

# Inspection Report



## North American International School 2014-2015



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

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## School information



### General information

Location	Al Mizhar
Type of school	Private
Opening year of school	2007
Website	www.naischool.ae
Telephone	04-2884844
Address	P.O. Box 20315 Mizhar, Dubai, UAE
Principal	Mrs. Sonia Mahajan
Language of instruction	English
Inspection dates	27 <sup>th</sup> - 30 <sup>th</sup> of October 2014



### Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	501
Number of children in Pre-K	0
Number of Emirati students	175
Number of students with SEN	55
Largest nationality group of students	Emirati



### Teachers / Support staff

Number of teachers	60
Largest nationality group of teachers	Egyptian/Indian
Number of teacher assistants	13
Teacher-student ratio	1:8
Number of guidance counsellors	2
Teacher turnover	25%



### Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	IOWA/IBT
Accreditation	Advanced Ed

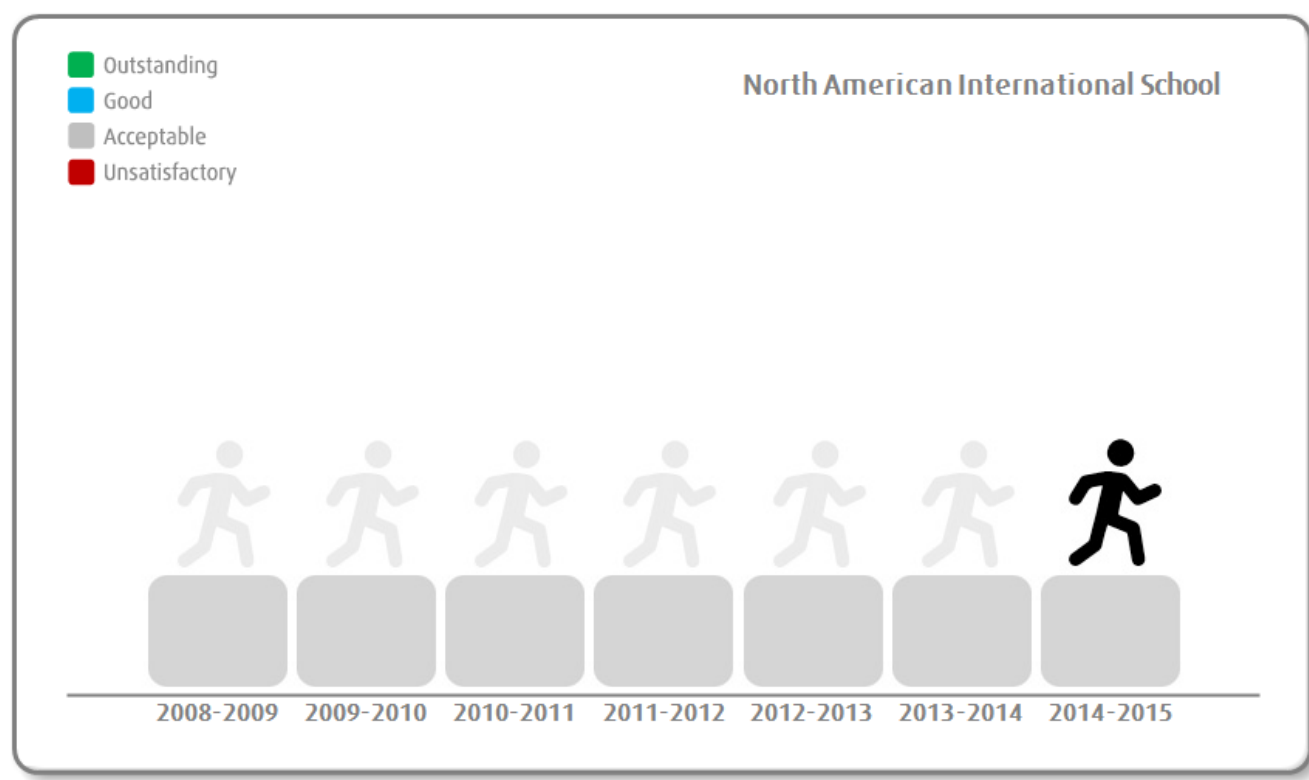




Dear Parents,

North American International School was inspected by DSIB from 27<sup>th</sup> - 30<sup>th</sup> October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

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



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

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

### Strengths

- Students showed good attainment and progress levels in English in the Kindergarten and the lower elementary grades.
- Students' attainment and progress were good in mathematics in both the Elementary and High Schools. Students also showed good levels of attainment and progress in science across the school phases except in the Kindergarten.
- The school used the students' assessment data well to improve performance in the Kindergarten and the Elementary School.
- The school was strongly committed to incorporating the education standards of the U.S. Common Core and the State of North Carolina.

### Areas for improvement

- Improve the quality of teaching by closely monitoring teachers' performance in class, measuring each child's progress, and providing teachers and support staff with more professional development.
- Further develop the use of assessment data of each student, align it with international standards and use it to help teachers plan the curriculum and their lessons better.
- Further develop the learning skills of all students so that they can think critically, find things out for themselves and work more independently.
- Improve the support and guidance for high school students by appointing qualified personnel to help them in their future studies and career choices.
- Improve the classroom support for all students, particularly those with special educational needs. This should be done by regularly monitoring and reviewing students' learning to enable them to make better progress in lessons.

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 North American International School



### How well does the school perform overall?

Overall, North American International School provided an '**Acceptable**' quality of education for its students.

- Students' attainment and progress were mostly acceptable, although there were noted strengths in English in the Kindergarten and in mathematics in the Elementary and High schools. Science was also stronger with a good level of attainment and progress in the Elementary, Middle and High Schools. The majority of students from Grade 3 to Grade 9 attained well on the International Benchmark Test (IBT) and in the IOWA Tests. The 2012 PISA results showed an improvement in mathematics, science and reading from 2009. Students were keen to learn, however the quality of their learning skills was acceptable overall.
- Students had a good understanding of the impact of Islamic values on the everyday life in Dubai. They demonstrated a good level of knowledge of the heritage and culture of the UAE, and exhibited clear understanding of cultural diversity around the world.
- The quality of teaching was acceptable overall, but it did not meet the needs of all students, including students with special educational needs. The school kept good data records of students' performance. Assessment practices were more effective in the Kindergarten. Students were not always challenged or supported in lessons according to their needs.
- There were not enough enrichment opportunities in lessons, and work was not often set at the right level for different students. Extra-curricular activities needed further development.
- School policies, such as the child protection policy, were in place and ensured safety for children.
- The Principal was supported by phase and subject leaders. Not all members of the School Governing Body were clear on their roles and responsibilities in ensuring accountability of school leaders to improve outcomes for students.



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

- The school made improvements to systems and processes for identifying, assessing and screening students with special educational needs. As a result, the school had better knowledge of the needs of students with special educational needs.
- The curriculum was not routinely modified to meet the needs of students, and as a result students did not consistently make good enough progress in their learning and development.
- The school counsellor provided effective support for the personal, social and emotional development needs of students with special educational needs. Learning support assistants (LSA), when given a clear role, provided some good support in class to students with special educational needs. The school did not effectively monitor the academic progress of students with special educational needs. As a result, those students did not always make the same progress in lessons as their peers.

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

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

↑ Improved from last inspection



↓ Declined from last inspection



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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	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	Acceptable	Acceptable	Acceptable
Assessment	Good 	Good 	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	Acceptable	Acceptable	Acceptable	Acceptable

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

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



# School **Inspection** Report

## Overall school judgement

**Acceptable**

## Key strengths

- Students' attainment and progress in English were good in the Kindergarten and lower elementary grades.
- Students' attainment and progress were good in mathematics in both the Elementary and High Schools. Students also showed good levels of attainment and progress in science across all the school phases except the Kindergarten.
- The school improved its analysis and effective use of assessment data to raise standards in the Kindergarten and Elementary School.
- Curriculum and lesson planning across the various subjects reflected the school's ongoing curricular development to incorporate the education standards of the U.S. Common Core and the State of North Carolina.

## Changes since the last inspection

- The school improved the attainment and progress levels to good in English in the Kindergarten and Elementary School.
- Attainment and progress in mathematics were now good in both Elementary and High Schools.
- Attainment and progress in science were now good in the Elementary, Middle and High Schools.
- Assessment practices and processes improved in both the Kindergarten and Elementary School.



## Recommendations

- Ensure that all teaching matches the very best found in the school by:
  - closely monitoring the quality of teaching in relation to the progress students make in lessons
  - providing high quality professional development and support for teachers and teacher assistants
  - holding the teaching body to account for improved students' outcomes.
- Align students' results with international benchmarks, and further utilize school assessment data to inform lesson planning, teaching and curriculum modifications.
- Improve students' learning skills by further developing their ability to investigate, think critically and work independently.
- Improve the support that students receive in class, particularly for those with special educational needs, by regularly monitoring and reviewing their learning and outcomes.
- Ensure the provision of effective counselling and career guidance for high school students through the availability of appropriately qualified and skilled specialist staff.





Improved from last inspection









Declined from last inspection

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



KG		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good 	Good 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- The majority of children displayed a rapidly growing confidence in their use of English to communicate. This enabled them to engage effectively in group and individual learning activities.
- Most children in the Kindergarten were developing their ability to count objects, to use and manipulate shapes, and to solve simple problems.
- In science, most children demonstrated appropriate understanding of the difference between the three states of matter. They were able to discuss the results of experiments conducted by the teacher. Children could explore their world both with their teacher and independently.

Elementary		
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	Good 	Good 
Science	Good 	Good 





- In Islamic Education, most students understood the required Islamic rules and laws for dress code during praying and for performing Friday and congregational prayer. Most students had acceptable Qur'an recitation skills. However, a significant minority of students were unable to explain and apply their understanding to real life settings.
- In Arabic as first language, most students' listening and speaking skills were acceptable. Students understood their teacher's instructions and were able to respond to questions with short oral sentences. Most students could read unfamiliar sentences to an acceptable level; however, their writing skills were underdeveloped.
- In Arabic as an additional language, most students demonstrated an expected level of understanding of teachers' instructions and questions. The majority of students could engage in short conversations about daily routines and other learnt topics using simple sentence structures. Although most students could read short and familiar texts, a minority lacked the confidence to do so with expected fluency. Students showed limited progress in developing their writing skills as it was mainly restricted to copying for too many students.

- In English, the majority of students had good speaking skills and were able to express their opinions based on their background knowledge. Most students improved their listening comprehension skills as they progressed through the Elementary School.
- In mathematics, almost all students were able to record and display data appropriately. They showed good calculation skills. Most students were also improving their ability to think about and explain mathematical ideas to their teacher and to each other in class.
- In science, student performance scores showed a consistent and significant increase in performance. In lower elementary grades, the majority of students were able to complete laboratory reports related to how forces affect the motion of an object. Scientific skills and vocabulary developed further for a majority of students as they progressed through the grades. By the time students reached Grade 5, they were able to conduct and record the results of an experiment related to evaporation.

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

- In Islamic Education, most students demonstrated an age-appropriate level of knowledge of how to perform Haj and Umrah according to the prescribed Islamic laws and acts of worship. Although the majority of students made frequent errors in the pronunciation of some Arabic letters, their Holy Qur'an recitation skills improved over time as a result of weekly practice and guidance.
- In Arabic as a first language, most students were reading at the expected level in terms of decoding and pronunciation of script as well as understanding of meaning. Progress in oral reading and reading comprehension was less well developed than that in listening and speaking. Progress in writing for most students was below age-appropriate expectations.
- In Arabic as an additional language, most students' listening skills were in line with expectations for their age and levels. Most students could answer teachers' questions with difficulty, but were unable to engage in simple conversations. Most students were able to form complete sentences with support from their teachers. Most students showed very limited skills and progress in producing extended and creative writing.
- In English, most students displayed age-appropriate skills in listening and speaking. The skills of reading and writing were less developed across this phase.
- In mathematics, most students created diagrams and graphs based on given data with increasing skill. Most students were fairly confident with calculations and were developing their abilities to understand and solve word problems.
- In science, the majority of students developed a good understanding of concepts and developed good investigative skills. For example, Grade 6 students were able to explain the concept of density and could measure this in a laboratory setting. Students made good progress, and consequently Grade 8 students were able to conduct experiments skillfully and prepare for high school science classes in environmental science, biology, chemistry and physics.



High		
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	Good 	Good 
Science	Good 	Good 

- In Islamic Education, most students demonstrated acceptable levels of knowledge, skill and understanding. For example, students were able to discuss the Islamic view of patience with examples from the life of Prophet Mohammed (PBUH) and Prophet Ayyub (AS). Most students made acceptable progress in applying what they learnt to their own life, such as the etiquette of talking to parents and elder people.
- Listening and responding skills were secure for most students in Arabic as a first language. When speaking, most students frequently used colloquial language. The level of students' writing skills and the progress they made in this aspect was a significant weakness in terms of quantity and quality.
- In Arabic as an additional language, most students demonstrated an acceptable level of competence in listening. They understood their teachers' instructions and questions, and the majority responded correctly with few errors when the context was familiar. Most students were also able to engage in short conversations about topics they were studying. Higher achieving students developed age-appropriate grammatical understanding. The writing skills of most students were underdeveloped in this phase.
- English speaking skills of the majority of students were above expectations, as they were able to express their views and opinions well. Reading and writing skills needed further development for most students.
- In mathematics, the majority of students were achieving at a level above curriculum expectations. For instance, they were able to recognize complex mathematical relationships and find solutions to more challenging problems.
- In science, the majority of students demonstrated a good knowledge of complex concepts. They took greater ownership of their learning and managed experiments independently. Students were able to consult with peers on problems and developed, tested, analyzed and reported results of hypotheses. By Grade 12, students were able to handle increasingly complex material, and their scientific vocabulary and theoretical knowledge had increased and become embedded.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students demonstrated a positive attitude towards their learning in all phases. They worked harmoniously and productively, particularly when working in groups or teams. They knew how to learn best, and with confidence, when given the opportunity to do so. A lack of regular feedback from teachers about how to improve their work resulted in too many students making repeated mistakes without the opportunity to improve their work.

- Students were able to acquire new skills with greater confidence and independence in the Kindergarten, as well as in mathematics and science. This was particularly so when they were given the opportunity to apply these skills to real life scenarios. This was less evident in other areas of learning.
- Only a minority of students made effective use of technology to support them in their learning. This was particularly evident when students were researching and presenting their work.
- Students' ability to enquire and think critically were not well developed. This was still an emerging feature of learning and linked to the inability of many teachers to plan for such development in their lessons.

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

	KG	Elementary	Middle	High
<b>Personal responsibility</b>	Good	Good	Good	Good

- Most students' attitudes were mature and sensible. For the most part, students were poised, confident and supportive of each other. However, not all students were able to take responsibility for their own behaviour and actions.
- Almost all students across the school with the exception of a few boys in the middle and high grades demonstrated respectful, polite and positive behaviour.
- Most students enjoyed positive relationships with each other and their teachers.
- Most students knew about, and practiced, healthy lifestyles.
- Although attendance was good, a significant minority of students did not always arrive in time for school and a few older students were not always punctual for lessons.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good



- The majority of students had a good understanding of the role and values of Islam and how this influences Dubai society.
- The majority of students demonstrated a good level of knowledge of, and appreciation for, the heritage and culture of the UAE.
- Students, in particular those in the senior grades, had secure knowledge of other cultures and could articulate well their understanding of the interconnectedness of all people and countries. They exhibited clear understanding of cultural diversity around the world.

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Students were involved in community service in various ways. Older students were required to perform 40 hours of community service and 60 hours of work experience. However, there were not enough opportunities for younger students to participate in activities and projects in the larger community.</li> <li>Students sometimes took the initiative in developing their own ideas and projects.</li> <li>Almost all students had a strong environmental awareness. Students across all phases had ample opportunities to participate in age-appropriate activities to develop leadership skills and support for the environment.</li> </ul>				

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

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Most teachers had secure subject knowledge. This was more evident in the Kindergarten, in elementary and middle school English, and in high school mathematics. Where teaching was effective, it promoted the acquisition of new learning skills as well as the application of learning to real life scenarios.</li> <li>Although most teachers planned lessons to include the development of student questioning and reflection, this was not always practiced in lessons. The plans of too many teachers did not include a variety of instructional activities designed to engage all learners.</li> <li>Where students made most progress, teachers asked probing questions to challenge students' thinking and encouraged them to develop and explain their ideas. As a result, errors or misconceptions were spotted and corrected quickly or used effectively to make useful teaching points.</li> <li>Teachers used increasingly varied teaching strategies, particularly in the Kindergarten and Elementary School, where they made better use of assessment information to help them plan more appropriate learning for their students. However, this was not yet fully embedded or consistently used to ensure all groups of learners were effectively supported and challenged to learn at a pace that suited their individual needs.</li> <li>A minority of teachers were beginning to make successful use of strategies which allowed students to think critically and reflect on their learning. However this was inconsistent and not yet well developed across the school to have a significant impact on students' progress.</li> <li>The quality of teaching of Arabic as a first language was acceptable overall. Teaching was entirely driven by traditional grammar. There was very limited room for independent reading, comprehension or structured and free writing. There was little emphasis on addressing the needs of students, particularly in developing their basic spelling and handwriting issues, as well as in their ability to read and write independently.</li> </ul>				



	KG	Elementary	Middle	High
Assessment	Good 	Good 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Internal and external assessment systems were closely linked to the curriculum and provided rich assessment data to monitor student strengths, needs and progress.</li> <li>The school assessments and the external tests gave a good record of how well each student progressed.</li> <li>There was insufficient tracking of progress for groups of students, including students with special educational needs. Self-assessment was still in the early stages of development, particularly in the upper phases of the school.</li> <li>In the Kindergarten and Elementary School, more teachers were beginning to use assessment data to inform their planning and next steps for student learning. This was not a common feature elsewhere in the school.</li> <li>Teachers in the Middle and High Schools were aware of students' strengths and weaknesses, but they did not use data to modify teaching strategies, guide students effectively, and support and challenge them appropriately.</li> </ul>				

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was aligned with the educational standards of the U.S. Common Core Curriculum and U.S. curriculum of North Carolina. The rationale, content, and balance were reflected in almost all lesson plans, however they were not consistently observed in classroom practice.</li> <li>Planning for curriculum continuity and progression improved across the school, especially in mathematics and science, and in the transition between phases of the school.</li> <li>Extra-curricular activities were in the process of further development.</li> <li>There were some cross-curricular links in the planning of the curriculum, but this was not a consistent feature across the school.</li> <li>The curriculum was reviewed and developed as a result of analysis of international assessment results.</li> <li>The school complied with the Ministry of Education Arabic as first language curriculum requirements. Teachers applied prescribed standards to an acceptable level, however the curriculum was not challenging enough. It required further enrichment, particularly in the Middle and High Schools.</li> </ul>				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Teachers in the Elementary, Middle and High Schools did not sufficiently differentiate the delivery of the curriculum in their lessons to meet the varied learning needs of their students. Teachers in the Kindergarten were starting to meet the learning needs of students by planning activities that appealed to students' different learning styles and preferences.</li> </ul>				

- Students in Grades 11 and 12 had the opportunity to enroll in a number of elective courses. However, the elective choice offerings and the extra-curricular programmes were not broad enough.
- Academic and personal development of most students was enhanced through some extra-curricular activities and community links. The variety of work experience placements in Grade 12 was a positive feature of the school.
- The school offered two 45-minute sessions per week for all of the 109 kindergarten children. Classes for Arabs and non-Arabs were combined and the school programme targeted verbal skills in Kindergarten 1 and some written skills in Kindergarten 2.

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

	KG	Elementary	Middle	High
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• The school had effective child protection, Internet safety and anti-bullying policies in place, which were shared with teachers, students and parents.</li> <li>• Arrival and dismissal procedures were highly effective and students were well monitored as they left for buses and private transport. The school clinic successfully attended to the medical needs of students, including their immunization needs, as well as administering daily and periodic medicines as needed. During the inspection a locked classroom door was observed. The school was informed of the potential serious consequences of this practice.</li> <li>• The building was safe and well-maintained with all appropriate contracts in place according to the guidelines of the Ministry of Health.</li> <li>• All levels of the school were accessible to students with special educational needs by means of ramps and a lift.</li> <li>• Programmes to promote healthy living were conducted on a regular basis and the canteen menus offered a healthy choice of food items.</li> </ul>				

	KG	Elementary	Middle	High
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Staff and students were generally courteous towards each other, and knew well how to show each other respect and tolerance. Students' behaviour was adequately supported and managed, although there remained some inconsistencies in the way in which some older boys' challenging behaviour was managed. The school was aware of this and had plans for supporting teachers to manage behaviour more effectively.</li> <li>• Effective systems were in place for promoting good attendance and punctuality in most phases.</li> <li>• The school had useful systems to identify students with special educational needs; however, these students were not consistently well supported in their lessons to ensure they made better than acceptable progress in their learning.</li> <li>• Although most students felt comfortable in seeking advice and help, provisions for career education and guidance did not sufficiently help prepare students to making their transition to university. The school did not have a qualified career education and guidance counsellor.</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	Acceptable
<ul style="list-style-type: none"> <li>The school counsellor provided effective support for the personal, social and emotional development needs of students with special educational needs.</li> <li>Improvements had been made by the school to the systems and processes for identifying, assessing and screening students with special educational needs. Consequently, the school had a more accurate evaluation of the needs of students with special educational needs.</li> <li>Learning support assistants, when given a clear role, provided some good support in class to students with special educational needs.</li> <li>Parents were confident that their children were well supported in school, and were progressing well.</li> <li>The school did not yet effectively monitor the academic progress of students with special educational needs. As a result, those students did not always make the same progress in lessons as their peers.</li> </ul>	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>Senior leaders were committed and communicated a clear vision for the future development of the school. The Principal was respected by teachers and parents and had engaged both these committed stakeholders to work for improvement.</li> <li>Most subject heads provided clarity and direction in their leadership of their subject departments. However, only a few were experienced in the skillful analysis of, and planning for, the quality of teaching or curriculum design and modification to enable their department staff to improve standards.</li> <li>Relationships and communications between all leaders and staff were professional. Most leaders felt part of a valued team.</li> <li>As a result of more focused professional training and additional support from the Governing Body, all leaders managed to improve their capacity to drive forward the ongoing improvements in the school.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> <li>Evidence for self-evaluation for the current year was gathered from a range of sources and stakeholders. Members of the Governing Body were actively involved in this process. However, while the work was detailed, school leaders did not yet know, as fully as they should, the school's strengths and weaknesses. As a result, too many judgments were over-generous, and the self-evaluation was more descriptive than evaluative.</li> </ul>	



- Regular lesson observations were undertaken by subject heads and senior leaders. However, the methods of observation and the application of evaluation criteria lacked rigour.
- Action plans were in place but required further amendment in light of inspection evaluations.
- The school had made insufficient progress in addressing the recommendations from the previous report.




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>• The school had established productive links with parents through the Parent Forum and regular communication between school and home.</li> <li>• Most parents reported high levels of satisfaction about the work of the school. They felt that the staff and school leaders were accessible, helpful and that they communicated well with them.</li> <li>• The updated school website provided parents with improved key information about school's various activities. It also provided more information for parents about the expected curriculum standards and the progress of their children.</li> <li>• The school, and senior students in particular, benefited from relevant links with the wider community. There were valuable opportunities for work experience through links with local businesses.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>• Over the year, the Governing Body had broadened its representation by including members with relevant expertise, as well as parents. A trusting relationship was established between the owner, the Principal and the teachers. Students were occasionally invited to attend meetings of the Governing Body when appropriate.</li> <li>• The Governing Body was active and worked in close cooperation with the senior management of the school. It provided support and direction on a variety of matters, including self-evaluation. The board had facilitated useful professional development.</li> <li>• The board did not hold the school closely enough to account for improving its performance, particularly in rapidly meeting inspection recommendations.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> <li>• The school was well managed, and there were appropriate routines in place to ensure the effective operation.</li> <li>• Staffing levels were generous with high numbers of support staff available in corridor areas and in the kindergarten and early elementary classes. Although all staff were registered, not all had teaching qualifications. A significant minority were new to the school. Furthermore, the school had still to appoint a careers guidance counsellor.</li> <li>• The premises were of good quality, with spacious classrooms and good technology infrastructure. Access to the school for those with disabilities was appropriate with lift access and ramps. There had been some slight modification to the environment to support students with special educational needs.</li> <li>• Learning resources in the school were of a good quality and promoted better learning.</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 judgments. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	82	24%
	Last year	80	29%
 Teachers	29		48%
 Students	65		82%

- Only a minority of parents completed the on-line survey. While most students responded to the survey, only a significant minority of teachers did.
- Most parents stated that their children made good progress in English, mathematics and science. A significant minority of parents felt that progress in Arabic as a first language was not as good as that in other subjects.
- Students and parents felt that teaching in the school was good, although a majority of students believed that they did not have enough opportunities to use technology to support their learning.
- Parents, teachers and students agreed that the school was successful in ensuring the safety of students. Most students reported that they felt safe and well looked after.
- Although most students stated that they enjoyed lessons, just over a half agreed that they had sufficient opportunities to participate in extra-curricular activities and that the school provided a wide range of subjects.
- Almost all teachers, and most parents and students, believed that the school was well led. Parents felt that they were consulted about decisions, however a few wanted a greater role in participating in decision making, especially where the decisions affected their children.

\*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)