practices for students by immediately prohibiting unrestricted entry of adults to the school. Evacuation procedures and record keeping are not robust.
- The new senior leadership team has helped to restore order to the operations of the school and improve students' behavior and attitudes. Governance is weak. It lacks full representation from all relevant stakeholders although the new owners of the school have submitted an action plan to address this deficit. The school facilities are clean but resources are too few and there is little opportunity for students to use instructional technology for research or practical work.

What the school does best

- Students display a good understanding of Islamic values, the culture and heritage of the U.A.E. as well as good knowledge of their own culture and other global cultures. In age-appropriate fashion, they accept responsibility for the welfare of their community and for the environment.
- The school has been successful in helping the students to develop positive and responsible attitudes. Most students are self-reliant and respond well to critical feedback.
- Students are usually self-disciplined and they respond well to others. Bullying is rare and positive behavior is prevalent throughout the school.

Recommendations

- Improve the safety and security of the students' environment by:
 - reviewing all health and safety policies, including the child protection policy
 - implementing regularly scheduled child protection training for all staff
 - implementing appropriate procedures to ensure the security of the school buildings, whilst maintaining parents' contact with staff and senior leaders
 - increasing the robustness of evacuation procedures and fire drills, with suitable records
 - enabling the safe storage of school bags in corridors.
- Enhance the quality of teaching to improve attainment and increase the rate of progress by:
 - ensuring that teachers have high expectations for all students
 - making full use of assessment data during planning to enable students of all abilities to improve their skills and understanding in all subjects
 - reviewing staffing allocations to maximize effective teaching and learning in underperforming subjects.
- Improve the effectiveness of the Kindergarten program by ensuring:
 - there is greater consistency in the quality of teaching and learning
 - questioning requires all children to think deeply about their work and answer in detail
 - lesson planning uses information about the children's prior learning
 - that there is suitable challenge for children and students of all ability levels
 - all children have access to a well-resourced outdoor area.
- Develop the SEND identification procedures and ensure that modifications impact positively upon progress.
- Restructure the governing board to include a broader representation of stakeholders and provide high levels of support and accountability measures to leaders.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment based on the National Agenda Parameter benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- There has been extensive analysis of the data generated by the National Agenda Parameter. The MAP results have been analyzed at student level and have involved the students in personalized target setting. At subject level, analysis has resulted in modifications to the curriculum, including statistics in mathematics and an emphasis on reading development in English. Based on the analysis, the school is considering an alternative US curriculum to the one in place.
- The curriculum in the key subjects is more closely aligned to TIMSS and PISA. Reading and writing are weaknesses although corrective action is in place. In mathematics, the curriculum is mapped against the requirements resulting in the introduction of geometry and changes to the Grade 6 curriculum. In science, an increased emphasis on scientific literacy and competitions and STEM activities is supporting progress.
- Although teachers are focusing on the development of critical thinking and reasoning skills, there is inconsistency in their effectiveness. However, good examples were seen in Grade 3 mathematics, where students are working on the development of the Dubai Investment Park using their knowledge of perimeter and area to mark out locations of various buildings.
- Students have an understanding of their results on the most recent TIMSS and PISA assessments, although the scope of their knowledge is limited. They have been asked to reflect on their results, establish personal targets which are agreed between the student and their parents. The level of resources available is limited, particularly library provision and access to instructional technologies.

Overall, the school's improvement towards achieving its National Agenda targets not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The school is continuing the process of developing innovative lessons and improving opportunities for students to investigate and research on their own. However, students are mostly passive learners following the direction of their teachers. There are few resources available for teachers to develop, enrich and evaluate their own innovative knowledge. Learning technologies do not support well enough the development of students', leaders' or teachers' innovative capacities. Critical thinking and problem-solving skills remain underdeveloped.

Overall school performance

Acceptable

1 Students' achievement

		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 ↓	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
English 	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable
Mathematics 	Attainment	Acceptable ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↓	Good	Acceptable ↓	Good ↑
Science 	Attainment	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable
	Progress	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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


6. Leadership and management

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

Main inspection report





1. Students' achievement

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

- In English, children's attainment and progress are acceptable. Most are learning English as an additional language. They listen well and follow instructions attentively. The majority respond with confidence to adults and their classmates using single words, basic sentences and are able to ask questions about what they are learning. By KG2, children are able to identify most letter names and sounds, forming letters accurately. Some children write simple three-letter words and a few children are able to write short sentences independently. Reading is less developed, although most children can read simple, single words.
- Most children's attainment in mathematics is in line with expectations for their age. Evidence from lessons and workbooks shows that children make acceptable progress from their starting points in school and in relation to the planned learning outcomes. Opportunities for enquiry based learning are limited. This means that children miss opportunities to explore numbers, consider the relationship between these and work out simple problems. Activities in lessons do not lend themselves to children discovering for themselves and exploring the environment, and then making links to their everyday experiences. As a result, their development as mathematicians is limited.
- Attainment and progress for most children are acceptable in science. Scrutiny of children's workbooks shows that attainment over time is acceptable. In lessons, children are beginning to learn about their environment and making sense of what they observe. They have an adequate understanding of key vocabulary and its use related to the topic they are studying, for example when learning about animals and their habitats. Children's progress is hindered because they have limited opportunities to explore, investigate and predict outcomes, and because they do not have adequate language skills.

Elementary		
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	Good
Science	Acceptable ↓	Acceptable ↓

- In Islamic education, most of students attain levels that are in line with curriculum expectations. Students have a sound knowledge and understanding of Islamic values, morals, Hadeeth and Seerah. They have an acceptable understanding of the five Pillars of Islam, especially prayer. Their recent work confirms their understanding of the Islamic principles of Hadeeth and Seerah. This is in line with expected progress in their recitation skills. Linking what they learn to real life and the progress of different groups of students are developing.
- In Arabic as a first language, most students' attainment is in line with MoE curriculum expectations. Students' reading skills are adequate but their writing, listening and speaking skills are less well developed. In lessons and in their recent work, students make acceptable progress overall. Their written work develops more slowly because they do not have adequate time to practice. Students with SEND make slower progress due to insufficient support. Boys and girls make similar progress.
- In Arabic as an additional language, most students have strong listening skills. They can play a role in basic conversations when greeting or introducing themselves using familiar vocabulary and common expressions. They read everyday words with appropriate pronunciation and their written work is improving. Most students make adequate progress in all communication skills as well as in identifying the sounds and shapes of Arabic letters. The progress of different groups of students is inconsistent in this phase.
- Most students achieve standards that are in line with curriculum and age related expectations. The rate of progress in English language skills is more rapid in the lower elementary grades than it is by the end of this phase. For example, most can edit their own work and explain with confidence what they have written. However, external MAP assessment results demonstrate that some students continue to perform below the international benchmarks standards in English.
- In mathematics, elementary students attain at a level that is in line with expectations. They show a sound level of mastery within the subject. In the earlier grades, students are competent in number and operations in base ten. At the top end of elementary, students are confident in using the four rules when working with fractions and interpreting numerical expressions accurately. Most students progress more quickly than expected as shown in the external benchmarking tests. Students with particular needs make progress at the expected rate.
- In science, recent international benchmark tests indicate that attainment in Grade 4 is below international standards. There are insufficient data sets to establish trends over time. However, internal data confirms that attainment against curriculum standards is weak. Scrutiny of work and lesson observations indicate that most students make better progress in their learning; developing enquiry skills and the understanding of scientific method. Students are unable to distinguish between a hypothesis and a prediction, although the majority are acquiring an early understanding of prediction, observation, recording and evaluating.

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

- In Islamic education, most students have a sound knowledge and understanding of the six Pillars of Faith, Islamic principles and Islamic etiquettes. They can explain adequately the reasons, events and the lessons which have been learned from the Battle of Badr. Their recent work reflects that they have a clear knowledge about the steps and rules of Haj. They are making acceptable progress in understanding most Islamic principles, morals and values although their progress is steady in developing the understanding of Sunnah and Hadeeth. However, the skills of recitation and their abilities to quote verses of the Holy Qur'an are underdeveloped.
- In Arabic as a first language, students' attainment levels are below MoE curriculum expectations. Students' speaking and writing skills are weak. Their speech is not sufficiently fluent for their grade levels, with writing limited to simple words and phrases. Students' progress is weak in lessons and in their recent work because teachers' expectations are low and teaching is not sufficiently engaging. Students whose attainment is very weak are supported adequately in additional support lessons. However, most other groups are not challenged sufficiently.
- In Arabic as an additional language, due to the very limited focus on communication skills, only a small minority of students understand standard Arabic. Students are able to repeat familiar words and phrases but below the required levels. Writing skills are also weak. Students' progress follows similar patterns to attainment in all skills but particularly in writing and reading. The progress of different groups of students are uneven.
- In English, students' reading, writing and communication skills are at the expected levels. Their internal assessment results, classroom performance and classwork reveal their literacy knowledge to be in line with curriculum standards. By the end of middle school, students are extracting information from complicated texts and can express their opinions clearly and succinctly. Students struggle with persuasive writing, and are not challenged to write for more extensive and meaningful purposes.
- In mathematics, students in the middle school attain at the expected level of the curriculum standards. Their performance in the benchmark tests is not as strong as their attainment in lessons. The majority of students make progress at the expected rate. Middle school students show competence when relating mathematics to real world problems and adding and subtracting polynomials. Almost all groups of students make progress at the expected rate, including those with SEND.
- Attainment of most students during science lessons is in line with curriculum standards. However, this does not correspond with international benchmark tests or internal assessments. For example, Grade 8 students have a good understanding of how genetic information is transmitted to offspring and can construct a pedigree from a family tree. Progress is being made in developing research and critical thinking skills, with occasional use of the Internet as a source. Nevertheless, students have not acquired enough scientific skills to enable them to plan investigations.

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

- In Islamic education, most students have age-appropriate knowledge and understanding of Islamic morals, values, principles, and Sunnah. Most demonstrate a sound knowledge of Hadeeth and its categories and have an adequate understanding of the Zakat. Overall, recitation skills are weak although students make adequate progress in understanding Islamic law and its principles. However, their progress varies in the development of recitation skills and their abilities to link what they are learning to the real life. Progress of different groups of students is also inconsistent across this phase.
- In Arabic as a first language, attainment is below curriculum expectations in all components of language development. Students are not able to express themselves in simple language. Their writing skills are particularly weak and their ability to form simple sentences is limited. Lack of challenge in lessons, and inappropriate tasks and pace contribute to the weak attainment and progress. However, students who are very weak are supported suitably in special support lessons enabling them to make acceptable progress from their starting points.
- Attainment in Arabic as an additional language is weak because an insufficient number of students can participate in simple conversations. Reading is limited to the use of common vocabulary and short sentences, often containing substantial number of pronunciation errors. Since most lessons are didactic, students' listening skills are only progressing adequately. Progress in speaking, reading and writing is below the age and curriculum expectations. The progress of different groups of students is weak.
- In English, most students demonstrate attainment and progress in line with the Colorado Common Core State Standards. However, benchmark data show that the majority of students attain levels below international standards in their reading and language skills. They are able to read and understand grade-level texts, use learning technologies and explain their ideas to their peers. From their starting points, students made acceptable progress within lessons. This is evident in their written work when using new vocabulary. They are capable editors. There are too few opportunities to develop their extended writing skills.
- Mathematics attainment against curriculum standards meets curriculum expectations although the performance of students on external benchmark tests is below the expected levels. Almost all high school students progress at a rate that exceeds expectations. In all grades, they develop their skills and knowledge at a faster rate. Senior students demonstrate a maturity and collaborate well, using appropriate mathematical techniques and language.

- In science, the majority of students attain at or above curriculum expectations on external and internal assessments. Students make acceptable progress in developing research skills, critical thinking, and analysis in lessons. During lessons, most students can complete scientific procedures by following instruction sheets but do not have sufficiently secure skills to design their own investigations.

	KG	Elementary	Middle	High
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Students' attitudes to their work are positive. Students are interested in learning and engage positively with their teachers and peers. They have the capacity to take responsibility for their learning. However, the majority of lessons are teacher-led, restricting opportunities for students to develop these skills. Students studying Arabic are passive learners and rely heavily on their teachers. In the KG, children have too few opportunities to take responsibility for their own learning, such as choosing and selecting their activities.
- Across the school, students are polite and courteous to adults and other students. They demonstrate concern and sensitivity to the needs of their peers. The majority of students work well in pairs and groups. They enjoy sharing their ideas and listen carefully showing respect for the views of others. In the KG, children lack the vocabulary to express their thoughts and ideas coherently.
- There are limited opportunities for students to make connections between areas of learning and relate these to their understanding of the world. As a result, students are not skilled in making connections between what they are learning in class and how this relates to other parts of the curriculum. In particular, children in the KG are not given sufficient opportunities to relate knowledge to their understanding of the world.
- Overall, the development of higher order thinking skills, critical analysis and problem solving skills is not a regular feature of learning. Some students demonstrate that they are competent in the use of technology to support their learning and their investigations.

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

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

- Students have positive and responsible attitudes to their work. They engage actively as listeners during most lessons and most, but not all, students are able to learn without constant supervision. They appreciate receiving feedback from their teachers and peers, acting upon advice whenever they can.
- Behavior has improved and is more respectful overall. Students are consistently self-disciplined and able to reflect on their preferences with confidence and deference. Their good manners contribute significantly to the harmonious atmosphere in the school.
- Students are keen to help each other. Older students care for the younger ones as well as offering very good support for students with SEND. Many volunteer to support when needed, especially within the KG with reading activities. These encouraging attitudes have impacted positively on the school's atmosphere and contributed to the reduction in the behavioral problems of the past.

- Students show a commitment to safe and healthy living. They participate in a number of sports and most demand healthy nutrition options from the school canteen based on the school's guidance and approach to the importance to healthy lifestyle choices.
- The attendance rate is good and students are usually prompt to lessons.

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

- Students have a good appreciation of Islamic values. They can recall the names of famous mosques in the UAE, such as the Sheikh Zayed Mosque. Time is provided and effectively used for reflection on the impact of Islamic values on their lives. Students' respect for and understanding of the different beliefs of their peers, contribute positively to the amicable atmosphere of the school.
- Students show respect and appreciation for the culture of the United Arab Emirates. They are aware of the traditional costumes and food, as well as the main attractions and iconic buildings of Dubai. They can give examples of how the U.A.E. has grown and developed over recent decades.
- Students demonstrate good understanding, awareness and appreciation of their own culture and respect for different traditions. Their knowledge of other cultures is developing. Students are active in their participation in the celebration of national events, such as International Day.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good ↑	Good

- Students act responsibly and have positive attitudes towards their learning. They enjoy being members of the student council, being listened to and involved in decision making. They feel that their views are heard and often acted upon. Older students act as mentors and work with younger students, offering valuable support with reading. This role is highly valued by the school community.
- Academic focus is strengthening under the new senior leadership team and receiving strong support from older students who are positive about working with and learning from others. Students are keen to represent their school and aspire to be involved with the 'World Scholars' initiative. Art competitions and environmental speaking projects also provide a positive focus.
- Students understand the necessity for protecting their environment for future generations. Saving water and developing a conscience of sustainability are essential, progressively impacting on environmental awareness in the school. Students also take part in projects away from the school. They are enthusiastic and are keen to have more opportunities for such activities within lessons and as extra-curricular projects.

3. Teaching and assessment

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

- Teachers generally have a good knowledge of their subjects. Their knowledge of how students learn and how to develop engaging lessons is less secure. Consequently, they do not always engage all students fully and actively in learning. In the KG, not all teachers have a good enough understanding of the different ways young children learn, particularly in creating opportunities for investigation and developing creativity.
- Lessons are planned consistently using available resources within the learning environment. In the better lessons, students are clear about what they are going to learn because careful planning ensures that learning objectives and tasks challenge and support all levels of ability. In less effective lessons, students' progress is not well supported when teachers do not identify and quickly address inaccuracies in students' work. In the KG, children do not benefit from a well-resourced outdoor area.
- Relationships and interaction between students and teachers are generally positive, and are characterized by respect and care. The quality of questioning is not always challenging. As a result, students seldom give insightful or meaningful responses. Additionally, questioning is not used well to check students' understanding. Teachers miss opportunities to ask questions that challenge students to think deeply and respond thoroughly.
- Despite the range of students' abilities, teachers often set tasks with a similar degree of challenge. Teachers do not use information from assessments carefully enough to plan what students need to learn next. Students' learning is hampered when there is a lack of appropriate challenge for the most able.
- There is limited evidence of teachers' use of strategies to develop deep, critical thinking or problem-solving. Teaching does not encourage the development of analysis, evaluation or synthesis.

	KG	Elementary	Middle	High
Assessment	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Internal assessment processes are linked to the Colorado State Standards in the key subjects. However, in the majority of subjects, these assessment results do not correlate well with external measures, suggesting higher attainment against curricular standards than those validated by externally normed assessments.
- Acceptable processes are in place to compare student performance with external benchmarks. MAP, CAT4, and SAT tests are analyzed to check for potential, to validate attainment and progress and to identify areas for improvement. In Arabic as an additional language, and in Islamic education, the lack of external and international benchmarks leads to weakness in the validity of the internal data.

- The school is improving its processes to track students' progress using data. In mathematics, for example, summative assessments results are used to track students' progress over time and to gain a greater understanding of what students can do. In KG, analysis of assessment data is used to monitor children's progress. Parents are informed of their children's progress on a weekly basis.
- Although assessment information is used effectively to influence teaching, it does not always result in meeting the needs of all groups of students. In better lessons, self and peer assessments are used to inform students of their achievements. In Arabic, the use of assessment to inform next steps in learning is less successful.
- Teachers have reasonable knowledge of the strengths and weakness of individual students but do not use this information consistently to guide lesson planning. Evaluations in workbooks and teachers' use of grading and improvement commentaries, vary widely and lack reliability.

4. Curriculum

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

- The curriculum has a clear rationale based on the content of the Colorado Common Core State Standards. It is broad and balanced, meeting the needs of most students. In science, enhancements are added to fill gaps identified by MAP data. In Arabic and Islamic education, there are gaps between grades related to developing students' skills and understanding.
- The curriculum mostly builds on what students have previous learned and prepares them well for their next stages in their development. External assessment data are starting to be used to identify curricular gaps. For instance, underperformance in geometry has led to curriculum modifications to resolve disparities found in mathematics in the middle school curriculum.
- The school has started to provide a more varied selection of course options for its students, especially in the senior school as they move towards graduation. This helps to support personal interests as well as to develop knowledge and skills for further education. However, the availability of extra-curricular activities remains limited.
- Cross-curricular links are occasionally built into the school's themed approach to learning in each section of the school. For example, the theme 'building a bridge' involves projects on measuring and testing materials, writing about bridges as well as designing them. Such links, however, are not consistently applied across the curriculum.
- Annual curriculum review is undertaken by each academic department. In English, mathematics and science results from internal assessments are used to guide and inform the process of review and development. This practice is not as rigorous in all subject areas.
- The school teaches MoE social studies, in English, as a discreet subject. It establishes curriculum links with some other subjects such as Arabic, Islamic education, art, and science. The curriculum is planned appropriately to incorporate concepts, knowledge and skills of the UAE social studies framework. Most students engage with lessons eagerly. Teachers have

adequate subject knowledge and plan lessons effectively, although critical thinking skills emerge only in a minority of lessons. Assessment is multifaceted; different modes of measuring performance are used widely by teachers.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable ↓	Acceptable	Acceptable ↑	Acceptable ↑

- Modification of the curriculum to support learning is improving but in its early stages of development. In the English department, the curriculum is adjusted to improve language proficiency levels, as well as reading and writing across the school. In Arabic as a first language, modification of the curriculum is acceptable. However, it is not always skillfully accomplished to meet the needs of all groups of the students.
- Students have too few opportunities to engage in activities that promote innovation and creativity within the curriculum. This is particularly apparent for students with SEND. The use of learning technologies across the school is underdeveloped.
- The school's efforts to incorporate UAE cultural heritage into curriculum planning is developing. There are some good examples in the KG. Corridors and classrooms provide a variety of interesting displays of Islamic and Emirati culture, such as dress, food and mosques, which support learning.

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

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

- The school's child safeguarding policy lacks the necessary updates. Responding to the need for all staff to receive current child protection training, the school has registered for immediate online provision. Safer recruitment procedures are strengthened; undertaking appropriate checks on all staff, including those employed by parents, to support special needs. Safer Internet use is being promoted for students, although this is not fully developed with parents.
- Acknowledging the need for security, school leaders have taken action to devise new procedures for parents when dropping off and collecting their children. Whilst risk analyses remain inadequate, chemicals are now more securely stored in the laboratory and the pool is equipped with appropriate rescue equipment ready for re-commissioning.
- The site, buildings and buses are adequately maintained. Students are well supervised during breaks, although there is insufficient attention to sun protection, especially for younger students. Medical records are kept securely. Fire equipment is appropriately serviced but records of evacuations are insufficiently detailed and inadequately maintained to ensure issues are addressed.
- The buildings, outdoor spaces and external play equipment are well maintained with no apparent health risks. Whilst some lockers have been installed, students' bags in other corridors remain a hazard. The evacuation policy is out of date and does not consider evacuation plans for vulnerable

individuals. The clinic is located in the KG but steps have been taken to ensure access by older students.

- The school promotes safe and healthy lifestyles, beginning with routine body mass index (BMI) and vaccination screening. Health education is integrated within the timetable, supported by a new health education leaders program, engaging older students in educating younger children. Whilst PE lessons and recently introduced sports teams encourage exercise, opportunities remain limited until the swimming pool is re-instated.

	KG	Elementary	Middle	High
Care and support	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable

- Students are polite and courteous throughout the school. They form good relationships with other students, their teachers and other staff. There is occasional boisterous behavior in corridors with older students.
- Attendance is managed effectively by administrative staff. The good procedures mean that staff are quick to respond to both lateness and non-attendance by making contact with parents. Attendance overall is good but there a number of students arrive after the start of lessons, meaning that some learning time is lost at the start of school and at transition points.
- The procedures for identifying students with special educational needs and disabilities (SEND) have strengthened under new leadership, although there is still further development required. Early identification is encouraged and practiced. Processes are accurate for most but not all students. Identification and support for students who have gifts and talents is at an early stage of implementation.
- The systems to support students with SEND continue to develop, although there are insufficient training opportunities and guidance to support staff when working with students with complex needs. Modification of the curriculum is evolving but has not resulted in good progress being made by all students with SEND. Support for students with gifts and talents does not result in appropriate challenge either in teaching or activity.
- The school monitors the well-being and development of all students. Older students appreciate the guidance from the counsellor and are confident in knowing what to do when faced with difficulties and when considering options for higher education.

Inclusion

Provision and outcomes for students with SEND

Acceptable ↑

- Leadership of SEND has strengthened this year, presenting greater enthusiasm and determination to improve provision. Systems and self-evaluation of the department's work are more secure and accurate, showing good capacity for further improvement.
- Additional investment in resourcing is supporting further development of early identification and its successful support in the classroom. The school is aware of the necessity to continue to develop teachers' skills of identification and awareness of the range of barriers to learning to ensure greater success in the classroom.

- The school keeps parents informed of their children's progress and, overall, parents speak positively about the work of the SEND department. Although there is more work to do to gain the full confidence of parents, most feel they can contact the school at any time, raise issues and know that the school will listen and support them.
- A range of modifications of the curriculum is in place. The individual education plans (IEPs) are detailed and accurate but do not always indicate what students can do. In addition, there is no contribution from, and no opportunity for, students to consider what might be the best support for them and how other adults might help them further.
- Students' ongoing assessments indicate that the majority make acceptable progress. Appropriate tracking, record keeping and examples of work are showing how well students are achieving and their areas for further development. Students are not always active partners in this process. As a result, they are not developing strategies for assessing their own learning.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Under the guidance of the new principal, leaders are setting a clear direction for the school. Their shared vision to raise standards is reflected in improved teaching in several subjects, as well as in improvement in students' behavior and attitudes to learning. Implementation of the National Agenda Parameter is developing and there is a commitment to raising the achievement of all students, including those with additional needs.
- Leaders demonstrate a well-defined understanding of the demands of the US curriculum and of their selected international program. Many middle leaders are familiar with external assessment and diagnostic data and can apply these to the development of their departments.
- Relationships and internal communications have improved, leading to raised morale amongst most staff and a positive response from students, many of whom openly express their appreciation of recent school improvements. Some essential changes in security and safeguarding of students are being imposed swiftly, following the change of ownership and in response to the stated goals of the school.
- All leaders have a realistic knowledge of the school's strengths and areas needing further development. Whilst some weaknesses remain, this awareness illustrates the capacity of leaders to innovate and to improve aspects of the school.

School self-evaluation and improvement planning

Acceptable ↑

- Self-evaluation is a responsibility shared amongst all school leaders. The school is committed to systemic self-evaluation using both internal and external assessment data to support improvement planning. School leaders examine the trends displayed within the data before forming realistic targets for development.

- The school's professional evaluations have adequate scope but focus upon developing skills rather than supporting key, measurable performance of students. Supervision of teaching and learning is not systematic and lacks the clarity to identify and improve weaknesses in practice and provision.
- The school's improvement planning is acceptable overall. A recently developed improvement plan is ambitious, and has widespread foci and measurable goals. However, it is in its early stages of implementation and has yet to support the further development of student attainment and progress.
- Although there has been progress in addressing some of the recommendations from the previous inspection report, including issues relating to governance and the personal development of students, improvements have not impacted on the student achievement.

Partnerships with parents and the community

Acceptable ↓

- The school communicates in a number of ways to ensure that necessary information is provided to parents. The school's website is an effective means for all. Parents' opinions are welcomed and are given due consideration.
- Communication includes written information to parents and events such as, 'Back to School' and 'Meet the Teacher' occasions. The school's website is an efficient method of communication providing useful information on student progress. The principal maintains an open-door policy ensuring that parents are able to discuss matters regarding their children.
- Termly extensive information, setting out both the academic progress and personal development of each student, is provided to parents. In KG, progress is reported weekly through online communication. In most classes, notebooks support the understanding of targets for development and tasks for the completion of home study.
- The school has involved students in community conferences as well as competitions. This includes maintaining links with a variety of governmental offices to provide students with internship opportunities.

Governance

Weak

- Governance lacks the required breadth of stakeholder representation with no formal role for parents to participate in decision making processes. The school has not acted on the recommendation from the last inspection to create an appropriate form of governance for the school.
- Potential conflicts of interest within governance, as noted in the last inspection, have been resolved. However, the school does not benefit from an effective group of 'critical friends' to hold leaders accountable for student achievement and their personal and social development.
- The deterioration in student achievement and decline in student numbers since the last inspection reflects the governing board's lack of influence and support for the school.

Management, staffing, facilities and resources




Acceptable

- Most aspects of the day-to-day operation of the school run smoothly. Timetabling is arranged to make the most of the instructional time available. Staff and students are aware of the school's routines and co-operate with them. Information is provided to parents and students in a timely manner and in a variety of ways.
- Professional staffing is adequate for the operation of the school with most key personnel in place through recent recruitment processes and appointments. A greater balance of expertise among staff is evolving. The school recognizes that more effective supervision and training for all non-teaching staff would support school improvement.
- The premises are spacious and there is little overcrowding in classrooms. The buildings are clean and classrooms are well-lit and decorated. In all classrooms, 'teacher only' IT stations are provided. The playground areas are sufficient and well maintained. The sports fields are large and well kept. However, library resources are insufficient in English and Arabic.
- Some resources and instructional models are available to enrich lessons. Overall, the availability of resources is insufficient to meet the demands of the curriculum. Resources for learning technologies are unavailable to students, limiting the extent of investigation and research that the World Wide Web offers. There is a single poorly-equipped science laboratory to serve the needs of over 700 students. This often means that students have few opportunities to learn independently through research and investigation.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	107
	2015-2016	53
 Teachers	58	
 Students	155	

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

- A small minority of parents and a large majority of teachers and students responded to the survey. This represents a significant increase in responses from previous years.
- A majority of parents and students believe that the quality of education at the school is good.
- A minority of parents consider that their children have good literacy in Arabic although, they do not think that their children enjoy reading in Arabic.
- A large majority of students report that they enjoy school and feel safe at school, although some say that there are insufficient opportunities to participate in extra-curricular activities.
- The majority of teachers feel that their students learn well as a result of good teaching and that most teachers know the strengths and weaknesses of their students.

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