

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Dubai International
Private School
-Br

Celebrating
10 years of
inspections

DUBAI INTERNATIONAL
PRIVATE SCHOOL - BR

AMERICAN CURRICULUM

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School information

General information

Location	Al Quoz
Type of school	Private
Opening year of school	1998
Website	www.dis.sch.ae
Telephone	00971-4-3385530
Address	Al Quoz, Al Meydan Street, P.O. Box 125676, Dubai, UAE
Principal	Dr Akram Zayour
Principal - Date appointed	10/2/2000
Language of instruction	English
Inspection dates	26 February to 1 March 2018

Teachers / Support staff

Number of teachers	132
Largest nationality group of teachers	Lebanese
Number of teaching assistants	21
Teacher-student ratio	16
Number of guidance counsellors	3
Teacher turnover	22%

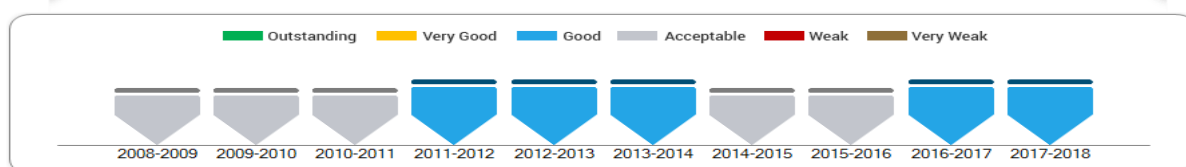
Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG1-Grade 12
Number of students on roll	2147
Number of children in pre-kindergarten	0
Number of Emirati students	1435
Number of students with SEND	58
Largest nationality group of students	Emirati

Curriculum

Educational permit / License	US
Main curriculum	US / California
External tests and examinations	SAT, TOEFL, CAT4
Accreditation	NEASC candidate
National Agenda benchmark tests	MAP

School Journey for Dubai International Private School - BR



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

Summary of inspection findings 2017-2018

Dubai International Private School – Al Quoz was inspected by DSIB from 26 to 01 March 2018. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders, including the principal, promote a clear vision that is shared by the school community. The school is successful in engaging parents as partners, and relationships are strong. The school's processes for self-evaluation do not use external assessment information effectively. Governors only adequately hold school leaders to account for school performance, and accountability processes need to be more clearly defined.

Students' achievement

In the Kindergarten (KG), children's attainment in English has improved. In the elementary school, students' attainment and progress in Arabic, their progress in mathematics, and their learning skills are now only of an acceptable standard. In middle school, students' attainment in Arabic as first language and in English have declined; their progress in mathematics, however, has improved. High school students' achievements across all subjects remain good.

Students' personal and social development, and their innovation skills

Students' personal and social development are especially strong in the KG and the high school. Students demonstrate very high levels of respect for Islam and show a strong appreciation of the Emirati culture. The school provides more opportunities to develop students' social responsibilities in the KG and high school than in the elementary and middle schools.

Teaching and assessment

In the elementary school, the quality of teaching is variable due to a teacher-centered approach and too little emphasis on the use of assessment information to personalize learning. The quality of teaching in the other phases remains good. Assessment processes are not effectively linked to curriculum standards, in the elementary, middle and high schools.

Curriculum

Curriculum design, implementation and adaptation are good across all phases. The curriculum is aligned with the California State Curriculum Standards and the Next Generation Science Standards (NGSS) in science. It follows the Ministry of Education (MoE) curriculum requirements in Arabic and Islamic education.

The protection, care, guidance and support of students

The school keeps students safe on campus, on school transport and during school trips. The provision for care and support are of a very good standard in the KG and good in the other phases. Older students are actively advised on career goals with increasing support provided through their high school years.

What the school does best

- Students' good levels of attainment and progress across all subjects in the high school
- Students' deep understanding of Islamic values and strong awareness of the Emirati culture
- The school's effective partnership with parents and their positive role in the life of the school.







Key recommendations

- Improve teaching, learning and students' outcomes, especially in the elementary school, by ensure:
 - lesson planning is purposeful and the planned tasks are based on the students' individual needs
 - lessons are student-centered and focused on developing independent learning skills.
- Make effective use of internal and external assessment information to:
 - improve the quality of teaching and effectively modify the curriculum to meet students' individual learning needs
 - ensure the self-evaluation process results in an accurate view of the school's performance
 - monitor the impact of implementation of improvement plans on students' outcomes.
- Governors must hold the principal and senior leaders more rigorously to account by:
 - ensuring the school meets its National Agenda targets
 - clearly defining the management and leadership roles
 - improving the effectiveness of accountability processes.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic education	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable ↓	Good
	Progress	Not applicable	Acceptable	Good	Good
 Arabic as an additional language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good↑	Acceptable	Acceptable ↓	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable ↓	Good↑	Good
 Science	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable ↓	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

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 'Program 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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Students' attainment on the N.A.P in mathematics, science and English is below expectations.
- The detailed National Agenda action plan covers the required elements but does not include a focus on measurable targets.
- The N.A.P results are increasingly used by leaders to adapt curriculum planning to include the knowledge and skills required by students for PISA and TIMSS.
- The N.A.P data have been analyzed, but teachers do not use the information to plan and adjust lessons to meet the needs of groups and individual learners.
- Information from the Cognitive Ability Test 4 (CAT4) and the N.A.P is inconsistently used by teachers to promote students' critical thinking, problem-solving and investigative skills.
- Most students carry out research at home due to the limited availability and use of technology in the school.

Overall, the school's provision for achieving its National Agenda targets is below expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritize provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritize the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

- i) Governance and Leadership.
- ii) Learning and Intervention.
- iii) Personalization

- School leaders are not fully aware of the differences in achievement between Emirati and Non-Emirati students. Therefore, they have limited opportunities to close the achievement gap. Parents are satisfied with the updates they receive from the school on their children's progress.
- Teachers do not use CAT4 results sufficiently to inform lesson planning and curriculum adaptation and to meet the needs of Emirati students. The school does not provide Emirati students with the additional support required to improve their low verbal reasoning skills.
- The use of personalized planning and instruction for Emirati students is limited.

The school's provision for raising the achievement of Emirati students, needs improvement.

Moral Education

- Moral education is taught in English as a stand-alone subject. The program is well-aligned to the school's curriculum and vision to allow students to experience a wide range of topics through relevant activities and discussions.
- Lessons are planned to include some features of critical thinking, challenge and connections with the real world.
- Students are actively engaged and consistently demonstrate their ability to apply learning to personal experiences and their understanding of local and global topics.
- A range of assessment types is used to determine students' knowledge, understanding and skills. Information on students' progress is included in the reports to parents.

The school's implementation of the UAE moral education program is well developed.

Social Studies

- The school offers UAE social studies in Arabic as a discrete subject. It follows the MoE curriculum and establishes strong links to other subjects, such as Islamic education and English.
- Teachers have thorough subject knowledge and sufficiently engage students in lessons. They occasionally develop students' higher-order thinking skills.
- Students collaborate well and make valid connections between different areas of learning.
- Assessments are consistent and generally linked to the UAE social studies curriculum standards. However, assessment information is not sufficiently used to inform teaching and planning to meet the needs of all groups of students.

The school's implementation of the UAE social studies program is developing.


Innovation in Education

- Across the school, the limited opportunities to use technology have a negative impact on students' ability to be innovative learners.
- Students participate in some opportunities to develop social responsibility skills in innovative ways, particularly in the high school.
- Some teachers provide opportunities for students to be innovative in their thinking. The use of learning technologies to support the development of these skills is inconsistent across the school.
- The school has plans to promote innovation more effectively through the curriculum, but this initiative is at a developing stage.
- School leaders show a commitment to the promotion of a culture of innovation. However, innovation is more evident in the planning documents than in the day-to-day life of the school.

The school's promotion of a culture of innovation is emerging.

Main inspection report


1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good

- Students in the middle and high schools demonstrate higher achievement levels than in the elementary school, due to better teaching in these two phases. Students' termly projects in the upper phases reflect the higher levels of achievement.
- The majority of students develop their knowledge and understanding of a range of Islamic concepts and Fiqh in the higher grades, but not of Tafseer and Seerah. In the elementary school, students' achievements are less secure because of the low expectations set by teachers.
- Teachers actively promote the memorization of the Holy Qur'an and Hadeeth. As a result of participating in external and internal competitions, many students have developed an ability to recite the Holy Qur'an by heart.

For development


- Develop students' understanding and skills related to the Holy Qur'an, especially in the elementary school.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable ↓	Good
	Progress	Not applicable	Acceptable	Good	Good

- Students' attainment and progress are good in the high school, where lessons are interactive and students reflect on their learning. Overly-directed and teacher-led lessons, especially in the middle school, result in students' lack of independence in learning and only acceptable attainment.
- Students' listening, speaking and reading skills are well developed across all phases. Students' writing skills are inconsistently developed. In the middle and high schools, girls outperform boys in reading and writing.
- Students can express themselves clearly but routinely revert to using colloquial language. They are developing their understanding of grammatical rules well across the school, and the more able can demonstrate this in their writing.

For development


- Improve the consistency of writing skill development across the school.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable

- Students demonstrate good speaking, listening and reading skills in the elementary school. Students' comprehension skills are improving steadily, especially through the use of Standard Arabic to communicate in lessons.
- In the middle school, students' writing is of a variable quality and mostly limited to repetitive activities that do not allow for extended writing. Teachers do not provide students with opportunities to self-assess their writing.
- Although students in the elementary and middle schools make better than expected progress, opportunities for students to challenge themselves in using Arabic in unfamiliar contexts are limited.

For development


- Improve students' writing skills and increase opportunities for them to self-assess their progress.

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

- In the elementary and middle schools, assessment results, work in lessons and workbooks show that students have language skills that are in line with curriculum expectations. Students' knowledge, skills and understanding in the KG and high school are above curriculum standards.
- In the KG, the immersion program is accelerating children's acquisition of language skills. In the elementary, middle and high schools, students make good progress in developing language skills in response to appropriate learning objectives.
- Students' speaking skills are stronger than their writing skills due to limited opportunities for extended writing. An inconsistent focus on planning to meet the needs of all groups of students limits attainment results in the elementary and middle schools.

For development


- Improve the writing skills of all groups of students by providing them with more opportunities for extended writing.

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

- External assessment information shows that students' attainment is of an acceptable level in the KG, elementary school and middle school. In the high school, assessment information indicates a majority of students achieve well against appropriate curriculum standards. Girls generally perform better than boys.
- Students in the KG, middle school and high school make good progress when the learning objectives are aligned to the curriculum standards. Teachers' regular use of real-life contexts enhances students' progress. However, in the elementary school, the lack of written feedback that outlines next steps for improvement limits students' learning.
- An increasing emphasis on word problems and the checking of correct mathematical terminology is supporting students' good progress in the KG, middle school and high school. Students in these phases are encouraged to discuss and explain their understanding, supporting stronger progress.

For development

- Enable students to identify their next steps for improvement, particularly in the elementary school.

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

- In the KG, children make good progress but struggle to apply their scientific knowledge and understanding in practical contexts. In the elementary, middle and high schools, students develop both conceptual understanding and scientific reasoning.
- In the upper elementary school and high school, the development of students' skills in analysis and application is a strength. However, in some lessons, teachers' use of questioning is not always effective enough to support the development of these skills.
- Students' scientific investigation skills are steadily improving due to an increased emphasis on inquiry-based learning. Across all phases, a stronger focus on student-led learning has enabled students to develop independent research and presentation skills.

For development

- In the KG, enable children to, frequently and effectively, apply their knowledge of scientific concepts in practical contexts.

	KG	Elementary	Middle	High
Learning Skills	Good	Acceptable ↓	Good	Good

- Students' learning skills in the elementary school are less developed than those in the KG, middle school and high school. This is mainly due to the lack of opportunities which enable students to develop new learning skills, such as independent learning and critical thinking.
- Students across all phases support each other well in lesson activities and project work. Most students, especially in the high school, are attentive and participate positively in whole-class discussions.
- Technology is mainly used by teachers, limiting opportunities for technology-driven learning. The development of higher-order and critical thinking skills is stronger in the high school than in the other phases.

For development

- Increase opportunities for students to use technology at school to support their learning.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Very good
<ul style="list-style-type: none"> Across the school, students show positive attitudes and respect towards their teachers and peers. In the high school, students are keen to use teacher feedback to improve their learning and work. Children in the KG are highly motivated and enjoy learning. Across the school, the behavior of girls is more positive than the behavior of boys. Although attendance is very good in all phases, too many students arrive late to school in the morning. Students mostly follow a healthy lifestyle which is encouraged during assemblies, lessons and workshops. The implementation of a revised behavior policy is leading to more positive student attitudes throughout the school. The tracking, support and monitoring of particular groups of students is improving their behavior in lessons and during break times. 				
	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good
<ul style="list-style-type: none"> Students demonstrate very high levels of respect for Islam and a great appreciation of the culture of the UAE. The KG has a 'Union Museum' in which children enjoy learning about the UAE and, as a result, achieve outstanding levels of knowledge and understanding. High school students, and girls in particular, are active participants in a range of events that acknowledge the heritage and culture of the UAE. Many students participate in the 'Al-Reem' recitation competition. The school celebrates the UAE International Day and other cultural events. These celebrations and events do not contribute significantly to students' understanding and appreciation of other world cultures. 				
	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Good	Good	Very good
<ul style="list-style-type: none"> Many students are involved in charity work in which they collect money to help others. Girls in the high school volunteer in governmental conferences. Students across the school use recycled material in making works of art. Students in the KG and high school show a strong work ethic. High school students know how to start a new business, and boys take part in activities to improve the local environment, such as beach clean-ups. The school provides more opportunities for students to contribute to the local community in the high school. As a result, the skills of social responsibility are stronger in that phase than in the elementary and middle schools. 				
For development				
<ul style="list-style-type: none"> Enhance students' awareness, understanding and appreciation of other world cultures. Provide more opportunities for students to develop their social responsibility skills in the elementary and middle schools. 				

3. Teaching and assessment

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

- In the elementary school, teaching is less effective than it is in the other phases, particularly in Islamic education, Arabic as a first language and mathematics. This is due to the variable qualities of teaching and planning to meet the needs of individual students and to appropriately challenge them.
- In the KG and the middle and high schools, most teachers demonstrate good knowledge of their subjects and engage students well. Teachers' understanding of how students learn is variable across the school. Their questioning does not always lead to the development of students' higher-order and critical thinking skills.
- Most teachers create positive learning environments to promote students' learning skills, particularly in the KG, the middle school and the high school. A teacher-centered approach to learning limits students' progress in some lessons.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Assessment processes are more reliable and valid in the KG than in the other phases. In the elementary, middle and high schools, internal assessments are not sufficiently linked to the school's curriculum standards. This leads to an inaccurate presentation of attainment results.
- Assessment information is analyzed well but not consistently used by teachers to meet the needs of individual students. Teachers lack the support required to interpret MAP and CAT4 assessment information to use it to improve teaching and to modify the curriculum.
- Peer-assessment, self-assessment and written feedback from teachers are not embedded across the school. There is no comprehensive policy in place to ensure a consistent approach to assessment across the school.

For development

- Increase the use of student-centered teaching strategies that meet the learning needs of individual learners.
- Create, implement and monitor a whole-school assessment policy that supports the alignment of internal assessments with curriculum standards.

4. Curriculum

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

- The curriculum follows the California State Standards, the NGSS in science and the MoE standards in Islamic education and Arabic. The curriculum is broad, balanced and provides for continuity and progression between grade levels and between phases.
- Curricular choices available to students are limited. There is not enough focus on offering a wide range of elective courses, which is a hallmark of US curriculum schools. Cross-curricular links are not consistent features of lessons, but real-life applications are regularly included.
- The use of technology by students is not evident across all subjects, and a consistent approach to promote digital literacy skills is not in place. The science, technology, engineering and mathematics (STEM) curriculum enables some students to participate in interdisciplinary opportunities based on real-world applications.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptation is effective across all phases. Individual educational plans for students with SEND are available in all classes, providing them with modified targets. External assessment information is not used effectively to adapt the curriculum.
- Students are provided with some opportunities for enterprise, innovation, creativity and social contribution. The addition of UAE social studies and moral education programs extends and enhances students' knowledge and understanding of Islamic values and the culture of the UAE.
- Emirati heritage, history and culture are embedded in the school's life and are celebrated throughout the campus. Artwork, artefacts and traditions are showcased in assemblies, classes, corridors and in the KG 'Union Museum'.
- Children in the KG receive 60 minutes a day of Arabic language instruction.

For development

- Increase the use of external assessment information to design, implement and modify the curriculum to meet the needs of all students.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good ↓	Good	Good	Good
<ul style="list-style-type: none"> The school has effective measures in place to ensure the safeguarding of children. While some parents raise concerns about bullying, the school takes adequate steps to protect students from all forms of abuse and intervenes effectively, when necessary. In the KG and lower elementary school, the assembly points for emergency evacuations are blocked by school buses at various times during the day. The range of food provided in the school canteens meets only minimum requirements and does not actively promote children's healthy life styles. Buildings and equipment are well maintained and the premises provide a safe and inclusive environment for students. The school keeps relevant, accurate and secure records. Arrangements to keep children safe and well-supervised on school transport have improved. 				
	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Good
<ul style="list-style-type: none"> The school campus is friendly and welcoming, and teaching staff support students in a positive way. However, some students in the upper elementary and middle schools do not behave well during break times when there is lack of supervision. The school maintains very good levels of attendance and is improving punctuality through the monitoring and coaching of late-arriving students. The school has started to enhance its provision for gifted and talented students through the introduction of a new enrichment program. Counselors provide ongoing guidance and support to students in each phase, addressing their emotional and academic needs. Older students are well guided during college application processes and are advised on career goals with increasing support through their high school years. 				
For development <ul style="list-style-type: none"> Promote healthy life choices among students more effectively, including offering a wider range of vegetables and fruits in the canteen. 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The school's governor of inclusive education and the inclusion champion are committed to the promotion of an inclusive ethos and to the provision of personal support for all students with SEND.
- Students in need of SEND services are identified when entering the school or when found in need of intervention in the classrooms. However, the writing of individual educational plans does not involve all key persons, such as parents, teachers, members of the SEND team and students.
- Parents are especially appreciative of the work of SEND staff and their attention to the education of their children. Staff are in frequent contact with parents on updates and suggestions for activities to do at home.
- Instructional support from classroom teachers is variable. Some teachers provide targeted modifications for each student, while many do not address the specific learning needs outlined in each individual educational plan. Students with SEND benefit from 'push-in and pull-out' teaching provided by learning support staff.
- Across the school, students with SEND are making progress at an inconsistent rate. Instruction is often focused on keeping students with SEND engaged in lessons without sufficient attention to their learning and progress.

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For development

- Ensure the writing of individual educational plans involves all stakeholders and includes a focus on how to enhance students' progress.
- Effectively implement the targets outlined in the individual educational plans in all lessons.

6. Leadership and management

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

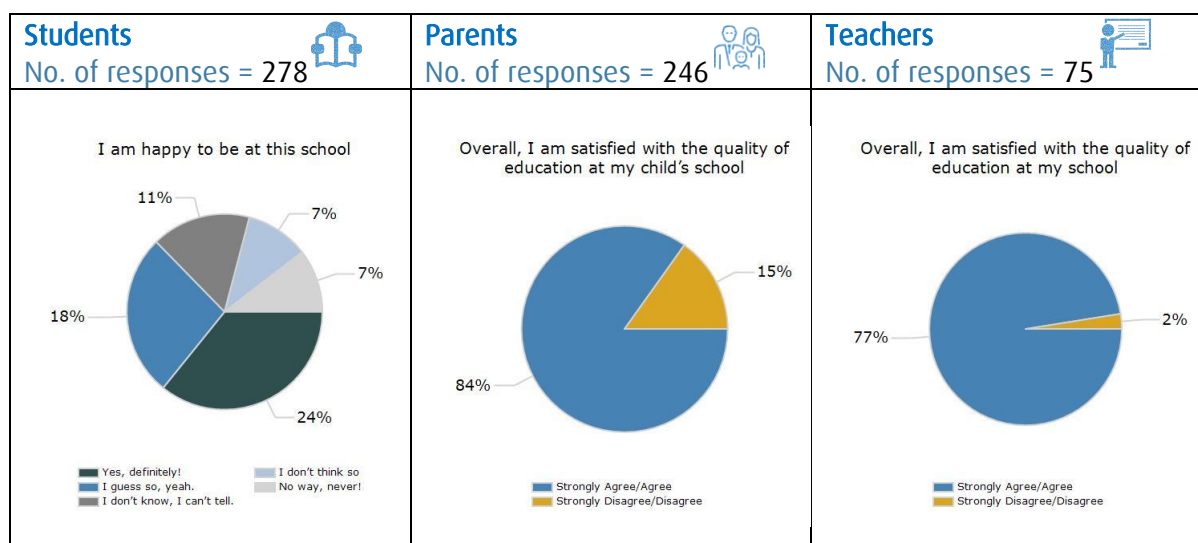
- School leaders, including the principal, have set a clear vision for the school. The principal delegates leadership effectively and holds middle leaders to account for their performance. Most leaders demonstrate good understanding of best practices in teaching and learning but have not improved the monitoring of teachers' practices by focusing more effectively on students' achievements.
- The school's self-evaluation process reflects an inaccurate picture of students' performance, due to an inconsistent use of internal and external assessment information. The school's improvement plan responds to the recommendations of the previous inspection report. The school has no sufficient systems in place to monitor the implementation and to measure the impact of the action plans to improve students' outcomes.
- Parents are satisfied with the school's open-door policy and the feedback they receive on their children's academic and personal development. The online portal provides them with access to their children's grades but not on how to improve their work. Parents are involved in the education of their own children but to a lesser extent in the decision-making that contributes to school improvement.
- The governing board comprises of the school owners. They are committed to improving the performance of the school. However, they only adequately hold school leaders to account, and accountability processes are not clearly defined. As a result, decision-making is sometimes restricted.
- The school is planning to improve students' technology-based learning skills and is improving their access to the internet. Most teachers have adequate qualifications and access to relevant resources that enable them to deliver the curriculum well. The professional development program in place is extensive but not evaluated for its impact on students' outcomes.




For development

- Governors must hold senior leaders more rigorously to account for the school's performance and improvement.

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.



 Students	<p>The majority of students who responded to the survey are happy at school and feel they belong to a school community. However, a minority of students feel teachers do not treat them fairly. They express concern about the lack of healthy food and drinks available in the school canteens.</p>
 Parents	<p>Most parents who responded to the survey are satisfied with their children's education at school. Few have expressed concerns about the quality of teaching, the lack of safety on school transport and their children's unwillingness to read for pleasure at home.</p>
 Teachers	<p>Almost all teachers who responded to the survey are supportive of the school. They agree that the school is led well and that there is trust and collegiality among staff.</p>

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