

Inspection Report



Bradenton Preparatory Academy 2014-2015



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

www.khda.gov.ae



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School information



General information

| | |
|-------------------------|--|
| Location | Dubai Sports City |
| Type of school | Private |
| Opening year of school | 2010 |
| Website | www.bradentonprepdubai.com |
| Telephone | 04-4493600 |
| Address | Dubai Sports City |
| Principal | Dr. Connie Weiner |
| Language of instruction | English |
| Inspection dates | 19 th – 22 nd January 2015 |



Students

| | |
|---------------------------------------|-----------------|
| Gender of students | Boys and Girls |
| Age range | 4 - 18 |
| Grades or year groups | KG 1 - Grade 12 |
| Number of students on roll | 734 |
| Number of children in Pre-K | 0 |
| Number of Emirati students | 4 |
| Number of students with SEN | 24 |
| Largest nationality group of students | US |



Teachers / Support staff

| | |
|---------------------------------------|--------------------------------|
| Number of teachers | 68 |
| Largest nationality group of teachers | USA |
| Number of teacher assistants | 27 |
| Teacher-student ratio | 1:20 KG 1:25 Rest of school |
| Number of guidance counsellors | 2 |
| Teacher turnover | 20% |



Curriculum

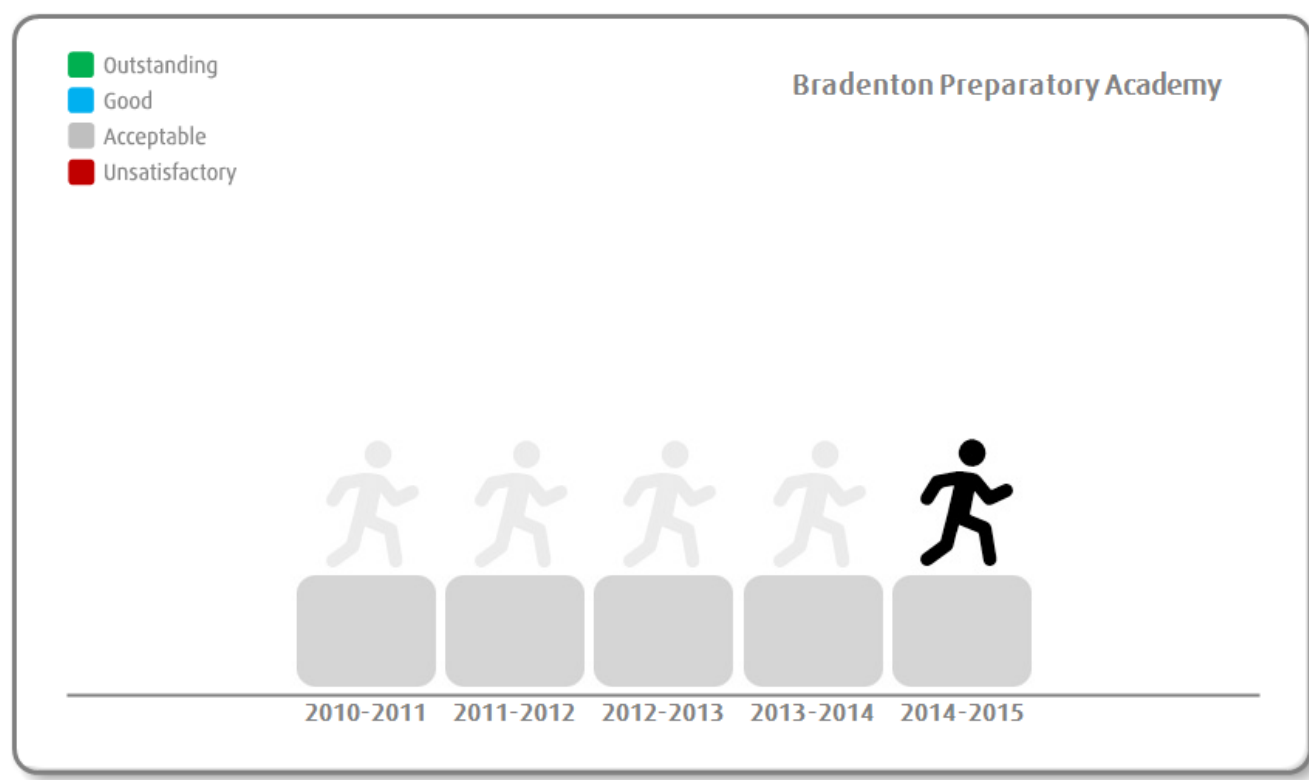
| | |
|----------------------------------|--------------------|
| Educational Permit | US |
| Main Curriculum / Other | US |
| Standardized tests / board exams | MAP, SAT, PSAT, AP |
| Accreditation | NEASC Candidate |



Dear Parents,

Bradenton Preparatory Academy was inspected by DSIB from 19th – 22nd 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

- There was a strong senior leadership team in place to drive the school forward.
- Improvements in teaching in the Kindergarten phase helped all children make progress in their learning and development.
- The school's creative learning environment benefitted all students.
- The school provided a very caring environment where students could thrive in their learning and development.
- The school had outstanding health and safety systems and processes.

Areas for improvement

- Improve the quality of teaching, assessment and curriculum design in Islamic Education and Arabic so that all students make good progress.
- Raise teachers' expectations of what their students can achieve, and ensure their teaching consistently meets the needs of all groups of students.
- Improve teachers' use of standards-based assessments to fairly and accurately measure the progress of each student, in order to better inform them in their teaching and curriculum planning.
- Ensure leaders and managers, in the self-evaluation of the school, evaluate the impact of school improvements in relation to students' learning outcomes.

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 Bradenton Preparatory Academy



How well does the school perform overall?

Overall, Bradenton Preparatory Academy provided an '**Acceptable**' quality of education for its students.

- Students' progress was good in English, mathematics and science, particularly in the lower phases. Their attainment and progress in Arabic and Islamic Education was not consistently at an acceptable level. Most students were actively engaged in their learning and enjoyed participating in activities, discussions and tasks where they had an opportunity to explore ideas on their own.
- Students' personal responsibility and their community and environmental responsibility was good.
- Teaching in the Kindergarten phase was good and teachers successfully improved children's learning skills. However, teaching elsewhere was only acceptable. Though some successful teaching strategies were seen, they were not consistently improving the learning outcomes for students. Although the majority of teachers demonstrated good subject knowledge and some effective use of assessment information, this was not found consistently.
- The quality of the curriculum improved across all phases. The school's use of the Washington State curriculum standards gave a broad and balanced curriculum, reinforced by some good enrichment and useful community links.
- Health and safety systems and procedures were outstanding, including the new online protocols. The care and protection of students was good and the school welcomed students with special educational needs.
- School leaders maintained a focus on school improvement as the key priority. They significantly improved resources such as Learning Technologies, to enhance teaching.



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

- The majority of students with learning difficulties made acceptable progress when in class, but they made good progress against their education plans especially when working with support teachers.
- Planning included curriculum modifications that were appropriately matched to the personal, social, emotional and learning needs of most students.
- Support staff were skilled and appropriately paired with individual students to ensure continued progression. Teachers were developing an awareness of what they needed to do to support students with special educational needs.






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

| | | KG | Elementary | Middle | High |
|---|------------|----------------|------------|------------------|----------------|
|  Islamic Education | Attainment | Not Applicable | Acceptable | Unsatisfactory | Unsatisfactory |
| | 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 | Unsatisfactory ↓ | Unsatisfactory |
| | Progress | Not Applicable | Acceptable | Unsatisfactory ↓ | Acceptable |
|  English | Attainment | Good | Acceptable | Acceptable | Acceptable |
| | Progress | Good | Good ↑ | Acceptable | Good ↑ |
|  Mathematics | Attainment | Good ↑ | Good ↑ | Acceptable | Acceptable |
| | Progress | Good ↑ | Good ↑ | Acceptable | Acceptable |
|  Science | Attainment | Acceptable | Good ↑ | Good ↑ | Acceptable |
| | Progress | Acceptable | Good ↑ | Good ↑ | Good ↑ |
| | | KG | Elementary | Middle | High |
| Learning skills | | Good ↑ | Acceptable | 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 | Acceptable | Acceptable | Acceptable | Good  |
| Community and environmental responsibility | Good  | Good  | Good  | Good  |

3. How good are teaching and assessment?

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

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

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

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

| | KG | Elementary | Middle | High |
|--------------------|-------------|-------------|-------------|-------------|
| Health and safety | Outstanding | Outstanding | Outstanding | Outstanding |
| 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 | Good |



School Inspection Report

Overall school judgement

Acceptable

Key strengths


- Capable and skilled senior leaders initiated and supported other leaders' and teachers' efforts to improve the school.
- The clear vision and focus in the Kindergarten phase led to improved teaching approaches and supported children's progress.
- A positive and creative learning environment benefited all students in their learning and personal development.
- There was good provision for the care and protection of students.
- Health and safety systems and procedures were outstanding.


Changes since the last inspection

- Good progress occurred in several key subjects, notably English, mathematics and science in the elementary phase, and science in each of the two upper phases. Mathematics had improved in the Kindergarten phase.
- The adoption of new Washington State curriculum standards across the school had improved the integration of standards-based teaching and led to some improvements in students' progress.
- There was a clear focus on developing effective teaching strategies, with the first steps of improvement evident, particularly in the Kindergarten phase.
- Improved understanding of community and environmental responsibility was seen across all phases of the school.



Recommendations

- Improve students' attainment and progress in Arabic and Islamic Education by:
 - developing better teaching processes which set linguistic objectives, high expectations and sufficient challenge
 - using assessment to identify skill levels, inform planning and better address students' needs
 - better planning of the curriculum to ensure continuity and progression.
- Continue to improve the consistency of teaching by:
 - ensuring teaching strategies meet the needs of all students
 - having higher expectations of all students, including students with special educational needs, and providing appropriate challenge
- Develop standards-based assessments in all subjects that allow for the identification, measurement and recording of each student's progress.
- Improve school self-evaluation through; the better use of accurate and relevant assessment data and evaluate the impact of school improvements in relation to students' learning outcomes.






 Improved from last inspection

 Declined from last inspection

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

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





- Most children entered the school with English as an additional language and soon gained the confidence to communicate with each other and their teachers. Most listened well to instructions and stories and quickly adapted to new routines. Older children had a developing understanding of the sounds that letters make (phonics) and were able to read simple words. Their writing skills were less developed.
- In mathematics, most children were able to count to ten with the help of apparatus and a few were able to count objects without using a one-to-one correlation. Children were beginning to record simple subtraction with the help of apparatus. Most children were able to understand the value of numbers because there were opportunities to work with numbers in different contexts and using different objects.
- In science, most children displayed curiosity and developed skills of observation as they moved around the classroom. They were able to use appropriate language to describe their scientific thinking. Progress was slower because investigations were not included in all areas of their learning.

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

- In Islamic Education, most students had an adequate knowledge of the Pillars of Islam, and made reasonable progress in knowing how to prepare for prayers. Their memorization of the Holy Qur'an was limited.
- In Arabic as a first language, most students had adequate listening skills. Students could read simple text, but their writing was weak. Most students made adequate progress enhancing their knowledge of vocabulary. Their progress in developing writing skills was slow.
- In Arabic as an additional language, most students could understand simple words from their surroundings and were becoming familiar with simple classroom instructions. Their skill in giving



responses was limited to a few simple words and sentences. Most students made acceptable progress in vocabulary acquisition. Their progress in reading and writing was slow.

- Most students were reading and writing English at an age appropriate level. By the time that they reached Grade 5, they were able to identify the main features of a narrative. Their progress was most rapid in these skills in the early grades of this phase.
- In mathematics, most young students had very good number recognition and early numeracy skills. These supported their learning as they went on to use place value, to solve problems and to recognize mathematical patterns in the world around them. Older elementary students drew on their skills with different mathematical strategies, such as choosing the use of partial quotients, sharing, or known facts as ways to solve division questions.
- Students continued to build their science vocabulary and knowledge of concepts. Almost all students were using learning technology independently to conduct research on topics like animal groups. By the end of this phase students were able to form hypotheses, conduct age-appropriate experiments, and record the results of their investigations.



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

- In Islamic Education, a majority of students had limited knowledge of key concepts and practices in Islam such as the Pillars, Iman and prayers. They made adequate progress in acquiring knowledge of key events in Islam, but their progress in understanding the Holy Qur'an was very slow.
- In Arabic as a first language, most students could communicate a few simple ideas appropriately, but were heavily reliant on colloquial Arabic. Their reading was acceptable, with their comprehension skill developing at an acceptable rate. Progress in developing their writing skills was slow.
- In Arabic as an additional language, a majority of students had limited reading and writing skills. They often struggled to understand basic classroom instructions. Very few students were able to count, understand simple instructions or write familiar words. Their progress was slow across the four language skills.
- The range of English language skills was wide in all classes. Some students' writing was lively and interesting and, at the higher levels, sentences were well-structured and included a range of punctuation and accurate spellings. Girls were progressing at a faster rate than the boys.
- Most students were able to use technology well to support their work in mathematics. There was a broad range of foundational understanding. A majority of students worked well to strengthen their skills and reach a higher standard, particularly those students who came into the school with gaps in their mathematical understanding.
- In science, students were becoming more sophisticated in their acquisition of scientific knowledge and skills. They were able to construct models, keep detailed notebooks, present reports to classmates and manage experiments with minimal teacher direction. By the end of middle phase almost all students had acquired a strong scientific knowledge base including chemical reactions, the periodic table, the human body and the earth's systems.

| |
|--|
| |
|--|


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

- In Islamic Education, a majority of students had significant gaps in their knowledge and understanding of key aspects of the subject. Students had difficulty differentiating the Pillars of Islam and Iman, Hajj and Ummrah, and Zakat and Sadaqa. In lessons, they made acceptable progress gaining knowledge of morals, values and rules in Islam, but their progress in understanding the Holy Qur'an was slow.
- Students' attainment and progress in Arabic as a first language was acceptable. Students in Grades 11 and 12 could identify the main characters of a story and a sequence of events. A majority of students understood the main events of a story but were unable to analyze it deeply and explore thoughtful ideas behind its theme. Speaking and writing skills in classical Arabic were underdeveloped.
- Progress in Arabic as an additional language was acceptable, but attainment levels for a minority of students were still below expectations. Most students could read and respond to a short text. However, their speaking and writing skills were underdeveloped.
- Students were increasingly engaged in discussion and debate in English. This had a positive impact on the development of their writing. By Grade 12, students were developing their inferential understanding and could appreciate the authors' points of view, quoting evidence from the different texts.
- Students in Grades 9 and 10 were developing the ability to use models to demonstrate their understanding of algebraic concepts in real world situations. By Grades 11 and 12 a majority of students explained processes well using mathematical vocabulary. All students were developing the links between theoretical mathematics and application to different contexts. A few students were able to transfer their theoretical knowledge of logarithmic models to everyday life situations.
- In science, students were able to build on their prior knowledge and work independently on a number of projects. They were able to conduct experiments designed by their teachers. They were able to develop their own hypotheses and design experiments to test them. Grade 9 biology students were able to build a 'DNA' model and create a vocabulary concept map. Grade 12 physics students were able to independently design and test their own experiment on the relationship between energy, work and power. By the end of this phase almost all students had a sound grounding in science and were able to demonstrate a high level of understanding of complex ideas, concepts and vocabulary.





| | KG | Elementary | Middle | High |
|--|--|------------|------------|--|
| Learning skills | Good  | Acceptable | Acceptable | Good  |
| <ul style="list-style-type: none"> The majority of students enjoyed their learning and, when given the opportunity, took responsibility for their studies. Good examples of this were the presentations made by students to their peers in the high school phase and the level of independence shown by Grade 2 students, whilst working in their learning centers in English. Student interaction was better in English, mathematics and science, than in Islamic Education and the Arabic languages. In many lessons, students were clear about the tasks in which they were engaged and could explain them well. Collaboration was a developing feature and when it was effective, as with the Socratic seminars in an Advanced Placement Literature class, it was a powerful tool for learning. Most Kindergarten children made connections with their learning to real life. The development of this skill was more variable in the remaining three phases across the core subjects. Lack of consistency with this skill resulted in students missing the value of reinforced learning through planned cross-curricular links. Kindergarten children were successful at finding things out for themselves. Elsewhere, this skill was developing in line with the opportunities provided to the students. The use of technology by students was an emerging feature. Good examples were seen in science in the middle and high school phases, in mathematics in the elementary phase and in Grade 2, where students were writing electronic books. | | | | |

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


| | KG | Elementary | Middle | High |
|---|------|------------|--------|------|
| Personal responsibility | Good | Good | Good | Good |
| <ul style="list-style-type: none"> Most students had good attitudes towards the school and participated well in activities. Positive behaviors were evident in almost all lessons and across the school. Students enjoyed good relationships with each other and their teachers. There was a growing awareness of healthy lifestyles, through improved incorporation into the curriculum. Students' attendance improved but was not yet at the expected level for a good school. | | | | |


| | KG | Elementary | Middle | High |
|--|------------|------------|------------|--|
| Understanding of Islamic values and awareness of Emirati and world cultures | Acceptable | Acceptable | Acceptable | Good  |
| <ul style="list-style-type: none"> Most students had a basic understanding of Islam's values. They reflected on their observations of the number of mosques and the conservative dress code in Dubai. They considered how these influenced the local society. Students shared their admiration of Dubai's modern architectures and organization. In the elementary and middle phases, students had an adequate knowledge of the UAE's local culture and heritage, while students in the high school phase had a more comprehensive knowledge of the UAE's history. | | | | |

- Most students particularly those in the high school phase, were proud to share the lifestyles of their own cultures and had a good knowledge of world cultures.





| | KG | Elementary | Middle | High |
|---|--|--|--|--|
| Community and environmental responsibility | Good  | Good  | Good  | Good  |
| <ul style="list-style-type: none"> Most students were involved in the life of the school community in some way. They served on the student council, held leadership roles in the various 'Houses', acted as student helpers or planned and initiated activities and competitions. Many students volunteered in the local community at hospitals and other venues, and some worked on community service projects within the school or the community. Almost all students had a strong environmental awareness and knew about the need for conservation and the importance of protecting the environment. They practiced conservation measures like recycling, reducing electricity use and conserving water both at home and at school. | | | | |


3. How good are teaching and assessment?

| | KG | Elementary | Middle | High |
|--|--|------------|------------|------------|
| Teaching for effective learning | Good  | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> Kindergarten teachers planned imaginative learning activities. They provided many opportunities for children to engage in independent activities. Teachers' planning in the upper phases of the school were generally detailed and included a range of different, appropriate and interesting activities, particularly in English, mathematics and science. However, occasionally lesson objectives were missing or not appropriately set. Most teachers demonstrated good subject knowledge, and knew age-appropriate techniques to help students learn. These techniques and skills were not always evident in the Islamic Education and Arabic classes. In Arabic as a first language, lessons were often content driven. The learning environment was attractive, and time and resources were usually used efficiently. The quality of teacher-student interactions was a strength of most lessons, and often ensured students were active participants. Teachers' questioning skills were developing but they did not consistently challenge students to think hard and make connections between their learning and real life. Teaching strategies to meet the needs of all students, higher expectations and the promotion of independent and critical thinking were not consistent across all phases. In Arabic as a first language, teachers had acceptable subject knowledge. Objectives set in lesson planning often lacked challenge. Questioning was mostly closed and strategies were limited to question and answer sessions and group work. These were inconsistent in their effectiveness in meeting students' needs. Assessment did not identify students' strengths and areas for improvement clearly and was not used to inform planning for learning. The promotion of critical thinking, reflection or the use of ICT were not a consistently strong features. | | | | |

| | KG | Elementary | Middle | High |
|--|--|------------|------------|------------|
| Assessment | Good  | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> Assessments were made in all core areas and most were fully linked to the standards. However, in Islamic Education and Arabic the process was in its very early stages. In English, there were some guidelines to exemplify standards, for example, the 'Writing Continuum K-12'. More rigorous, standards-based testing was introduced in mathematics but this was not consistent across the phases. Student progress was tracked through a variety of assessments, and targets were set in some core subjects. In the Kindergarten phase, the children's personal and social growth was measured. Measuring Academic Progress (MAP) tests were used in English, mathematics and science, but not taken at all grade levels. In addition, some normative external assessments were used to measure attainment and progress in spelling and reading. Assessment data in Islamic Education and Arabic was less accurate and not analyzed well. In the other core subjects, teachers were involved in the internal testing process and made comparisons between classes across a grade level and for different groups of students, resulting in some adaptations being made to the curriculum. Teachers in the Kindergarten phase had strong systems and practices of using assessment to modify teaching in order to meet the needs of all groups of children. Assessment also impacted positively on the progress of special educational needs and English Language Learner students in their withdrawal groups. However, it varied in its effectiveness across the core subjects in the other phases of the school. Feedback to children was strongest in the Kindergarten phase and teachers knew their children well. In other phases, when feedback took place, it was too often general and not linked to the learning objectives. Self-assessment and peer assessment strategies were developing in some subjects. | | | | |

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"> The curriculum was broad and balanced offering a variety of subjects including art, music, learning technology, PE and modern foreign languages. At all grade levels and in most subjects, the curriculum focused on the acquisition of both knowledge and skills. Progression across phases was smooth and transparent from grade to grade. There were a large number of creative and innovative activities built into the curriculum in most subjects and grades. There were some effective cross-curricular links made between subjects to help students make links between their learning. The curriculum encouraged independence and the development of '21st century skills'. The curriculum was reviewed on a regular basis and any needed adjustments were made in a timely manner. The Arabic as a first language curriculum was of concern. It did not have sufficient enrichment or breadth. It focused too heavily on knowledge and vocabulary acquisition rather than the use of language. | | | | |

| | KG | Elementary | Middle | High |
|--|--|------------|------------|------------|
| Curriculum design to meet the individual needs of students | Good  | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> The curriculum was planned appropriately to meet the needs of most students. The school recognised the wide range of ability and the different learning needs of the students, including those with special educational needs. The curriculum was modified well to provide interest and activity based learning for children in the Kindergarten phase. It was not always modified sufficiently for students with special educational needs when in class. It did not always meet the educational needs of students in Islamic Studies and in Arabic as an additional language, or the advanced students across all phases. The curriculum provided opportunities for students to choose and study subjects that supported their need and interest. Core subjects were complemented by an increased number of 'specials' in the Elementary phase and many electives in the middle and high school phases. The English Language Learner (ELL) curriculum was adapted well to support individual students when appropriate. There was a wide range of extra-curricular activities available for all students including children in the Kindergarten phase. After school activities provided additional opportunities for students to develop creative and personal skills, interests and talents. Students took part in community service including 'Week without Walls' and the Varkey GEMS Foundation. The school provided Arabic in the Kindergarten phase to all of its 175 children. Kindergarten 1 children had one 30-minute session per week while those in Kindergarten 2 were allocated two sessions per week, each of 45 minutes. The content of the curriculum included simple greetings, and learning the names of colors and fruits for younger children. In Kindergarten 2, letters and their phonics were introduced. | | | | |

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

| | KG | Elementary | Middle | High |
|--|-------------|-------------|-------------|-------------|
| Health and safety | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Health and safety were outstanding. All staff were fully aware of the child protection policy and its related procedures. The school was safe and had strong procedures for security and bus arrangements. Lockdown processes were recently introduced and the school was tightening its systems for evacuation and fire drills. Buildings were maintained to an excellent standard. Record keeping of incidents was meticulous. The facilities were extremely well suited to students' needs. There were very high standards of cleanliness throughout the school. Healthy lifestyle initiatives were built into the curriculum although a minority of students were not yet responding positively. | | | | |

| | KG | Elementary | Middle | High |
|--|------|------------|--------|------|
| Quality of support | Good | Good | Good | Good |
| <ul style="list-style-type: none"> Teachers had a very good knowledge of their students and were very aware of their needs. At the beginning of the day students were greeted personally with a smile by staff as they entered the school building. This helped to develop strong relationships between staff and students and it built mutual trust. Behavior management was positive and understood by all staff and students. Attendance and punctuality recording occurred at the beginning of each day. Clear policies were in place to address any problems and parents were contacted immediately if students failed to arrive when expected. The procedures for identification of students with special educational needs were detailed and understood by all staff. The needs of these students were identified at an early age or as soon as possible after they joined the school. Specialist staff were fully trained and qualified to undertake school-based special assessments and intervention was valued and acted upon. Support for students with special educational needs was based upon individual needs. It included a detailed Individual Education Plan (IEP) for those who were identified as needing extra support. Students also gained a great deal of individual and personal support from staff, especially those in the special educational needs department. The support was not as effective when students worked in class. As a result, these students made acceptable progress overall. The school counsellors provided a comprehensive support program for all students including individual and small group meetings for students with particular academic or social needs. Students' questions, needs and concerns were managed sensitively and in confidence. Advice and support was given to students making their next choices in education and their university applications. | | | | |

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"> Leaders were committed to maintaining an ethos where all students were welcome in the school. As a result, the improvements over the last year had raised the level of awareness of staff and made the learning environment more inclusive. The school had appropriate systems in place for identifying students with special educational needs at the time of admission and as students progressed through the school. The admission team conducted baseline assessments as well as formative and summative assessments to identify specific needs. Individualized teaching strategies were implemented over a six week period to track any improvements and to adjust support plans. However, teachers were not always skilled to meet students' needs in all lessons, which slowed students' progress. Curriculum modifications were made and appropriately matched to the personal, social, emotional and learning needs of most students. Support staff were skilled and appropriately paired with individual students to ensure continued progression. However, teachers and subject leaders did not always match their medium or short term planning to students' individual education plans. Parents were fully involved in the identification process and in developing the individual education plans. They were kept informed of the developments by attending regular meetings or by requesting | |

meetings whenever they had a concern. The progress of all special educational needs students was reviewed and discussed with parents on a regular basis.

- Most special educational needs students who had been assessed worked with the support of an individual education plan. They made good progress when they worked either individually or in small groups with support teachers. Progress was much slower when students worked in class because teachers did not always match their teaching to the needs of students.

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

| | Overall |
|--|---------|
| The effectiveness of leadership | Good |
| <ul style="list-style-type: none"> • The senior leaders demonstrated vision, commitment to the school and a keen focus on the progress of the students. These qualities were evident in the way challenges were handled, and in the visible commitment to the school. • The delegation of leadership responsibilities to other school leaders was evident this year, and mutual support provided for improved learning was developed through the establishment of professional learning communities for each year group. • Staff relationships within the school were strong and expectations set by leaders were clear. However, there was room for further refinement of communication processes. • Leaders at all levels had a good understanding of the school, and were developing the capacity to make practical plans to bring about positive changes. • The successes gained in student progress over the last year were a result of leadership developing teaching practices and instituting changes to give students better opportunities to learn and to follow their interests. | |

| | Overall |
|--|------------|
| Self-evaluation and improvement planning | Acceptable |
| <ul style="list-style-type: none"> • Self-evaluation was formed through several different processes, each of which helped the school evaluate its own performance. A process had started to further develop an accurate analysis of data, in order to create a clear and measurable path of growth. • Well-developed systems of teacher appraisal were in place, and generated areas for improved teaching strategies and continued professional development. • The school had a detailed action plan for improvement that addressed the key recommendations of the previous report. The input of stakeholders and the refinement of measurable objectives was acceptable. • The majority of the recommendations of the previous report had been partially addressed, with notable progress in the process of improvement to teaching and curriculum. The actions towards the recommendation for improvements to Islamic Education and Arabic did not have a discernible impact on learning. | |

| | Overall |
|---|---------|
| Parents and the community | Good |
| <ul style="list-style-type: none"> Parents were welcome participants in their children's learning and had a good relationship with the school. Many parents took part in school events, whether informal discussions or planned activities. They also participated in the life of the school through the 'Parents Organization', newsletters and through digital media. Well-established systems were in place for the school to communicate with parents, and for parents to be in touch with teachers or the school. Regular progress reports were given to parents to track student performance, some of which included rich comments to give a full understanding of needs and growth. Informal reporting took place online, and was welcomed by parents. There were links to the community, and students took part in community service as a key feature of their overall school experience. | |




| | Overall |
|---|---------|
| Governance | Good |
| <ul style="list-style-type: none"> Governance sought the views of parents through a telephone hotline. Governors conducted their own review of the school, and analyzed needs compared with the school leaders' own analysis. The governing body maintained a good knowledge of the school, through its review systems and personal contact with parents. Governors helped to improve the school through the provision of staff development, and purchasing additional learning resources. Governors provided expertise in assisting the school to find the personnel and resources to support the need for good quality teachers. | |

| | Overall |
|---|---------|
| Management, staffing, facilities and resources | Good |
| <ul style="list-style-type: none"> The school ran very smoothly at all levels. There was a restructuring of the timetable to the block system in the middle and high school phases, allowing students' movement towards interests and college requirements. Timetabling in Grades 3 to 5 was adjusted to allow specialist teachers to teach mathematics and science or English and social studies. These major changes were brought about with minimal disruption. Almost all teachers were well qualified to teach a wide range of courses within a United States curriculum. However, not all teachers of Islamic Education and Arabic had been approved by KHDA. Support staff were well deployed to support individual students' in classes. Specialist teachers for English language learners (ELL) as well as for students with special educational needs were provided, and a special educational needs coordinator was now in place. The school provided guidance counsellors, and a Dean to address students' social and career needs. The school campus was clean, attractive and provided opportunities for students to group socially, play outside safely, and move between blocks efficiently. A wider range of new teaching and learning resources was seen across the school including two new swimming pools. The teaching of film, music, PE, social studies and similar 'vocational' subjects were well supported by good-quality resources. A range of digital learning technologies and media resources allowed students and teachers across all grades from Kindergarten to Grade 12 to work and learn effectively. | |

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What are the views of the Principal, parents, teachers and students?

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

| Responses to the surveys | | | |
|--|-----------|-----|------------|
| Responses received | Number | | Percentage |
|  Parents* | This year | 159 | 29% |
| | Last year | 122 | 28% |
|  Teachers | 38 | | 56% |
|  Students | 148 | | 97% |

- Most students, a majority of teachers and a minority of parents completed the surveys.
- Of those who responded to the KHDA survey, almost all parents were strong supporters of the school, its leadership and its teachers, and held the diversity of the school in high regard. Most parents agreed that their children were receiving a good quality education, in a protected and supportive learning environment.
- Most parents held a strongly favorable view of the good quality of teaching in the school, and felt the key subjects of mathematics, English and science were taught in a way to allow good progress. A minority of parents felt the quality of teaching in Islamic Education and Arabic did not allow their children to progress well.
- A few parents expressed concerns in regard to the behavior of a few students. While communication was overall positive, a few parents indicated a need for further improvement. Most parents felt well informed of their child's progress.
- Almost all teachers were satisfied with the quality of education provided by the school, while most agreed that students were able to develop a range of learning skills, enjoyed school and developed good social skills. A small minority of teachers were concerned about student behavior.
- Most students were satisfied with the quality of education at their school. The level of progress students felt they were making was a close match to this inspection's evaluation for each subject. Almost half of the students would like to see more extracurricular offerings, and felt the curriculum was not yet wide enough to match their needs. Most students felt safe, cared for and treated fairly. Nearly half of the students felt their voice could be better heard by the school leadership.

*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