

# Inspection Report



## Sharjah American International Private School

2014-2015



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## School information



### General information

Location	Al Warqaa
Type of school	Private
Opening year of school	2005
Website	www.saisdubai.net
Telephone	04-2801111
Address	Al Warqaa 1
Principal	Mrs. Dianne Leverett
Language of instruction	English
Inspection dates	26 <sup>th</sup> - 29 <sup>th</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	4 - 18 years
Grades or year groups	KG 1 - Grade 12
Number of students on roll	1561
Number of children in Pre-K	0
Number of Emirati students	574
Number of students with SEN	28
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	129
Largest nationality group of teachers	Lebanese
Number of teacher assistants	7
Teacher-student ratio	1:25
Number of guidance counsellors	1
Teacher turnover	14%



### Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	MAP, SAT I, SAT II, IELTS, TOEFL
Accreditation	AdvancED, NEASC-Candidate.

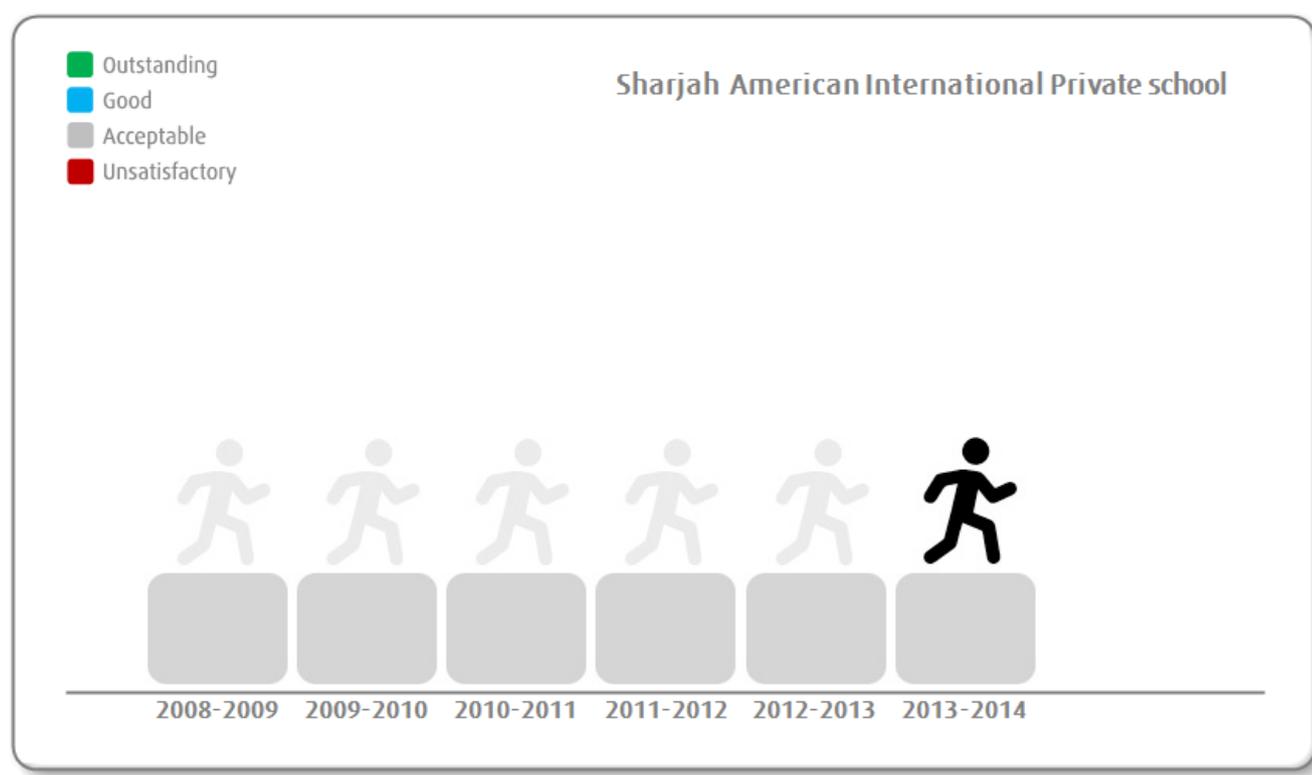




Dear Parents,

Sharjah American International Private School was inspected by DSIB from 26<sup>th</sup> - 29<sup>th</sup> January 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

- Students demonstrated good personal and social responsibility across all phases. There was a positive learning ethos in the middle and high school girls' section.
- There had been effective curriculum mapping and the teaching programme was more clearly defined.
- There was good quality of protection and support for students provided by the school across all phases.
- Students with special educational needs received good support in most subjects.

### Areas for improvement

- Raise attainment and progress in Islamic Education and the Arabic languages in the Middle and High School phases by improving the quality of subject leadership and teaching.
- Raise attainment and progress in all key subjects in the Kindergarten.
- Improve the quality of teaching, learning and assessment, particularly for boys in the Middle School, by ensuring all lessons are carefully planned to better meet students' abilities.
- Improve school self-evaluation and improvement planning processes by better identification of key areas for development and assessment of improvement actions.
- Better match teacher qualifications to those expected in United States (US) curriculum schools and improve facilities particularly in the Middle and High School boys' sections.

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 Sharjah American International Private School



### How well does the school perform overall?

Sharjah American International Private School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress were generally acceptable in all subjects and across all phases. The exceptions were: a number of good judgements in the Elementary phase, with fewer good judgements in the Middle and High School phases, and none in the Kindergarten. The quality of students' learning skills was mixed. The Elementary and High School phases were the strongest and were both good.
- Students' personal and social development was good across all phases of the school.
- Teaching for effective learning was variable, with strengths in the Elementary and Secondary phases. Despite some small improvements the assessment of learning remained acceptable across the school.
- The quality of the curriculum was good overall. However, it was not well designed to meet the individual needs of students.
- The school provided a good level of care and support to students and they were kept safe at all times.
- The leadership and management of the school was generally effective and efficient. However, there were weaknesses in self-evaluation and improvement planning, and in the management of staffing, facilities and resources.



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

- The progress of students with special educational needs was good across the school.
- The support provided to students was good, enabling them to gain confidence and in some cases frequently learn in mainstreamed classes.
- Curriculum modifications were good, as they allowed students to learn at their individual starting points. There were exceptions to good progress, curriculum modification and support in lessons taught in Arabic where these were mainly acceptable.

## 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	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Good ↑	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Good	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↓	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable ↓	Good ↑
	Progress	Acceptable	Good ↑	Good	Good ↑
		KG	Elementary	Middle	High
Learning skills		Acceptable	Good	Acceptable ↓	Good ↑

↑ 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	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good 	Good	Good	Good

## 3. How good are teaching and assessment?

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

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

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

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

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



## Overall school judgement

**Acceptable**

## Key strengths

- Students demonstrated a good level of personal and social responsibility across all phases, and there was a positive learning ethos in the Middle and High School girls' sections.
- Effective curriculum mapping had led to a more clearly defined teaching programme.
- There was good quality of student care, protection and support provided across all phases which included good support for students with special educational needs in most subjects.

## Changes since the last inspection

- The newly appointed Principal and senior leaders had reviewed the vision and mission, strengthened the curriculum, and focused on improving the quality of provision.
- There had been improvements made in the safety provision for morning drop off and evening collection of students.
- The monitoring systems used to track students' progress had improved and provided more data for analysis.
- The school had aligned the curriculum to the Common Core and Michigan State standards.
- Improvements in lesson planning ensured that students were supported in their learning.
- There had been preliminary acceptance by the New England Association of Schools and Colleges (NEASC), for full assessment for accreditation in 2016.

## Recommendations

- Improve students' attainment and progress in Middle and High School Islamic Education, and the Arabic languages by ensuring that there is a higher quality of teaching, supported by clear and decisive leadership.
- Improve teaching in the Kindergarten by embracing a more holistic approach that would improve attainment and progress in all key subjects.
- Improve teaching, learning and assessment, particularly for middle school boys, by better matching lesson expectations to their abilities, and by improving assessment practices to ensure more accurate judgements.
- Improve self-evaluation and school improvement planning processes by accurately identifying key areas for development, using rigorously analyzed and valid data, and writing key improvement actions in measurable terms.
- Better match teachers' qualifications to the expectations of US curriculum schools and improve the facilities, particularly in the Middle and High School boys' sections.

 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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In English, the majority of children demonstrated acceptable knowledge and understanding in language development and early literacy. They were able to speak and understand English at grade level and phonetically write some words. They showed good book knowledge and were able to sequence and recount stories. Most children made acceptable gains in their knowledge, skills and understanding in literacy and the English language.
- In mathematics, most children demonstrated an acceptable understanding of mathematical concepts and skills that were in line with the expected standards. Their numeracy skills, including counting, sorting and identifying 2D and 3D shapes, were progressing well.
- In science, the majority of children made acceptable progress in their understanding of their world, particularly their understanding of the weather and healthy living. However, there were limited opportunities for free investigation, which restricted their development of scientific inquiry and problem solving skills.

### Elementary

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

- The majority of students attained levels that were above curriculum standards in Islamic Education. They could compare in detail the characteristics of believers and non-believers. Most were making the expected progress in understanding and applying Islamic values and etiquettes. Their recitation skills were developing positively.
- In Arabic as a first language, the majority of students had good listening, reading and speaking skills. However, their writing skills did not reach the same levels. A majority had, over time, developed their listening, speaking and reading skills to levels well above expectations. However, most students' writing skills remained underdeveloped.

- The majority of students attained above curriculum standards when learning Arabic as an additional language. There was rapid development of their spoken language and reading skills. They expressed their ideas and responded to questions with confidence. Skills in writing were developing more slowly. Despite low starting points, students could give lengthy oral responses and detailed presentations.
- In English, students' writing skill improved rapidly as they moved through the school. In Grade 1, they used their knowledge of phonics to write three letter words and constructed simple four or five word sentences. By Grade 5, most girls could write a persuasive paragraph that presented a short, clear argument about local water conservation; boys' writing was less developed. The majority of older students listened carefully, expressed personal opinions and answered open questions with developing fluency and confidence.
- In mathematics, most students had a firm grasp of foundational numeracy skills. Younger students successfully built understanding of place value through the use of objects, to show tens and ones. Older students analyzed store brochure prices, rounded these prices, and accurately added decimals. For most students, problem-solving, exploration and analysis were in the early stages of development.
- Students continued to build their knowledge of scientific concepts, ideas and scientific vocabulary as they progressed up the school. In Grade 1, students used a range of photographs of themselves to identify key changes. By Grade 4 they used their developing reading skills to investigate the various means of pollination and could construct and discuss graphs. Almost all students completed Grade 5 having learned about the scientific method and how to predict, observe, record, analyze and draw conclusions.

### Middle

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

- In Islamic Education, most students attained at levels that were in line with curriculum standards. They knew the reasons behind the prescribed Islamic laws and acts of worship. They explained the terms and conditions of Umrah. They were making the expected progress in understanding and application of their knowledge. However, their recitation skills remained underdeveloped.
- In Arabic as a first language, most students had acceptable listening and speaking skills. They could read familiar texts well, but were challenged when reading unfamiliar topics. Most demonstrated acceptable development of their listening, speaking and reading skills over time. However, their writing skills remained underdeveloped.
- In Arabic as an additional language, most students attained levels that were in line with curriculum standards. They progressed in developing their listening, speaking and reading skills in lessons, and against their starting points, to levels above expectations.

- In English, in Grade 6, most girls developed good skills of narrative paragraph writing; they could incorporate a topic sentence, a paragraph body and a concluding sentence. By Grade 8 students' fictional writing demonstrated careful thought about characterisation; they had a clear grasp of the use of punctuation and working knowledge of the basic rules of grammar. They listened well to the views of others; most expressed opinions that were thoughtful and challenging. Boys, especially in Grade 8, made slower progress than girls.
- In mathematics, most students used models and diagrams to represent congruency and translations. They could draw these accurately and, in the girls' classes, with additional precision. Students were able to describe what they were learning, and were developing their algebraic understandings.
- In science by Grade 6, the majority of students were able use previous learning and connect it to new knowledge; most could explain the relationship between mass, distance and force. By Grade 8 all students were participating in laboratory investigations that supported their scientific knowledge and skill development to a level that enabled seamless transitions to more specialist science in the High School.

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

- In Islamic Education, most students understood and applied the required Islamic concepts and principles at age-appropriate levels. They were able to explain the concept of hypocrisy and danger to the community, but their recitation skills were underdeveloped.
- In Arabic as a first language, most students demonstrated age related listening, speaking and reading skills; writing was a consistent weakness. Most developed their listening and reading skills to an acceptable level. However, speaking was weaker and there were insufficient opportunities for classroom discussion. Writing skills were less developed and this was compounded because of limited writing practice.
- In Arabic as an additional language, listening, speaking and reading skills were broadly in line with curriculum standards. Most students made the expected progress in relation to stated learning objectives and to appropriate starting points.
- Students in English demonstrated good attainment and progress; these were both slightly stronger amongst the girls. Almost all students showed good listening and speaking skills; the exceptions were a few students new to the language, for example, recently arrived Chinese. Almost all students' reading skills were good, as shown by their sight reading and comprehension of new texts following questioning. Writing skills were mixed. A majority of students' writing was of good quality, but more than a few showed only acceptable writing skills, particularly in the boys' section.
- In Grade 9 mathematics, students could graph, work with functions, apply formulae and explain connections to the real world well. As they moved through this phase, their learning was consolidated. By Grade 12 their calculation and number skills were strong and their spatial, analytical and geometric understandings were emerging.

- In the sciences, students studied different content areas and completed research papers, experiments, calculations, and debates linked to their lessons. In Grade 9, the majority of students were able to calculate, write and explain the formulas of ionic compounds; most could explain the differences between empirical and molecular formulas. By the end of the High School almost all students were well versed in the sciences, which prepared them well for post-secondary education.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Good	Acceptable 	Good 

- The students' learning skills were developed to good levels in both the Elementary and High School phases, but were less so in the Kindergarten and Middle School. Across the school, students were engaged and enjoyed being responsible for their own learning; this was not a strong feature of boys' in the middle phase.
- When group work was a regular classroom occurrence, particularly in the Elementary section and in girls English and science classes, students collaborated well. They communicated their ideas clearly and meaningfully to others, listened attentively and were resourceful, innovative investigators. Such opportunities were seldom observed in Islamic Education and Arabic languages classes.
- Students in the Elementary and High School were better able to make clear connections between different areas of their learning than other phases. Across the school there were emerging strengths in the linkage of learning to real life situations. For example, in mathematics in the High School students used their skills to graph the movements of a diver.
- The use of technology by students to support their learning was evident in only a few lessons. The development of research and critical thinking skills were emerging features in most subjects particularly in the High School.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Almost all students displayed positive attitudes toward school and learning. They were regularly engaged in their lessons and were open to feedback on how to improve.
- Behavior was good overall and respect was a feature of the interactions between students and their teachers and peers. Overall, most students demonstrated self-control in the school.
- Positive relationships among teachers and students contributed to the effectiveness of lessons and the day to day life of the school. Students were caring toward each other.
- Almost all students made good healthy living and eating choices. They participated actively in physical education classes and linked these activities to their overall health and well-being.
- Students' attendance was good but their punctuality was not always good at the start of the day.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• Most students demonstrated behavior that showed tolerance, friendship and respect for all people.</li> <li>• Most could explain the influence of Islam on life in Dubai such as the food, dress, prayers and worship.</li> <li>• Students described their own cultures, providing details and examples. They had good awareness of the culture of United Arab Emirates (UAE) and other cultures, including music, art, and literature from around the world. Students appreciated living in the multi-cultural society of Dubai.</li> </ul>				

	KG	Elementary	Middle	High
<b>Community and environmental responsibility</b>	Good 	Good	Good	Good
<ul style="list-style-type: none"> <li>• Almost all students were involved in the life of the school. Many took on leadership roles within the student councils, homeroom committees and clubs. Many students volunteered to support the larger community and participated in charity drives and clean-up campaigns. These activities involved mostly older students.</li> <li>• In their lessons, almost all students demonstrated a strong work ethic. Many showed initiative in helping to plan activities, campaigns and competitions.</li> <li>• Most students cared about the school and took pride in its care. Elementary school students volunteered at lunch time to ensure the grounds were litter free. However, not all students were conscientious about recycling papers, bottles and cans; some left litter in the lunch areas and classrooms. Students understood the importance of conservation in Dubai and the wider world but this did not always translate into actions.</li> </ul>				

### 3. How good are teaching and assessment?

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Acceptable	Good	Acceptable 	Good 
<ul style="list-style-type: none"> <li>• Almost all teachers had good subject knowledge and a majority used teaching skills which were well-suited to student levels. However, the ability to match new learning opportunities to the age and interests of students was not consistently strong across all subjects and phases of the school.</li> <li>• Lesson planning was generally good. It was often linked to the curricular standards, and most had learning objectives. A minority of plans were too detailed for the time given. The learning environment was positive in the better lessons and teachers made effective use of available resources.</li> <li>• Teacher and student interactions were generally positive. In a few classes, students took part in dialogue to explore a topic. This was most notable in language lessons where students were able to discuss literature or use conversation to build speaking skills. A majority of teachers used good questioning techniques, assisting students to think more deeply and draw their own conclusions.</li> </ul>				

- Some teachers were beginning to adapt new strategies and used creative and interesting teaching approaches to reach all groups of students. However, a majority of lessons remained teacher-centered. In the most effective lessons, students were engaged in practical activities to support their connections to the real world. Too many lessons lacked challenge and high expectations; few enrichment activities for the advanced learners were evident.
- The promotion of critical thinking and reflection was inconsistent across the school. There were mixed understandings of how to define and develop 21<sup>st</sup> century skills. However, teaching to promote independent learning took place in a few better classes, and research and enquiry skills took place more consistently in science in the senior section of the school. Although, not widely used in each class, student skill in learning technology was advanced.
- The teaching of Arabic as a first language was inconsistent. In the elementary phase, teachers used a range of strategies and resources, resulting in good student progress. In the upper phases some lessons were supported by the use of learning technology. However, teachers did not always consistently adjust their teaching methods to the age and ability levels of all students.

	KG	Elementary	Middle	High
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable

- Systems of assessment had improved since the previous inspection. With a closer alignment to curriculum standards, there was now more accurate and authentic assessment of student attainment and progress.
- Appropriate international benchmark tests, included Measures of Academic Performance (MAP) tests in Grades 4 to 8 and Grade 10. Senior students took a range of English and mathematics tests to assess their college readiness. The results of each international external and internal assessment were not yet consistently analyzed at the teacher or department level. This restricted opportunities to address weaker areas of learning.
- The tracking of student progress was strongest in Elementary, where a better range of assessment results were accessible to all teachers.
- Teachers knew their students well and provided some oral feedback in lessons; written feedback on student work, however, was inconsistent. Student self-assessment or evaluation of their peers was not a strong feature. Assessment practices in Arabic languages were inadequate.
- The involvement of parents, students and teachers in a school-wide campaign to promote the National Agenda targets had not yet occurred.

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

	KG	Elementary	Middle	High
<b>Curriculum quality</b>	Good	Good	Good	Good

- The curriculum was broad and balanced and provided for the development of both knowledge and skills. Classes in the arts, physical education and information and communication technology were often only available to students in lower phases.
- Extensive curriculum mapping resulted in appropriate sequencing and allowed for smooth transitions from grade to grade. However, the textbooks in some phases and subjects did not always align with the curriculum.

- The curriculum provided a number of enrichment activities and extensions including clubs, charity activities, field trips, science and other fairs, as well as competitions. There was, however, greater participation in these by girls and those in the upper grades. In the Elementary section, these activities supported the development and use of creative and imaginative pursuits, especially in science.
- Cross-curricular links were not regularly observed particularly in the upper grades. These were more obvious between some subjects, for example, in science and mathematics.
- The curriculum was reviewed regularly. However, the school did not make sufficient use of assessment and other data to inform these changes.
- The curriculum in Arabic as a first language followed that of the Ministry of Education (MOE), but lacked enrichment especially in higher phases. It was heavily dominated by the teaching of grammar. There were limited opportunities for students to develop creative writing or speaking skills.

	KG	Elementary	Middle	High
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum was designed to meet the needs of most but not all students, particularly those studying Arabic and boys in the Middle School. The level of challenge to students in some subjects was too low.
- There were very few choices available to students, both within the academic programme and in terms of activities; many students had limited opportunities to study the arts or physical education.
- There was an appropriate range of extra-curricular activities and sound community links, which had impact particularly on the senior students' academic and personal development.
- The school offered four 45-minute sessions in Arabic per week to all Arab children in the Kindergarten. The programme targeted the understanding of letters and basic vocabulary at an Arabic as a first language level.

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

	KG	Elementary	Middle	High
<b>Health and safety</b>	Good	Good	Good	Good

- All staff, including teaching, medical and support, valued the health and safety of the students. They provided vigilance and care.
- There was a well-established management of the bus transport system which helped ensure safe travel to and from school. Fire evacuation procedures were securely in place and safety equipment was regularly checked and maintained.
- Health records and incident reports were accurate and securely stored.
- The school premises and equipment were in good repair with adequate systems to maintain high standards.
- Healthy living and a healthy diet topics were integrated into the curriculum successfully.

	KG	Elementary	Middle	High
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The quality of support was good overall, as the school enjoyed positive and productive relations between staff members and the students.</li> <li>The management of attendance was effective, but the monitoring of lateness, and systems to improve punctuality required further improvement.</li> <li>Students with special education needs were accurately identified and well supported. Teachers planned effectively for their inclusion and provided warm support.</li> <li>Guidance and support to all students was good, but the lack of a private room for counselling affected the experience of students negatively.</li> <li>Guidance to post-secondary destinations was effective, but a greater knowledge of higher education opportunities, particularly in the US, was needed.</li> </ul>				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>The new special educational needs coordinator managed the programme effectively, engaging teachers in the production of individual education plans (IEPs) of 28 students.</li> <li>All students with special needs had been accurately identified.</li> <li>The curriculum modification and support were both appropriate to individual students' needs in almost all cases.</li> <li>Parents were regularly involved in their children's schooling, including attendance at IEP meetings and there was frequent contact by telephone and electronic mail.</li> <li>Overall, students' progress was good except in Arabic lessons where it was only acceptable.</li> </ul>	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>The new leadership team had reviewed the school's vision and mission. They had embarked on an active drive for change. However, not all of the necessary curriculum modifications had occurred to meet the school's mission. A school wide plan, to develop reflective, forward thinking, creative learners, was not yet in place.</li> <li>The leadership team pursued a distributive leadership model. The school's quest for NEASC accreditation had provided impetus for all leaders to lead teams collegially in the development of action plans for school improvement.</li> </ul>	

- Staff relationships were professional. There was a developing harmony and a corporate desire to improve the learning outcomes of all students. Communication had been enhanced by providing a broad range of professional publications in Arabic and English. However, the effectiveness of daily communications was reduced due to insufficient internet access.
- School leaders had wisely assessed staff and recognised the need for targeted training to build additional capacity. Almost all teaching staff were capable of playing an active part in the school improvement process, but most required additional training.
- The school leaders had begun to use valid and reliable assessment data as a result of the school's international benchmark testing. The few available results did not enhance the identification and accurate tracking of required developments.

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable 
<ul style="list-style-type: none"> <li>• Self-evaluation processes involved staff, but lacked a wider audience of stakeholders. There had been comprehensive curriculum, extra-curricular and departmental reviews. Documentation was detailed, but there was insufficient evaluative information to identify adequately the strengths and key areas for future development. This reduced the effectiveness of improvement plans.</li> <li>• A process for monitoring teaching was in place. However, few staff had been observed. This restricted accuracy of the school's staff performance management and staff professional development programmes. It also reduced opportunities to identify key areas for improvement.</li> <li>• The school's action plans were reviewed frequently. This ensured a continued focus on its targeted areas. However, key improvement actions were not written in measurable terms. This reduced the school's ability to determine levels of success. Targets for improved literacy of boys, and improvements in Arabic languages, which were both UAE National Agenda items, were not included.</li> <li>• The school had been successful in addressing only a few aspects of the previous inspection report recommendations.</li> </ul>	

	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• Parents held a positive view of the school and were supportive of teachers and leaders. Parents felt that they were actively involved in their child's learning and that their involvement was welcomed by the school.</li> <li>• Communications were good. Parents appreciated the accessibility of the leadership team and their child's teachers, and thought the quick access to information about their child, through the school's portal was very useful.</li> <li>• There was regular reporting of student progress. Some parents required more information on the next steps their children need to take in order to make better progress.</li> <li>• Community links were well established and students took part in a variety of projects.</li> </ul>	

	Overall
Governance	Good
<ul style="list-style-type: none"> <li>An advisory board comprising parents, teachers and students had been formed. It provided additional community views to the Governing Board. It was an increasingly effective conduit between the school and community; it supported the school's direction, its short and long term planning and provided advice to leadership on progress and community matters.</li> <li>School leaders regularly communicated with the governors. They had an enhanced overview of the school's daily management and an increasing awareness of more valid educational outcomes. There was a growing functional relationship and shared purpose between the governing board and the advisory board. Both aimed to ensure that the school's promise to parents was sustained through appropriate challenge within a supportive learning environment.</li> <li>The Governing Board held the school leaders to account for the school's academic and operational performance. However, it had not responded sufficiently in ensuring that boys, students of Islamic Education or the Arabic languages, received the expected quality of education.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable 
<ul style="list-style-type: none"> <li>There was adequate day-to-day management of the school; it ran smoothly. Students remained in their dedicated class rooms during the day which reduced movement and saved time. However, this restricted opportunities for regular exercise, particularly for the boys.</li> <li>Staff were effectively deployed and almost all teachers had a suitable academic qualification. However, a majority did not have a teaching qualification. This reduced some teachers' understanding of how to present effectively their ideas to students. The impact of regular staff professional development opportunities was not consistently evident.</li> <li>Overall, the premises of the school were adequate. There was a marked difference in the quality of the middle and senior girls' sections and the equivalent boys' sections. Furniture and displays in the boys' section were uninspiring. Overall, the school's facilities were maintained appropriately with effective monitoring and maintenance systems in place. They were generally fit for purpose. However, students with significant physical disabilities had limited access to the higher floors. There were too few science laboratories, and other specialist rooms. This reduced opportunities for independent work and the development of critical thinking skills.</li> <li>The school had insufficient library books and classroom computers to support high quality teaching, learning and research.</li> </ul>	

## 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
 <b>Parents*</b>	<b>This year</b>	200	21%
	<b>Last year</b>	127	15%
 <b>Teachers</b>	113		77%
 <b>Students</b>	199		75%

- A minority of parents, a majority of students and most teachers completed their surveys this year.
- Most parents, teachers and a majority of students were satisfied with the quality of education provided by the school.
- A majority of parents and students felt that progress in Arabic as a first language and Islamic Education was good.
- Most parents felt their child was making at least good progress in English, mathematics and science. However, students were less positive about their progress.
- Most parents and students felt that they were making good progress in developing a range of learning skills.
- Most parents believed that their child enjoyed school. However, a minority of students felt that students were not well behaved while at school.
- Most parents considered that teaching in the school promoted good learning. However, a minority of students did not feel that teachers were skilled or well qualified, and did not provide comments, assessments and marking, to help them learn.
- A large minority of students and parents were less than satisfied with the extra-curricular activities that the school had to offer and a similar percentage did not feel that the school provided good preparation for the next stage in education.
- Almost all parents and teachers felt that children were safe while at school. However, a minority of students disagreed and were less positive about the school's responses to bullying compared to teachers.
- The majority of parents, teachers and students felt that the school was well-led.

\*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](mailto:inspection@khda.gov.ae)

Knowledge and Human Development Authority

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